

**FLORIDA'S RACE TO THE TOP
APPLICATION FOR INITIAL FUNDING
CFDA 84.395A**

**SUBMITTED TO THE UNITED STATES DEPARTMENT OF EDUCATION
ON JANUARY 19, 2010**

**I. RACE TO THE TOP APPLICATION ASSURANCES
(CFDA No. 84.395A)**

Legal Name of Applicant (Office of the Governor): Executive Office of the Governor	Applicant's Mailing Address: 400 South Monroe Street Tallahassee, Florida 32399-0001
Employer Identification Number: 596001874	Organizational DUNS: 809559248
State Race to the Top Contact Name: Dr. Eric J. Smith	Contact Position and Office: Commissioner, Florida Department of Education
Contact Telephone: (850) 245-0659	Contact E-mail Address: Eric.Smith@fldoe.org
<p>Required Applicant Signatures:</p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct.</p> <p>I further certify that I have read the application, am fully committed to it, and will support its implementation:</p>	
Governor or Authorized Representative of the Governor (Printed Name): Charlie Crist, Governor	Telephone: (850) 488-2272
Signature of Governor or Authorized Representative of the Governor:	Date:
Chief State School Officer (Printed Name): Eric J. Smith, Commissioner	Telephone: (850) 245-9663
Signature of the Chief State School Officer:	Date:
President of the State Board of Education (Printed Name): T. Willard Fair, Chairman	Telephone: (850) 245-9661
Signature of the President of the State Board of Education:	Date:

State Attorney General Certification

I certify that the State’s description of, and statements and conclusions concerning, State law, statute, and regulation in its application are complete, accurate, and constitute a reasonable interpretation of State law, statute, and regulation.

(See especially Eligibility Requirement (b), Selection Criteria (B)(1), (D)(1), (E)(1), (F)(2), (F)(3).)

I certify that the State does not have any legal, statutory, or regulatory barriers at the State level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.

State Attorney General or Authorized Representative (Printed Name):
Bill McCollum, Attorney General

Telephone:
(850) 245-0158

Signature of the State Attorney General or Authorized Representative:

Date:

II. ACCOUNTABILITY, TRANSPARENCY, REPORTING AND OTHER ASSURANCES AND CERTIFICATIONS

Accountability, Transparency and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top program, including the following:

- For each year of the program, the State will submit a report to the Secretary, at such time and in such manner as the Secretary may require, that describes:
 - the uses of funds within the State;
 - how the State distributed the funds it received;
 - the number of jobs that the Governor estimates were saved or created with the funds;
 - the State's progress in reducing inequities in the distribution of highly qualified teachers, implementing a State longitudinal data system, and developing and implementing valid and reliable assessments for limited English proficient students and students with disabilities; and
 - if applicable, a description of each modernization, renovation, or repair project approved in the State application and funded, including the amounts awarded and project costs (ARRA Division A, Section 14008)
- The State will cooperate with any U.S. Comptroller General evaluation of the uses of funds and the impact of funding on the progress made toward closing achievement gaps (ARRA Division A, Section 14009)
- If the State uses funds for any infrastructure investment, the State will certify that the investment received the full review and vetting required by law and that the chief executive accepts responsibility that the investment is an appropriate use of taxpayer funds. This certification will include a description of the investment, the estimated total cost, and the amount of covered funds to be used. The certification will be posted on the State's website and linked to www.Recovery.gov. A State or local agency may not use funds under the ARRA for infrastructure investment funding unless this certification is made and posted. (ARRA Division A, Section 1511)
- The State will submit reports, within 10 days after the end of each calendar quarter, that contain the information required under section 1512(c) of the ARRA in accordance with any guidance issued by the Office of Management and Budget or the Department. (ARRA Division A, Section 1512(c))
- The State will cooperate with any appropriate Federal Inspector General's examination of records under the program. (ARRA Division A, Section 1515)

Other Assurances and Certifications

The Governor or his/her authorized representative assures or certifies the following:

- The State will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the State's application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State will comply with all of the operational and administrative provisions in Title XV and XIV of the ARRA, including Buy American Requirements (ARRA Division A, Section 1605), Wage Rate Requirements (section 1606), and any applicable environmental impact requirements of the National Environmental Policy Act of 1970 (NEPA), as amended, (42 U.S.C. 4371 et seq.) (ARRA Division A, Section 1609). In using ARRA funds for infrastructure investment, recipients will comply with the requirement regarding Preferences for Quick Start Activities (ARRA Division A, Section 1602).
- Any local educational agency (LEA) receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.
- The State and other entities will comply with the Education Department General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74—Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75—Direct Grant Programs; 34 CFR Part 77—Definitions that Apply to Department Regulations; 34 CFR Part

80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81– General Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Governmentwide Debarment and Suspension (Nonprocurement).

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL

Governor or Authorized Representative of the Governor (Printed Name): Charlie Crist, Governor	
Signature of Governor or Authorized Representative of the Governor:	Date:

III. ELIGIBILITY REQUIREMENTS

A State must meet the following requirements in order to be eligible to receive funds under this program.

Eligibility Requirement (a)

The State's applications for funding under Phase 1 and Phase 2 of the State Fiscal Stabilization Fund program must be approved by the Department prior to the State being awarded a Race to the Top grant.

The Department will determine eligibility under this requirement before making a grant award.

Eligibility Requirement (b)

At the time the State submits its application, there are no legal, statutory, or regulatory barriers at the State level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.

The certification of the Attorney General addresses this requirement. The applicant may provide explanatory information, if necessary. The Department will determine eligibility under this requirement.

(Enter text here.)

IV. SELECTION CRITERIA: PROGRESS AND PLANS IN THE FOUR EDUCATION REFORM AREAS

(A) State Success Factors (125 total points)

A)(1) Articulating State's education reform agenda and LEAs' participation in it (65 points)

The extent to which—

- (i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; (5 points)
- (ii) The participating LEAs (as defined in this notice) are strongly committed to the State's plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D)^{1[1]} or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— (45 points)
 - (a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State's plans;
 - (b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State's Race to the Top plans; and
 - (c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers' union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and

^{1[1]} See Appendix D for more on participating LEA MOUs and for a model MOU.

(iii) The LEAs that are participating in the State’s Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for—(15 points)

- (a) Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
- (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
- (c) Increasing high school graduation rates (as defined in this notice); and
- (d) Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year’s worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.

In the text box below, the State shall describe its current status in meeting the criterion, as well as projected goals as described in (A)(1)(iii). The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(1)(ii):

- An example of the State’s standard Participating LEA MOU, and description of variations used, if any.
- The completed summary table indicating which specific portions of the State’s plan each LEA is committed to implementing, and relevant summary statistics (see Summary Table for (A)(1)(ii)(b), below).
- The completed summary table indicating which LEA leadership signatures have been obtained (see Summary Table for (A)(1)(ii)(c), below).

Evidence for (A)(1)(iii):

- The completed summary table indicating the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty (see Summary Table for (A)(1)(iii), below).
- Tables and graphs that show the State’s goals, overall and by subgroup, requested in the criterion, together with the

supporting narrative. In addition, describe what the goals would look like were the State not to receive an award under this program.

Evidence for (A)(1)(ii) and (A)(1)(iii):

- The completed detailed table, by LEA, that includes the information requested in the criterion (see Detailed Table for (A)(1), below).

Recommended maximum response length: Ten pages (excluding tables)

(i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application

Overview of Florida’s RTTT Application. Florida has implemented aggressive education reforms for over a decade and will lead the way for the nation in results that can be achieved through a Race to the Top (RTTT) grant. Florida is better poised than any other state to implement RTTT successfully because Florida has learned from prior reforms and has built a valuable knowledge base of what is necessary to implement a successful comprehensive RTTT agenda. Florida has set ambitious, yet achievable student achievement goals and is pursuing them based on research, experience, and its theory of reform that effective teachers and leaders yield college- and career-ready students. The state’s capacity and resolve to implement a successful grant and achieve its goals are demonstrated through its reform history, national recognition, and State Board of Education Next Generation PreK-20 Strategic Plan. High expectations for student achievement in our goals and the robust RTTT Memorandum of Understanding (MOU) for participating LEAs demonstrate Florida’s commitment to improving student learning. These elements serve both to set the bar and to form the centerpiece around which state support initiatives revolve. Combined with the integration and leveraging of existing state and federal funds, RTTT provides Florida with a once-in-a-lifetime opportunity to accelerate and deepen the state’s existing strategies and meet the nation’s education goals. As the fourth largest state in terms of student enrollment with one of the most diverse public school populations in the country, Florida’s achievement in RTTT will serve as a national model for successful education reform.

Florida’s RTTT Student Achievement Goals. Florida’s RTTT investments will assure the realization of increased student

achievement in an expedited time frame. Florida’s RTTT plan builds toward the goal of preparing our students to graduate high school and succeed in college and career. Explained in additional detail in Section (A)(1)(iii), Florida’s major goals for student achievement are the following:

1. Double the percentage of incoming high school freshmen who ultimately achieve college credit.
2. Eliminate the achievement gap by 2020.

Florida’s RTTT Theory of Reform: *Highly effective teachers and leaders matter.* Human capital is the core of Florida’s RTTT theory of reform. Florida has challenged itself to be the “first in the nation” to **change the culture of the profession** by ensuring that all teachers and school leaders are well-selected, prepared, supported, respected, and accountable for their students' achievement. It is the state’s responsibility to be strategic and intentional in providing educators with the support system they need to make instructional decisions that result in students who are internationally competitive. Florida envisions a student-centered school environment where all teachers are supported and engaged in peer collaboration around data analysis, content, instructional methods, and student mastery.

At the end of RTTT, teachers in Florida will enter the classroom each day energized by a level of ownership, responsibility, and pride in their students’ outcomes. Teachers will:

- set high expectations for their students using curricular tools that are informed by internationally-benchmarked standards.
- differentiate instruction through rich learning experiences and with results from aligned formative and interim assessments.
- continuously improve their practice by engaging with other teachers in lesson study and other job-embedded professional development.
- access compensation and career opportunities that reflect the value of effective teaching and leadership.

To secure this environment, Florida will invest heavily in strategies that advance teacher and leader effectiveness and expects a significant return in improved student achievement. Each assurance area in this application describes the strategies and initiatives that will create the professional, student-centered school environment that will ignite the change needed in American education.

Florida’s unparalleled history of reform has created the foundation for strong student achievement. The following list of

historical reforms has set the foundation for continued improvement in all four RTTT assurance areas:

- Adopting internationally-benchmarked student standards aligned to college and career readiness;
- Setting high standards for student achievement (Florida Comprehensive Assessment Test, grades 3-10) several years before the passage of *No Child left Behind (NCLB)*;
- Instituting a strong school accountability system (grading public schools on performance, learning gains, learning gains of lowest 25% of students, high school graduation rate, college ready);
- Building a longitudinal database and reporting system and PK-20 data warehouse;
- Emphasizing student learning in educator evaluations and reward systems, and in teacher preparation;
- Implementing a differentiated accountability system for struggling schools;
- Providing state support and assistance, rewards and sanctions (School Recognition Program);
- Emphasizing reading (State-funded district comprehensive reading plans and thousands of teachers, principals and reading coaches trained in research-based reading instruction);
- Creating a vibrant charter school system and scholarship programs to enable school choice;
- Establishing the Florida Virtual School, the #1 virtual school in the nation; and
- Initiating a statewide voluntary prekindergarten program.

Consequently, Florida's initiatives have shown impressive results. Florida has dramatically improved student achievement over the past decade as measured by National Assessment of Educational Progress (NAEP) student achievement growth:

- Reading scores for 4th grade students soared 18 percentage points.
- Reading gains for 4th and 8th grade were more than twice the national gain
- Math scores for 4th grade improved to above the national average.
- At the 4th grade level, all student subgroups scored above the national average for their subgroup.
- Most impressive has been the success of minorities. Black student gains in mathematics are closing the achievement gap and leading the nation; Hispanic 4th grade reading scores are above the national average for all students.

Florida's bold educational reforms and demonstrated leadership have garnered national recognition. For over a decade, Florida

has taken a leadership role in advancing national education reform. Florida established a student-centered accountability program and a PK-20 data warehouse before these became part of the national education agenda. Currently, Florida is taking a lead in developing the Common Core State Standards and Common Core assessments. These provide clear evidence that Florida will not be testing its capacity or ability to implement comprehensive reforms. As a result, Florida's education performance has earned 8th place in the nation in the *2010 Quality Counts: Fresh Course, Swift Current* report. This achievement is particularly notable, as it represents a drastic improvement from 31st in the nation in 2006 and is a two-spot jump relative to last year's ranking. The report, issued annually by *Education Week*, tracks state policies and performance across key areas of education and assigns each state an overall letter grade to signify their educational standing versus other states. Florida was ranked 4th in the nation for the Teaching Profession, 5th in the nation for Standards, Assessment, and Accountability, and 7th in the nation for K-12 Achievement. Florida was ranked 9th in the nation in terms of math progress and was tied with New York for 1st in closing the math poverty gap over the last seven years. Florida's historical accomplishments, as recognized by this report, provide leverage for future success. Most importantly, Florida has learned from implementing its own past reforms and does not have to rely solely on learning from other states.

While Florida has seen impressive student performance results, it has also learned valuable lessons from the state's previous reform efforts. Florida began the development of its RTTT plan after reflecting upon lessons learned that include:

- Standards must have specificity and clarity;
- Capacity has to be built at the district level;
- Summative assessments must be anchored by strong diagnostic interim assessments;
- Accountability has to focus not just on the whole group but subgroups as well;
- Performance pay programs must be based on valid growth measures and assessments and observation instruments/evaluations;
- Longitudinal data systems cannot reach potential without customer friendly access and quality training; and
- State assistance has to be delivered from the district level for struggling schools.

Florida engages in strategic planning annually based upon reform implementation results and the state's educational priorities.

Florida’s 2009-10 Next Generation PreK-20 Strategic Plan identifies the state’s student achievement goals and is structured around guiding principles, priorities, objectives, and projects that support Florida's state education mission. Even prior to the RTTT program, the four reform areas specifically addressed in the RTTT application have been integrated into Florida’s strategic plan over the past decade. This application reflects a natural extension, alignment, and deepening of the Strategic Plan. The State Board of Education has identified six strategic areas of focus for Florida’s education system which can be clearly identified within Florida’s RTTT initiatives (refer to Table A-1). (See Appendix A-1 for a copy of Florida’s Strategic Plan).

Table A-1: Florida’s RTTT Agenda Aligns and Deepens the State Board of Education Strategic Plan

State Board of Education Strategic Plan *	Examples of Florida’s RTTT Initiatives
1. Strengthen Foundational Skills	<ul style="list-style-type: none"> • Standards and Assessments: Adopt Common Core; Develop Interim and Formative Assessments; Provide curricular tools and professional development to enable teachers to implement new standards • Turning Around the Lowest-Achieving Schools: Support Struggling Schools and Districts through turnaround; Expand targeted Interventions for at-risk populations
2. Improve College and Career Readiness	<ul style="list-style-type: none"> • Turning Around the Lowest-Achieving Schools: Expand public awareness campaign to promote a college readiness culture; Sustain and introduce proven programs to develop college or career ready skills for at risk students • Standards and Assessments: Broaden STEM course enrollment and career & technical programs
3. Expand Opportunities For Post-Secondary Degrees and Certificates	<ul style="list-style-type: none"> • Turning Around the Lowest-Achieving Schools: Expand career and professional academies to allow more students to achieve secondary degrees, thus preparing additional students for postsecondary education
4. Improve Quality of Teaching in the Education System	<ul style="list-style-type: none"> • Data Systems: Provide front-end access to student data linked to diagnostic and intervention tools; Provide robust training to districts on how to leverage data • Great Teachers and Leaders: Raise standards for entry into profession; Strengthen connection between teacher effectiveness and student performance; Identify, retain, and compensate highest performing educators; Create conditions to attract and retain effective educators in high-need schools • Turning Around the Lowest-Achieving Schools: Provide professional development to the lowest 5% of schools and their feeder patterns through DA Summer Academy
5. Improve K-12 Educational Choice Options	<ul style="list-style-type: none"> • Turning Around the Lowest-Achieving Schools/General: Flood the feeder pattern of our lowest-performing schools with high-quality charter options
6. Align Resources to Strategic Goals	<ul style="list-style-type: none"> • All Assurances: Focus RTTT, other ARRA funding, and other state and federal dollars to Florida’s highest strategic priorities (See Section (A)(3)(ii) and budgets for supporting detail)

* Approved by the State Board of Education on November 11, 2009

Florida’s RTTT Plan is reflective, bold and sustainable. Building upon the annual strategic planning process, Florida conducted a RTTT-specific gap analysis to identify areas for accelerated improvement. The gap analysis was conducted by reviewing each RTTT reform area, identifying previous reforms, identifying the existing gaps and then creating a RTTT initiative to address the gap. Over a decade of experience in major education reforms provides Florida a well-defined set of “lessons learned” and a knowledge base from which to build. Florida has learned that to be successful in reaching student achievement goals, the Florida Department of Education (FDOE) must set clear expectations for LEAs, build LEA capacity, and ensure that reform focuses on the educator and instruction. Through RTTT, Florida will implement six strategies, supported by numerous initiatives, to create an empowering environment for educators as described below. See Appendix A-2 for Florida’s RTTT timeline.

Table A-2: Florida’s Progression of Reform and RTTT Initiatives

<i>Strategy #1: Standards and Assessments:</i> Increase student achievement in reading/language arts, mathematics, and science by implementing the internationally benchmarked Common Core State Standards and Next Generation Sunshine State Standards, which build toward college and career readiness by the time of high school graduation; measure achievement of the Common Core Standards through a high-quality system of formative, interim, and common summative assessments.		
Previous Florida Initiatives	Gap Analysis	New RTTT Supporting Initiatives
Next Generation Standards process legislated; internationally-benchmarked research-based content; fewer concepts driving more in-depth instruction.	Variation across states No instructional materials evaluation based on improved student performance	<ul style="list-style-type: none"> • Adopt Common Core State Standards (CCSS) • Adopt CCSS-based courses • Establish a Highly Effective Teacher Instructional Materials database
Instructional materials written for Florida standards	Lack of support systems for differentiated instruction and assessment	<ul style="list-style-type: none"> • Adopt instructional materials specific to the implementation of instruction on the CCSS • Provide Web-based resources for teachers • Build STEM program for gifted students including use of virtual coursework • Increase/develop access to STEM courses • Build student tutorial for CCSS • Support lesson study with provision of professional development toolkits
Added tests for reading and math to allow vertical scale and student growth measure. Supplementing summative system with interim	Interim only for K-12 reading; formative only for K-3 math. More support for monitoring student progress throughout the school year and	<ul style="list-style-type: none"> • Adopt a common core of aligned assessments • Develop formative assessment systems for CCSS

and formative systems.	throughout grant period	<ul style="list-style-type: none"> • Develop item banks for use in constructing interim measures for math, social studies, and science. • Participate in international assessments to measure state progress (TIMSS, PISA, and PIRLS)
<p>Strategy #2: Data Systems to Support Instruction: Provide easier access to state and local data that support the continuous improvement of instruction, policy, operations, management, and resource allocation, contributing to the effectiveness of teachers and leaders and increased student achievement.</p>		
Previous Florida Initiatives	Gap Analysis	New RTTT Supporting Initiatives
Implemented the PK-20 Education Data Warehouse in 2003, which meets the twelve requirements for a Statewide Longitudinal Data System (SLDS) as described in the America COMPETES Act.	<p>Standard, consistent reporting of data and information</p> <p>Easy access to data and reports</p> <p>Providing data to LEAs to supplement local instructional improvement systems</p> <p>Systematic approach to application and report deployment</p> <p>Timely responses to research data requests</p> <p>High quality professional development to support teachers, leaders, schools, and parents in their use of data</p>	<ul style="list-style-type: none"> • Implement consistent Program, Data, and Technology Governance • Develop a single, customer-friendly user interface to data and reports • Simple/secure access to restricted data and applications • Pre-populate state applications and reports • Provide LEAs data to incorporate into local instructional improvement systems • Provide professional development • Make current and longitudinal data available for state and national research • Use data to drive policy decisions
<p>Strategy #3: Great Teachers and Leaders: Engage teachers in evidence-based, job-embedded professional development that supports continuous instructional improvement and results in students prepared to succeed in college and the workplace, and to compete in the global economy.</p>		
Previous Florida Initiatives	Gap Analysis	New RTTT Supporting Initiatives
Adoption of State Protocol Standards for Professional Development and comprehensive review process	Districts' ability to meet standards due to a lack of clarity of expectations and LEA-level capacity building	<ul style="list-style-type: none"> • Provide districts with expertise and follow-up support in building systematic evaluation practices for professional development <ul style="list-style-type: none"> ○ MOU sets very clear expectations for evaluation practices
<p>Strategy #4: Great Teachers and Leaders: Systematically implement human capital practices that improve individual and overall teacher and school leader effectiveness, measured primarily by student performance</p>		
Previous Florida Initiatives	Gap Analysis	New RTTT Supporting Initiatives
Statute changed to require student performance as the "primary" factor in districts' teacher and principal evaluations	<p>Districts lack comparable and timely measures of student performance for individual teachers</p> <p>Statute would have been bolstered by increased levels of clarity of expectations</p>	<ul style="list-style-type: none"> • Secure a robust measure of student growth associated with the state assessment and provide districts with models for measuring growth for other core courses • Develop a core of competencies to be incorporated in LEA observation tools • Provide districts with on-the-ground technical assistance in developing and implementing better evaluations
Instituted a number of statewide performance pay programs, initially district funded, then	Low uptake by districts as LEAs were unable to measure student performance adequately; bonus funding has deteriorated; district salary schedules	<ul style="list-style-type: none"> • Invest in more robust growth measures; MOU requires changes to salary schedule which significantly rewards effectiveness

funded through state appropriation.	still invest significant resources in increases for degrees and years of experience	measured by student performance
Allowing passing score on the subject area test to qualify for initial certification to recognize content knowledge gained through avenues other than college credit	Some certification exams not rigorous enough (in content or passing score)	<ul style="list-style-type: none"> • Increase level of content knowledge required for passing exams that include STEM and reading content
<p>Strategy #5: Great Teachers and Leaders: Ensure an equitable distribution of effective teachers and principals, particularly in high-poverty, high-minority schools and in hard-to-staff subjects and specialty areas, by strengthening the pipeline of effective educators and investing in actionable performance data.</p>		
Previous Florida Initiatives	Gap Analysis	New RTTT Supporting Initiatives
State’s HQT plan focused data analysis, professional development and district Title II A resources on improving teacher’s HQ status.	HQT status has improved, but teachers in high-poverty/minority schools exhibit half the learning gains results as teachers in low-poverty/minority schools	<ul style="list-style-type: none"> • Invest in better measures of identifying teacher effectiveness; hold district accountable for equitable effective teacher distribution through MOU requirements and improved public reporting
Remove barriers to enter teaching by creating innovative alternative certification programs	While new programs are in use and Florida’s numbers of program completers has risen, performance of completers varies widely	<ul style="list-style-type: none"> • Raise standards for entry into teaching through more rigorous certification examinations and enforced performance standards for teacher preparation programs
<p>Strategy #6: Turning Around the Lowest-Achieving Schools: Provide the lowest-achieving 5% of schools and their feeder pattern schools with the tools, resources, and support to successfully turn around.</p>		
Previous Florida Initiatives	Gap Analysis	New RTTT Supporting Initiatives
<p>FDOE implemented Differentiated Accountability pilot in 2008-2009 and later received statutory authority to make DA its official system of school improvement</p> <p>Expanded the identification of low-performing schools to include subgroup performance in Title I and “non”-Title I schools</p> <p>Identified chronically low-performing schools and required improvement</p> <p>Combined federal and state requirements for school improvement under one coherent system</p> <p>Created 5 FDOE DA Regional Teams led by change agents who have a strong record of turnaround to directly assist low-performing schools and districts in the turnaround process</p>	<p>Regional Teams provide direct support only to individual schools, not feeder patterns.</p> <p>Limited time and funding to provide instructional coaches and teachers with professional development to improve the quality of instruction</p> <p>Limited number of effective administrators and teachers</p> <p>Lack of district capacity to drive the turnaround process</p> <p>DA requirements do not address parents and the greater community</p> <p>Funding to drive DA requirements and turnaround effort is limited</p> <p>Limited charter options in feeder patterns of persistently lowest-achieving 5% of schools</p>	<ul style="list-style-type: none"> • RTTT initiatives and programs target persistently lowest-achieving 5% of schools and their feeder patterns • Provide DA Summer Academy to train master teachers in the persistently lowest-achieving 5% of schools and their feeder patterns • Train, recruit, and retain highly effective administrators and teachers through incentives and rewards • Build district capacity to drive and sustain the turnaround effort • Through RTTT initiatives, instill a sense of urgency for academic success in communities with low-performing schools. • Combination of RTTT and SIG funds will provide adequate funding to implement RTTT, SIG, and DA requirements to ensure turnaround effort. • Expand the number of charter options in the feeder patterns of persistently lowest-achieving 5% of schools
<p>(ii) The participating LEAs (as defined in this notice) are strongly committed to the State’s plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D) or other</p>		

binding agreements between the State and its participating LEAs (as defined in this notice) that include

Florida’s commitment to innovative reform to improve student achievement is evident by its robust comprehensive RTTT Memorandum of Understanding (MOU) and Preliminary Scope-of-Work description for Participating LEAs. Florida’s MOU is bold and central to the state’s RTTT plan. With an understanding that much change will need to occur at the LEA level, it incorporates Florida’s theory of reform and clearly outlines each area an LEA must address in its proposed plan. The MOU requires Participating LEAs to implement all applicable State Plan elements and provides that the failure to negotiate any term or condition in a collective bargaining agreement necessary for the full implementation of the state plan precludes participation. Andrew Rotherham, publisher of Educator Sector and writer of the blog *eduwonk.com*, made the following statements in regard to Florida’s MOU: it is “good that this is out there because if states are coming in with language like this then no one (the administration or the states) will have a place to hide on the hard issues. This is tight and serious language.”

(a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State’s plans; **Each Participating LEA understands the stringent terms and conditions of the grant and have acknowledged that it will develop a plan to implement each required element.** The MOU communicates what is required of an LEA in significantly more detail than was required by the grant application in order to afford clarity to LEAs in terms of what is expected in their plans. This reflects our learning that high level of clarity is essential to drive real change as part of these reforms. The fact that an LEA executed the MOU provides evidence of its strong commitment to the terms of the grant. The Participating LEAs have agreed to tackle difficult issues such as basing teacher and principal evaluations primarily on student growth and using these evaluations to inform professional development, compensation, promotion, retention, and tenure, as well as transforming their schedules to accommodate innovative teacher improvement methods, such as lesson study. To appreciate the detail and specificity of Florida’s MOU, reference should be made to Appendix A-3, which is the MOU that was signed by participating LEAs.

(b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State’s Race to the Top plans; and

Florida’s MOU states that “in order to participate, the LEA must agree to implement all applicable portions of the State Plan.”

All LEAs will therefore address all portions of the MOU. An element would be excused as inapplicable only where the LEA has already accomplished the requirements of an element; or if an element does not pertain to the district, such as would be the case where no persistently-lowest achieving schools are located in the jurisdiction of a Participating LEA.

c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers’ union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and

Eighty-nine percent of LEAs have executed compliant MOUs signed by superintendents and school boards, representing 81% of the state’s students. In each case, the school board chair also signed the document. While fewer union representatives signed the MOU, FDOE continues its commitment to work collaboratively with union representatives and to encourage Participating LEAs to make every effort to work with teachers’ unions to achieve negotiated agreements. While this could be perceived as a challenge for Florida, it is also an indication that Florida’s RTTT plan is bold and innovative. We are hopeful that the unions will ultimately embrace this once-in-a-lifetime opportunity to positively change the culture of teaching and the teaching profession. The application was developed using a collaborative process which brought state-level organizations and associations together. The access and involvement of the Florida Education Association, the Florida School Boards Association, and the Florida Association of District School Superintendents in RTTT considerations is unprecedented, and this collaborative process will continue throughout the grant period.

In addition to the goodwill of the parties, Florida’s unique collective bargaining laws and practices at the local level provide the structure to ensure that necessary actions will be completed so that LEA plans may be fully implemented. In Florida, public employers and public employee unions are required to engage in good faith bargaining with respect to issues put on the table [ss. 447.205, 447.203(14) and 447.203(17), Florida Statutes (F.S.)]. Both parties must come to the table “with the intent of reaching a common accord.” Both parties have an obligation “to participate actively in the negotiations with an open mind and a sincere desire, as well as making a sincere effort, to resolve differences and come to an agreement.” [s. 447.203(17), F.S.] Florida law provides that the

ultimate resolution of school district-teacher union disputes that reach impasse is by the district school board. All parties strongly desire that any issues subject to bargaining be resolved through negotiation. The statutory procedure is noted only to provide an understanding of leverage that exists in the negotiating process (s. 447.403, F.S.).

Florida is confident that the opportunities the grant promises will be fulfilled. The degree of support for Florida’s application is unprecedented. As more fully described in Section (A)(2), there is significant support in both the public and private sectors. Among the 75+ letters of support from interested organizations, FDOE has heard from such diverse groups as the Florida PTA, the Florida Chamber of Commerce, and the Florida State Conference NAACP Branches. The Florida Consortium of Public Charter Schools, the Florida Network of Public Charter Schools, and the Florida Association of School Administrators support Florida’s application. In the political arena, the will for Florida to participate in RTTT is strong. The President of the Florida Senate and Speaker of the Florida House of Representatives have pledged to ensure that state law will align with the terms of Florida’s RTTT Plan. State legislative leaders have publicly stated their expectation that LEAs, teachers, and their unions will come together to address the next level of bold reforms for which Florida has become known. The Florida Congressional Delegation is also in support.

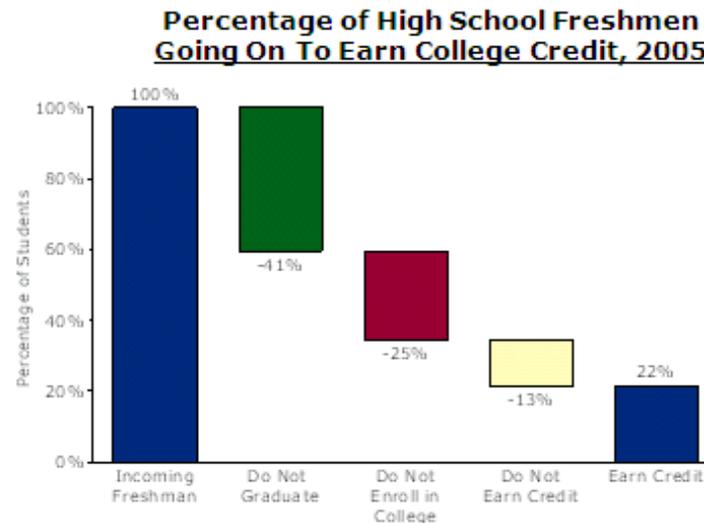
While the state plays a key role in setting and measuring progress, creating legislative and policy framework, and providing infrastructure, real reform happens at the district and classroom levels. Florida designed its MOU to tackle the bold reforms RTTT seeks. Florida’s LEAs have signed on with detailed knowledge of the expectations for them as FDOE’s partners to achieve Florida’s RTTT goals.

(iii) The LEAs that are participating in the State’s Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for

Key Goals: Florida’s goals for student achievement are two-fold:

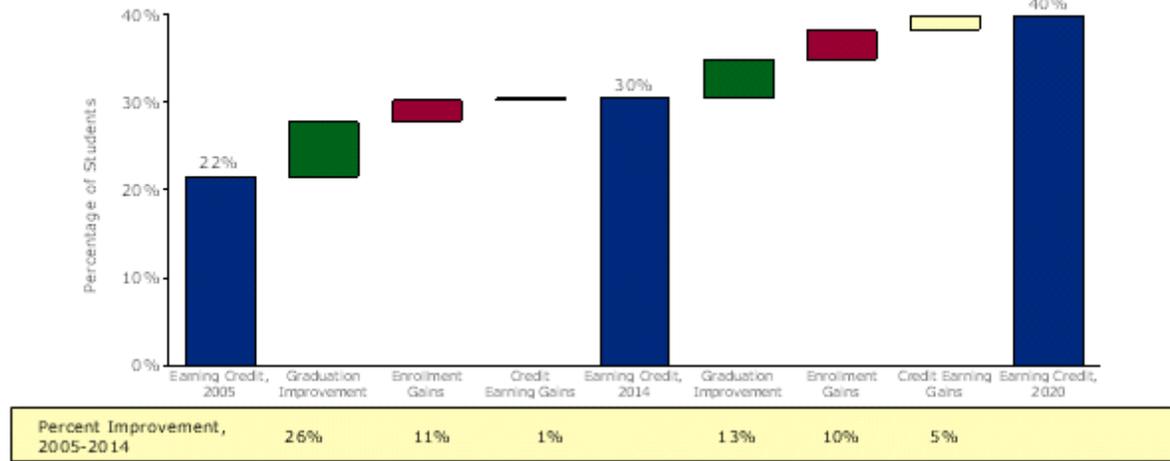
- 1. Double the percentage of incoming high school freshmen who ultimately achieve college credit, and***
- 2. Eliminate the achievement gap by 2020***

Key Goal 1: Double the percentage of incoming high school freshmen who ultimately achieve college credit. Florida’s educational reform success can most succinctly be represented by one essential indicator: the percent of freshmen who enter a Florida high school and subsequently attain at least a year’s worth of college credit. Currently, this rate in Florida is estimated to be 22%, an unacceptably low percentage. The following table depicts where students in Florida currently fall off-track from entering high school as a freshman to earning postsecondary credit:



Through RTTT, Florida’s goal is to increase the percentage of high school freshmen who earn college credit from 22% to 30% in the last year of RTTT and to 40% in a decade. This growth is driven predominately by growth in the high school graduation rate and increases in college enrollment and postsecondary credit accumulation rates, but ultimately, by *greater college and career ready preparation throughout the K-20 educational pipeline*. Florida has demonstrated recent progress in improving college and career readiness as evidenced by a 66 percent growth in the number of students taking accelerated exams (AP, IB, AICE, Industry Certification) or Courses (Dual Enrollment) from 2004 to 2009. Additionally, SAT participation has increased 12% and ACT participation has grown over 50% in the last decade.

**Percentage of High School Freshmen
Going On To Earn College Credit, 2014**



Key Goal 2: Eliminate the achievement gap by 2020. Florida’s goal to eliminate the achievement gap by 2020 after a decade of educational reform is accelerated by and made achievable by RTTT. Over the last decade, Florida’s student achievement has grown steadily, overall and across subgroups. However, while Florida has made remarkable progress in closing the achievement gap between wealthier, non-minority students and low-income, minority students, the gap remains too large. Therefore, Florida is setting the bold goal to eliminate that gap in terms of student achievement and college completion by 2020. Florida will do this by expecting all students to perform at the level of our highest-achieving subgroups, rather than reaching a closed achievement gap by converging performance at the low-end of achievement. Florida’s goals for student performance take into account 89% of LEAs, 82% of schools, 81% of students, and 80% of students in poverty in Participating LEAs and that all students in Involved Districts will still recognize the benefits of RTTT through statewide initiatives such as Common Core adoption, improvements of data tools, and strengthening of teacher preparation programs.

For each performance metric, annual subgroup growth was set to eliminate the achievement gap by 2020 and account for relatively

slower growth in Year 1 and Year 2 (as compared to Years 3-10) as RTTT initiatives are implemented across the state. In setting these goals, Florida is cognizant that given the remarkable growth in recent years for the highest-achieving subgroups *the rate* of continued improvement is likely to naturally decline as proficiency or graduation performance approaches 100% of students. Therefore, while Florida's goals incorporate growth in these highest-performing subgroups, through RTTT and beyond, Florida's concerted effort will be to improve the lowest-achieving subgroups to eliminate the achievement gap. Goals for achievement growth in these lower-performing subgroups are substantially higher than historical growth. Under the belief that every child can learn, Florida will rely upon RTTT reforms, particularly accurate measures of student growth and a professional environment focused on improved student learning, to meet these ambitious goals. Florida's achievement goals are *minimum* targets; Florida expects all groups to meet or exceed the stated achievement targets. Florida will continue to support and demand higher achievement from all students, no matter their subgroup or historical levels of achievement.

In addition to setting ambitious goals, Florida's student achievement targets are challenging given that the state:

- has implemented comprehensive education reforms throughout the past decade, resulting in increased student achievement, which makes additional progress more difficult to achieve;
- is facing a struggling economy, like many other states, with decreased funding available for all state-supported functions;
- is transitioning to a revised statewide assessment, Florida Comprehensive Assessment Test II in the 2010-11 school year, which is designed to measure more rigorous, internationally-aligned content standards; and
- is affected by the increasing cost of postsecondary education, causing many students to work while attending college part-time.

Should Florida not win a RTTT grant, our goal of eliminating the achievement gap for all students remains the same; however, we expect the length of time to achieve the goal to increase by five years.

(a) Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;

NAEP Basic Achievement. Florida set NAEP student achievement goals under the premise of eliminating the achievement gap by

2020 (2019 given the NAEP assessment schedule). Florida recognizes, based upon analysis of our nation’s highest performing states’ NAEP achievement trends, that students do not tend to show steady, continuous improvement as measured by NAEP at the level of highest performing subgroups. Therefore, these goals take into account lesser rates of growth for the highest performing subgroups (White, from 82% in 2008-09 to 85% in 2008-19 in 4th grade reading, for example), and higher rates of growth for each lower-performing subgroup to match the highest subgroup’s performance by 2018-19. Again, these are minimum goals, and we will strive for high performing students of all races to exceed this through a variety of programs. For all NAEP grade levels and subject tests, Florida’s 2020 goals will put us in the position of the top 20 percent of states today. Florida’s Basic NAEP achievement targets are as follows (See Appendix A-4 for complete subgroup detail):

NAEP GRADE 4 READING - % BASIC					
	Baseline (2006-2007)	(2008-2009): Reading Estimate, Math Baseline	Year 1 of Grant: (2010-2011)	Year 3 of Grant: (2012-2013)	State Goal (2018-2019)
State	70%	73%	75%	78%	85%
White	81%	82%	82%	83%	85%
Black	52%	58%	63%	69%	85%
Hispanic	64%	68%	71%	75%	85%
SWD	38%	43%	48%	57%	85%
FRL	59%	63%	68%	72%	85%
ELL	38%	39%	40%	51%	85%
NAEP GRADE 8 READING - % BASIC					
State	71%	73%	74%	77%	85%
White	80%	81%	82%	83%	85%
Black	54%	57%	61%	67%	85%
Hispanic	67%	70%	73%	76%	85%
SWD	36%	40%	44%	54%	85%
FRL	61%	64%	68%	72%	85%
ELL	40%	43%	47%	56%	85%
NAEP GRADE 4 MATH - % BASIC					
State	86%	86%	88%	90%	95%
White	94%	93%	93%	94%	95%

Black	71%	73%	77%	82%	95%
Hispanic	83%	84%	86%	88%	95%
SWD	63%	72%	77%	81%	95%
FRL	79%	80%	83%	86%	95%
ELL	64%	69%	72%	77%	95%
NAEP GRADE 8 MATH - % BASIC					
State	68%	70%	73%	76%	85%
White	80%	80%	81%	82%	85%
Black	48%	53%	59%	66%	85%
Hispanic	61%	66%	70%	74%	85%
SWD	34%	39%	45%	55%	85%
FRL	55%	59%	64%	69%	85%
ELL	28%	30%	33%	46%	85%

NAEP Proficient and Advanced Achievement. Florida is committed to preparing students for college and career readiness. To that end, Florida recognizes that improvement in the percent of students who are Proficient and Advanced as measured by 4th and 8th grade NAEP is a critical indication of achievement toward college and career ready high school graduation. Florida's Proficient and Advanced student goals were set using the same methodology as the Basic NAEP goals: improve the performance of the highest performing subgroup and grow lower-performing subgroups at a greater rate in order to eliminate the achievement gap by 2020.

NAEP GRADE 4 READING - Proficient and Advanced					
	Baseline (2006-2007)	(2008-2009): Reading Estimate, Math Baseline	Year 1 of Grant: (2010-2011)	Year 3 of Grant: (2012-2013)	State Goal (2018-2019)
State	34%	35%	36%	38%	45%
White	44%	44%	44%	45%	45%
Black	16%	18%	19%	26%	45%
Hispanic	28%	30%	32%	36%	45%
SWD	12%	13%	14%	22%	45%
FRL	22%	24%	26%	31%	45%
ELL	12%	13%	14%	22%	45%
NAEP GRADE 8 READING - Proficient and Advanced					

State	28%	29%	30%	33%	40%
White	36%	37%	38%	39%	40%
Black	13%	14%	15%	21%	40%
Hispanic	23%	25%	27%	31%	40%
SWD	7%	9%	10%	18%	40%
FRL	17%	18%	19%	24%	40%
ELL	7%	8%	9%	17%	40%
NAEP GRADE 4 MATH - Proficient and Advanced					
State	40%	40%	43%	46%	55%
White	54%	53%	53%	54%	55%
Black	15%	20%	24%	32%	55%
Hispanic	33%	33%	35%	40%	55%
SWD	18%	26%	31%	37%	55%
FRL	25%	29%	34%	39%	55%
ELL	16%	19%	20%	29%	55%
NAEP GRADE 8 MATH - Proficient and Advanced					
State	27%	29%	31%	33%	40%
White	37%	39%	39%	39%	40%
Black	11%	13%	15%	21%	40%
Hispanic	21%	22%	24%	28%	40%
SWD	8%	8%	9%	17%	40%
FRL	16%	18%	21%	25%	40%
ELL	6%	4%	5%	14%	40%

Florida's Comprehensive Assessment Test (FCAT) and Alternate Assessments. The methodology used to determine NAEP goals was also used to set FCAT goals: each subgroup will reach the performance level of the largest group (White students) by 2020. It is important to note that while Florida currently administers the FCAT I exam, the new FCAT II (aligned to Florida's Next Generation Sunshine State Standards), will be administered beginning in the 2010-11 school year. Given that our ESEA assessment will change, Florida will recalibrate its FCAT goals to reflect FCAT II and the rigor of the FCAT I goals presented below. This recalibration could take multiple years, as Florida growth rate trends can only be determined after multiple administrations. Florida will undergo a similar

recalibration when common assessments are ready to be administered across states. (See Appendix A-5 for complete subgroup detail):

FCAT and Alternate Assessments in Reading % Level 3 (Proficient) and Above							
	Baseline (2008-2009)	Year 0 of Grant: (2009-2010)	Year 1 of Grant: (2010-2011)	Year 2 of Grant: (2011-2012)	Year 3 of Grant: (2012-2013)	Year 4 of Grant: (2013-2014)	State Goal (2019-2020)
State	62%	63%	64%	66%	67%	68%	75%
White	72%	72%	73%	73%	73%	73%	75%
Black	44%	46%	49%	51%	54%	57%	75%
Hispanic	57%	59%	60%	62%	64%	65%	75%
SWD	36%	38%	40%	43%	47%	51%	75%
FRL	52%	54%	56%	58%	60%	62%	75%
ELL	42%	45%	47%	50%	53%	56%	75%
FCAT and Alternate Assessments in Math % Level 3 (Proficient) and Above							
State	67%	68%	69%	71%	72%	73%	80%
White	77%	77%	78%	78%	78%	78%	80%
Black	49%	52%	55%	57%	60%	63%	80%
Hispanic	64%	65%	67%	68%	70%	71%	80%
SWD	39%	43%	46%	50%	54%	58%	80%
FRL	57%	59%	61%	63%	65%	67%	80%
ELL	51%	54%	56%	59%	62%	64%	80%

(b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;

As stated previously, Florida aims to eliminate the achievement gap by 2020. That target, with shallower growth in Years 1 and 2 and steeper growth in Years 3-10 given the timing of RTTT reform implementation, yields the following growth targets:

NAEP GRADE 4 READING - % BASIC					
	Baseline (2006-2007)	(2008-2009): Reading Estimate, Math Baseline	Year 1 of Grant: (2010-2011)	Year 3 of Grant: (2012-2013)	State Goal (2018-2019)
White vs Black	29%	24%	19%	15%	0%
White vs Hispanic	17%	14%	11%	9%	0%
NAEP GRADE 8 READING - % BASIC					
White vs Black	26%	24%	21%	16%	0%

White vs Hispanic	13%	11%	10%	7%	0%
NAEP GRADE 4 MATH - % BASIC					
White vs Black	23%	20%	16%	12%	0%
White vs Hispanic	11%	9%	7%	5%	0%
NAEP GRADE 8 MATH - % BASIC					
White vs Black	32%	27%	22%	16%	0%
White vs Hispanic	19%	14%	11%	8%	0%
NAEP GRADE 4 READING - Proficient and Advanced					
White vs Black	28%	27%	25%	19%	0%
White vs Hispanic	16%	14%	12%	9%	0%
NAEP GRADE 8 READING - Proficient and Advanced					
White vs Black	23%	23%	23%	17%	0%
White vs Hispanic	13%	12%	11%	8%	0%
NAEP GRADE 4 MATH - Proficient and Advanced					
White vs Black	39%	33%	29%	22%	0%
White vs Hispanic	21%	20%	18%	14%	0%
NAEP GRADE 8 MATH - Proficient and Advanced					
White vs Black	26%	26%	24%	18%	0%
White vs Hispanic	16%	17%	15%	11%	0%

FCAT and Alternate Assessments in Reading % Level 3 (Proficient) and Above							
	Baseline (2008-2009)	Year 0 of Grant: (2009-2010)	Year 1 of Grant: (2010-2011)	Year 2 of Grant: (2011-2012)	Year 3 of Grant: (2012-2013)	Year 4 of Grant: (2013-2014)	State Goal (2019-2020)
White vs Black	28%	26%	24%	22%	19%	16%	0%
White vs Hispanic	15%	14%	12%	11%	10%	8%	0%
FCAT and Alternate Assessments in MATH % Level 3 (Proficient) and Above							
White vs Black	28%	25%	23%	20%	18%	15%	0%
White vs Hispanic	13%	12%	11%	9%	8%	7%	0%

(c) Increasing high school graduation rates (as defined in this notice); and

By the end of RTTT, Florida expects to graduate 75% of its students. Florida's goal implies an increase in the rate of growth

in graduation rate throughout the RTTT grant (Years 1 and 2 vs. Years 3-10). These graduation rate goals will be achievable with RTTT implementation, even after the strong growth demonstrated over the past decade (See Appendix A-6 for complete subgroup detail):

Increasing High School Graduation Rates						
	Baseline: (2009-2010)	Year 1 of RTTT Grant: (2010-2011)	Year 2 of RTTT Grant: (2011-2012)	Year 3 of RTTT Grant: (2012-2013)	Year 4 of RTTT Grant: (2013-2014)	2020 Goal
State	65.5%	67.3%	69.4%	71.6%	75.0%	85.0%
White	71.2%	72.4%	73.7%	75.0%	78.0%	85.0%
Black	53.7%	56.1%	59.2%	62.5%	67.0%	85.0%
Hispanic	63.4%	65.6%	68.6%	71.7%	75.0%	85.0%
SWD	37.3%	37.7%	40.9%	44.4%	50.0%	85.0%
FRL	55.1%	55.7%	58.1%	60.7%	64.0%	85.0%
ELL	50.9%	52.7%	55.5%	58.4%	62.5%	85.0%

(d) Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.

Florida seeks to increase both college enrollment and college credit attainment through RTTT efforts to improve K-12 college readiness. Florida's most aggressive goals to improve the percentage of incoming high school freshmen that ultimately attain college credit are predominately reflected by a significant increase in the high school graduation rate, as high school performance is in the purview of the K-12 reforms reflected in Florida's RTTT plan. FDOE will rely upon increased college preparation in K-12 through RTTT to increase college enrollment and credit accumulation, realizing that RTTT reforms will have a more direct initial impact on high school graduation. Florida expects to see greater contribution of college enrollment and credit accumulation ramping up in the latter years of the grant and subsequent years to the grant as more K-12 students are affected by RTTT reform and move through postsecondary education. Because we cannot predict population changes, for college enrollment and credit accumulation goals, Florida is holding itself to the percentage of graduates that it educates, rather than an absolute number. Florida's college enrollment and credit accumulation goals to eliminate the achievement gap by 2020 are (See Appendix A-6 for complete subgroup detail):

Increasing College Enrollment Rates as Percent of High School Graduates
College enrollment is defined in this notice as the enrollment of students who graduate from high school consistent with 34 CFR 200.19(b)(1) and who enroll in an institution of higher education (as defined in section 101 of the Higher Education Act, P.L. 105-244, 20 U.S.C. 1001) within 16 months of graduation.

	Baseline: 2009-2010 (HS class of 2007)	Year 1 of RTTT Grant: (2010-2011)	Year 2 of RTTT Grant: (2011-2012)	Year 3 of RTTT Grant: (2012-2013)	Year 4 of RTTT Grant: (2013-2014)	2020 Goal (HS class of 2017)
State	60.1%	60.2%	61.2%	62.2%	63.7%	70.0%
White	62.1%	62.8%	63.5%	64.3%	65.7%	70.0%
Black	53.1%	53.8%	55.3%	56.9%	58.9%	70.0%
Hispanic	59.5%	60.5%	61.5%	62.5%	63.8%	70.0%
SWD	40.0%	40.8%	43.1%	45.6%	49.0%	70.0%
FRL	51.9%	53.1%	54.7%	56.4%	59.0%	70.0%
ELL	51.2%	52.5%	54.2%	55.9%	58.5%	70.0%

Increasing College Credit Earning Rate as Percent of Students Entering Full-Time Postsecondary Education						
<i>College credit is measured as credit earned that is applicable to a degree within two years of enrollment in an institution of higher education</i>						
	Baseline: 2009-2010 (HS class of 2005)	Year 1 of RTTT Grant: (2010-2011)	Year 2 of RTTT Grant: (2011-2012)	Year 3 of RTTT Grant: (2012-2013)	Year 4 of RTTT Grant: (2013-2014)	2020 Goal (HS class of 2015)
State	63.0%	63.1%	63.3%	63.5%	63.7%	67.0%
White	65.7%	65.9%	66.1%	66.3%	66.5%	67.0%
Black	54.4%	54.6%	55.9%	57.3%	58.7%	67.0%
Hispanic	59.1%	59.3%	60.1%	61.0%	62.0%	67.0%
SWD	43.1%	43.2%	45.4%	47.6%	50.0%	67.0%
FRL	55.4%	55.5%	56.6%	57.7%	58.8%	67.0%
ELL	61.3%	61.5%	62.0%	62.6%	63.1%	67.0%

Summary Table for (A)(1)(ii)(b)

Elements of State Reform Plans	Number of LEAs Participating (#)	Percentage of Total Participating LEAs (%)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	64	100%
C. Data Systems to Support Instruction		

(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	64	100%
(ii) Professional development on use of data	64	100%
(iii) Availability and accessibility of data to researchers	64	100%
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	64	100%
(ii) Design and implement evaluation systems	64	100%
(iii) Conduct annual evaluations	64	100%
(iv)(a) Use evaluations to inform professional development	64	100%
(iv)(b) Use evaluations to inform compensation, promotion and retention	64	100%
(iv)(c) Use evaluations to inform tenure and/or full certification	64	100%
(iv)(d) Use evaluations to inform removal	64	100%
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	64	100%
(ii) Hard-to-staff subjects and specialty areas	64	100%
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	64	100%
(ii) Measure effectiveness of professional development	64	100%
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	64	100%

Florida required participating LEAs to address all applicable portions.

Summary Table for (A)(1)(ii)(c)

Signatures acquired from participating LEAs:			
Number of Participating LEAs with all applicable signatures			
	Number of Signatures Obtained (#)	Number of Signatures Applicable (#)	Percentage (%) (Obtained / Applicable)
LEA Superintendent (or equivalent)	64	64	100%

Alachua	60	27,757	13,483	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Baker	7	5,050	2,550	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bay	40	25,893	12,966	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Brevard	110	72,402	28,249	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Calhoun	6	2,233	1,346	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Charlotte	23	16,935	9,758	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Citrus	25	16,083	8,316	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clay	42	35,998	12,141	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Columbia	16	10,096	6,214	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dade	459	345,766	235,144	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Desoto	13	4,989	3,563	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dixie	5	2,110	1,528	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Duval	180	122,649	59,032	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Escambia	72	40,610	24,126	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Flagler	15	13,138	6,682	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Franklin	3	1,295	743	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gadsden	21	6,331	5,465	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gilchrist	5	2,737	1,648	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Glades	6	1,429	860	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gulf	6	2,031	986	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hamilton	7	1,818	1,354	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hardee	8	5,032	3,706	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hendry	13	6,902	5,245	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hernando	23	22,893	12,711	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Highlands	20	12,141	8,179	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hillsborough	275	193,239	103,815	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Indian River	29	17,750	8,936	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jackson	19	7,337	4,221	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jefferson	5	1,192	942	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lafayette	2	1,163	657	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lake	53	41,099	20,713	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Leon	56	32,708	13,307	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Levy	16	5,929	3,853	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Liberty	8	1,497	867	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Madison	10	2,736	2,132	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Manatee	76	42,922	22,249	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marion	61	42,040	26,273	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Martin	34	18,024	6,569	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Monroe	18	8,278	3,935	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Nassau	19	11,116	4,695	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Okaloosa	52	28,887	9,628	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Orange	229	173,021	88,148	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Osceola	63	52,142	33,559	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Palm Beach	221	173,025	81,058	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pasco	90	67,143	33,613	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pinellas	150	105,176	50,689	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Putnam	20	11,418	8,387	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
St. Johns	43	29,822	6,120	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
St. Lucie	52	38,930	23,265	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Santa Rosa	37	25,667	9,396	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sarasota	62	41,281	19,015	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Seminole	72	64,460	25,260	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sumter	11	7,554	4,441	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Suwannee	10	6,129	4,053	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Taylor	9	3,179	2,063	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Union	6	2,339	977	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Volusia	90	62,329	32,487	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wakulla	13	5,244	2,376	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Walton	18	7,114	3,713	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Washington	9	3,486	2,176	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
FL School for the Deaf and the Blind	9	641	526	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
FAU Lab School	2	2,113	900	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
FAMU Lab School	1	544	284	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
UF Lab School	1	1,139	175	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

(A)(2) Building strong statewide capacity to implement, scale up and sustain proposed plans (30 points)

The extent to which the State has a high-quality overall plan to—

(i) Ensure that it has the capacity required to implement its proposed plans by— (20 points)

- (a) Providing strong leadership and dedicated teams to implement the statewide education reform plans the State has proposed;
- (b) Supporting participating LEAs (as defined in this notice) in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;
- (c) Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;
- (d) Using the funds for this grant, as described in the State's budget and accompanying budget narrative, to accomplish the State's plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources so that they align with the State's Race to the Top goals; and
- (e) Using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success; and

(ii) Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of the statements or actions of support from— (10 points)

- (a) The State's teachers and principals, which include the State's teachers' unions or statewide teacher associations; and
- (b) Other critical stakeholders, such as the State's legislative leadership; charter school authorizers and State charter

school membership associations (if applicable); other State and local leaders (e.g., business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (e.g., parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. The State's response to (A)(2)(i)(d) will be addressed in the budget section (Section VIII of the application). Attachments, such as letters of support or commitment, should be summarized in the text box below and organized with a summary table in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(2)(i)(d):

- The State's budget, as completed in Section VIII of the application. The narrative that accompanies and explains the budget and how it connects to the State's plan, as completed in Section VIII of the application.

Evidence for (A)(2)(ii):

- A summary in the narrative of the statements or actions and inclusion of key statements or actions in the Appendix.

Recommended maximum response length: Five pages (excluding budget and budget narrative)

(i)(a) Ensure that it has the capacity required to implement its proposed plans by providing strong leadership and dedicated teams to implement the statewide education reform plans the State has proposed;

Florida has the required capacity to implement its RTTT proposed plan that was designed based on the tenets of strong leadership and dedicated RTTT implementation teams. The Commissioner of Education and Chancellor of the Division of Public Schools will continue to provide strong leadership as demonstrated through the development of the MOU, the creation of the vision for Florida's proposed RTTT strategies and initiatives, the drafting of the application, and the collaboration of numerous

other activities to provide superintendents and school boards with RTTT information. Florida believes in utilizing an integrated performance management system rather than creating additional unnecessary bureaucracy that could not be sustained at the end of the grant period. FDOE will provide strong leadership throughout the four-year grant period, and the State Board of Education will hold FDOE leadership accountable for the implementation of its RTTT plan. Florida currently utilizes an established project management system to track and monitor the results of education reform initiatives. This system includes project charters that detail the scope, deliverables, stake holders, constraints, and timeline for each of the projects. The projects are then managed on a weekly basis through team meetings and status reports. RTTT initiatives will be incorporated into this project management system.

Florida will have a RTTT team that will be comprised of the Commissioner of Education, Chancellor of Public Schools, Chancellor of Career and Adult Education, RTTT overall lead project manager, Chief Financial Officer and the team leader of each of the four assurance areas. Specifically, each assurance team will be comprised of the assurance team leader, a RTTT assurance project manager and the program specialists needed to implement the specific initiatives. The assurance team leader will coordinate and lead their team's efforts to implement the activities needed to achieve the desired implementation outcomes and be held accountable for the successful implementation of each initiative. The assurance project managers will utilize the project management system and provide the assurance lead with detailed implementation information on the status and challenges of implementing the initiative. The program specialist will provide the needed expertise to identify and direct the type of technical assistance that the participating LEAs may need in order to implement each initiative. Contracted services will be used to provide on the ground technical assistance to participating LEAs as specified in Florida's RTTT reform plans. The RTTT team will be supported at a minimum by a project management specialist, procurement, grants, contract, and fiscal specialists as well as project monitoring staff. Additionally, the FDOE plans to contract services for the development of a detailed project management plan and for performance evaluation of its RTTT initiatives. The formative and summative performance evaluations will be used as one component of Florida's continuous improvement efforts to monitor and manage its RTTT grant activities.

(i)(b) Ensure that it has the capacity required to implement its proposed plans by supporting participating LEAs (as defined in this notice) in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary

The FDOE will provide extensive support to LEAs to ensure the successful implementation of RTTT initiatives. Florida's high-quality plan to support its Participating LEAs is proactive and provides support to Participating LEAs in a variety of ways that range from on the ground support of struggling schools to customer friendly, Web-based access to a variety of digital resources. As part of the development of the state's RTTT plan, deliberate planning was contemplated to ensure that LEAs were provided the necessary support to be successful.

Specifically, types of support that will be provided to LEAs include (see Appendix A-7 for a detailed list by reform area on the support that the FDOE will be providing the LEAs):

- *Standards, assessments and data support:* e.g., provide formative and interim assessments to LEAs; update state resources given new changes like the implementation of the Common Core; provide a Web-based interface with single sign-on access and customer friendly navigation to a variety of digital resources; develop an instructional material database to track what type of materials are most effective in certain situations; build an item bank infrastructure
- *Training and professional development support:* e.g., provide multi-media professional development materials to LEAs; train teachers on lesson study and leaders on using evaluation data; prepare LEA professional development staff to train local users to understand and use state data resources; institute leadership academies that focus on lesson study and use of data for improving classroom instruction and student performance; conduct training for school boards in successful practices in school improvement and education human capital

- *Implementation and process support:* e.g., provide a transparent process for districts to use the state measure, along with support and models for measuring student growth in courses and grades not included in the state student assessment system; contract with national experts in teacher evaluation to provide face-to-face support to participating LEAs in redeveloping their evaluation systems; support districts in restructuring compensation, employment, professional development and leadership opportunities
- *Low-performing schools support:* e.g., additional support from DA Regional Teams that will be expanded to include all schools identified in the lowest 5%; participation in a select leadership preparation program; participation in the summer DA Academy; providing STEM and reading coordinators to schools in the lowest 5% and their feeder schools

(i)(c) Ensure that it has the capacity required to implement its proposed plans by providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement

FDOE’s organizational structure as it currently exists provides an ideal situation for integration of the RTTT functions and responsibilities. Our proposed integrated management structure will ensure effective and efficient operations and processes are in place to implement the grant. The overall leadership and dedicated teams addressed in Section (A)(2)(i)(a) will be supplemented and enhanced by highly skilled and experienced staff to support the functions necessary for successful implementation of RTTT, including grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement. These staffs fall into two categories: program and operations.

Program Staff. The SEA proposes to employ six additional program staff: A lead project manager who will report directly to the Chancellor of the Division of Public Schools and five project managers who will report to assurance leads as follows:

- *Project Manager – Standards.* Will report to the Deputy Chancellor for Curriculum, Instruction and Student Services and be responsible for all contracts and subgrants addressing standards initiatives.

- *Project Manager – Assessment.* Will report to the Assistant Deputy Commissioner for Accountability, Research and Measurement and be responsible for all contracts related to RTTT assessment initiatives.
- *Project Manager – Data.* Will report to the Deputy Commissioner for Accountability, Research, and Measurement and be responsible for all contracts addressing data systems initiatives.
- *Project Manager – Great Teachers and Leaders.* Will report to the Deputy Chancellor for Educator Quality and be responsible for all contracts and subgrants addressing standards initiatives.
- *Project Manager – Struggling Schools.* Will report to the Deputy Chancellor for School Improvement and Student Achievement and be responsible for all contracts and subgrants addressing struggling schools initiatives.

Operations Staff. The SEA proposes to employ 6 additional staff to supplement existing staff with responsibilities for operations and infrastructure. All of these positions will be located in organizational units within the Division of Finance and Operations, led by the Deputy Commissioner (Chief Education Finance Officer) for Finance and Operations. Additional staff who will be devoted to RTTT activities include:

- *Procurement Specialist* – located in the Bureau of Contracts, Grants, and Procurement, will report to the Director of Administrative Services and be the primary staff member responsible for working with program staff on competitive procurement solicitations specific to RTTT initiatives.
- *Grants Specialist* – located in the Bureau of Contracts, Grants, and Procurement, will report to the Director of Administrative Services and be the primary staff member responsible for working with program staff to award RTTT subgrants as indicated in the budget narrative.
- *Monitoring Specialists (2)* – located in the Bureau of Contracts, Grants, and Procurement, will report to the Director of Administrative Services and be the primary staff members responsible for working with program staff to monitor subgrant and contract progress and compliance.
- *Contract and Fiscal Specialists (2)* – located in the Comptroller’s Office, will report to the Chief Comptroller and work with other RTTT team members to ensure proper invoicing, advances (as appropriate), payments, and accounting for all RTTT contracts and sub-grants.

The SEA has a strong existing infrastructure for quarterly reporting of ARRA funds as prescribed by the OMB guidance.

This existing infrastructure and procedures will be used to accomplish the RTTT reporting as well.

Finally, the State intends to contract with one or more consulting firms to (a) establish the detailed project management that will be critical to ensuring successful implementation of the various initiatives and accountability for performance of those initiatives, and (b) conduct formative and summative evaluation across the four years of this program. The resources provided by these consultants will be used to provide the leadership team with timely feedback on progress toward achievement of the goals.

(i)(d) Ensure that it has the capacity required to implement its proposed plans by using the funds for this grant, as described in the State's budget and accompanying budget narrative, to accomplish the State's plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources so that they align with the State's Race to the Top goals

The funds requested in the budget for this grant emphasize the state's intent to build capacity at both the state and the local level to initiate the bold reforms detailed in the proposal and to maintain those that prove successful after the grant has ended. Significant features of the budget proposal, in addition to the 50% that will flow through to the 64 participating LEAs, include:

- Over \$100 million in investments in the area of Standards and Assessment. These dollars will be used for student and teacher support tools to implement the Common Core, development of high-quality interim and formative assessment tools, increased access to STEM courses, and classroom support for lesson study. It is estimated that about \$15 million of these funds will be used to provide direct support to educators.
- In Data Systems, the proposal requests more than \$58 million. Of that amount, almost \$10 million represents funds that also have been requested through the Longitudinal Data Systems competition. Should Florida be successful in the competition, this request will be reduced by that amount. Of the remaining \$48 million, funds are focused on initiatives designed to make accessing and using state data easier for educators while emphasizing the use of data to improve instruction. Again, the initiatives are designed to access and use the wealth of data available through the state's existing longitudinal data system

and the enhancements to be provided through either this proposal or a successful Longitudinal Data Systems proposal.

- Over \$123 million will be devoted to initiatives in the area of Great Teachers and Leaders. Funds will be used for development of tools and resources for LEAs to use in the transition to rigorous, transparent, and fair evaluation systems; incorporation of evaluation results into career decisions; improvement of districts' ability and accountability for assigning effective teachers and principals to high need schools; improving contributions of teacher and principal preparation programs; and improvement of districts' ability to provide effective professional development. For this assurance, it is estimated that over \$41 million will be devoted to direct support to educators at the local level.
- For Turning Around the Lowest-Achieving Schools and LEAs, the proposed budget requests over \$155 million. These funds will be used to not only address the turn-around needs of the identified schools, but also to build capacity at the local level. Some of the activities include development of a leadership pipeline for turnaround principals and assistant principals; provision of summer academies for schools in the lowest 5% and schools within their feeder patterns; improvement and expansion of STEM career and professional academies; implementation of community compacts in selected districts; a public awareness campaign to promote a college readiness culture; and a middle grades algebra incentive for districts.

Almost all of the funds devoted to this assurance area represent direct supports to educators at the local level.

Of the total budget, the request for funds for oversight and management at the Department of Education Level is less than 1%. The funds requested will be used to ensure the highest quality of project implementation both programmatically and operationally. Much of the state-level funding will be outsourced through competitively procured contracts and subgrants to LEAs, universities, and/or community-based organizations. Funds expended through contracts, in particular, will be used to expand the capacity of the state to provide support and assistance to the participating LEAs.

In addition to the funds requested in this budget proposal, a number of funds from other federal sources will be used to accomplish the RTTT goals and objectives. Specifically, the State Improvement Grant (SIG) funds (both ARRA and non-ARRA)

will be used at the state and local level for purposes clearly aligned to the RTTT goals and objectives. Districts will be encouraged to use flow-through funding from other federal formula programs (e.g., Title I, Title II, Title III, Title IV and IDEA) in alignment with RTTT activities and to assist in ensuring that successful reforms can be sustained after the end of the grant period. State-level set-asides from all of these programs will also be targeted to activities closely aligned with RTTT. For example, Title II state-level set-aside funds are currently being used to address STEM as well as activities for recruitment and retention of high-quality educators at all level.

Finally, the state is examining the Florida Education Finance Program (FEFP) funds to determine how some of these funds might be more clearly directed toward implementation of reform. One of the initiatives in the area of Great Teachers and Leaders provides for consultants to work with participating LEAs to implement and transition to a new compensation structure for teachers and school leaders. Because these RTTT funds are nonrecurring, it will be important for participating LEAs to identify recurring fund sources (state, local, and federal) that will allow reforms to be sustained. In order to facilitate the process, funds in the state's portion of the grant will be used to contract with financial consultants to assist districts with operational efficiency reviews. Through a process of redirection and reprioritization of existing funds, districts can ensure the sustainability of reforms put into place during the four-year RTTT period. In short, all fiscal resources, at all levels, will be closely examined to determine how they might be coordinated, reallocated, and/or repurposed to ensure that reforms are implemented effectively and that successful reforms are sustained over time.

(i)(e) Ensure that it has the capacity required to implement its proposed plans by using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success

The state of Florida will continue to support, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success by using its fiscal, political, and human capital resources. Success is a key word in this item. The data collection and analysis to which the state has committed will permit a determination of those initiatives that have

been included in the application which have been proven to be successful. State and local education policy makers are committed to supporting the funding of data-driven education practices that result in improved performance and success for students. Florida has been able to harness the fiscal, political and human resources in the past to initiate reforms that have been well recognized.

Florida educators and policy makers have established a legacy of leadership in accepting and implementing reform initiatives. The RTTT agenda to which the state of Florida has committed in this application is consistent with the State Board of Education’s Strategic Plan and state policy, and RTTT will enable Florida to accelerate its reform agenda.

(ii)(a) Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of the statements or actions of support from the State’s teachers and principals, which include the State’s teachers’ unions or statewide teacher associations

The Florida Association of School Administrators (FASA) is an association for administrators, district superintendents, principals, supervisors, and those who support the public schools of Florida. **FASA supports Florida’s RTTT grant application and believes that no state in the nation is better positioned than Florida to take advantage of this unique funding opportunity as evidenced by their statements:** “During the past decade Florida has produced some of the nation’s most dramatic gains in student achievement. In the competition for these funds, Florida must lead, follow, or get out of the way. Florida has chosen to lead and we support their effort.”

(ii)(b) Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of the statements or actions of support from other critical stakeholders, such as the State’s legislative leadership; charter school authorizers and State charter school membership associations (if applicable); other State and local leaders (e.g., business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (e.g., parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.

The FDOE received over 75 letters from a variety of stakeholders to express their support to participate in the federal

RTTT competitive funding process. The magnitude of support for Florida’s application was rallied by Florida’s Education Commissioner Eric Smith by engaging stakeholders early on in the development of Florida’s application. For example, each RTTT reform area was supported by a group of advisors representing school districts of various sizes. Information was shared on monthly conference calls with district superintendents, and presentations were made to many groups, including Florida Association of District School Superintendents, Florida School Boards Association, Florida Education Association, and House and Senate legislative committees, just to name a few. There was always an opportunity for input, and the Department also established an e-mail and phone hotline to answer questions in addition to publishing a FAQ documents.

Florida has support from a broad group of stakeholders that will all work collaboratively to ensure the implementation of Florida’s RTTT plan. Specifically, Florida has received letters of support from key stakeholders such as (see Appendix A-8 for evidence that includes summary statements or actions by supporting stakeholders):

- Florida’s legislative leaders (Florida Congressional Delegation, President of the Florida Senate, Speaker of the Florida House of Representatives, and the chairs of the state legislative committees primarily responsible for education).
- Florida Consortium of Public Charter Schools and Florida Network of Public Charter Schools.
- State and local leaders including Associated Industries of Florida, Florida Association of District School Superintendents, Florida School Boards Association, Florida Association of School Administrators, Florida Chamber of Commerce, Florida Council of 100, Florida Education Foundation, Florida Philanthropic Network, Space Florida, and Workforce Florida, Inc.
- Parent and community organizations including the Consortium of Florida Education Foundations, Florida After School Network, the Florida PTA, Southern Poverty Law Center, and the Florida State Conference NAACP Branches.
- Institutions of higher education from across the state that include universities, state colleges, community colleges, colleges of education, and Educator Preparation Institutes.

(A)(3) Demonstrating significant progress in raising achievement and closing gaps (30 points)

The extent to which the State has demonstrated its ability to—

- (i) Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms; (5 points)

- (ii) Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to — (25 points)
 - (a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;
 - (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and
 - (c) Increasing high school graduation rates.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(3)(ii):

- NAEP and ESEA results since at least 2003. Include in the Appendix all the data requested in the criterion as a resource for peer reviewers for each year in which a test was given or data was collected. Note that this data will be used for reference only and can be in raw format. In the narrative, provide the analysis of this data and any tables or graphs that best support the narrative.

Recommended maximum response length: Six pages

(i) Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms;

Aggressive education reform is not new to Florida. For the past decade, Florida has been making progress in each RTTT education reform area as highlighted in **Figure A-1** below:

Figure A-1: Florida's Historical Reform Initiatives Span All Assurances

Standards & Assessments	Data Systems to Support Instruction	Great Teachers & Leaders	Turning Around Lowest-Achieving Schools	Other
<ul style="list-style-type: none"> • Adopted nationally and internationally-benchmarked standards as Next Generation Sunshine State Standards • (NGSSS) Adopted college-ready competencies aligned with American Diploma Project (joined 2008); revising college-placement test • Measures math and reading statewide in grades 3-10, including a vertical scale which allows cross-years analysis of growth in achievement • Provides interim assessments in K-12 reading (Florida Assessments for Instruction in Reading) • Aligning summative assessments to NGSSS • Developing a formative assessment system for K-3 Mathematics 	<ul style="list-style-type: none"> • Developed and instituted longitudinal data system that includes all of the elements specified in section 6401(e)(2)(D) of the America COMPETES Act • Recognized as first in the nation to meet the 10 elements necessary to build a longitudinal data system by the Data Quality Campaign (DQC) • Incorporated Facilities and Finance data into Florida's statewide longitudinal data system with funds from a federal SLDS grant 	<ul style="list-style-type: none"> • Created high-quality pathways for aspiring teachers and principals • Passed statute for annual teacher and principal evaluations based on student achievement • Instituted statewide requirement for performance pay in 1998 based primarily on student achievement, and appropriated funds to support a redesigned (Merit Award) program since 2007 • Requires teacher preparation programs to consider impact on student learning for continued approval 	<ul style="list-style-type: none"> • One of six states to receive a federal waiver to implement the Differentiated Accountability (DA) program in 2008-09 to identify and support turnaround of lowest-achieving schools <ul style="list-style-type: none"> - AYP is currently used to place all Florida schools in DA - Evidence of effective turnaround in 79% of our lowest performing schools • Identifies lowest performing schools and requires them to improve or face closure 	<ul style="list-style-type: none"> • Charters: <ul style="list-style-type: none"> - Adopted legislation to support charter growth which includes no charter caps, equitable funding, and facilities funding support for charters after 3 years • STEM: <ul style="list-style-type: none"> - Increasing student participation and achievement in STEM subjects through statewide, multi-stakeholder planning - Two Florida universities offer a program modeled after the UTeach program at UTexas-Austin - Science added to statewide assessment (grades 5, 8, 11) - Added 4th credit in math, including Algebra 1, required for high school graduation

Over the past decade, Florida has invested significant fiscal resources, both state and federal, in each of the RTTT reform areas.

ARRA and other Federal and State funding have been aligned to support Florida's strategic priorities.

Assessment and Standards

The development of state standards (Sunshine State Standards and Next Generation Sunshine State Standards) has been accomplished using state funds nearly exclusively. The state funds have been minimally supplemented with the state's consolidated administrative funds

under NCLB.

Similarly, the development and implementation of the FCAT and its predecessor assessments have been funded primarily from state funds, supplemented by the annual State Assessment grants awarded under NCLB and this year, by State Fiscal Stabilization Funds (Government Services). Recently, Florida Assessments for Instruction in Reading (FAIR), an interim assessment, was developed and implemented using a combination of state appropriations and federal Reading First funds. Additionally, state funds have been annually allocated for assessment activities such as development of a common assessment instrument for Florida's juvenile justice education programs, implementation of the PSAT and preliminary ACT (PLAN) for all 10th grade students, development and implementation of the Florida Kindergarten Readiness Screener (FLKRS), and college placement testing for select 11th grade students.

The state has also developed a Web-based tutorial program for use by teachers and students in content areas assessed through statewide assessments, including reading, writing, mathematics, and science. Again, this funding is primarily from state resources and this year, supplemented by State Fiscal Stabilization Funds (Government Services).

Data Systems to Support Instruction

Florida has invested heavily in the development and implementation of data systems. The state's nationally recognized staff and student databases were developed and maintained almost exclusively with state funds. Likewise, the state's Education Data Warehouse was designed and developed primarily through state-appropriated funds and supplemented by several federal grants.

Another component of the state's data systems resources includes the Portal to Exceptional Education Resources (PEER), a Web-based application for districts to use for implementation of federal and state requirements related to education of students with disabilities. This application was funded primarily from state resources, supplemented by funding through the Individuals with Disabilities Education Act (IDEA).

Great Teachers and Leaders

Florida has implemented a number of innovative programs to support human capital development. Examples of state-funded initiatives in this area include:

- *The Merit Award Program (MAP)* provides performance pay to instructional personnel and school-based administrators based on improved student achievement.
- *Dale Hickam Excellent Teaching Program* (previously funded from state funds, current year, funded with State Fiscal Stabilization Funds (Government Services). This program provides bonuses for teachers who obtain certification via the National Board for Professional Teaching Standards and mentoring bonuses to teachers who meet the certification requirements and provide 12 days of mentoring to teachers who are not Board certified.
- *Recognition for Principal of the Year and Teacher of the Year.* Bonuses are provided to recipients of the Principal Achievement Award for Outstanding Leadership and the Outstanding Assistant Principal Achievement Award as well as bonuses for district teachers of the year, state finalists, and the winner of the Christa McAuliffe Ambassador for Education
- *Educator Certification.* Provides support to individuals interested in teaching in the state of Florida.
- *Educator Recruitment, Development, and Retention.* Supports and improves educator quality by providing assistance to educators, potential educators and school district staff in the areas of educator preparation, recruitment, professional development, recognition, instructional technology and performance. FDOE also implements the Florida Digital Educators Program and the William Cecil Golden Professional Development Program for School Leaders.
- *Teacher and Leadership Examinations.* Florida law requires that teachers take and pass the Florida Teacher Certification Examinations (FTCE), and every FTCE exam is developed with alignment to all relevant and approved standards and with appropriate rigor and complexities. School administrators are required by Florida law to take and pass the Florida Educational Leadership Examination (FELE) in order to demonstrate knowledge and competency in the areas of instructional leadership,

operational leadership, and school leadership. This exam is fully aligned to the Principal Leadership Standards as approved in State Board Rule.

A number of federal fund sources are used to support innovation in this area. Primary among these is the Title II, Part A, Principal and Teacher Training and Recruiting Fund under the NCLB Act. The state-level set-asides from this federal grant help to support a variety of teacher recruitment, retention, and professional development activities. State-level set-asides from other federal programs including, but not limited to, Title I, School Improvement, and IDEA, are also used for a number of professional development programs. At the local level, districts use a large portion of their awards for activities related to effective teachers and leaders.

Turning Around the Lowest Achieving Schools

Florida's Education Finance Program (FEFP) is the primary means of funding Florida's public schools (see (F)(1) for additional detail). Within the FEFP there are several funding streams which contribute significantly to efforts to improve the academic achievement of struggling schools. Some of the most significant of these funding streams include:

- *Supplemental Academic Instruction* for students who need intensive supplemental instruction as identified by their scores on the FCAT.
- *Education for Speakers of Other Languages (ESOL)* for students identified as limited English proficient.
- *Class Size Reduction* funds to pay the operating costs needed to fund Florida's Constitutional Amendment to Reduce Class Size that was approved by the electorate on November 5, 2002. The funds pay for salaries, benefits, and related cost for additional teachers to reduce the average class size in the core academic subjects in grades PK-3, 4-8 and 9-12.

Other state-funded categorical programs include Assistance to Low Performing Schools (The Florida Partnership for Minority and Underrepresented Student Achievement), Mentoring Programs such as Best Buddies, Take Stock in Children, Big Brothers/Big Sisters, Boys and Girls Clubs, the Governor's Mentoring Initiative, the YMCA State Alliance, and the College Reach Out Program.

A large portion of the state's federal resources have been and will continue to be directed toward the lowest achieving schools, including

almost all of the NCLB formula programs (Title I, Title II, Title III, Title IV and Title VI). State-level set-asides and consolidated administration funds from these federal sources have been, and will continue to be, used in conjunction with state funds to provide the Differentiated Accountability (DA) support services. Additionally, IDEA state-level and administrative funds are targeted to improve the achievement levels in low performing schools as well as contributing to DA implementation. Of particular note is the funding of Response to Intervention (RtI) facilitators in conjunction with the DA regional model.

Finally, the state has been the recipient of several three-year Public Charter School grants designed to support the start-up and implementation of high-quality charter schools and several Voluntary Public School Choice awards. These federal funds have been instrumental in ensuring that parents have choices with respect to securing a high-quality education for their children.

The extent to which the State has demonstrated its ability to—

(ii) Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to

Florida’s comprehensive education reform efforts since 1999 have established the infrastructure, expectations and support mechanisms for our students and educators to be successful in our schools and classrooms. Beginning with the A+ Plan for Education in 1999, Florida has enacted a series of reforms that have been signed into law which have also included the 2006 A++ Plan and the 2009 Florida’s Equal Opportunity in Education Act supported by Governor Charlie Crist. These laws have continued to build upon Florida’s progress in numerous areas and together demonstrate Florida’s commitment to systemic and bold education reform. As a result of these reforms, over a quarter of a million additional students are performing on grade level than before the reforms began.

Florida has taken a comprehensive approach to education reform efforts since 1999, and thus the increases in student achievement, the narrowing of the achievement gap, and increased high school graduation rates are the result of a concerted and comprehensive approach rather than a single initiative. Through the education laws signed over the past decade, the following areas of focus have contributed to improved student achievement:

- *Accountability and Transparency:* The major premise of the 1999 A+ plan was that the state would hold schools accountable for the education of all students and that annual student learning gains would be measured. Specifically, this legislation expanded the student assessment program to include more grade levels, science, and norm-referenced tests. Through School Grades, a system begun in 1999, each school's performance relative to state standards is communicated to the public. School grades are calculated based upon annual learning gains of each student toward achievement of Florida's academic standards, the progress of the lowest quartile of students, and the meeting of proficiency standards. This year, high school graduation and participation in Advanced Placement courses will be factored into the high school School Grade. In the January 2010 Education Sector Report, *College and Career-Ready: Using Outcomes Data to Hold High Schools Accountable for Student Success*, Florida's new high school accountability system is praised. "Florida [is] currently following high school graduates into both college and careers. The next step is to use the data to evaluate high schools and hold them accountable for preparing their students to succeed. Florida is already taking that step." Because these grades are publicly available, the system has motivated high-performing schools to sustain their student achievement and low-performing schools to improve. The highest achieving schools, as determined by sustained high student performance or substantial improvement, are publicly recognized through the School Recognition Program, and Florida's best educators have been recognized through monetary incentives through a performance pay system primarily based on student achievement.
- *School Choice:* Enabled by greater accountability and transparency in school performance, increased school choice has provided families unprecedented educational options among public and private schools. Means to increase options for students have included two scholarship programs. The *John M. McKay Scholarships for Students with Disabilities Program* (s. 1002.39, F.S.) allows parents of students with disabilities to choose the best academic environment for their children, whether it be a participating private school or another public school. Since its inception in the 2000-01 school year, student participation in the McKay Scholarship Program has grown to 20,530 students in 2008-09. The *Florida Tax Credit Scholarship Program* was established in 2001 to encourage private, voluntary contributions from corporate donors for scholarships to children from low-income families.

During the 2008-09 school year, scholarships of \$88.6 million were awarded to a total of 24,871 students enrolled in 1,002 participating Florida private schools. In addition to these scholarship programs, growth in charters, virtual education, and career and technical education have provided greater educational options to students. Florida has over 400 operating charter schools educating approximately 135,000 students and comprehensive public virtual education options (ss. 1000.04 and 1002.20, F.S.). The Florida Virtual School boasts the largest enrollment of any state virtual school in the nation by a wide margin (154,125 course enrollments compared to 28,014 for the state with the second highest enrollment in 2008-09). Lastly, the growth of career and technical education has provided students opportunities outside of the traditional educational setting to prepare for rewarding careers. (See Appendix A-9 for a copy of “Florida School Choice Options”, April 2009; please see Section (E)(2)(ii) for additional detail on career and technical education and Section (F)(2) for detail on charters and virtual education.)

- *College and Career Readiness:* Both the A+ and A++ plans included reforms to end social promotion. The A+ plan eliminated social promotion in the third grade to give students the extra time and attention to gain necessary reading skills [s. 1008.25(5)(b), F.S.], and after the policy was implemented, retention rates jumped from 3.1 percent to 13.2 percent. Each year, once schools adopted a command focus on reading, there has been a decrease in the percent of below-basic 3rd grade readers, and retention rates declined to 6.6 percent. Subsequently, the A++ plan established new middle school promotion requirements. Additional support has also been targeted to struggling students. Under the A+ plan, students who do not score proficient on the statewide assessment must be provided with additional assessments to determine the nature of the students’ difficulty, areas of academic need, and strategies for appropriate intervention and instruction (s. 1008.25, F.S.). Florida has continually demanded more rigorous courses for students. The A++ plan required each middle school to offer at least one high-school level mathematics course and created more stringent graduation requirements for students. Florida has also placed increased focus on Career and Technical education to prepare students for rewarding careers through the development of Career and Professional Academies in schools and the Florida Ready to Work Certification Program. In addition, Florida launched a strategic partnership with the College Board in 2000 to better prepare students for success in college and the workforce. To increase the availability of Advanced Placement courses,

especially in low-performing schools, the Partnership trains teachers in the higher-level coursework and provides up to \$2,000 annual bonuses for teachers whose students successfully pass an AP exam.

- *School and District Structure and Support:* The 2006 A++ plan placed increased attention on developing strong teachers and leaders. The law established the William Cecil Golden Professional Development Program for School Leaders to provide sustained support for principals as instructional leaders, and the law provided that school districts may not assign a higher percentage than the school district average of first-time teachers, temporarily certified teachers, teachers in need of improvement, or out-of-field teachers to schools with greater than the district average of minority and economically disadvantaged students or the poorest performing schools, as determined by Florida School Grades. Under the 2009 Equal Opportunity in Education Act (Chapter 2009-144, Laws of Florida), Florida’s System of School Improvement and Accountability was aligned with the education accountability provision of the federal ESEA. (see Chapter 2009-144, Laws of Florida). As of July 1, 2009, the FDOE has been implementing the provisions of House Bill 991, commonly known as Differentiated Accountability (DA) to identify and support turnaround of Florida’s lowest performing schools.

These reforms, working in concert with each other, are responsible for Florida’s increased student achievement, and the effect on overall performance, narrowing of the achievement gap, and increased high school graduation rates has been greater than the sum of each individual reform effort.

The successes of Florida’s previous reform efforts have been validated externally. The Goldwater Institute published a policy report in September 2008 titled “*Demography Defeated: Florida’s K-12 Reforms and Their Lessons for the Nation.*” This study examined the ten-year impact of Florida’s reforms and found remarkable improvement in Florida’s test scores. Specifically, the authors stated, “Policymakers across the country should look to Florida as a model of education reforms that can improve student learning among all students, including disadvantaged students.” Furthermore the authors concluded that, “Florida’s success proves that demography is not destiny in K-12 education, with the right set of reforms.” Florida’s comprehensive effort to reform has proven successful, as evidenced by Table A-3 below which depicts Florida’s stronger progress compared to the national average:

Table A-3: Florida vs. Nation Performance Measures

	Florida Then	Nation Then	Florida Now	Nation Now	Florida's Change	Nation's Change
NAEP Grade 4 Reading; % at or above Basic	63% (2003)	62% (2003)	70% (2007)	66% (2007)	+7%	+4%
NAEP Grade 4 Math; % at or above Basic	76% (2003)	76% (2003)	86% (2009)	81% (2009)	+10%	+5%
NAEP Grade 8 Reading; % at or above Basic	68% (2003)	72% (2003)	71% (2007)	73% (2007)	+3%	+1%
NAEP Grade 8 Math; % at or above Basic	62% (2003)	67% (2003)	70% (2009)	71% (2009)	+8%	+4%
Advanced Placement Percent Scoring 3 or Higher on AP Exam	15.3% (2003)	12.2% (2003)	18.2% (2008)	15.2% (2008)	+2.9%	+3%
SAT Total # of Test Takers	83,574 (2003)	1,416,859 (2003)	100,179 (2009)	1,530,128 (2009)	+16,605	+113,269
SAT Reading Mean Score	498 (2003)	507 (2003)	497 (2009)	501 (2009)	-1	-6
SAT Math Mean Score	498 (2003)	519 (2003)	498 (2009)	515 (2009)	No Change	-4
ACT Percent of Graduates Tested	41% (2003)	40% (2003)	62% (2009)	45% (2009)	+21%	+5%
ACT Average Composite Score	20.5 (2003)	20.8 (2009)	19.5 (2009)	21.1 (2009)	-1	+0.3

(a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;

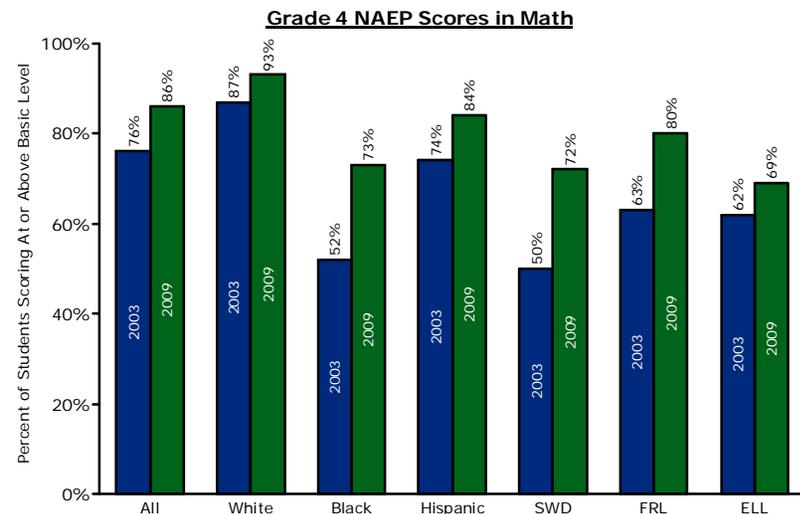
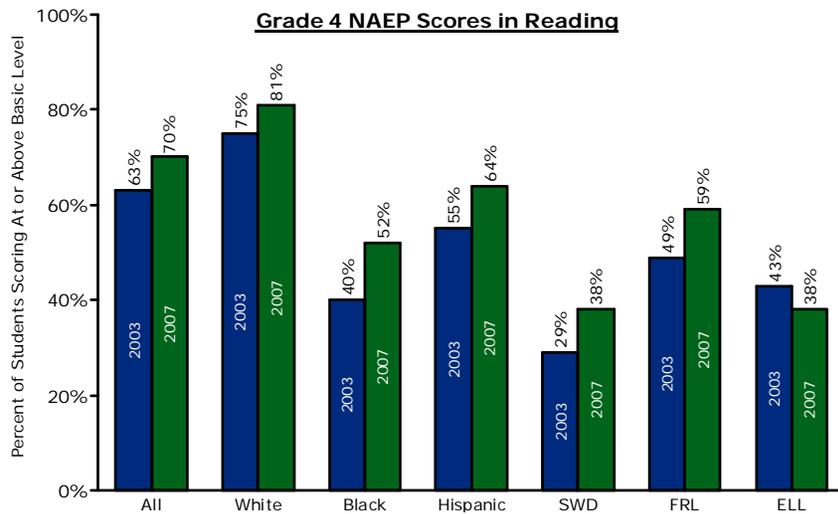
NAEP

Florida's students have performed well compared to the national average on the NAEP assessments. At the 4th grade level for the most recent NAEP assessments (2007 in reading and 2009 in mathematics), all Florida student subgroups performed above the national subgroup averages. While 8th grade NAEP results were mixed relative to national averages, Florida outperformed the national achievement levels for both black and Hispanic students.

Additionally, Florida student achievement has improved steadily on both the 4th and 8th grade NAEP assessments since 2003.

Florida's 4th grade NAEP performance in reading and in mathematics has improved, moving from below the national average to above the national average, and specific improvement is below. See Appendix A-10 for additional subgroup detail.

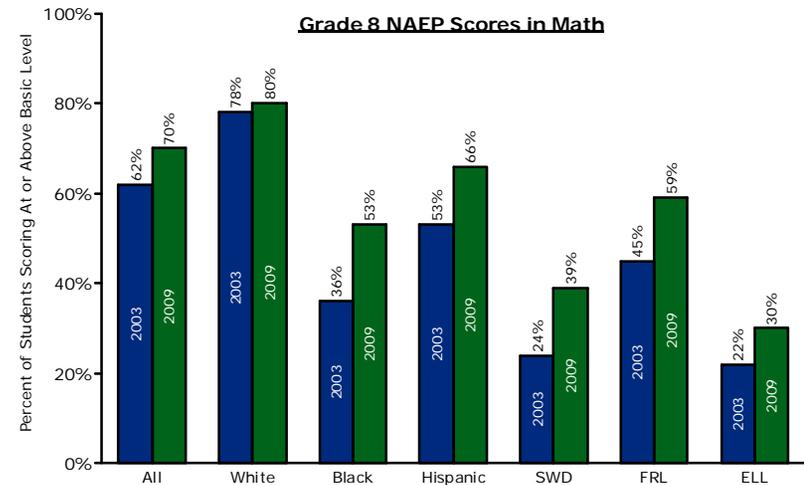
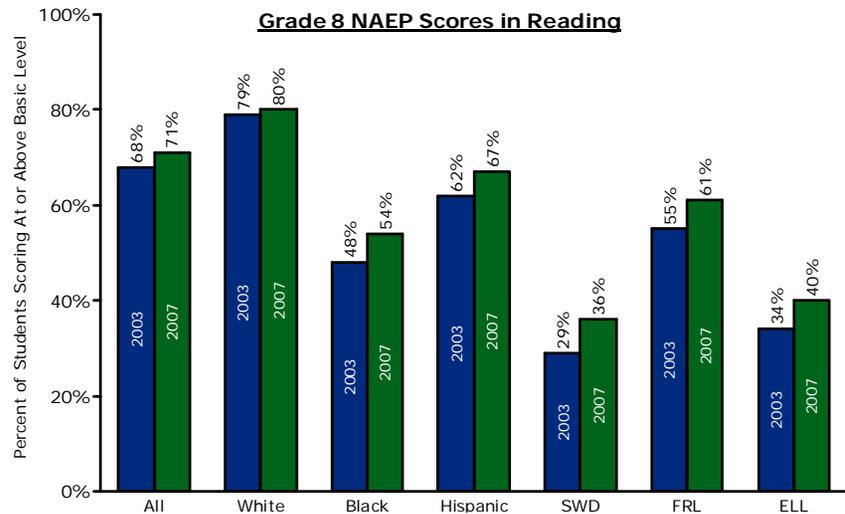
- *Grade 4 NAEP Reading:* The percent of Florida students scoring at or above basic has increased from 63 percent in 2003 to 70 percent in 2007
 - White students improved from 75 percent in 2003 to 81 percent in 2007
 - Black students improved from 40 percent in 2003 to 52 percent in 2007
 - Hispanic students improved from 55 percent in 2003 to 64 percent in 2007
- *Grade 4 NAEP Mathematics:* The percent of Florida students scoring at or above basic has increased from 76 percent in 2003 to 86 percent in 2009
 - White students improved from 87 percent in 2003 to 93 percent in 2009
 - Black students improved from 52 percent in 2003 to 73 percent in 2009
 - Hispanic students improved from 74 percent in 2003 to 84 percent in 2009



- *Grade 8 NAEP Reading:* The percent of Florida students scoring at or above basic has increased from 68 percent in 2003 to 71

percent in 2007

- White students improved from 79 percent in 2003 to 80 percent in 2007
- Black students improved from 48 percent in 2003 to 54 percent in 2007
- Hispanic students improved from 62 percent in 2003 to 67 percent in 2007
- *Grade 8 NAEP Mathematics:* The percent of Florida students scoring at or above basic has increased from 62 percent in 2003 to 70 percent in 2009
 - White students improved from 78 percent in 2003 to 80 percent in 2009
 - Black students improved from 36 percent in 2003 to 53 percent in 2009
 - Hispanic Students improved from 53 percent in 2003 to 66 percent in 2009

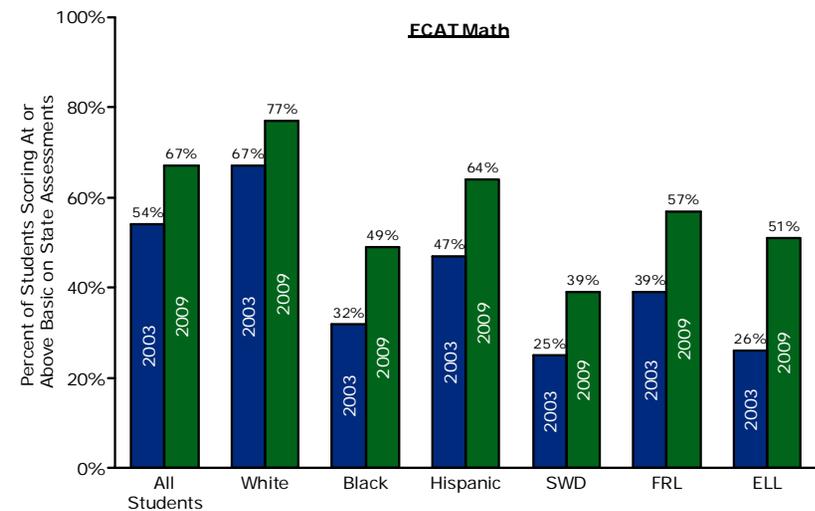
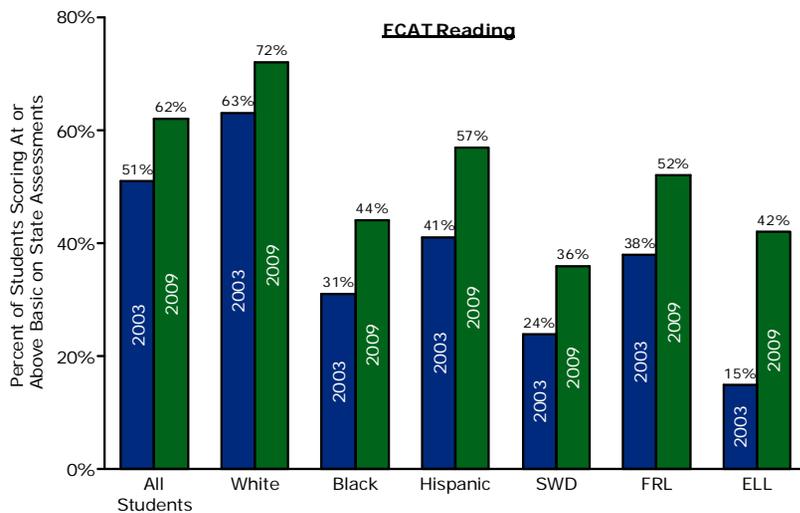


State Assessments under ESEA (FCAT) and Florida Alternate Assessment for Students with Disabilities

Student achievement in both reading and mathematics has also steadily improved since 2003 as measured Florida’s State Assessment under ESEA, the FCAT. See Appendix A-11 for additional subgroup detail.

- *Grades 3-10 FCAT in Reading:* The percent of Florida students scoring at or above basic has increased from 51 percent in 2003 to 62 percent in 2009

- White students improved from 63 percent in 2003 to 72 percent in 2009
- Black students improved from 31 percent in 2003 to 44 percent in 2009
- Hispanic students improved from 41 percent in 2003 to 57 percent in 2009
- *Grades 3-10 FCAT in Mathematics*: the percent of Florida students scoring at or above basic has increased from 54 percent in 2003 to 67 percent in 2009
 - White students improved from 67 percent in 2003 to 77 percent in 2009
 - Black students improved from 32 percent in 2003 to 49 percent in 2009
 - Hispanic students improved from 47 percent in 2003 to 64 percent in 2009

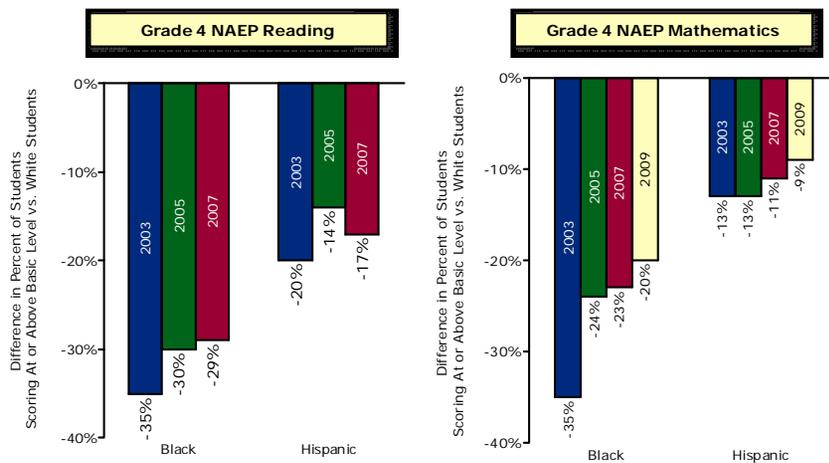


(b) *Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and*

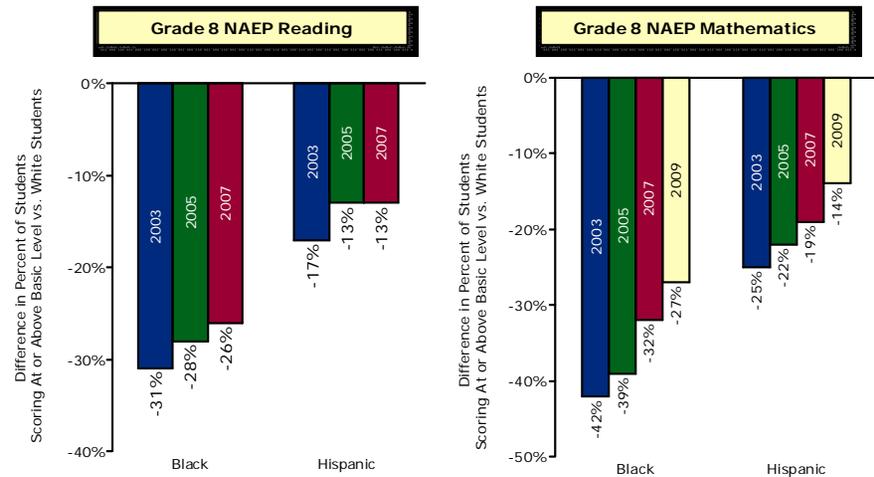
Education Trust released a policy brief in January 2010 stating that Florida stands near the top of all states -- along with Delaware, Massachusetts, Vermont, and Texas -- in making the most progress in closing the achievement gap among races as measured by the 4th and 8th grade NAEP assessments. According to the report, Florida narrowed the gap among more groups of students than most other states and also has a smaller than average gap than much of the rest of the nation.

Both 4th and 8th grade NAEP assessments and FCAT in reading and math show that the achievement gap in Florida has decreased steadily since 2003 between white versus black and white versus Hispanic students. On the 4th grade NAEP assessment, the gap between white and black student achievement has decreased by six percentage points in reading and 15 percentage points in math between 2003 and 2007 in reading and 2003 and 2009 in mathematics. The gap has also been reduced for Hispanic students by three percentage points in reading and four percentage points in mathematics. The trends in narrowing the achievement gap as measured by the 8th grade NAEP assessment are also very similar. As measured by the FCAT, the achievement gap has fallen for black students by four percentage points in reading and seven percentage points in math between 2003 and 2009. The Hispanic student achievement gap has fallen seven percentage points in both reading and mathematics. The following graphs show the narrowing in the achievement gap visually:

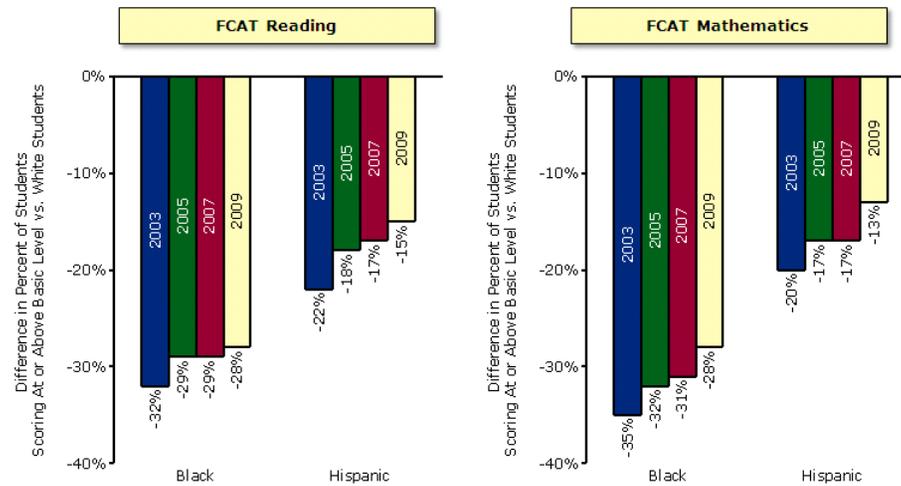
Grade 4 NAEP Achievement Gap in Reading and Mathematics, 2003-2009



Grade 8 NAEP Achievement Gap in Reading and Mathematics, 2003-2009



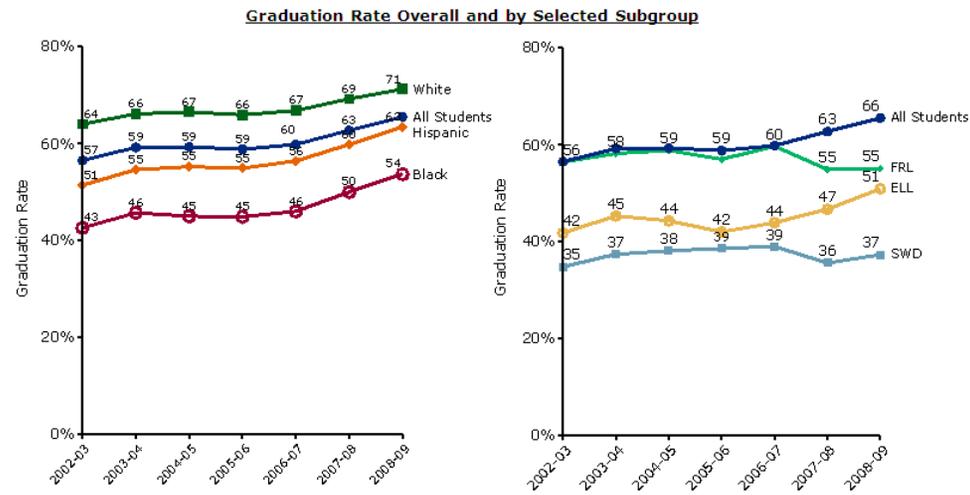
Grade 3-10 FCAT Achievement Gap in Reading and Mathematics, 2003-2009



(c) *Increasing high school graduation rates.*

Since 2002-03, the high school graduation rate (calculated based on the guidelines for the new federal uniform rate) has increased from 56.5 percent to 65.5 percent in 2008-09.

- The rate of White students graduating from high school has improved from 64 percent in 2003 to 71.2 percent in 2009
- The rate of Black students graduating from high school has improved from 42.6 percent in 2003 to 53.7 percent in 2009
- The rate of Hispanic students graduating from high school has improved from 51.4 percent in 2003 to 63.4 percent in 2009



Florida’s NAEP exclusion rate for students with disabilities and exclusion rate for English language learners. In 2008, Florida transitioned from the Florida Alternate Assessment Report (FAAR) to the Florida Alternate Assessment (FAA) for testing students with disabilities. This transition was made to ensure full alignment with newly developed state academic standards for students with disabilities at all levels. In 2009, Florida discontinued the use of locally-administered alternate assessments for English language learners (ELLs) in calculating mathematics and reading proficiency outcomes for the ELL subgroup. In 2009, Florida was also approved for the flexibility that allows states to exempt recently arrived ELLs from one administration of the state’s comprehensive examination in reading (FCAT), provided that these students are tested on the Comprehensive English Language Learning Assessment (CELLA). In 2009, as approved by the U.S. Department of Education, Florida did not include the test results of recently arrived ELLs in reporting mathematics and reading proficiency results for the ELL subgroup. See Appendix A-12 for clear documentation of the State’s policies and practices for determining whether a student with a disability or an English language learner should participate in the NAEP and whether the student needs accommodations.

(B) Standards and Assessments (70 total points)

State Reform Conditions Criteria

(B)(1) Developing and adopting common standards (40 points)

The extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards, evidenced by (as set forth in Appendix B)—

(i) The State’s participation in a consortium of States that— (20 points)

- (a) Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and
- (b) Includes a significant number of States; and

(ii) — (20 points)

- (a) For Phase 1 applications, the State’s high-quality plan demonstrating its commitment to and progress toward adopting a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way; or
- (b) For Phase 2 applications, the State’s adoption of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way.²

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

²Phase 2 applicants addressing selection criterion (B)(1)(ii) may amend their June 1, 2010 application submission through August 2, 2010 by submitting evidence of adopting common standards after June 1, 2010.

Evidence for (B)(1)(i):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a standards consortium.
- A copy of the final standards or, if the standards are not yet final, a copy of the draft standards and anticipated date for completing the standards.
- Documentation that the standards are or will be internationally benchmarked and that, when well-implemented, will help to ensure that students are prepared for college and careers.
- The number of States participating in the standards consortium and the list of these States.

Evidence for (B)(1)(ii):

For Phase 1 applicants:

- A description of the legal process in the State for adopting standards, and the State’s plan, current progress, and timeframe for adoption.

For Phase 2 applicants:

- Evidence that the State has adopted the standards. Or, if the State has not yet adopted the standards, a description of the legal process in the State for adopting standards and the State’s plan, current progress, and timeframe for adoption.

Recommended maximum response length: Two pages

(B)(1) – Key Highlights

- Florida has proven itself a national leader in developing and adopting rigorous standards via the adoption of internationally-benchmarked Next Generation Sunshine State Standards (NGSSS). The *2010 Education Week Quality Counts* report gives Florida an A in Standards, with a perfect score of 100%.
- Florida’s education leaders have been strong advocates for multi-state work on high-quality, clear, and rigorous standards, and Florida, along with 47 other states, has plans to adopt the CCSS.

Florida will adopt and implement the internationally benchmarked Common Core State Standards in all state public school classrooms. Florida’s Governor and Education Commissioner have signed a Memorandum of Agreement (MOA) for the Common Core State Standards Initiative (CCSS) jointly led by the Council of Chief State School Officers (CCSSO) and the National Governors Association in partnership with Achieve, Inc., ACT, and the College Board. Above and beyond the signature, Florida’s education leaders have been strong advocates in national and state forums for the benefits of multi-state work on high-quality, clear,

and rigorous standards. Florida's full commitment is also demonstrated by the active participation of FDOE staff members on the CCSS work group. Florida is also one of three states invited by CCSSO to provide guidance and comments to the writers during standards development; Florida's Next Generation Sunshine State Standards (NGSSS) were cited as a resource for the development of the Common Core College- and Career-Readiness Standards.

Florida is the only state of the three largest (others are Texas and California) with a statewide instructional materials adoption process to actively promote the movement to common standards and to support the Common Core Standards in the public arena. As a prominent textbook adoption state, Florida's use of the CCSS will contribute nationally to cost efficiencies and bring more value to the investment of public funds in instructional resources. In addition, Florida is one of only four states selected by the National Parent Teacher Association to organize parental support for more uniform academic expectations with support from the Bill and Melinda Gates Foundation. With this assistance from the national PTA, Florida's active parent organizations will assist in building broad-based understanding and support for the CCSS.

Strong leadership commitment, Florida's involvement in the development of the CCSS, the statewide process for adoption of standards and standards-specific instructional materials, and broad-based and grassroots support for the transition enhance the certainty that Florida will effectively and efficiently adopt and implement the CCSS.

(B)(1)(i)(a) The State's participation in a consortium of States that is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation.

As indicated in the CCSSO and the National Governors Association (NGA) Center for Best Practices CCSS Memorandum of Understanding (MOU), Florida will adopt the internationally-benchmarked CCSS in K-12 English/language arts and mathematics that are aligned with college and work expectations. These standards are informed by the content, rigor, and organization of standards of high-performing countries and states to ensure that all students receive instruction that prepares them for success in a global economy and society in the 21st century.

(B)(1)(i)(b) The State's participation in a consortium of States that includes a significant number of States.

On September 1, 2009, the CCSSO and the NGA Center for Best Practices announced that 51 states and territories, including Florida, had joined the Common Core State Standards Initiative. Specifically, 48 states are participating in this initiative. See Appendix B-1 for a copy of the MOA; Appendix B-2 for the number and names of states participating in the standards consortium; Appendix B-3 for documentation that the standards are internationally benchmarked and that, when well-implemented, will help to ensure that students are prepared for college and careers; Appendix B-4 for a copy of the draft Common Core State Standards.

(B)(1)(ii)(a) For Phase 1 applications, the State's high-quality plan demonstrating its commitment to and progress toward adopting a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way;

Florida will adopt the CCSS prior to August 2, 2010. The state adoption process will begin in February 2010 or upon the official release of the CCSS. The process for standards adoption is clearly defined in Florida law (s. 1003.41, F.S.). The Florida Education Commissioner will first submit these proposed Florida standards for review and comment by Florida educators, school administrators, representatives of community colleges 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. These stakeholders will submit recommendations regarding any additional content, within the parameters of the multi-state agreement, to adopt in Florida. Florida will ensure that the CCSS represent at least 85 percent of the state's English/language arts and mathematics standards. The Commissioner, after considering any comments regarding additions to the proposed standards, will submit the standards for written evaluation by national and international experts on K-12 curricular standards and content. The Commissioner will then submit the standards and evaluations reviewed by the curricular and content experts to the Governor, the President of the Florida Senate, and the Speaker of the Florida House of Representatives. At the same time, the standards will be posted on Florida's standards review Web site (www.flstandards.org) for public comment from March through May 2010. After reviewing comments from the Governor, Legislators, and public, the Commissioner will post a final draft of Florida's Language Arts and Mathematics CCSS in

June 2010 for State Board of Education adoption in July 2010, after which the CCSS will become Florida’s NGSSS in Language Arts and Mathematics.

Florida law states that the NGSSS are the core content of the curricula to be taught in this state and represent the skills that K-12 public school students are expected to learn. Florida’s State Board of Education’s rule on student performance standards establishes the standards, benchmarks, and access points for students with disabilities as part of the state’s student standards regulations, requires school districts to incorporate the standards in their subject areas and pupil progression plans, and stipulates that the NGSSS will serve as the basis for statewide assessments [Rule 6A-1.09401, Florida Administrative Code (F.A.C.)].

Florida’s ability to effectively adopt and implement the CCSS is evidenced by supportive statutes and rules, as well as by and the work already done in this state with the adoption and implementation of NGSSS. Florida’s K-12 instruction is currently guided by the NGSSS, which are aligned with expectations for college success and the American Diploma Project standards. The nationally and internationally benchmarked NGSSS were developed through a research-based, inclusive process with expert stakeholders; researchers; practitioners; and K-12, college, and university educators. Based upon knowledge of and participation in the development of the CCSS and the rigorous nature of NGSSS, Florida anticipates that the CCSS will be similar to the NGSSS, putting Florida in a good position to efficiently adopt and implement these new standards. Florida has previously adopted NGSSS in Mathematics (in 2007), Science (in 2008), Social Studies (in 2009), Physical Education (in 2009), and Health (in 2009). Although Florida has completed a draft of Language Arts NGSSS, the planned adoption of these standards has been delayed to prepare for adoption of the proposed Language Arts Common Core State Standards. See Section (B)(3), “The Adoption of Internationally Benchmarked Science Standards,” for further explanation of Florida’s Next Generation standards adoption process. See Appendix B-5 for evidence supporting Florida’s process and timeline.

Timeline for Florida’s Adoption of the CCSS

February 2010	March 2010	April 2010	May 2010	June 2010	July 2010
State committee reviews CCSS	Standards reviewed by expert panel;	Standards posted for public review	Standards posted for public review	Post standards as required for Rule	State Board adoption

	review submitted to Governor and Legislature			adoption	
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(B)(2) Developing and implementing common, high-quality assessments (10 points)

The extent to which the State has demonstrated its commitment to improving the quality of its assessments, evidenced by (as set forth in Appendix B) the State’s participation in a consortium of States that—

- (i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium’s common set of K-12 standards (as defined in this notice); and
- (ii) Includes a significant number of States.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (B)(2):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a consortium that intends to develop high-quality assessments (as defined in this notice) aligned with the consortium’s common set of K-12 standards; or documentation that the State’s consortium has applied, or intends to apply, for a grant through the separate Race to the Top Assessment Program (to be described in a subsequent notice); or other evidence of the State’s plan to develop and adopt common, high-quality assessments (as defined in this notice).
- The number of States participating in the assessment consortium and the list of these States.

Recommended maximum response length: One page

(B)(2) – Key Highlights

- Florida developed high-quality summative assessments even before required under ESEA regulations and has been proactive in updating assessments to align with evolving standards.

- Florida is leading the effort to organize an assessment consortium of 17 states whose leaders have signed a MOA; this consortium plans to expand its membership either by soliciting new member states or joining a national consortium, if a strong group proves to exist.

(B)(2)(i) The State’s participation in a consortium of States that is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium’s common set of K-12 standards (as defined in this notice);

Florida is working toward jointly developing and implementing common, high-quality assessments written to assess the CCSS as evidenced by Florida’s organizing role in a consortium of 17 states whose leaders have signed an MOA. In early stages of state-level work on RTTT plans, no apparent effort was being made to form a national assessment consortium. In September 2009 Florida took the lead to invite 12 states with existing, high-quality assessment systems to join Florida in forming a consortium. Florida coordinated and facilitated monthly calls with representatives of these states. Extensive discussions over this period concluded in December 2009 with foundational agreements between member states and a MOA.

This consortium will submit a proposal for a Race to the Top Assessments Grant to develop internationally benchmarked measures of the Common Core State Standards. The Consortium states propose to develop ***common summative assessments*** that:

- Have a common definition of proficiency for all Consortium states.
- Measure and report a clear, grade-by-grade progression towards college and career readiness.
- Include valid, fair, and stable measures of annual gains in achievement for each student (e.g., a cross-grades vertical scale).
- Have defensible measurement qualities that allow their use in accountability and teacher effectiveness systems.
- Are internationally benchmarked.
- Are built upon technology systems for efficiency of delivery and scoring.
- Are cost-efficient, particularly in terms of ongoing administration costs.
- Will provide verified student results within two weeks of administration.
- Incorporate significant innovations in test item quality within three years.

This consortium will also build a technology-based system to share test items and tasks that are aligned with the CCSS and suitable for use in interim assessments and for classroom-level formative assessment purposes.

(B)(2)(ii) Includes a significant number of States.

Seventeen states have signed the consortium MOA. All participating states will work together guided by this agreement. As the deadline for RTTT submissions ends, no single national consortium with a specific plan has been formed. Florida and the 16 other participant states will consider merging into a national consortium if one is eventually created that is committed to the purposes of this consortium, including the goals of fair and open procurement, cost-efficiency, and common proficiency standards.

Timeline for Common Assessments:

2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Form Consortium; Consortium identifies management entity; Consortium submits RTTT Common Assessment Grant	Common Assessment Grant Award; begin test design; release RFP and award contract(s); begin item and tech. syst. development	Test item review and piloting; Test item bank and delivery system user acceptance testing; field test some grades/subjects	Test item bank and delivery system completion; roll out some operational tests and set common proficiency standards	Roll out additional operational tests and set common proficiency standards	All grades and subjects of Common Assessment are operational

The Assessment Consortium comprises 17 states: Arizona, District of Columbia, Florida, Georgia, Illinois, Indiana, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, New Jersey, New York, North Carolina, Pennsylvania, South Carolina, and Tennessee. See Appendix B-6 for a signed copy of the MOA from each state. See Appendix B-7 for Assessment Consortium Foundational Agreements.

Florida has also signed a commitment to work with 25 other states toward a system of common assessments fulfilling a set of principles as articulated by Achieve (see Appendix A-8 for a copy of the agreement and list of states.) The principles shared by these states are well-aligned with Florida's Common Assessment Consortium and help to express the state's interests in working with any and all states that share the vision of the Consortium.

Reform Plan Criteria

(B)(3) Supporting the transition to enhanced standards and high-quality assessments (20 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards. State or LEA activities might, for example, include: developing a rollout plan for the standards together with all of their supporting components; in cooperation with the State’s institutions of higher education, aligning high school exit criteria and college entrance requirements with the new standards and assessments; developing or acquiring, disseminating, and implementing high-quality instructional materials and assessments (including, for example, formative and interim assessments (both as defined in this notice)); developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments; and engaging in other strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (as defined in this notice).

The State shall provide its plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Eight pages

(B)(3) – Key Highlights

- Florida will expand teacher capacity to use college and career-ready standards, multiple types of assessment (summative, formative, benchmark), and lesson study to drive continuous improvement of instructional practices.
- FDOE will align State Curricular Tools to the CCSS and will provide districts and schools with formative assessment systems, among other supports. As required by Florida’s MOU, LEAs must:
 - “modify school schedules to allow for common planning time for lesson study focused on instructional quality, student work, and outcomes.”
 - “ensure professional development programs at all schools focus on effective instruction consistent with new CCSS,

while employing the principles of lesson study and formative assessment.”

Florida starts from a strong foundation of **internationally benchmarked NGSSS** and an assessment system that includes: **a K-12 computer-based interim assessment system for reading**, a **K-3 formative assessment system for mathematics** (in development), and a summative assessment system that includes a **Grades 3 -10 vertically-aligned developmental scale in reading and mathematics**. Although these assessment tools provide a strong foundation, Florida needs to improve the quality of these tools, modify them to incorporate CCSS, link them to current research-based teaching and learning resources, and provide easier daily access for all schools, teachers, and students. Through RTTT, Florida will more fully realize the potential of existing efforts by updating and expanding digital resources, increasing the reach of interim and formative assessments, providing resources for use in lesson study, and increasing students’ and teachers’ access to technology. These state- and LEA-supported initiatives are strategically designed from experience with previous and existing reforms and are elements in an articulated system to raise student achievement.

Florida has continued to enhance its quality standards and assessment tools. The *2010 Education Week Quality Counts* report ranks Florida fifth in the nation, with a 96.7% (A) grade in Standards, Assessment, and Accountability, up from 90.8% in 2008. Florida will build on its strong system by providing resources and support to transition every teacher, every classroom, and every school to these standards through four initiatives.

1. *Curricular Tools*: Develop with partner and support the use of technology-based curricular tools, including a standards tutorial for students and standards instructional tools for teachers designed around cross-grades CCSS learning progressions.
2. *Assessment*: Implement a balanced approach to assessment, to include interim and formative assessment systems and, through Consortium work, common summative assessments built to assess the CCSS.
3. *Increased Access to STEM Courses*: Increase access to rigorous courses and acceleration mechanisms, including career and technical education in science, technology, engineering, and mathematics (STEM), that prepares students for college and career success.
4. *Classroom Support*: Provide classroom support and professional development for instructional improvement through research-based lesson study toolkits, within the technology-based curricular tools, which support effective use of data and

formative assessment practices.

Participating LEAs will ensure successful transition to the CCSS and new assessments by the following actions required in the LEA MOU:

- The LEA will modify school schedules to allow for common planning time by grade level or subject area for lesson study focused on instructional quality, student work, and outcomes, without reducing time devoted to student instruction. .
- The LEA will ensure that professional development programs at all schools focus on effective instruction consistent with new CCSS, while employing the principles of lesson study and formative assessment. The LEA will implement a system to evaluate the fidelity of lesson study and formative assessment implementation that is tied to interim and summative student assessments.
- The LEA will implement at least one additional high school career and technical program that provides training for occupations requiring science, technology, engineering, and/or math (STEM).
- The LEA will increase the number of STEM-related accelerated courses, such as Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), dual enrollment, and industry certification.
- The LEA will ensure that each school possesses the technology, including hardware, connectivity, and other necessary infrastructure, to provide teachers and students sufficient access to strategic tools for improved classroom instruction and computer-based assessment.

Initiative 1: Curricular Tools

Outcome: By school year 2012-2013, student and teacher support tools to implement the CCSS will be accessible to all students and teachers in Florida.

Background/Rationale: Florida has a number of existing technology-based curricular tools.

- *Student Standards Tutorial:* Provided as a free, online educational program that reinforces reading, mathematics, and science skills in accordance with state standards and helps students practice these skills. <http://www.fcateexplorer.com/>
- *Teacher Standards Instructional Tool:* Comprehensive, Web-based, database-driven repository provides easy access to a number of resources. <http://floridastandards.org/>
 - *NGSSS:* Standards information, access points for SWD, English Language Proficiency standards, cognitive complexity

ratings, performance descriptions with exemplars, and glossaries.

- *Course Code Directory*: Course details; standards included in the courses; links to model lessons; certification requirements; reporting tools; related courses that include similar standards; and an electronic course builder for school districts to build, propose, and submit new or revised courses into the system.
- *Resource Repository*: Educator-submitted, NGSSS-aligned instructional resources reviewed by content specialists.

Unfortunately these useful tools are not built to support the CCSS or available from a single Web-based system. Teachers currently must go to multiple sites to access these tools, and there is minimal capability to leverage Florida’s renowned longitudinal data system.

RTTT Activities: To support teachers in the developing the most effective instruction and learning experiences, **Florida will expand, update, and connect existing resources, creating a single sign-on, customer-friendly, Web-based interface for teachers and other educational stakeholders to access research-based, state-of-the-art educational tools.** The Standards Instructional Tool Web site will be redesigned and enhanced with standards-based resources structured around learning progressions within the CCSS to support lesson study and formative assessment as discussed below. These digital resources will provide support for identifying differentiated curricular pathways aligned to students’ strengths and weaknesses as revealed through interim and classroom-level formative assessments. The standards, arranged in visual maps, will serve as graphical “menus” for accessing benchmark resources, formative assessment tasks, and associated supports. The Standards Instructional Tool will be enhanced to incorporate an interactive map of benchmarks linked according to cross-grade learning progressions. Once completed, each benchmark will be “clickable” and lead the user to benchmark resources, including those developed for formative assessment uses.

Florida’s plans include the following:

- **Provide a Web-based interface** with single sign-on access and customer-friendly navigation to a variety of digital resources including, but not limited to: multiple educational tools, student achievement data, and a list of instructional materials used by teachers whose instruction results in the greatest student achievement gains.

- **Update Florida’s Teacher Standards Instructional Tool to CCSS:** The Teacher Standards Instructional Tool will be enhanced through collaboration with Florida’s Common Assessment Consortium participant states. These states will contribute formative assessment items/rubrics and exemplars aligned with the CCSS. When the tool is fully functional and populated with high-quality resources, it will be accessible to all states that have adopted the CCSS. The design of the system will allow this to continue to expand and improve through contribution of resources, quality review of contributed resources, and a user-rating system that will suppress those resources that are ineffective.
 - Populate standards database with CCSS.
 - Add CCSS skills-level information, including cognitive complexity rating, access points for students with disabilities, English Language Proficiency standards, and performance descriptions with exemplars.
 - Revise course descriptions and the course code directory to align with CCSS and NGSSS.
 - Provide access to skills-level resources, including formative assessment tasks/scoring rubrics and exemplars of student work, through a graphical learning progressions menu of CCSS and NGSSS.
 - Add Web links to quality-reviewed model lessons.
 - Add lesson study toolkits to support embedded professional development focused on (1) use of assessment data in instructional improvement and (2) research-based formative assessment practices.
 - Incorporate a user-submission and quality-review process for formative assessment tasks, model lessons, and lesson study resources.
 - Incorporate a user-rating system that filters out consistently low-rated resources and highlights those which users have rated as effective.
- **Develop the Highly Effective Teacher Instructional Materials Database:** This database will be built for teachers to report the instructional materials they are using to support instruction of the CCSS plus NGSSS in science. The data system will be designed to generate reports of the instructional materials used in classrooms of highly effective teachers. This information will be available to guide districts and schools in making instructional materials decisions.
- **Update Student Standards Tutorial** for CCSS aligned instruction and NGSSS science; CCSS summative assessments.

- **Post-secondary Text Demand Study:** The reading materials that teachers use in their classrooms need to prepare students for the reading that will be required of them when they enter postsecondary and career environments. To ensure alignment of the text demand of instructional materials used at the high school level in preparation for progression to the college level, Florida will conduct a survey comparing high school textbooks in English, mathematics, and science courses with those being used in typical entry-level courses in Florida’s postsecondary institutions. This survey will analyze the alignment of text complexity and quantity, and identify any gaps in these texts. The results will be used to determine if student texts in high school are at a level that will contribute to students’ success in entry-level college courses. This information will be used to define requirements for instructional materials specifications used to guide textbook adoption in the high school courses in the study.

Responsible Parties: FDOE Division of Public Schools, Bureau of Curriculum and Instruction.

Timeline:

2010-11	2011-12	2012-13	2013-14
Expert and alignment study for State Board of Education Adoption of CCSS	Transition implementation of CCSS; develop learning progressions, performance descriptions, and exemplars	Transition implementation of CCSS; complete learning progressions development, performance descriptions, and exemplars for the CCSS	Transition implementation of CCSS
Revise the student tutorial content in Algebra, Geometry, and 10 th grade reading to reflect CCSS	Revise the student tutorial content to reflect CCSS in reading and mathematics in grades 3-5	Revise the student tutorial content to reflect CCSS in reading and mathematics in grades 6-8	Revise the student tutorial content in mini-assessments of CCSS for all grades in reading and mathematics
Place the CCSS in Florida's standards database paired with related NGSSS and rate each for level of complexity; add K-3 math formative assessment resources	Build course descriptions to reflect CCSS aligned to Florida's current approved courses; add lesson study toolkits	Begin adding formative assessment resources for remaining grades in math and reading	Complete formative assessment resource loads, to include validated scoring guidelines/sample work
Survey high school texts and postsecondary texts to determine alignment for college readiness	Survey high school texts and postsecondary texts to determine alignment for college readiness		

Initiative 2: Supporting the Transition to High-quality Assessments

Outcome: By 2013-2014, interim and formative assessment tools will be available in all Florida schools to support instruction of, and measure student progress in, CCSS in language arts and mathematics and NGSSS in social studies and science.

Background/Rationale: Florida has made effective use of high-quality summative assessments since 1998. In recent years, progress has been made toward providing resources for teachers to conduct ongoing assessment of student learning in order to modify and improve the effectiveness of their instruction. The intent of building substantive resources and support for interim and formative systems is to increase student achievement and not simply report outcomes at the end of the year. Effective implementation of these systems helps teachers and students understand the specific and measurable targets for learning and also address the existing gaps in learning. As Florida reforms its education system to allow students to reach levels of international

competitiveness, participating in international benchmarking studies will help identify state-level gaps. A balanced system of high-quality assessments supporting achievement of internationally-benchmarked standards will lay a solid foundation for Florida's reform plan.

Summative Assessments: Florida is currently in the process of reforming its statewide standards-based summative assessment system (Florida Comprehensive Assessment Tests or FCAT) to align with the NGSSS. This work includes an increase of cognitive rigor, deployment of computer-based testing, and transitioning from comprehensive to end-of-course assessments in high school. Over the period of time for reform in RTTT, Florida will work with a consortium of states to implement the CCSS in mathematics and language arts, and will work with other states, as funds are available, to build common assessments in these content areas. Provided adequate support and resources, the assessment consortium of states will begin providing operational tests of the CCSS in 2012-13.

Formative Assessments: Formative assessment is a critical component of a balanced assessment system. Classroom-based formative assessments complement interim and large-scale summative tests by providing evidence of thinking as students perform tasks, explain their reasoning, and justify their solutions. The evidence collected enables teachers to differentiate instruction based on students' cognitive strategies rather than on correct/incorrect answers. By identifying gaps and correcting misconceptions in understanding, teachers will help students build a solid conceptual foundation, which is essential to learn and excel in advanced coursework.

Florida has initiated development of a Mathematics Formative Assessment System (MFAS) for K-3 students. The project focus includes: Classroom-based assessment tasks to gather evidence of student thinking and skills; task-specific rubrics to assist teachers in evaluating and interpreting students' performance on the tasks (e.g., using questioning strategies and student proofs to separate computational errors from misconceptions); examples of high-quality feedback teachers can use to differentiate and target instruction; and lesson study toolkits for teachers implementing formative assessment and for administrators.

Interim Assessments: Interim assessments are typically administered district- or school-wide and unlike classroom-based

formative assessments, interim assessments can be aggregated and reported beyond the classroom level. Interim assessments provide teachers a valid and reliable way to predict difficulties, diagnose strengths and weaknesses, set instructional goals, and monitor learning.

In 2009, Florida launched a statewide initiative to provide interim assessments and results to teachers about students' reading abilities in grades K-12 three times per year. The system includes high-quality tools to provide information about students' achievement of standards and to help in modifying lessons based upon results. While the reading interim assessment system is providing valued information and instructional guidance to Florida's teachers, the computer-based components have not functioned well. Florida and its LEAs are working through the difficulties and have learned important lessons about both design of the system and infrastructure requirements at schools. These lessons will make the next stage in computer-based testing more successful.

Summary

Florida has taken the first steps in a plan to provide Florida's teachers a **balanced system of high-quality statewide formative and interim assessments in mathematics and reading**. Expansion of these systems is an important component of Florida's reform strategy. With high-quality, aligned measures of student knowledge, Florida will track, and adjust as needed, progress toward meeting achievement goals and ensuring highly-effective teachers. These evidence-based practices and accompanying professional development (further described below) will equip teachers with classroom-based measures to make instructional decisions and provide leaders with aggregated data on students' progress on the path to career- and college-readiness.

RTTT Activities: Florida will increase resources for teachers to inform effective instruction through high-quality assessments by:

- **Providing information that allows international comparisons of student achievement in STEM.** Prior to full implementation of the CCSS and aligned common assessments, Florida will seek reliable system-level data on how achievement compares internationally in reading, mathematics, and science through participation in international benchmarking studies. Florida will participate in a benchmarking study for the Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS) and the Program for International

Student Assessment (PISA). Areas of need identified by these measures will give Florida an opportunity to adjust priorities for development of resources and strategies prior to the initiation of the internationally-benchmarked common summative assessments of the Common Core.

- **Providing districts and schools with formative assessment systems** in Reading K-8 and in Mathematics K-8, Algebra I, and Geometry. This technology-based system will be designed using the research-based model of Florida's K-3 Mathematics Formative Assessment System, currently under development, which includes extensive support for embedded professional development through lesson study toolkits. This lesson study support is further described under *Standards and Assessments Initiative 4 – Classroom Support*. Resources to be developed include classroom assessment tasks for each content objective and with varying difficulty, type, and cognitive rigor; scoring guidelines; and sample student work.
- **Using a competitive procurement process to provide districts and schools with interim assessment item banks/test platforms** for K-8 Mathematics, Algebra I, Geometry, Grades 5-8 Science, Biology, Grades 3-8 Social Studies, and two high school Social Studies courses. Florida will contract with an entity(ies) to develop these banks/test platforms. The technology-based system will include item banking, test builder, and adaptive test-delivery platform functionality. This system will be available to state and regional Differentiated Accountability leaders to develop common interim assessments for use in struggling schools. Districts may also employ this system in designing pre- and post-test measures for use in teacher evaluations systems as evidence of effectiveness. The interim assessment item banks will be available by 2012-13 while the test-delivery platform, including an adaptive test system, is planned for the 2013-2014 school year.

In order to maximize the effectiveness of the formative and interim assessment systems, teachers and students must have sufficient access to technology. The MOU entered into by participating LEAs states that the LEA will ensure that each school possesses the technology, including hardware, connectivity, and other necessary infrastructure, to provide teachers and students sufficient access to strategic tools for improved classroom instruction and computer-based assessment.

Responsible Parties: FDOE Division of Public Schools, Bureau of Curriculum and Instruction; Division of Accountability,

Research, and Measurement, Office of Assessment.

Timeline:

2010-11	2011-12	2012-13	2013-14
Register for and administer TIMSS Grades 4 and 8 at approx. 50 schools			
	Register for special administration of PISA	Administer PISA to 15-year old students	
Register for and administer PIRLS Grade 4			
	Revise reading interim assessment system to align with CCSS	Continue alignment of reading interim assessment with CCSS	Field-test and statewide rollout of reading interim assessment
Release and award RFP; begin development of interim assessment item banks; begin work on technology platform	Complete development and begin field testing of interim test items; work on technology platform	Complete field test and develop additional items as needed; items available for state/district/school use; work on platform/user testing	Develop additional interim assessment items as needed; finalize and roll out platform
Develop and award RFP for reading formative assessment system; design system, revise learning progressions, begin task develop.	Continue development of reading formative assessment tasks; create model for scoring of tasks and decision trees	Finalize development of reading tasks, including scoring rules and decision trees; pilot in r volunteer schools	Revise as needed, statewide rollout
Develop and award RFP for mathematics formative assessment system; K-3 Math: finalize development of tasks; pilot in volunteer schools; Other grades: design system; revise learning progressions; begin task development	K-3 Math: revise as needed, statewide rollout; other grades: continue development of classroom tasks; create model for scoring of tasks and decision trees	Finalize development of classroom tasks, including scoring rules and decision trees; pilot in volunteer schools	Revise as needed; statewide rollout

Initiative 3: Increase Access to STEM Courses

Outcome: Beginning in the 2010-2011 school year, the percentage of students in Florida enrolled in accelerated STEM coursework, STEM career and technical programs, and middle grade STEM courses with integration of technology will increase annually by 3%.

Background/Rationale: Florida graduates must be prepared for rigorous college programs and careers that lead them to success in the increasing complexity of world industries. Therefore, we have existing state initiatives to support improved instruction and increased student achievement in mathematics and science, increase the number and percentage of females and minority students

enrolling in and successfully completing mathematics and science courses, and encourage high schools to blend rigorous academic studies in the STEM areas with intellectually demanding career and technical education (CTE) courses. As a follow-up to joining the American Diploma Project, FDOE is furthering legislative proposals for the 2010 session that will require students to earn credits in geometry, biology, and chemistry or physics to graduate high school. If these bills become law, requirements will be phased in over the next six years.

The Adoption of Internationally Benchmarked Science Standards

In 2007, Florida implemented the Next Generation process for developing and adopting internationally benchmarked content standards. The process was used in the development and adoption of new science standards in 2008.

The adoption process began with detailed benchmarking research and included a broad set of expert stakeholders. Once the State Board of Education adopted the standards, the content was made available in multiple formats for the public, educators, and governing administrators. New standards have been placed in the standards database (www.floridastandards.org) as part of the Teacher Standards Instructional Tool.

The Florida Center for Mathematics and Science Education Research

The Florida Center for Mathematics and Science Education Research was established by the 2006 Florida Legislature to provide technical assistance, conduct research, develop course frameworks, disseminate information, report information, and establish partnerships to support improved instruction and increased student achievement in mathematics and science (s. 1004.86, F.S.). The Florida Center for Research in Science, Technology, Engineering, and Mathematics (FCR-STEM) at Florida State University is guided by an advisory board that includes national and international researchers in the STEM fields and its Director, Nobel Prize co-recipient in Chemistry, Harold Kroto, Ph.D. FCR-STEM will play a vital role in the implementation of Florida's Adopted Common Core Mathematics Standards by researching instructional materials that support the implementation of the standards, building teacher tools, and providing professional development. The center has also conducted a review of research on formative assessment for Florida and initiated the development of the K-3 Mathematics Formative Assessment System.

Career and Technical Programs

Career and Technical Education Florida recognizes that a valuable way to improve student achievement, raise high school graduation rates, and prepare more students for college and a career is to encourage high schools to blend rigorous academic studies in the STEM areas with intellectually demanding career and technical education (CTE) courses. By creating career pathways and rigorous programs of study designed to help students apply academic knowledge and skills to real-world problems and projects, Florida will enable more students to be better prepared and adequately equipped to be successful in STEM-related college majors and careers. CTE makes college-preparatory academics available to students who have not experienced academic success by embedding and teaching rigorous academic content in the context of real-world problems, projects, and activities.

The Middle School Course Technology Integration Project integrates the use of technological tools into middle grades course descriptions where appropriate in science, mathematics, language arts, and arts courses. The Banner Center for Secondary Career Academics of Excellence and the Consortium of Florida Education Foundations have initiated a comprehensive approach to integrate technology into middle school academic and CTE courses. The goal of this initiative is to assist students in mastering the competencies in the academic/CTE courses and to enable students to gain competency in the use of technology tools that can lead to the attainment of an initial industry certification in the information technology field. The pilot also includes professional development for teachers who provide instruction in the use of the technology tools.

Alternative Credit Pilot. Section 1002.375, F.S., established a pilot project to award high school core credit, in addition to career course credit, to students who successfully complete an industry certification program course that includes core NGSSS and pass an end-of-course exam in the core area. The selected program course must result in a nationally or state-recognized industry certificate.

The Florida Career and Professional Education Act (CAPE) was created to provide a statewide planning partnership between business and education communities in order to attract, expand, and retain targeted, high-value industry and to sustain a

strong, knowledge-based economy. The CAPE Act improves middle and high school academic performance by providing rigorous and relevant curriculum opportunities and career-themed courses that articulate to postsecondary-level coursework and lead to industry certification. Beginning with the 2009-2010 school year, industry certification attainment is a component of the accountability calculation of each Florida high school's school grade.

RTTT Activities: Through RTTT, the FDOE will initiate **STEM Programs for Gifted and Talented Students**. Finding highly effective mathematics and science teachers prepared is a challenge nationally and in Florida, particularly for rural schools. Currently, the rural school districts in Florida are provided support services through three regional educational consortia.

This RTTT initiative will provide an opportunity for these three consortia to compete for funds to build and implement model high school STEM programs of study for gifted and talented students through a combination of virtual education (Florida is a national leader in this area); school of enrollment course work; post-secondary study; accelerated course work; and independent study that includes research, business/industry internships, and other options appropriate to the individual student being served. This program is to be planned, documented, and implemented in a manner guided by *Florida's Framework for K-12 Gifted Learners*. Consortia will receive awards for programs that provide students with access to higher-quality, rigorous course work, the most expert teachers and professionals available in STEM, and an educational experience more relevant to the individual student's strengths.

All products and processes used to implement the plan will be replicable to allow use as a model across the state and nationally. Once these products and processes are established, the models for serving gifted and talented students will be available through education consortia, regional services providers, or district services providers throughout the state.

Responsible Parties: Participating LEAs, regional educational consortia, and Florida Department of Education, Division of Public Schools

Timeline:

2010-11	2011-12	2012-13	2013-14
Develop and release an RFP for the	Competitive grants are awarded to	Consortia develop and refine model	STEM Program for Gifted and

STEM Program for Gifted and Talented Students	up to 3 consortia; model programs are initiated	program processes and products	Talented Students results disseminated for replication
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Initiative 4: Classroom Support / Professional Development

Outcome: By 2013-2014, all participating LEAs will fully implement lesson study supported by high-quality, web-based resources.

Background/Rationale: While the previous initiatives of enhanced curricular tools, a balanced assessment system, and increased access to STEM courses are important elements of education reform, teachers and school leaders must have research-based, job-embedded professional development and sufficient access to technology in order to effectively use the information and tools provided to them. Currently, professional development in Florida is primarily provided at the district level, and typically does not adequately support critical, collaborative reflection on teachers’ instructional practice and the ongoing use of data to inform lesson planning and instruction. These habits can be developed through targeted professional development on lesson study and formative assessment.

Lesson study and its closely related variations provide a method for teachers to study effective lesson development and delivery, based on analysis of curriculum and student responses to the lesson through a cycle of teaching, analysis of the lesson and outcomes, refinement, and re-teaching the lesson. Lesson study in its pure form is widely used in countries with productive education systems, such as Japan, China, and Singapore, and is actively being adapted and put into practice in the US. (For an explanation of lesson study, see <http://www.tc.edu/lessonstudy/>.) In addition to combining the best practices of professional development, lesson study affords teachers the opportunity to take ownership of their instructional practices and gain a deeper understanding of each student’s learning process, which can be applied throughout their teaching. Lesson study is being implemented now through a train-the-trainer approach and with coaching guidance in schools in Correct II and Intervene status under Differentiated Accountability. As Florida learns how this practice is best implemented in these schools, it will continue to build training and support for this practice in all districts and schools.

An essential contributor to the success of lesson study teams is the effective use of evidence of student learning: formative assessment information collected day by day, interim assessment data collected periodically, and success verified through end-of-

year summative assessments. All of these assessments will work together as a system that will increase student achievement if they are conducted with fidelity to research-based models. Educators will require continual support through resources and embedded professional development opportunities in order to effectively use lesson study.

RTTT Activities: Florida plans to develop and provide resources for high-quality professional development to support the transition to new standards and assessments and expectations for improved student achievement. Florida will work with participating LEAs to standardize high-quality professional development, including support for research-based implementation of lesson study, use of formative assessment strategies and classroom assessment resources, and analysis of assessment data to inform instruction.

The FDOE will develop a request for proposals and award state contracts to provide experts in lesson study and instructional design in the areas of reading, mathematics, and science to develop high-quality, effective resources. Experts will work with FDOE and participating LEAs to complete a design for, develop resources for, and implement actions to support lesson study and associated professional development. The lesson study resources will include classroom videos illustrating effective practices accompanied with protocols for analyzing lessons.

Lesson study resources for Florida's Standards and Assessments Assurance will support teachers' and leaders' continuous improvement of instructional practice in the following areas:

- Formative Assessment Systems for K-8 Mathematics, Algebra 1, and Geometry; and K-8 Reading.

Lesson study resources will include: study materials for the research-based model of formative assessment, study materials for the academic content of the lesson, annotated samples of student work from formative assessment tasks and a protocol for looking at student work, sample lessons and videos of exemplary execution of the lessons, teacher strategies for efficient analysis of evidence of student understanding, and checklists for analyzing lessons and teacher behaviors to determine fidelity of implementation.

- Use of Assessment Data for K-12 Reading, K-8 Mathematics, Algebra I, Geometry, Grades 5-8 Science, and Biology.

Lesson study resources will include: background study materials to understand types and valid uses of data, identification of tools available to collect and display data, activities that contribute to deep understanding of measurement error, lesson

study practices that assist teams to connect lesson design and teacher behaviors to student outcomes as evidenced by data, and protocols for use of “moderation” to ensure comparable scoring of student work.

As a result of this initiative, a comprehensive system of supports for lesson study will be available through the Web-based Teacher Standards Instructional Tools for continued deployment beyond the period of this award.

Responsible Parties: Florida Department of Education, Division of Public Schools, Bureau of Curriculum and Instruction

Timeline:

2010-11	2011-12	2012-13	2013-14
Begin development of K-3 Math Formative Assessment Lesson Study Toolkit	Finalize K-3 Math Formative Assessment Lesson Study Toolkit; begin development of Math Formative Assessment Lesson Study Toolkits for grades 4-5, 6-8, Algebra 1, and Geometry and Reading Formative Assessment Lesson Study Toolkits for grades K-3, 4-5, and 6-8	Finalize development of Reading and Math Formative Assessment Lesson Study Toolkits	
Begin development of Use of Reading Data Lesson Study Toolkit	Begin development of Use of Mathematics Data Lesson Study Toolkit and Use of Science Data Lesson Study Toolkit; finalize Reading Data Toolkit	Finalize Mathematics Data Toolkit; finalize Science Data Toolkit	

See Appendix B-9 for a detailed Initiative Summary Chart for this assurance.

Summary of Initiative Outcomes:

- By 2012-2013, all students and teachers will have access to support tools to implement the CCSS.
- By 2013-2014, interim and formative assessment tools will be available to support instruction and measure student progress in all core content areas in all Florida schools. Florida will participate in international assessments during the first two years of this grant period to make international comparisons, analyze progress, and determine prioritized areas of need.
- Beginning in 2010-2011, the percentage of students in Florida enrolled in accelerated STEM coursework, STEM career and technical programs, and middle grades STEM courses with integration of technology will increase annually by 3%.
- By 2013-2014, all participating LEAs will have fully implemented lesson study supported by available resources.

(C) Data Systems to Support Instruction (47 total points)

State Reform Conditions Criteria

(C)(1) Fully implementing a statewide longitudinal data system (24 points – 2 points per America COMPETES element)

The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).

In the text box below, the State shall describe which elements of the America COMPETES Act (as defined in this notice) are currently included in its statewide longitudinal data system.

Evidence:

- Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State’s statewide longitudinal data system.

Recommended maximum response length: Two pages

(C)(1) – Key Highlights

- In 2003, FDOE deployed the most comprehensive statewide longitudinal data system in the country.
- Florida was also the first, and is currently one of only 11 states, to be recognized by the Data Quality Campaign (DQC) for including all the elements essential to a longitudinal data system.

FDOE has a statewide longitudinal data system including each of the 12 America COMPETES Act elements. With one of the most comprehensive statewide longitudinal data systems in the country, FDOE is a pioneer in data collection, especially in tracking students through their academic careers and into the workplace.

FDOE’s EDW currently contains over 13 million unique student records, out of which 2.6 million are current PK-12

students. Student-level data in the EDW includes, but is not limited to, demographics, enrollment, course information, test scores, financial aid, awards, and employment information. The EDW stores demographic and certification data for 1.3 million staff, including teaching assignments and course descriptions. It also includes data on 23,471 educational facilities. Florida established the EDW in 2003, including data going back to 1995. The role of data support provided through this single repository of information concerning students served in the PK-20 education system continues to be pivotal to Florida’s education reform efforts and cannot be understated. Supplemented by data about when students enter the workforce, curriculum, staff involved in instructional activities, and educational facilities, the EDW is positioned to support the critical initiatives of RTTT and beyond.

FDOE’s PK-20 Education Data Warehouse contains the 12 America COMPETES Act elements.

Figure C-1: FDOE’s Education Data Warehouse Collects PK-20 and Workforce Data for Reporting and Research

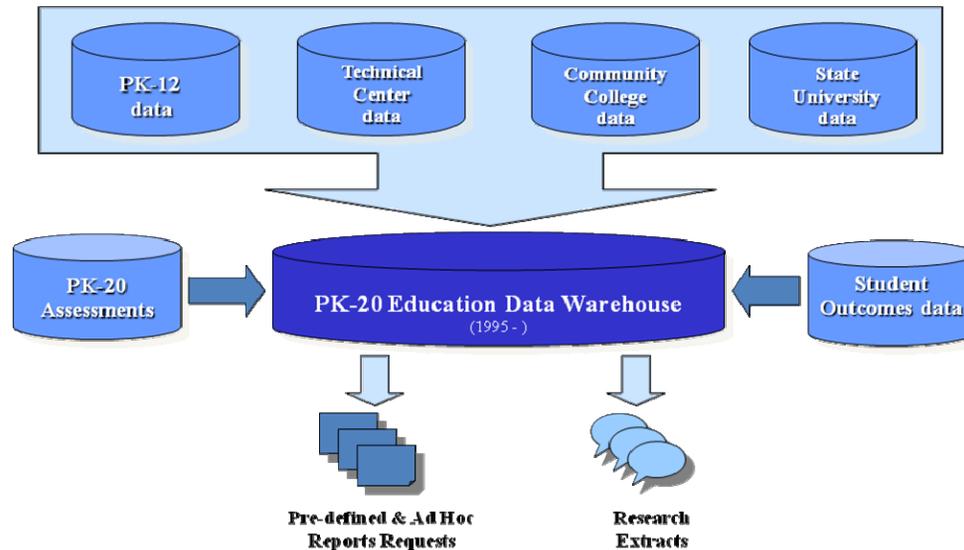


Table C-1: Florida has a Statewide Longitudinal Data System Including the 12 Elements as Required by the America COMPETES Act

(Detailed Evidence Provided in Appendix C-1)

FLORIDA DOE MATCH WITH ELEMENTS OF AMERICA COMPETES ACT	
ELEMENT	CURRENT STATUS
<i>With respect to preschool through grade 12 education and postsecondary education:</i>	
A unique statewide student identifier that does not permit a student to be individually identified by users of the system (except as allowed by Federal and State law).	The EDW assigns each student a unique student identifier that does not permit a student to be individually identified by users of the system (except as allowed by Federal and State law). Florida has a data element known as the K20_EDW_ID that is a unique, anonymous, internally assigned, identifier to the student records in the PK-20 Education Data Warehouse.
Student-level enrollment, demographic, and program participation information.	The EDW contains student-level enrollment, demographic, and program participation information at the PK-12, community college, and university levels dating back to 1995.
Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs.	The EDW tracks students within and across districts in Florida, including the points at which students exit, transfer in, transfer out, drop out, or complete P-20 education programs. Exit codes are assigned to all PK-12 students. The EDW tracks graduation/program completion for postsecondary programs.
The capacity to communicate with higher education data systems.	The EDW communicates with higher education data systems by linking PK-12 data to higher education data.
A State data audit system assessing data quality, validity, and reliability.	The FDOE PK-12, community college, and workforce education data systems validate the data collected from the LEAs prior to storage in the EDW. The State Auditor General's office reviews the data to assess quality, validity, and reliability.
<i>With respect to preschool through grade 12 education:</i>	
Yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act of 1965.	The EDW contains test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act of 1965 after each test administration.
Information on students not tested, by grade and subject.	The EDW stores information on all PK-12 students related to enrollment and assessments. Information for this element is derived by matching the enrollment data to the assessment data. Those students in the enrollment data that are not in the assessment data were not tested, by grade and subject.
A teacher identifier system with the ability to match teachers to students.	The EDW matches teachers to students and has successfully run analyses on this topic. FDOE is participating in a Gates Foundation Teacher-Student Data Link Project.
Student-level transcript information, including information on courses completed and grades earned.	The EDW stores student-level high school transcript information including courses completed and grades earned. Information about the courses taken includes the academic year and term in which the course was taken, the amount of credit attempted and the amount earned, the school in which the student was enrolled for graduation and the school at which the student took the course, the grade earned in the course, and the subject area for which the course is applicable for

	graduation requirements.
Student-level college readiness test scores.	The EDW stores student-level college readiness test scores including the Scholastic Aptitude Test (SAT), American College Test (ACT), and Florida’s College Placement Test (CPT).
<i>With respect to postsecondary education:</i>	
Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework.	The EDW follows students’ successful transition from PK-12 to postsecondary institutions, including students that enroll in remedial coursework.
Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education.	The EDW follows students from PK-12 to postsecondary institutions. This includes information necessary to address alignment and adequate preparation for postsecondary education.

Reform Plan Criteria

(C)(2) Accessing and using State data (5 points)

The extent to which the State has a high-quality plan to ensure that data from the State’s statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (*e.g.*, parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.³

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Two pages

(C)(2) – Key Highlights

- Given Florida’s record of longitudinal data analysis throughout the PK-20 education pipeline, FDOE has learned that access to data and tools must be dramatically improved to empower educators to use data to inform instruction.

³ Successful applicants that receive Race to the Top grant awards will need to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as State and local requirements regarding privacy.

- FDOE will significantly improve access to state data resources by implementing program and technology governance, and by creating a single, customer-friendly, Web-based interface to state data resources for access by teachers, principals, administrators, families, and other stakeholders.

Introduction: The breadth and depth of data available, in combination with the available tools, creates an impressive and unique opportunity to equip Florida educators with the tools and information needed for the continuous improvement of efforts in the areas of policy, instruction, operations, management, resource allocation, and overall effectiveness. However, while FDOE is unique in its ability to analyze data longitudinally across the PK-20 pipeline and in the technology-based tools provided, access to and use of the data and tools is inefficient and frustrating for many users. There is an absence of strong governance around the collection, definition, access, and use of state data and technology resources. Efforts around the collection and definition of data are not fully aligned with initiatives to access and use the data, which has resulted in an environment where:

- FDOE collects a comprehensive set of PK-20 and workforce data but does not adequately share it across the organization. Districts are required to enter the same data multiple times to use different tools or reports.
- Educators must find multiple and disparate Web site locations to access all the tools and reports offered by FDOE.
- Data are not available in the form of reports or analytical tools specifically designed for daily classroom use and LEA administrative support.

Florida will complete RTTT initiatives around accessing and using state data to resolve the issues and inefficiencies of the environment. First, governance will be instituted to align the collection and definition of data with initiatives to access and use it. Governance will establish policies and standards to address issues with the current environment and to help avoid these issues in the future. Next, FDOE will significantly streamline how educators access state data resources.

Initiative 1: Implement Program and Technology Governance.

Outcome: By 2012, create and implement state program and technology governance policies and processes that align the collection and definition of data with access and use of state data resources.

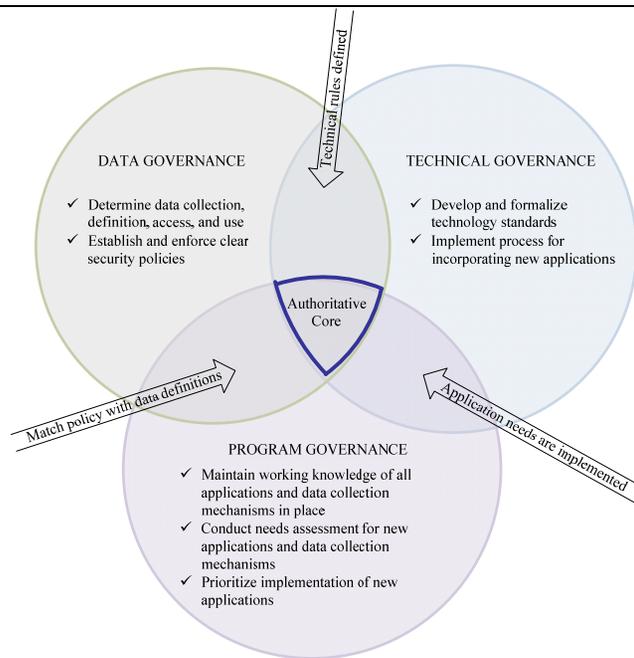
Background/Rationale: FDOE is engaged in the first year of a project to design a data governance process through a Federal

Statewide Longitudinal Data Systems grant (SLDS R3). This new data governance process will create an agency-wide data governance structure that includes a data governance committee and a data governance system that address data collection, definition, and clear security policies that provide access oversight to data, consistent with a recent DQC publication (Laird, Elizabeth, and Ryan Reyna, 2008.) Improved data governance will further protect the integrity of the data that tracks students through Florida's PK-20 education pipeline and into the workforce.

Data governance alone does not fully address access to and use of state data resources by Florida's education stakeholders. Program governance is required to evaluate and approve new initiatives to collect and publish data or applications and to evaluate existing resources on a periodic basis to ensure consistency with FDOE's student achievement goals, measurable objectives, and other governance processes. Technology governance is required to establish and enforce standards around the implementation and use of technologies at the state level and to evaluate initiatives proposed through program governance for feasibility and compliance with the FDOE's policies. **In combination, the efforts of program, data, and technology governance will create a cohesive, enterprise approach to managing state data resources to ensure that data from the statewide longitudinal data system are accessible to, and used to inform and engage, key stakeholders.**

RTTT Activity: FDOE will create and implement program and technology governance policies and processes that support a cohesive, systematic approach to managing state data resources. Building upon the SLDS R3 Data Governance Project, FDOE's RTTT initiatives create and implement the complementary processes and policies around program and technology governance. Using a competitive procurement process, FDOE will select a nationally recognized governance expert to assist with planning and implementation tasks by 2011. Together with the consultant, FDOE will determine the membership, roles, responsibilities, authority, and oversight functions of the Technology and Program Governance Boards by mid-2011. These efforts will be assisted by lessons learned from the SLDS R3 Data Governance Project. At the conclusion of this RTTT initiative in 2012, the Program, Data, and Technology Governance Boards will be operational.

Figure C-2: FDOE's Program, Data, and Technology Governance Aligns Collection and Definition of Data with Access and Use of State Data Resources



Responsible Parties: FDOE Office of the Commissioner, Office of Technology and Information Services, and Division of Accountability, Research, and Measurement.

Timeline:

2010-11	2011-12
Select consultant to assist with planning and implementation of Technology and Program Governance Boards.	Identify members for Technology and Program Governance Boards.
Determine the membership, roles, responsibilities, authority, and oversight functions of Boards.	Conduct Board meetings to implement processes and policies.

Initiative 2: Pre-populate state applications and reports with state data.

Outcome: By 2013, automatically pre-populate state applications and reports with state data to increase accuracy, effectiveness, and process efficiencies for educators.

Background/Rationale: LEAs are required to routinely submit student, staff, and facilities data to the statewide longitudinal data

systems for funding and compliance purposes; however, FDOE does not completely or consistently share these data with other state data resources. These state data resources include, but are not limited to: the Student Standards Tutorial, Teacher Standards Instructional Tool, and K-12 Computer-based Interim Assessment System for Reading. LEAs are often required to manually enter this data to utilize applications or complete required reports. Overall accuracy and process efficiency suffers due to an absence of strong governance around the access and use of state data resources. Through RTTT, FDOE will pre-populate state applications and reports with data from statewide longitudinal data systems. **Less time spent duplicating data input frees educators to focus on meeting the needs of students and their families.**

RTTT Activity: FDOE will automatically pre-populate state applications and reports with data from its statewide longitudinal data systems. A technical team, augmented by contractor(s) selected through a competitive procurement process, will build the technical capacity to seamlessly share data from the statewide longitudinal data systems with state applications and reports through mid-2012. State applications and reports will be pre-populated with data from statewide longitudinal data systems by 2013.

Responsible Parties: FDOE Division of Accountability, Research, and Measurement, Office of Technology and Information Services, Division of Public Schools.

Timeline:

2010-11	2011-12	2012-13
Architect, design, and build the technical capacity to share data.	Pre-populate state applications and reports with data from statewide longitudinal data systems.	Pre-populate state applications and reports with data from statewide longitudinal data systems.

Initiative 3: Provide a single, customer-friendly, Web-based interface to state data resources.

Outcome: By mid 2012, create an engaging and informative, customer-friendly, Web-based interface for education stakeholders that is intuitive, easy to navigate, and relevant.

Background/Rationale: FDOE publishes data and reports through disparate Web sites requiring users to search numerous locations for the information or applications they need. These separate Web sites vary in how they require users to navigate to find information and in the type of tools provided to analyze data. This environment makes it very difficult for education stakeholders to find the data and information they need in a timely and convenient manner. The current process makes it less likely that teachers or

administrators will access the information to support data-driven decision making processes. Florida’s RTTT proposal will resolve these issues by creating a single, customer-friendly, Web-based interface for accessing state data resources.

RTTT Activity: FDOE will improve and streamline access to state data and information by creating an engaging and informative customer-friendly, Web-based interface for parents, students, teachers, principals, LEA leaders, community members, researchers, and policymakers. FDOE will partner with participating LEAs (as specified in the MOU) and other education stakeholder groups to collect requirements and implement the Web-based interface during the first year of the grant. The interface will provide a single location for public access to aggregated data and information and serve as the entry point for authorized users to enter a single username and password to access state data resources containing confidential student and/or staff data.

Responsible Parties: FDOE Division of Accountability, Research and Measurement, Division of Public Schools, LEA Stakeholders, Public Stakeholders.

Timeline:

2010-11	2011-12
Collect requirements from education stakeholders on the customer-friendly, Web-based interface.	Develop and implement customer-friendly, Web-based interface to state data resources.

Initiative 4: Provide simple access to confidential data and applications.

Outcome: By 2013, provide authorized users with single sign-on access to confidential student and staff information through the customer-friendly, Web-based interface to increase data access and use.

Background/Rationale: FDOE has a number of technology-based tools and Web sites serving education stakeholders with authorization to view confidential student and/or staff data. These tools and Web sites include, but are not limited to: Exceptional Student Education Resources, Student Standards Tutorial, Teacher Standards Instructional Tool, K-12 Computer-based Interim Assessment System for Reading, and State Assessment data and reports. Currently, access to these tools and Web sites requires authorized users to remember multiple usernames and passwords. Valuable instructional time and LEA technical resources are wasted managing multiple user names and passwords. FDOE will provide authorized users with single sign-on access to

confidential student and staff information. [All FDOE applications and reports comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as State and local requirements regarding privacy.] **Teachers and administrators will not be required to remember multiple user names and passwords to access state data resources. Ease of access will increase the use of the data and applications, make more efficient use of limited time, and provide tools that are significantly more accessible for use by teachers, administrators, researchers, and other approved users.**

RTTT Activity: FDOE will provide single sign-on access to state data resources by leveraging and improving its existing technology investments. A technical team, augmented by contractor(s) selected through a competitive procurement process, will complete analyses of state data resources and the existing infrastructure to determine and implement the best integration options through 2011. State data resources will be integrated into the single sign-on environment through 2014.

Responsible Parties: FDOE Division of Accountability, Research and Measurement, Office of Technology and Information Services, Division of Public Schools.

Timeline:

2010-11	2011-12	2012-13	2013-14
Analyze state data resources for providing single sign-on access to teachers, principals, and administrators.	Provide authorized users with single sign-on access to state data resources.	Provide authorized users with single sign-on access to state data resources.	Provide authorized users with single sign-on access to state data resources.

Initiative 5: Publish relevant reports and information from state data resources.

Outcome: By 2014, publish state reports and information for education stakeholders that are intuitive, easy to navigate, and relevant.

Background/Rationale: FDOE leverages the unique capabilities of the EDW to produce valuable metrics and reports around student achievement, accountability, and for research purposes; however, these reports are not specifically designed for daily use in the classroom or for LEA administrative support. Additionally, the bold RTTT initiatives around Standards and Assessments, Great Teachers and Leaders, and Turning Around the Lowest-Achieving Schools will require a refreshed perspective and new ways of

analyzing the data to determine each initiative's effectiveness towards improving student achievement. Through RTTT, **FDOE will leverage the capabilities of the EDW to publish the next generation of reports and information that go beyond state-level program and policy evaluation to provide practical, relevant information to educators.** Reports and information that will be published via the customer-friendly, Web-based interface include, but are not limited to:

- Early warning reports that alert teachers to students who are in danger of missing their college and career readiness goals.
- Teacher and leader performance dashboards.
- Identification of the most effective teachers and leaders and additional analysis of their educator preparation programs, professional development activities, and instructional practices.
- Evaluation of teacher professional development based on change in classroom practice and student learning outcomes.
- Identification of the instructional materials used by teachers with the greatest student gains.
- Analysis of student enrollment and performance in accelerated STEM-related courses.

Equipped with this practical and relevant data, educators will adjust instructional or operational activities accordingly [refer to Section (C)(3)(ii) for information on professional development activities to encourage the understanding and use of data].

RTTT Activity: FDOE will publish reports and information from its nationally recognized longitudinal data systems based on the needs of and input from key stakeholders. As specified in Florida's MOU with its participating LEAs, FDOE will work with LEAs and education stakeholders during the first year of the RTTT grant to collect their reporting requirements. Identification of new reporting requirements generated from RTTT activities for Standards and Assessments, Great Teachers and Leaders, and Turning Around the Lowest-Achieving schools will also be identified. A technical team, augmented by contractor(s) selected through a competitive procurement process, will develop and deploy these additional reports via the customer-friendly, Web-based interface. Reports will be developed and released throughout the remaining three years of the RTTT grant timeline.

Responsible Parties: FDOE Division of Accountability, Research and Measurement, Division of Public Schools, LEA Stakeholders, Public Stakeholders

Timeline:

2010-11	2011-12	2012-13	2013-14
Collect requirements from education stakeholders on reports using state data.	Develop and implement reports using state data and publish via the customer-friendly, Web-based interface.		

Summary of Implementation Outcomes:

- By 2012, create and implement state program and technology governance policies and processes that align the collection and definition of data with access and use of state data resources.
- By mid 2012, create an engaging and informative customer-friendly, Web-based interface for education stakeholders that is intuitive, easy to navigate, and relevant.
- By 2013, provide authorized users with single sign-on access to confidential student and staff information through the customer-friendly, Web-based interface to increase data access and use.
- By 2013, automatically pre-populate state applications and reports with state data to increase accuracy, effectiveness, and process efficiencies for educators.
- By 2014, publish relevant reports and information from state data resources.

Contingency Initiative: Florida submitted a grant application for the American Recovery and Reinvestment Act Statewide Longitudinal Data Systems Grant (SLDS R4) on December 4, 2009. Through the SLDS R4 grant, FDOE proposes to upgrade the major source data systems that are incorporated into the EDW. They include the PK-12, workforce education, and community college databases. See Appendix C-2 for Florida’s SLDS R4 Project Abstract.

The successful completion of Florida’s RTTT initiatives around Data Systems to Support Instruction is heavily dependent upon the successful award and completion of the SLDS R4 grant initiatives. The upgrade of the major source data systems for the EDW will serve as the foundation for facilitating the timely sharing of data across all state data resources [as specified in (C)(2)] and with the LEAs [as specified in (C)(3)(i)]. See Appendix C-3 for an integrated timeline of the federal grant activities related to Florida’s statewide longitudinal data systems. If Florida is not awarded through SLDS R4, those initiatives will be included in RTTT.

Performance Measures: As FDOE develops and implements the data assurance initiatives related to accessing and using state data, performance measures will be defined to track usage and satisfaction with the data and associated tools and reports being

produced. These performance measures will be tracked and evaluated on a regular basis with appropriate interventions and modifications being implemented as needed. Examples of such performance measures may be: number of state data resources and turnaround time to technically integrate them; amount of activity on the customer-friendly, Web-based interface; and satisfaction with the reports and information published from state data resources.

(C)(3) Using data to improve instruction (18 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan to—

- (i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;
- (ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and
- (iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (*e.g.*, students with disabilities, English language learners, students whose achievement is well below or above grade level).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note the location where the attachment can be found.

Recommended maximum response length: Five pages

(C)(3) – Key Highlights

- Given Florida’s advanced state with respect to data systems, FDOE has learned that even the most robust data is meaningless without informed usage.
- To increase data usage throughout Florida, FDOE will provide guidance to LEAs through reports and training, and the LEAs will, as specified in the MOU:
 - “...use customer-friendly, front-end systems that are easy for students, teachers, parents, and principals to use and that show growth of students, teachers, schools, and districts disaggregated by subject and demographics.”
 - “provide effective professional development to teachers and administrators on the use of its instructional improvement system and on the use of state level data systems developed during the term of the grant.”

Introduction: A major cultural and pedagogic shift is underway in education to incorporate the use of data to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students. Florida’s ability to successfully navigate this shift requires a partnership between the FDOE and the LEAs to implement bold initiatives at both the state and LEA levels. The commitment to this partnership is evidenced by the initiatives outlined in this application and by the MOU signed by 64 Florida LEAs (See Appendix A-3 for Florida’s MOU).

At the state level, Florida is uniquely equipped with a PK-20 statewide longitudinal data system and a number of technology-based tools accessible to teachers, principals, and administrators statewide and at no cost to LEAs to support this shift. Through RTTT, FDOE will resolve the issues and inefficiencies around these state data resources to make them more accessible by and supportive of LEAs [refer to (C)(2)]. The issues at the LEA level offer a different set of challenges.

- The number and level of sophistication of local instructional improvement systems across LEAs in Florida varies widely, and some existing systems are inadequate.
- The student, staff, and other data collected in local instructional improvement systems do not provide the complete information needed to improve instructional practices, decision-making, and overall effectiveness.
- Educators must learn how to access data and technology resources, understand what the data mean, and learn how to adjust instructional or operational activities based on their analyses of the data.

LEAs and FDOE will partner to tackle these challenges through RTTT initiatives. First, LEAs that do not currently have a local instructional improvement system will acquire one as indicated in the MOU. FDOE will publish state data for incorporation into the

local instructional improvement systems. In combination, these initiatives will technically equip LEAs with the technology and data resources needed at the local level. Subsequent initiatives around professional development will ensure that educators understand how to access data and technology resources, understand what the data mean, and learn how to adjust instructional or operational activities accordingly. LEAs will provide professional development on the use of their local instructional improvement systems and state data resources, as stated in the MOU. FDOE will augment these activities by providing multi-media professional development materials related to state data resources and direct LEA support using a train-the-trainer model. The following subsections explain each RTTT initiative and include the goals, activities, timelines, and responsible parties.

(i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;

Initiative 1: Require LEAs that do not have an instructional improvement system to acquire one.

Outcome: By 2014, LEAs that do not currently have an instructional improvement system will acquire one.

Background/Rationale: The presence and level of sophistication of local instructional improvement systems across LEAs in Florida vary significantly. Of the 71% of districts with local instructional improvement systems accessible at the school level, only 52% of them provide student-level data. Clearly, this level of availability and sophistication is insufficient to support statewide efforts to inform and improve instructional practices, decision-making, and overall effectiveness through the use of data. This technical disparity is a by-product of the constitutional establishment of the 72 individual LEAs and the local authority and autonomy they possess.

LEAs in Florida are governed by a local school board and retain local control over the selection and procurement processes used to acquire local instructional improvement systems. **Based on individual LEA educational preferences and financial considerations, independent systems are procured for use by a single LEA or small and rural LEAs may join a consortium to share resources.** This decentralized approach to the implementation of local instructional improvement systems means that whether or not one has been acquired and the level of resources it provides can and does vary widely.

Due to this separation of authority, the role of the state is not to acquire a local instructional improvement system for participating LEAs; rather, it is to support the LEAs' efforts to acquire one through Florida's MOU and the associated LEA funding. FDOE will publish a list of recommended minimum features and functionality for a local instructional improvement system for use as guidance during the procurement or upgrade processes. The recommendations will help ensure acquired or upgraded systems properly equip teachers, principals, and administrators to incorporate the use of data to inform instruction and operational practices.

RTTT Activities: Utilizing the LEAs' 50% of RTTT funds, LEAs in need of an instructional improvement system will acquire one. LEAs may purchase their own systems or small and rural LEAs may join a consortium to use a shared resource. LEAs that currently have a local instructional improvement system and require updates to provide such things as student-level data or the incorporation of state data [(C)(3)(i) Initiative 2] may use their 50% of RTTT funds for system improvements and updates. FDOE will publish a list of recommended minimum features and functionality for a local instructional improvement system by 2011.

Responsible Parties: Local Education Agencies, FDOE Division of Public Schools.

Timeline:

2010-11	2011-12	2012-13	2013-14
Publish recommended minimum features and functionality for a local instructional improvement system.	As determined by LEAs.		

Initiative 2: Publish state data for incorporation into local instructional improvement systems.

Outcome: By 2013, publish state data for incorporation into local instructional improvement systems.

Background/Rationale: The student and staff data collected in local instructional improvement systems alone does not provide the complete information needed to improve instructional practices, decision-making, and overall effectiveness. Data from statewide longitudinal and other data systems are required to provide a comprehensive picture. Florida's state data, including but not limited to course standards and benchmarks, reading interim assessment results, math interim assessment results (when developed), summative assessment results, and student data as students relocate from district to district, must be made available for incorporation into local instructional improvement systems. Without streamlined access to state data resources by local instructional improvement systems,

educators must access multiple resources to obtain and compile all the data needed. These added steps detract from the complete adoption and use of local instructional improvement systems by encouraging users to separately compile the information they need from the disparate data sources.

At present, these state data reside in multiple applications and formats. The data are not consistently available across all sources, and if they are available, they come in different formats depending on the source. This situation results in LEAs’ manually entering state data into their local instructional improvement systems, creating custom data loading processes, and/or doing without the information entirely. LEAs may go to great expense to use what data is available from the state.

Through RTTT, Florida will publish state data for incorporation into local instructional improvement systems. A technology standard will be used to make the data available in a consistent and automated fashion. The LEAs will no longer need to manually update systems or create custom applications to load state data. **LEAs will have timely access to complete data, thus eliminating gaps in information needed to make good instructional and management decisions. Publishing state data will greatly increase and improve the complete adoption and efficient use of local instructional improvement systems.**

RTTT Activities: FDOE will publish state data for incorporation into local instructional improvement systems. FDOE will partner with participating LEAs, as specified in the RTTT MOU, to create a technology standard defining the format of the data and the frequency with which it will be published by 2012. A technical team, augmented by contractor(s) selected through a competitive procurement process, will build the capacity to publish the data by 2013. State data resources will be published for incorporation into local instructional improvement systems through 2014.

Responsible Parties: FDOE Division of Accountability, Research, and Measurement; Office of Technology and Information Services.

Timeline:

2010-11	2011-12	2012-13	2013-14
Architect, design, and build the technical capacity to publish state data.	Create a standard for publishing state data for incorporation into local instructional improvement systems.	Publish state data for incorporation into local instructional improvement systems.	Publish state data for incorporation into local instructional improvement systems.

(ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and

Initiative 3: Create multi-media professional development materials to support participating LEAs' effective professional development efforts.

Outcome: By 2014, create multi-media professional development materials that encourage understanding and use of the customer-friendly, Web-based interface and state data resources.

Background/Rationale: Increased emphasis on the use of data to inform instruction requires both pedagogic and cultural changes for educators. Practically speaking, educators must understand how to access data, understand what the data mean, and learn how to adjust instructional or operational activities based on their analyses of the data. As an example, a teacher accessing an early warning report must learn how to identify students at risk, how to access tools and information about appropriate interventions, and how to monitor progress back towards college and career readiness [refer to (C)(2) for additional detail on state data resources]. Culturally, educators must acquire new professional work habits, analytical skills, and practices to remain effective.

As detailed in Florida's MOU, participating LEAs will be required to provide effective professional development to teachers, principals, and administrators on the use of their local instructional improvement systems and on the use of state-level data systems. Educators will receive training on how to access data, understand what the data mean, and learn how to adjust instructional or operational activities based on analyses of the data.

FDOE acknowledges that simply providing the tools and requiring LEAs to provide professional development does not translate to widespread and meaningful pedagogic or cultural change around the use of data in the classroom. Florida's RTTT initiatives build upon lessons learned to augment local professional development activities and provide additional supports as follows:

- FDOE will create multi-media professional development materials that encourage understanding and use of the customer-friendly, Web-based interface and state data resources. These professional development materials also augment information and efforts to increase the adoption and use of local instructional improvement systems as they relate to FDOE's publication of state data for incorporation into local instructional improvement systems [refer to (C)(3)(i)].

- Additional time will be allotted for teachers to access and analyze data resources to determine appropriate adjustments and interventions for students through Standards and Assessment. As specified in Florida’s MOU, LEAs will modify school schedules to allow for common planning time by grade level (elementary) or subject area (secondary) for lesson study focused on instructional quality, student work, and outcomes, without reducing time devoted to student instruction.
- LEAs will be provided lesson study toolkits on the use of data on the CCSS and interim assessments through Standards and Assessment [refer to Section (B)(3), Supporting the transition to enhanced standards and high-quality assessments].
- LEAs will be offered leadership training in project management, data analysis, and strategic planning through Turning Around the Lowest-Achieving Schools [refer to Section (E)(1), Intervening in the lowest-achieving schools and LEAs].
- FDOE will set guidelines for LEA development of beginning teacher support programs in collaboration with participating LEAs and two colleges of education research centers on teacher preparation and induction support through Great Teachers and Leaders [refer to Section (D)(5), Providing effective support to teachers and principals].

These combined state and LEA professional development activities will create a well-equipped educator workforce capable of successfully implementing the pedagogic and cultural changes required to fully incorporate the use of data to inform instructional activities.

RTTT Activity: FDOE will engage in a competitive procurement process to develop multi-media professional development materials on the customer-friendly, Web-based interface and state data resources from 2011 through 2014. Release of the professional development materials will coincide with the release of the Web-based interface and reports. These materials will be accessible from the Web-based interface and, upon request, directly to individual LEAs.

Responsible Parties: FDOE Division of Accountability, Research, and Measurement and Division of Public Schools; Local Education Agencies.

Timeline:

2010-11	2011-12	2012-13	2013-14
Create professional development materials for the customer-friendly, Web-based interface and its reports.			

Initiative 4: Prepare LEA professional development staff to train local users to understand and use state data resources.

Outcome: By 2014, provide professional development specialists to work directly with participating LEAs in a train-the-trainer

model to ensure LEA professional development staffs are well equipped to train local users to understand and use state data resources.

Background/Rationale: FDOE recognizes the magnitude and complexity of the practical and cultural changes expected of educators around the use of data to inform instruction. Significant professional development materials and opportunities will be provided through RTTT initiatives related to Standards and Assessments; Turning Around the Lowest-Achieving Schools; Great Teachers and Leaders; the customer-friendly, Web-based interface; and state data resources. FDOE understands that LEAs will require assistance managing and delivering all of these professional development materials and activities. As a result, **FDOE will provide direct support to LEA professional development staffs charged with helping educators acquire these new skills around the practical use of the data and will facilitate the accompanying cultural shift.**

FDOE will prepare LEA professional development staff to deliver training and information on the use of state data resources through a train-the trainer model. FDOE will leverage the same organizational approach for working with LEAs as is used for Turning Around the Lowest-Achieving Schools by placing a professional development specialist in the five regions spanning Florida.

RTTT Activity: Through a competitive procurement process, Florida will identify and place professional development specialists in the five regions of the state. The specialists will work directly with the LEAs in a train-the-trainer model during the last two years of the grant. The professional development specialists will travel to the LEAs within their assigned regions to determine and support the specific needs of each LEA. Lessons learned will be shared across LEA and regional boundaries to further facilitate both the practical and cultural changes required.

Responsible Parties: FDOE Division of Public Schools, Local Education Agencies.

Timeline:

2012-14
Train-the-trainer sessions for LEAs on the use of data and systems to improve instruction.

(iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (e.g., students with disabilities, English language learners, students whose achievement is well below or above grade level).

Initiative 5: Provide data for research from the state and the local instructional improvements systems.

Outcome: By 2011, enhance support of the research community by making data from state and local instructional improvement systems available. Establish a research agenda consistent with Florida’s RTTT initiatives and student achievement goals.

Background/Rationale: FDOE takes prides in its commitment to making data from the statewide longitudinal data system available and accessible to researchers. FDOE has responded to nearly 1,000 data requests since 2004, 20% of which occurred within the last year. FDOE’s efforts were recognized nationally (Dougherty, Chrys and Lynn Mello, 2007): “One cost-effective approach, adopted by the FDOE, among others, is to make the data available to Third-party researchers for analysis ...This requires the state to adopt data-sharing guidelines and agreements with researchers to comply with the provisions of the Federal Family Educational Rights and Privacy Act. Without such guidelines, enabling researchers to access student-level micro-data under appropriate confidentiality agreements, the data may remain locked and unused in the state education agency vault.”

FDOE is currently working to further enhance the availability of its statewide longitudinal data systems through a Federal Statewide Longitudinal Data Systems (SLDS R3) grant award. **The work funded through the SLDS R3 grant will improve researchers’ access to state data by automating the approval process for gaining access to student-level data, enhancing the metadata application that describes and defines the available data, expanding the data governance process [as referenced in (C)(2) Initiative 1], and by implementing a self-service, restricted access data repository called the “Sandbox,” which will serve as a data “Exploratorium” for authorized users.** Building the described environment will result in improved efficiency and timelier access to the restricted data for approved researchers.

Florida plays a prominent national role in the research community by partnering with institutions and organizations researching education reform issues. State experts routinely participate in the national dialogue around the collection and use of statewide

longitudinal data through conferences or representation on various committees. For example, Florida is engaged in a project through the Bill and Melinda Gates Foundation as one of three states piloting the development and distribution of next-generation analysis and reports to support educational systems. This project, **the National Student Clearinghouse Student Data for High Schools Pilot**, aims to provide actionable data on students' college outcomes to those in the K-12 system who need it most – students, parents, high school teachers, school leaders, district leaders, and state education leaders. This project is significant because it **expands FDOE's ability to provide relevant and specific feedback to high schools on how well they prepared students for college by including students not attending a Florida public post-secondary institution**. These expanded results will further inform adjustments to early warning reports and recommended interventions [refer to (C)(2) for information on state data resources].

Florida's RTTT initiative further supports its historical efforts around research by requiring participating LEAs to share data from local instructional improvement systems with the state in response to research requests. Florida's RTTT MOU states: **“The LEA will provide requested data from local instructional improvement and longitudinal data systems to the Department to support the Department's efforts to make data available to researchers for the purpose of evaluating the effectiveness of instructional materials, strategies, and approaches for educating different types of students and to help drive educational decisions and policies.”**

Florida will establish a research agenda consistent with the other three assurances: Standards and Assessment, Great Teachers and Leaders, and Turning Around the Lowest-Achieving Schools. The research agenda will evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students. The agenda will also help FDOE and its research partners to focus on specific areas of RTTT and the reform outcomes. The enhanced availability of data through the work of the SLDS R3 grant and the opportunity to include local instructional improvement data for research will benefit Florida and the nation as a whole.

RTTT Activities: As specified in Florida's MOU with participating LEAs, the LEAs will provide requested data from local instructional improvement systems to support FDOE efforts to make data available to researchers for the purpose of evaluating the

effectiveness of instructional materials, strategies, and approaches for educating different types of students and to help drive educational decisions and policies. FDOE will oversee and administer data requests as they are submitted by the research community over the life of the RTTT timeline. The review and approval process involves representation from each sector within Florida’s PK-20 education programs. Once confidentiality compliance is confirmed and approval granted, FDOE will work with the LEAs to supplement state data with data received from the LEAs as needed.

Timeline:

2010-11	2011-12	2012-13	2013-14
Review and approve research requests, as received.			
Partner with LEAs to include data from local instructional improvement systems for research requests, as needed.	Partner with LEAs to include data from local instructional improvement systems for research requests, as needed.	Partner with LEAs to include data from local instructional improvement systems for research requests, as needed.	Partner with LEAs to include data from local instructional improvement systems for research requests, as needed.
Establish a research agenda consistent with RTTT initiatives and consistent with student achievement goals.	Establish a research agenda consistent with RTTT initiatives and consistent with student achievement goals.	Establish a research agenda consistent with RTTT initiatives and consistent with student achievement goals.	Establish a research agenda consistent with RTTT initiatives and consistent with student achievement goals.

Summary of Initiative Outcomes:

- By 2011, enhance support of the research community by making data from state and local instructional improvement systems available. Establish a research agenda consistent with Florida’s RTTT initiatives and student achievement goals.
- By 2013, publish state data for incorporation into local instructional improvement systems.
- By 2014, LEAs that do not currently have an instructional improvement system will acquire one.
- By 2014, create multi-media professional development materials that encourage understanding and use of the customer-friendly, Web-based interface and state data resources.
- By 2014, provide professional development specialists to work directly with participating LEAs in a train-the-trainer model to ensure that the LEA professional development staffs are well equipped to train local users of state data resources.

See Appendix C-4 for a detailed Initiative Summary Chart for this assurance.

Performance Measures: As FDOE develops and implements the data assurance initiatives to use data to improve instruction,

performance measures will be defined to track usage and application of state data resources, and the implementation of local instructional improvement systems. These performance measures will be tracked and evaluated on a regular basis with appropriate interventions and modifications being implemented as needed. Examples of such performance measures may be: number of LEAs with local instructional improvement systems including the recommended minimum features and functionality, effectiveness of state- and LEA-provided professional development, and number of research data requests and turnaround time to respond to such requests.

(D) Great Teachers and Leaders (138 total points)

State Reform Conditions Criteria

(D)(1) Providing high-quality pathways for aspiring teachers and principals (21 points)

The extent to which the State has—

- (i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;
- (ii) Alternative routes to certification (as defined in this notice) that are in use; and
- (iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(1)(i), regarding alternative routes to certification for both teachers and principals:

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the State's alternative routes (as described in the alternative route to certification definition in this notice).

Evidence for (D)(1)(ii), regarding alternative routes to certification for both teachers and principals:

- A list of the alternative certification programs operating in the State under the State’s alternative routes to certification (as defined in this notice), and for each:
 - The elements of the program (as described in the alternative routes to certification definition in this notice).
 - The number of teachers and principals that successfully completed each program in the previous academic year.
 - The total number of teachers and principals certified statewide in the previous academic year.

Recommended maximum response length: Two pages

(i) *The extent to which the State has Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;*

Florida’s Alternative Routes to Certification for Teachers

Florida’s commitment to authentic choice in delivery systems for teacher preparation is evident in a number of statutory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, including providers in addition to institutions of higher education. In addition to Florida’s Initial Teacher Preparation (ITP) programs (“traditional” programs), there are four pathways authorized by the Florida Legislature and State Board of Education that teacher candidates can pursue to earn a Professional Certificate. From 2003-04 to 2006-07, the percentage of Florida’s program completers from alternative routes jumped from 10% to 27% (2,222 of 8,228 completers). The programs in each pathway are explained below.

In 2002 the Florida Legislature created the District Alternative Certification Program to provide competency-based, on-the-job professional preparation to newly hired teachers who have demonstrated subject area expertise, but who have not previously completed an initial teacher preparation program. Specifically, Florida law requires each school district to provide a cohesive, competency-based professional preparation program in which teachers in the district can demonstrate mastery of professional education competence requirements without completing college credit. The FDOE developed a model program in 2002 that the majority of districts adopted; the remainder of districts developed their own programs that met the state’s criteria. In addition, the statute allows the district to partner with an outside entity for delivery of the program, and two districts (Duval and Miami-Dade) currently support successful partnerships with Teach for America to provide teachers for their high-need schools. [Refer to section 1012.56(8), F.S., and Rule 6A-5.066(2)(b), F.A.C.]

In 2004, as a result of major legislation on educator quality, two new routes were added. The State Board of Education approved (under new statutory authority in s. 1012.56, F.S.) the *Passport Certificate* issued by the American Board for Certification of Teacher Excellence (ABCTE) as a route to full teacher licensure. Individuals who meet all ABCTE requirements and earn a “Passport to Teaching” certificate in a subject area for which Florida offers a comparable subject may meet requirements for a Florida Temporary Certificate. If the individual becomes employed in a Florida school district and demonstrates professional education competence per state guidelines, the individual will be eligible for a Florida Professional Certificate. The Florida Legislature also provided an option for postsecondary institutions to create Educator Preparation Institutes (EPIs). EPIs offer competency-based alternative certification programs specifically designed for baccalaureate degree holders without a major in education to enable program participants to meet educator certification requirements. This was unique in that community colleges were also permitted to offer EPIs through non-college credit, module-based delivery, including both online and face-to-face instruction. [Refer to section 1004.85, F.S., and Rule 6A-5.066(2)(c), F.A.C.]

In 2006, when the Florida State Board of Education revised the performance requirements for ITP programs, they also created the Professional Training Option (PTO). This allows postsecondary institutions with an approved ITP program to offer a streamlined program of study for undergraduate content majors outside the college of education (or for baccalaureate degree holders) that meets professional preparation requirements for the Professional Certificate. The set of courses in the PTO are specially modified to include the competencies required for certification without the individual having to complete a greater number of credit hours. [Refer to Rule 6A-5.066(3), F.A.C.].

Florida’s Alternative Routes to Certification for Principals

In 2007, the Florida State Board of Education approved new requirements for initial and continued approval of school leadership programs as reflected in Rule 6A-5.081, F.A.C. In Florida, Level I programs in Educational Leadership are required to prepare individuals to be new school-based administrators through demonstration of The Florida Principal Leadership Standards in field experience-based programs delivered by post-secondary institutions in collaboration with Florida school districts. By August 2008,

all existing Educational Leadership programs were revised to meet the new field experience and district collaboration requirements. The Florida Educational Leadership Examination was also redesigned to reflect the content of new Principal Leadership Standards and include scenario-based questions that require application and synthesis of knowledge and an essay section to test the communication skills of each applicant in describing school reform actions based upon an analysis of student data. Level II School Principal certification programs are offered as on-the-job, competency-based programs through Florida school districts, and the rule instituted continuous improvement and reporting requirements for these programs based on completer performance as principals in schools. As of August 2008, all existing district School Principal programs were revised to meet the new content and performance standards.

This new rule allows Florida public school districts to offer a state-approved Level I Educational Leadership program to employees who hold a master's degree. The same requirements to demonstrate the Florida Principals Leadership Standards and pass the Florida Educational Leadership Examination exist in all programs, but the district option is delivered through professional development. One school district has already received approval for and is implementing an approved Level I program, and in 2008-2009 the district reported 43 program completers; a second district has since submitted an application for approval of its program.

(ii) Alternative routes to certification (as defined in this notice) that are in use; and

Many of Florida's alternative routes to certification meet the letter and spirit of the definition of alternative routes to certification as used in the Request for Proposal (RFP) for this grant. The following tables identify each of Florida's alternative certification programs for teachers and principals and indicate how each program meets the criteria used in this notice to define "alternative routes to certification." Please note that the table does not include information on limiting the amount of coursework required, because all programs are required to be competency-based and, therefore, by design significantly limit the amount of coursework required. Additionally, the table includes information regarding the number of completers, and the number of teachers and principals certified as a result of completion of the programs. (See Appendix D-1 for a list of institutions offering an EPI and/or PTO.) All school districts are required by law to have a state-approved district alternative certification program.

Table D-1. Florida’s Alternative Pathways Meet the Criteria Defined in Race to the Top

Alternative Certification Pathways for Teachers							
Pathway to Certification	Number of completers in 2007-2008	Number of Completers Certified	Qualified Providers	Selection Criteria	School Based Experiences	Ongoing Support	Level of Certification Awarded upon Completion
District Alternative Certification Programs	1,716	1,634	Florida Public School Districts, including a partnership with an outside agency	Minimum of a bachelor’s degree; Currently holding a Temporary Certificate; Employed as a teacher of record in the district	Participants are employed as teachers of record in the school district.	Districts are required to provide experienced peer mentors for participants.	Professional, if all Florida Teacher Certification Examinations have been passed.
American Board for Certification of Teaching Excellence	156	Data unavailable	American Board for Certification of Teaching Excellence	Minimum of a bachelor’s degree	None	ABCTE provides an advisor /mentor for each participant	Temporary Certificate. The <i>Passport Certificate</i> meets all testing requirements for the Professional Certificate.
Educator Preparation Institutes	1, 287	1,136	Public and private colleges and universities, community colleges	Minimum of a bachelor’s degree;- Eligible for a Temporary Certificate	A supervised field experience to “fully demonstrate” the ability to teach the subject area	None	Professional, if all Florida Teacher Certification Examinations have been passed.
Professional Training Option	7	2	Public and private colleges and universities with approved ITP	Enrolled as a non-education major, OR a bachelor’s degree holder	“integrated school-based observation/ participation experiences”	None	PTO satisfies education courses for the Professional Certificate (all other requirements must be met)
Alternative Certification Pathways for Principals							
District Educational Leadership Program	Program approved in 2008; no completers reported. 43 completers in 2009	37	Florida Public School Districts	Minimum of a master’s degree; Employed by the district	Supervised field experiences in K-12 public schools	Program provided as professional development	Professional

(iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.

Teachers. Florida has a very comprehensive and systematic approach for monitoring, evaluating, and identifying areas of teacher shortage and for preparing teachers to fill these areas of shortage. Each year the State Board of Education approves critical teacher shortage areas for the coming school year under State Board of Education Rule 6A-2.013, F.A.C., based on consideration of current supply and demand information related to Florida public school instructional personnel. The criteria used for the calculation are as follows:

- (a) The number and percentage of fall vacancies in each teaching discipline;
- (b) The number and percentage of positions filled by teachers not certified in the appropriate field;
- (c) The percentage of teachers currently teaching out of field in each discipline;
- (d) The projected number of teachers needed in each discipline; and
- (e) The projected annual supply of graduates of state-approved Florida teacher education programs for each discipline.

Each year, the Department performs a specific calculation to determine areas of shortage, which includes a review of new hires, number and percent of out-of-field teachers, and production of program completers in each subject area by Florida-approved teacher preparation programs. Based on these criteria, the following critical teacher shortage areas have been identified for 2010-11: middle and high school level mathematics, science, and English/language arts; reading; all exceptional student education programs; English for speakers of other languages (ESOL); foreign languages; and technology education/industrial arts.

This list of shortage areas is used in implementing two statewide programs to prepare teachers in shortage areas:

- (a) The Critical Teacher Tuition Reimbursement Program, which provides financial support to qualified teachers by assisting them with the repayment of education courses that will lead to certification in a critical teacher shortage subject area.
- (b) The Critical Teacher Shortage Student Forgiveness Program, which provides financial assistance to eligible Florida teachers by assisting them in the repayment of undergraduate and graduate educational loans that led to certification in a critical teacher shortage subject area.

A report is submitted and approved by the State Board of Education, and the data are used to implement these financial aid

programs and as a basis for statewide efforts to assist districts in recruiting teachers in these areas, such as the Great Florida Teach-In annual statewide job fair; www.teachinflorida.com, the state's online interactive recruitment center; and the FDOE's Transition to Teaching federal grant program. (The annual report issued November 2009, *Critical Teacher Shortage Areas 2010-2011*, is included in Appendix D-2.)

Principals. In 2005-06, Florida used the research issued by the Wallace Foundation and the Southern Regional Education Board (SREB) to examine the issues surrounding the preparation of its school leaders, including principals and assistant principals. It was determined that Florida's shortage of school leaders was best characterized in terms of the number of individuals in the pool of candidates that possessed the leadership characteristics and school-based training needed to be ready for these administrative positions. The state had a large number of "certified" candidates and a dearth of truly qualified ones. Acting on these data, Florida embarked on and completed in 2008 a comprehensive revision of its school leadership certification programs to focus on candidate's performance relative to the new leadership standards. First, the Florida Educational Leadership Examination (FELE) was revised by selected groups of high-performing principals, superintendents, and university faculty to include all scenario-based questions and a performance essay section. State Board of Education Rules required all Level I Educational Leadership programs (typically preparation for Assistant Principal positions) offered by universities to be competency-based, be designed and delivered in collaboration with school districts, and include field experiences in public schools. Level II School Principal Programs (delivered by school districts as job-embedded training for assuming the principalship) also require coordination with universities to ensure a continuum of development and must include performance tasks with professional development based on the Florida Principal Leadership Standards, all aligned to expectations in the district's evaluation system.

The 2009-2010 school year will be the first in which individuals complete new district and university programs. Data will be collected on the number of completers, their performance on the FELE, and their performance in school-based administrative positions, the performance of the students in the school under their leadership, and the satisfaction of their employers with their performance.

Reform Plan Criteria

(D)(2) Improving teacher and principal effectiveness based on performance (58 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)—

- (i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; (5 points)
- (ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; (15 points)
- (iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; (10 points) and
- (iv) Use these evaluations, at a minimum, to inform decisions regarding— (28 points)
 - (a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;
 - (b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;
 - (c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and
 - (d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the

location where the attachments can be found. Recommended maximum response length: Ten pages

Introduction to Florida's Reform Plan for Great Teachers and Leaders

To significantly raise the achievement and the readiness of all students for postsecondary education and the workforce, Florida must increase both the overall and individual effectiveness of teachers and school leaders. Florida is committed to significantly improving teacher and principal effectiveness based on performance, primarily defined through improved student learning. To accomplish this, the state will focus its human capital policies and practices squarely on its students and proceed with strategies that create the professional environment necessary for teachers and principals to succeed. Florida's approach consists of:

1. Setting clear standards and expectations for teacher and school leader performance;
2. Aligning all education human capital policies to improving effectiveness and basing them on evidence of successful classroom and school practices (including preparation, recruitment, placement, tenure, career options, performance appraisal, professional development, and compensation);
3. Providing tools and systems to support high expectations of students, teachers, school leaders, and administrators;
4. Instituting a continuous improvement feedback loop for strategies and policy actions, with performance measures related to student achievement and supporting objectives to inform educators, administrators, the profession, and the public; and
5. Promoting purposeful collaboration and leadership among all participants and stakeholders within the education community and in the wider community of our citizens and leaders.

The MOU for participating LEAs and state-level initiatives combine to form a comprehensive plan to intensify reforms and ensure that they are sustained beyond the time frame of the grant.

Along with Florida's experience in education reform and foundations in longitudinal data systems, the continuous improvement approach places Florida in a position to make a significant contribution to the profession through research, evaluation, and reporting of human capital activities associated with this grant. The state will invest significant resources in securing an evaluator with specific expertise in education human capital to assess the effects of new student growth measures, evaluation systems, compensation programs, and professional development on student performance and the teacher workforce of participating LEAs and schools. From these results, Florida's progress can move the entire nation forward in this most important aspect of the American

education system.

i. Establish clear approaches to measuring student growth and measure it for each individual student

(D)(2)(i) – Key Highlights

- Florida will adopt an accurate calculation for measuring individual student growth in courses associated with the state student assessment program.
- Through resources from this grant, the FDOE will provide for districts and teachers a transparent process for using the state measure, along with support and models for measuring student growth in courses and grades not included in the state student assessment system.
- Further, FDOE will ensure accurate data reporting, improve analysis capabilities and leverage performance results at all levels (teacher, principal, school, district) to realize both system-wide and student level success.

Introduction, Successes, and Gaps: Supported by substantial data and statewide assessment systems, Florida measures growth and proficiency annually for each student (“Learning Gains”) in reading and mathematics in grades 4 through 10 and reports these data at the school level as part of the state’s accountability system. The state’s longitudinal database links students with their teachers and courses, though this linkage is not currently used statewide to report individual teacher performance. Few districts have demonstrated the ability to comparably measure student performance in subjects and grades other than those measured by the state student assessment system.

Background/Rationale: Florida has learned important lessons in measuring student growth at the teacher level from several years of implementing performance pay programs that are primarily based on student performance. In 2006, the FDOE developed the Value Table, which is a method of calculating the *amount* of student growth (or regression) in performance (see www.fldoe.org/performancepay for details about the Value Table’s algorithm and development). Districts participating in the state’s performance pay program use the Value Table to compare the performance of teachers assigned to particular students. While a Value Table can be developed for growth on any assessment for which there are pre- and post-tests and standardized performance levels, its accuracy as a comparative measure diminishes with assessments that include smaller numbers of students. In addition, because the values in the state-level Value Table are calculated annually based on annual relative performance, it is not possible to

use the measure to set performance targets for teachers or teacher education programs, limiting the use of the Value Table to programs structured around annual rankings.

One of the most important revelations from the implementation of the statewide performance pay program was the lack of comparable student learning measures for courses and grades outside the state assessment system. Districts were not able to discern whether students were receiving comparable instruction and achieving common learning outcomes in the same courses taught by different teachers. Only about 35% of Florida's teachers are assigned courses that include reading and/or mathematics in grades 4 through 10. Even after three years of performance pay implementation, few districts have been able to make significant progress in identifying learning measures for the remaining 65%. As reported by the districts themselves, low participation in the state's performance pay programs is due in large part to the difficulty in determining a fair comparative judgment of student achievement for subjects and grade levels other than reading and mathematics in grades 4 through 10.

RTTT Activities: It will be important for Florida to select a statewide measure of student growth that takes into account multiple years of performance and that can be used to set performance targets, so that educators are clear on expectations for performance. Then, the FDOE and LEAs together must invest in measures of student growth that are applicable to more subjects and grades outside those included in the state assessment system. Transparent and clear communication of calculation processes and expected outcomes are essential, so that teachers, principals and administrators can use the results of these measures to improve student performance.

The FDOE has already contracted with a national expert to assist in selecting a measure for calculating individual student growth in state-assessed courses. Our robust data system allows for modeling of various algorithms and methods using several years of student performance data. The results of the modeling, and an analysis of the use of various models in other evaluation systems or performance pay plans, will provide the basis for selecting the measure. Together with representatives from participating LEAs, teachers, and principals, the FDOE will select from the options presented a statewide measure of student growth for courses related to the state assessment system no later than February of 2010, so that the state stands ready to begin a comprehensive

implementation that the additional funding would afford.

During the grant, the FDOE will contract with an appropriate entity to calculate student growth based on each student's performance on the state assessment and associated with each course and the responsible teacher and principal. Three years of baseline data will be provided to districts during the summer of 2010. By the last year of the grant, the FDOE will be responsible for this annual calculation as part of its regular work.

As specified in the MOU, participating LEAs will be required to measure student growth "based upon the performance of students on assessments of state standards under s. 1008.22, F.S., or, for courses not based on the state assessment system, on national, state, or district assessments that are rigorous and comparable across classrooms." To assist districts in expanding objective measures of student growth to courses other than reading and mathematics in grades 4 through 10, FDOE will assist districts with both assessment development and growth calculation based on assessment results. Specifically, the platform for the interim assessments being developed for K-8 Mathematics, Algebra I, Geometry, grades 5-8 Science, Biology, grades 3-8 Social Studies, and two high school Social Studies courses [see Standards and Assessments (B)(3) for a complete description] will include item banking, test builder, and test-delivery platform functionality that will allow districts to use items for test development. The interim assessment items will be developed using universal design principles and provide for accommodated versions of items when necessary, allowing valid use of these measures for the broadest possible group of students, including English language learners and students with disabilities, and will be available by 2012-13. FDOE will contract with an appropriate entity to develop a method of calculating growth assessed by selected national assessments, such as tests required by advanced courses (Advanced Placement, International Baccalaureate, etc.) where no pretest is available and in courses for which the district has developed its own end-of-course assessment. Student growth models will be available by the second year of the grant, so that districts can use them on their existing assessments, making them rigorous and comparable across classrooms. Details of each participating LEA's process for developing assessments will be reflected in the LEA work plans submitted prior to the grant funding being distributed.

The scope of activities for implementing the new growth measure will include state-level work plans for data quality training,

controls, and monitoring to ensure that districts are accurately and consistently recording students assigned to each course (i.e., number of student reporting periods present, etc.), so that when these data are used for statewide calculations, all stakeholders can be confident of their quality. In addition, FDOE will engage districts, educators, and the public in extensive and transparent communication and education on the state’s selected student growth measure, to ensure that the results are meaningful and useful in improving human capital decisions and student achievement.

Even with the additional use of an item bank and additional end-of-course assessment, there will be teachers in each district whose course content does not lend it itself solely to traditional assessments for measurement of student growth, including teachers in the performing and visual arts, physical education, and other performance-based subjects. The FDOE will enlist participating LEA representatives and representatives of state associations for these content areas to develop appropriate performance and peer-reviewed student assessments and will facilitate the incorporation of these assessments in participating LEA assessment programs (and in involved LEAs who wish to do so). The Florida Music Teachers’ Association voluntarily developed a grade 4 music assessment several years ago for this purpose, and it is anticipated that, following this example, associations would welcome the opportunity to continue this kind of professional activity.

Responsible Parties: Division of Accountability, Research, and Measurement; Educator Quality Section of the Division of Public Schools; participating LEAs; and contracted measurement specialists. The timeline for implementation activities is as follows:

2010-11	2011-12	2012-13	2013-14
FDOE selects new statewide measure for student growth in FCAT-associated courses that is attributable at the teacher level; FDOE provides districts with baseline data for these students and teachers; FDOE issues grants to professional associations to develop measures for performance-based courses	FDOE provides districts with growth models for use with standardized assessments and existing district-developed assessments; FDOE provides districts with FCAT performance data using new growth measure	Districts create assessments from items used in state interim assessments; districts implement performance measures in performance-based courses	District-developed assessments for core and high-incidence courses are shared among participants; FDOE adopts recommendations for performance measures in performance-based courses

Outcomes:

- By July 2010, the FDOE provides districts with three years of student performance data attributable at the teacher level based on the new state-adopted measure for student growth in FCAT-associated courses.
- By 2013-14, participating LEAs will administer assessments that measure comparable student performance in core courses in grades 1-3, middle school science and social studies, biology, and two high incidence high school social studies courses.
- By 2013-14 the state will adopt recommendations for student growth performance measures in high incidence performing arts, visual arts, and physical education courses and/or grade levels.
- By 2013-14, 95% of participating LEAs will measure comparable growth in student performance annually for students in courses taught by 80% of their teachers.

ii. Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth as a significant factor, and (b) are designed and developed with teacher and principal involvement

(D)(2)(ii) – Key Highlights

- The FDOE will support districts in executing evaluation systems that contribute to improved teaching and leadership by measuring effectiveness that is primarily based upon student outcomes and providing information to teachers and principals that clearly differentiates performance.
- Florida’s approach is to provide the framework for the system, which includes comparable student growth measures and a core of well-defined instructional practices, and a framework for the process, which is outlined in the MOU.

Introduction: Section 1012.34, F.S., requires annual evaluations for all teachers and school-based administrators, and has, since 1999, required that those evaluations be “primarily based” on the performance of their students. Florida also adopted the *Florida Educator Accomplished Practices* (hereafter, *Accomplished Practices*) in 1997 as the state standards for instructional performance. While all districts have some indicator(s) of student performance in teacher and principal evaluation systems, the majority of Florida’s school districts have demonstrated neither the capacity to reliably measure student learning in courses outside the state assessment system nor the effective use of currently-available student performance data in evaluation systems. As evidence of this, districts reported in 2008-09 that 99.97% of teachers were rated as satisfactory during the 2008-09 school year, while less than 70% of teachers in reading and mathematics have 50% or more of their students make learning gains across the state. Regarding the other

metrics for measuring teacher performance, districts' use of the *Accomplished Practices* in evaluation systems is inconsistent, and many systems do not characterize evaluation results in categories other than “satisfactory” and “unsatisfactory.”

Background/Rationale: We have progressed as far as we can in our quest for an effective teacher in every classroom absent a meaningful measure of teacher and principal effectiveness. Teacher effectiveness is described in two essential parts: (1) teacher effects on student performance and (2) observable, measurable characteristics of personnel and classroom practices that are highly correlated to student performance. To support and check effectiveness ratings, teacher evaluations should also include, as appropriate, multiple data sources, which may take the form of a variety of knowledgeable observers in the classroom or other types of input from parents, students, or peers. Principal effectiveness must be based on (1) performance results for all students in the school, (2) the effectiveness level of the teachers in the school, and (3) leadership actions that are linked to student outcomes (*Principal Effectiveness*, New Leaders for New Schools, 2009). The previous section [(D)(1)(i)] described the plan for improving our ability throughout the grant to measure student performance across various content areas and grade levels. This section focuses on the use of these measures by districts as the primary factor, along with other essential components, in teacher and principal evaluations that allow for differentiation of individual effectiveness levels.

To improve the individual and overall effectiveness of teachers and principals, it is essential that results of effectiveness measures are incorporated into the context of programs that significantly change how teachers are compensated, assigned, evaluated, retained, and dismissed. This begins with consistent appraisal and use in teacher and principal evaluations. Although student assessments are not instituted for purposes of teacher evaluations, evaluations must continue to incorporate new statewide assessments and rigorous district-developed assessments based on state content standards, so that the system reflects an aligned focus on student learning. Therefore, the student growth component of effectiveness will begin with the quality assessments that are available, and will improve over time.

RTTT Activities: While Florida is lauded for its rigorous regulations in teacher quality (*2008 Policy Yearbook* by the National Council for Teacher Quality; *Quality Counts 2010* by *Education Week*), including evaluation system requirements, the state has

learned in the last several years that support and resources must be provided for high expectations to be achieved in local school districts in a meaningful way. Therefore, Florida has combined a specific MOU with school districts and targeted support from the state to ensure bold state reforms are transformed into each school's "way of work."

Evidence of participating LEAs' responsibilities in developing improved evaluation systems and their minimum components is found in the MOU, which indicates that participating LEAs will:

- Design and implement with teacher and principal involvement a **teacher evaluation system** that:
 - Uses the FDOE-selected, teacher-level student growth measure as the primary factor (s. 1012.34, F.S.) of the teacher and principal evaluation system. "Primary" is defined as "greater than 50% of the evaluation."
 - Includes the core of effective practices determined by the FDOE for the observation portion of the teacher evaluation. The principal, direct supervisor, and any other individual performing observations will use, at a minimum, these same core practices.
 - Includes at least one additional metric to combine with the student performance and principal observation components to develop a "multi-metric" evaluation system for teachers in the year prior to a milestone career event, such as being awarded a multi-year contract, a promotion, or a significant increase in salary.
- Design and implement with teacher and principal involvement a **principal evaluation system** that:
 - Uses the FDOE-selected teacher-level student growth measure as the primary factor (s. 1012.34, F.S.) of principal evaluation system. "Primary" is defined as "greater than 50% of the evaluation".
 - Uses the Florida Principal Leadership Standards (Rule 6A-5.081, F.A.C.) with an emphasis on recruiting and retaining effective teachers as the basis for the remaining portion of the evaluation.
- Submit teacher and principal evaluation systems to the FDOE for review and approval.
- Use student performance data on statewide assessments as a significant factor in the annual evaluations of district level staff with supervisory responsibilities over principals, curriculum, instruction, or any other position directly related to student learning.
- Report the results of evaluations of each teacher, principal, and district-level supervisor [as described in (D)(2)(ii)] to the FDOE annually during the July Student and Staff Survey.

Section (D)(2)(i) explains the supports and strategies the state is instituting to improve measurements of student growth in state

assessed subjects and grades and in other core subjects and grades. The new student assessments and measures of student growth will form the foundation for the student growth portion of each district's evaluation system. Based on current data, about 35% of Florida's teacher workforce are teaching courses associated with the state assessment system. Expanding student growth measures to grades 1-3 and to advanced courses in high school (AP, IB, AICE) will bring the percentage of teachers with valid student growth measures to as high as 65% in some districts. When districts have gained access to item banks for science and social studies courses in middle school and performance indicators are adopted for performance-based courses in the arts and workforce education, it is estimated that most participating LEAs should reach the goal of authentic, comparable student growth measures for courses that include 80% or more of the teachers in each district. Given the relatively short timeline of the grant and Florida's experience in the time it takes to develop, pilot, and implement new examinations that educators will view as valid and reliable, the 80% goal is bold, yet attainable.

Prior to the awarding of the RTTT Grant, Florida will begin the work of bringing consistency and clarity to its standards for instructional practice. In January 2010 the Commissioner of Education convened a Teacher Advisory Council that is working on a review of the *Accomplished Practices*. These will be revised by July 2010 through input from participating LEAs, teacher educators, and other stakeholders to be used as the core practices for both teacher evaluations and teacher preparation. The *Accomplished Practices* will continue to be used in teacher preparation programs, so that Florida's description for effective instruction is clear and consistently implemented through a continuum of expectations for teacher candidates and teachers, alike.

With the *Accomplished Practices* revised, the FDOE will begin in the fall of 2010 to invest significant resources in supporting districts to develop meaningful, consistent evaluation systems. The state will contract in the first year of the grant with national experts in teacher evaluation to provide face-to-face support to participating LEAs in re-developing their evaluation systems. In years two through four, experts will continue supporting their districts with monitoring and feedback in the implementation of their evaluation systems. This feedback loop will be coordinated with the implementation of additional teacher effectiveness measures in year two [described in (D)(2)(i)]. National experts will have knowledge of effective practices for teaching and leadership and will

assist participating LEAs with providing professional development for principals and other evaluators who will be using these new systems.

The MOU requirements are designed to ensure alignment of student focus in evaluation systems. In order to support consistency, transparency, and accurate reporting to districts, educators, and the public, participating school districts will be required to submit teacher and principal evaluation systems to the FDOE for review and approval, and report the evaluation results of each teacher, principal, and district-level supervisor to the FDOE annually. Florida Statutes already provide the FDOE with the authority to approve instructional personnel evaluation systems for all districts.

Responsible Parties: Educator Quality Section in the Division of Public Schools, the Commissioner’s Teacher Advisory Council, contracted expert in education personnel evaluation implementation and/or training, Florida school districts, Florida teachers and principals, and teams of Florida educators to review district evaluation systems. The timeline for implementing initiatives under this section is as follows:

2010-11	2011-12	2012-13	2013-14
Districts revise teacher and principal evaluations based on core practices and baseline teacher effectiveness data; state provides national expertise and support	Districts implement new teacher and principal evaluations to incorporate statewide student growth measure; districts pilot additional teacher-level student growth measures	Districts implement new evaluations to incorporate statewide and Year 2 piloted student growth measures; districts pilot additional teacher-level student growth measures	Districts implement new evaluations for all teachers that incorporate statewide and comparable local student growth measures to cover at least 80% of teachers and 100% of principals

Outcomes:

- By the end of the 2011-12 school year, each participating LEA will have designed evaluation systems for teachers and principals that weight student growth as the largest combined factor, assess performance of the state’s *Accomplished Practices*, and include a rating system that differentiates performance.
- By the end of the 2013-14 school year, each participating LEA will incorporate comparable student growth results into the evaluations of 80% of teachers and 100% of principals.

iii. Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools

(D)(2)(iii) – Key Highlights

- Section 1012.34, F.S., currently requires annual evaluations for all teachers and school-based administrators. With this regulation already in place, outcomes for this section of the grant will result in:
 - improving the usefulness of the feedback provided to teachers and principals from their evaluations in improving student learning
 - conducting evaluations with additional measures and feedback for, at a minimum, early career teacher and those with pending milestone career events. Some districts may choose to incorporate additional feedback opportunities to all teachers, and the state would support that, as long as the district can maintain the system after the grant period has ended.

Introduction: While all district instructional personnel evaluation systems require annual evaluations for all teachers, some collective bargaining agreements prevent classroom walkthrough and other information collected throughout the year to be considered in evaluations; others prevent evaluation results from being connected to professional development. Therefore, these systems have met the letter of the law, but have not linked observable practices and student performance so that evaluation results can inform teaching practice.

Background/Rationale: The data in Appendix D-3 show views of teacher “effectiveness” in reading, mathematics, and exceptional student education based on the percent of students in the teachers’ classes that made a Learning Gain, as defined in our school grading accountability system. Although Florida is not reporting these data as baseline effectiveness data for this grant [because a specific growth measure is being adopted to measure teacher effectiveness as described in (D)(2)(i)], these data have been used to estimate annual targets for improvement in effectiveness and to show the discrepancy between annual evaluation results and actual student performance. The considerable percentage of teachers who did not reach the first threshold of 50% of students making gains is an indicator that whole segments of students are struggling to make gains, especially at particular levels and in particular subject areas. More importantly, it reveals that underachieving students are not only distributed throughout Florida’s schools, but they are also distributed throughout classrooms. These data illustrate the need to measure effectiveness at the teacher and classroom level

through annual evaluations, and provide teachers with constructive feedback on these results, so that achievement for all students can be successfully addressed.

RTTT Activities: In the MOU, participating LEAs will determine ways to implement:

- evaluations with multiple observations for each teacher in the first through third years of teaching that are integrated with the district’s beginning teacher support program and include observations on the core effective practices described in (D)(2)(ii)2. and reviews of student performance data.
- “multi-metric” evaluations as described in (D)(2)(ii)1-3 for teachers who are in the year prior to a milestone career event, such as being awarded a multi-year contract, a promotion, or a significant increase in salary.
- evaluations as described in (D)(2)(ii) for all other teachers at least once per year.
- evaluations as described in (D)(2)(ii) for principals at least once per year.

In addition to the state’s support for measuring student growth and developing quality evaluations, as mentioned in (D)(2)(i) and (ii) above, the state will continue to support participating LEAs in years two through four in implementing their evaluation systems. This feedback loop for districts will be coordinated with the implementation of additional teacher effectiveness measures and as districts institute new student assessments. National experts will assist participating LEAs with providing professional development for principals and other evaluators who will be using these new systems. District work plans and evaluation systems submitted for review must describe how feedback will be provided to teachers and principals throughout the evaluation system, including student learning outcomes and the additional measures of effectiveness that will support teacher and principal performance. Additional metrics may include reviews of student work, peer reviews or input, and student feedback or observations by a variety of knowledgeable educators. Equally important, each district system must include a description of how and when decisions are made on performance levels, and the indicators used.

The Department will collect data from districts on evaluation results of teachers, principals, and supervisors and analyze these data against student performance data, and will provide the results to participating LEAs for improvement and to the public for awareness. Data anomalies will be used as trigger points to set in motion additional monitoring or review of district practices so that

the experts supporting district implementation of evaluation systems can help them improve. By the end of the grant it is expected that districts' evaluations of teachers in reading and mathematics, grades 4 through 10, and principals will correspond in large part to student performance in those areas. It is also anticipated that the relationship of the evaluation results of other teachers in the district to student performance will improve from the previous year. Further, the evaluator of the Great Teachers and Leaders portion of the grant will be assessing the perceived relevance of new district evaluation systems to teachers and principals and will compare data with actual student performance, to determine additional effects of these changes on teacher and principal performance.

Responsible Parties and Time Line: Educator Quality section of the Division of Public Schools, Florida school districts, contracted team for monitoring district implementation of evaluation systems, and the contracted Great Teachers and Leaders grant evaluator. The timeline for implementing initiatives in this section is as follows:

2010-11	2011-12	2012-13	2013-14
Districts revise teacher evaluations based on core practices and baseline teacher effectiveness data; districts develop a beginning teacher support program	Districts implement new teacher evaluations to incorporate statewide student growth measure; districts use new evaluation system to conduct multiple observations of 1 st - and 2 nd -year teachers	Districts pilot additional metrics for evaluations of milestone teachers; districts incorporate data from formative and interim assessments into beginning teacher evaluations	Districts conduct evaluations for 1 st and 2 nd year teachers that are integrated with the district's beginning teacher program; districts conduct completed multi-metric evaluations of milestone teachers and use the results in making the milestone career decisions

Outcomes:

- By the end of the 2012-13 school year each participating LEA will conduct evaluations for each first-year teacher that are integrated with the district's beginning teacher support program and include multiple observations on the core effective practices and reviews of student performance data.
- By the end of the 2013-14 school year each participating LEA will conduct "multi-metric" evaluations for teachers who are in the year prior to a milestone career event, such as being awarded a multi-year contract, a promotion, or a significant increase in salary. (All other teachers and all principals will continue to receive evaluation feedback at least once per year.)
- By the end of 2013-14, evaluation results for teachers of FCAT-related courses and principals in participating LEAs will reflect student performance in the school; evaluation results for teachers of other courses in each participating LEA will more closely reflect student performance than in the previous year.

iv. Use these evaluations, at a minimum, to inform decisions regarding—

(D)(2)(iv) – Key Highlights

- The FDOE will support districts in restructuring compensation, employment, professional development, and leadership opportunities based on the terms of the MOU with a priority on student performance, so that percentages of highly effective individuals in schools increase, especially in high minority and high poverty schools.
- Improvement in the quality and relevance of teacher and principal evaluations, especially high-quality feedback on student performance, will enable the formative and summative evaluation results to improve decision-making in all aspects of human capital.
- In addition, FDOE will improve data reporting and analysis capabilities and will leverage performance results at all levels to realize system-wide and student-level success.

(a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;

Introduction: Florida Statutes and State Board of Education Rules provide systems to use student performance results for professional development, such as Individual Professional Development Plans for teachers, use of evaluation data to plan professional development at the district level, and specific connections to individual leadership development plans for leaders in schools included in the lowest categories of the Differentiated Accountability program. The connection between the formal evaluation process and daily instructional practice decisions has been minimal, with a conscious effort being made in some districts to clearly separate “supportive” feedback and “formal” feedback, keeping professional development and evaluation apart. Therefore, the feedback teachers receive can be inconsistent and irrelevant, even contradictory, to evaluation results.

Background/Rationale: It is the desire of the state and many members of the education community that all teachers and principals receive frequent feedback on their performance, as well as time and guidance for reflecting on that feedback. This practice is even more critical for some teachers than for others. Florida has set bold yet attainable expectations in this section by requiring frequent feedback and assistance at a minimum for specific populations of teachers: those who are in their first and second year of teaching and those teachers who are in the year prior to being considered for a milestone career event, such as a professional contract

(“tenure”), a promotion into a leadership position including as a mentor or coach for other teachers, or a major increase in salary. More discussion of the beginning teacher support program is provided in (D)(5); however, it is important to state here that the MOU requires the support and evaluation systems for all teachers, and beginning teachers in particular, to be integrated. In addition, first- and second-year teachers must receive multiple (at least three) formal opportunities per year for classroom observations and reviews of student learning outcomes. This will build a framework for districts to provide early career teachers with timely and useful feedback on their performance and how it is related to the learning of their students.

RTTT Activities: As specified in the MOU, participating LEAs will:

- Use results from teacher and principal evaluations as described in (D)(2)(ii) in their professional development system to:
 - Determine in part an Individual Professional Development Plan (IPDP, s. 1012.98, F.S.) for each teacher that is based in part 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.
 - Determine in part an Individual Leadership Development Plan (ILDLP) for each principal that is based in part on an analysis of student performance data and the results of prior evaluations.

The FDOE expects participating LEAs to capitalize on the additional funding and expertise provided by the FDOE to build upon these requirements for teachers and principals so that results show improved student outcomes. The FDOE will evaluate each participating LEA’s work plan based on whether it reflects the direct connection and feedback loop, including formal and informal evaluation results connected to professional development, especially in instituting lesson study and instructional coaching.

Responsible Parties: Office of Educator Quality; teams of Florida educators to monitor district implementation; Division of Finance and Operations; the Division of Accountability, Research, and Measurement; and participating school districts.

(b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals to obtain additional compensation and be given additional responsibilities;

Introduction: The boldness of Florida’s plan for focusing human capital practices on students’ learning may be most apparent in the area of compensation. For the last nine years, Florida’s laws have reflected required and optional bonus programs for teachers

that reward their “performance” as defined in a variety of ways. These include the Dale Hickam Excellent Teaching Program (section 1012.72, F.S.) for National Board certified teachers; the Teacher of the Year program (s. 1012.77, F.S.); bonuses for teachers in Advanced Placement, International Baccalaureate, and American International Certificate of Education courses whose students pass required exams (s. 1011.62, F.S.); School Recognition funds; and the Merit Award Program (s. 1012.225, F.S.), the most recent rendition of the statewide performance pay program. Additionally, Florida’s regulations require all districts to provide differentiated pay based on factors such as teaching in critical shortage and high need subject areas or under difficult circumstances. At present, many district programs implemented from these policies are not implemented beyond the “compliance” level, and system-wide expectations and awards are not all aligned to improved student performance. Other regulations and programs do not have sufficient “teeth” to ensure appropriate implementation and conflict with other programs because of the lack of alignment. District collective bargaining agreements still reflect the “step and lane” arrangement of teacher compensation, which reflects increases in teachers’ salaries based on years of service, additional degrees obtained, and performing additional duties (supervising extracurricular activities, serving on committees, etc.). Despite significant resources dedicated to some of these programs, no statistically-significant learning gains have been measured for Florida teachers who hold the National Board certificate as compared with those who do not, nor do we have significant gains related to teachers’ advanced degrees.

Background/Rationale: To affect a system that is student-focused and performance-driven, educators’ compensation should reflect achievement of significant gains with their students rather than basing compensation primarily on inputs and giving only “extra credit” bonuses for student learning results. FDOE is asking participating LEAs to make decisions on compensation based on effectiveness and is requiring that they consider not only bonus programs, which we have experienced are very susceptible to budgetary fluctuations, but actual salary differentiation based on effective and highly effective performance. Because it will take time in the first two to three years of the grant to establish confidence in new student growth measures and effectiveness data from evaluations, the FDOE anticipates that district work plans will include compensation decisions at the salary level to be one of the last components instituted through this process; however, promotions and additional responsibilities may be related to effectiveness data

sooner for certain types of positions.

RTTT Activities: As specified in the MOU, participating LEAs will institute performance-driven compensation systems as described below.

- For teachers:
 - Tie the most significant gains in salary to effectiveness demonstrated by annual evaluations as described in (D)(2)(ii), rather than to degree level or years of experience.
 - Implement statutory requirements of differentiated pay in s. 1012.22(1)(c)4., F.S., through bonuses or salary supplements. Categories for differentiated pay are: additional academic responsibilities, school demographics, critical shortage areas (including STEM areas), and level of job performance difficulties (including working in a high-need school).
 - Provide promotional opportunities for effective teachers in addition to moving into an administrative position and base promotions into advanced instructional and administrative positions on effectiveness as demonstrated on annual evaluations as described in (D)(2)(ii), including a multi-metric evaluation in the year prior to promotion.
- For principals:
 - Tie the most significant gains in salary to effectiveness demonstrated by annual evaluations as described in (D)(2)(ii), rather than to degree level or years of experience.
 - Implement statutory requirements of differentiated pay in s. 1012.22(1)(c)4., F.S., through bonuses or salary supplements. Categories for differentiated pay are: additional academic responsibilities, school demographics, critical shortage areas, and level of job performance difficulties (including working in high-need school).
- Provide annually to the FDOE its salary schedules indicating how these requirements have been met.

It is important to note that, according to the MOU, districts are not required to base salary, promotion, and other decisions “solely” on effectiveness. Any employer knows that it is important to recognize other contributions that employees make to systems that are essential for the system to work. The difference is that participating LEAs are asked to institute policies that make effectiveness the first consideration. Florida seeks to change the decision-making process through this grant not by starting with state level regulatory change, but by first providing incentives and support to districts in making these changes, so that the new process becomes the way of work.

Funds from RTTT will be used to implement and transition to a new compensation structure for teachers and school leaders. Because these funds are nonrecurring, it will be important for participating LEAs to identify recurring fund sources that will allow reforms to be sustained. In order to facilitate the process, funds in the state's portion of the grant will be used to contract with financial consultants to assist districts with operational efficiency reviews. Through a process of redirection and reprioritization of existing funds, districts can ensure the sustainability of reforms put into place during the four-year RTTT period.

To monitor the use of compensation systems, the FDOE will publish salary schedules in a manner easily accessible by the public and will report the status of districts in implementing this requirement, and the FDOE will report this information for participating and involved districts annually. While compensation likely will be the last piece of the human capital puzzle that is connected to student performance, the alignment of compensation is key to a professionalized system that is successful in recruiting and retaining the best teachers and leaders.

Responsible Parties: Educator Quality section in the Division of Public Schools; Division of Finance and Operations; Division of Accountability, Research, and Measurement to ensure fidelity of data reporting; and participating school districts.

(c) Whether to grant tenure and/or full certification to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and

Background/Rationale: Florida Statutes do not specifically address the term "tenure" relating to teachers employed in public school systems; however, s. 1012.33, F.S., outlines the requirements for a professional service contract (PSC), which each district must issue and to which each teacher who meets minimum requirements is entitled. The minimum requirements are that the teacher hold a Professional Certificate, have completed three years of service, and be recommended by the superintendent if he/she has fulfilled his/her duties in a competent manner. Florida's proposal in this grant seeks to strengthen the districts' use of evaluation data (based primarily on student performance) to determine whether a teacher qualifies for a professional service contract.

RTTT Activities: As specified in the MOU, participating LEAs will base decisions to award employment contracts to teachers and principals on effectiveness as demonstrated on annual evaluations as described in (D)(2)(ii). Participating LEAs will be required to submit work plans that outline the process for using evaluation data to make PSC awards, and show that the first consideration is the

teacher's level of effectiveness, before considering other factors for awarding the contract. It is anticipated that districts will implement their new evaluation systems for most teachers for at least one year before using the results for making these decisions. The state will monitor the awarding of PSCs and compare these with the effectiveness data reported and collected from participating LEA evaluations. The overall evaluation of the Great Teachers and Leaders outcomes will analyze the extent to which improved evaluations influenced decisions regarding the issuance of the PSC in participating LEAs.

Responsible Parties: Educator Quality section in the Division of Public Schools; teams of Florida educators to monitor district implementation; the Division of Finance and Operations; the Division of Accountability, Research, and Measurement to ensure fidelity of data reporting; and participating LEAs.

(d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

Background/Rationale: Currently in Florida, our data show that nearly 10% of the Florida teaching population leaves the profession annually; however, the lowest-performing teachers do not exit at a higher rate than their higher-performing peers (See Appendix D-4). In 2008-09, districts reported 99.97% of teachers as satisfactory or higher (the remainder were reported as unsatisfactory) despite clear variances in student performance. This indicates that the evaluation system, student performance results, and teacher exit rates are not currently aligned. Sections 1012.34 and 1012.33, F.S., outline the process for using evaluation results to determine unsatisfactory performance, and the timeline for improvement that must be instituted for teachers on a PSC. These teachers are provided a 90-day period of support and additional evaluation to improve their performance before the superintendent makes a recommendation to begin the process to remove the teacher. Based on the evaluation data collected for 2008-09, this process is not contributing to a higher-performing teacher workforce.

RTTT Activities: Florida has incorporated accountability at all levels for dismissal of ineffective teachers and leaders into the MOU, such that participating LEAs will:

- Base decisions surrounding reductions in staff, including teachers and principals holding employment contracts, on their level of effectiveness as demonstrated on annual evaluations as described in (D)(2)(ii), When this factor yields equal results, seniority or other factors may be used in decisions.

- Hold principals, their supervisors, and all district 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 move ineffective teachers from the classroom.
- Report annually to the FDOE through the July Student and Staff Survey the teachers and principals who were dismissed for ineffective performance as demonstrated through the district’s evaluation system.
- Report annually to FDOE teachers and principals who have resigned or who are no longer employed by the district.

As with decisions to award a professional service contract, it is anticipated that districts will implement their new evaluation systems for at least a year before using the results for dismissal. The Department will annually report teacher effectiveness data based on evaluation results, the number of individuals dismissed for unsatisfactory performance, and the percentage of teachers and principals exiting the system voluntarily. In addition, based on input from districts around the state, Florida will work closely with participating LEAs to refine the reporting system to capture teachers who are “counseled out” of the system prior to the full dismissal process taking place, to ensure this strategy is captured in the reporting system. The evaluation of the Great Teachers and Leaders section will include these data in determining the effects that the new evaluation system and student growth measure have on the process and teacher workforce.

Responsible Parties: Educator Quality section in the Division of Public Schools; the Division of Finance and Operations; the Division of Accountability, Research, and Measurement to ensure fidelity of data reporting; and participating LEAs.

Timeline: See Appendix D-6 for a detailed Initiative Summary Chart for (D)(2). Estimated timelines of activities are provided in the chart; however, because the implementation of new evaluation systems and decisions based on that information will be bargained in each district, the FDOE has not set “deadlines” for each type of decision that must be made based on evaluations. That being said, the outcomes below do provide milestones and expectations for how segments of participating LEAs should have progressed throughout the grant.

Outcomes:

- By the end of the 2011-12 school year, 75% of participating LEAs will use evaluation results to inform retention decisions (retention = annual contract).

- By the end of the 2012-13 school year, all districts will use evaluation results for retention purposes; 50% of districts will use evaluation results to inform promotion decisions, professional development, and any bonus compensation plans that are in place.
- By the beginning of the 2013-14 school year, 75% of participating LEAs will have board policies in place to use evaluation results to inform professional development, salary compensation, promotion, retention, professional contract, and removal decisions; 100% of participating LEAs will have board policies in place to use evaluation results to make decisions in most of these areas.

Performance Measures Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).		Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Criteria	General goals to be provided at time of application:	Baseline data and annual targets				
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice).*	0	0%	0%	50%	90%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.**	0	0%	50%	80%	95%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.***	0	0%	50%	95%	100%
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:					
(D)(2)(iv)(a)	<ul style="list-style-type: none"> • Developing teachers and principals. 	0	0%	25%	50%	95%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> • Compensating teachers and principals. 	0	0%	0%	30%	90%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> • Promoting teachers and principals. 	0	0%	25%	50%	95%

(D)(2)(iv)(b)	<ul style="list-style-type: none"> Retaining+ effective teachers and principals. 	0	0%	25%	50%	95%
(D)(2)(iv)(c)	<ul style="list-style-type: none"> Granting tenure++ and/or full certification (where applicable) to teachers and principals. 	0	0%	0%	30%	90%
(D)(2)(iv)(d)	<ul style="list-style-type: none"> Removing ineffective tenured and untenured teachers and principals. 	0	0%	25%	50%	90%

* measuring growth for 80% of teachers

**meets evaluation criteria for Accomplished Practices, using student growth measures available, includes additional metric(s)

***meets evaluation criteria for using student growth measure, considering teacher effectiveness, actions on The Florida Principal Leadership Standards

+ retaining = reissuing annual contract

++tenure = multi-year or professional service or other contract (not annual)

General data to be provided at time of application:

Total number of participating LEAs.	64					
Total number of principals in participating LEAs.	2,555					
Total number of teachers in participating LEAs.	134,525					

[Optional: Enter text here to clarify or explain any of the data]

Criterion	Data to be requested of grantees in the future:		
(D)(2)(ii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems.		
(D)(2)(iii) ⁴	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year.		
(D)(2)(iii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year.		
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year.		
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year.		
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year.		
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year.		
(D)(2)(iv)(d)	Number of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year.		

⁴ Note that for some data elements there are likely to be data collection activities the State would do in order to provide aggregated data to the Department. For example, in Criteria (D)(2)(iii), States may want to ask each Participating LEA to report, for each rating category in its evaluation system, the definition of that category and the number of teachers and principals in the category. The State could then organize these two categories as effective and ineffective, for Department reporting purposes.

(D)(3) Ensuring equitable distribution of effective teachers and principals (25 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to—

(i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; (15 points) and

(ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. (10 points)

Plans for (i) and (ii) may include, but are not limited to, the implementation of incentives and strategies in such areas as recruitment, compensation, teaching and learning environments, professional development, and human resources practices and processes.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(3)(i):

- Definitions of high-minority and low-minority schools as defined by the State for the purposes of the State’s Teacher Equity Plan.

Recommended maximum response length: Three pages

(D)(3) – Key Highlights

Florida will ensure in each district the equitable distribution of highly effective teachers and principals, particularly in our most vulnerable schools, and in hard-to-staff subjects and specialty areas

Introduction: Since 2001, Florida has increased its overall percentage of core courses taught by highly qualified teachers from 89.6% in 2005-06 to 93.04% in 2008-09. This includes an increase in high-poverty schools from 87.1% to 92.8% and in high-minority schools from 88.3% to 92.55%, with the most dramatic increase in exceptional student education courses in high-minority schools that did not make AYP from 73% to 88.8%. The Florida Legislature passed and Governor Bush signed legislation in 2007 requiring that districts certify each year that they have not employed a higher percentage in high-minority, high-poverty, or low-performing schools of teachers holding a Temporary Certificate, out-of-field teachers, first-year teachers, or teachers in need of improvement.

These are significant accomplishments for a state with Florida's size and diversity, which demonstrate the state's capacity to make significant improvements; however, improving highly qualified teacher percentages is still only a first step. Based on a review of the percentage of teachers with 60% or more of students making Learning Gains in 2008-09, the teacher effectiveness levels in low-poverty/minority schools are double those in high-poverty/minority schools (see Appendix D-3 for specific percentages by school type, subject, and grade level). In fact, a breakdown by subject and grade level reveals differences as great as 30 percentage points (elementary reading). A review of teachers' performance in 2008-09 in reading and mathematics using the Value Table to determine high-performing teachers (specifically, teachers with a Value Table score placing them in the top 20% of teachers in the state) shows a difference of nearly 10 percentage points (17% and 26.4%, respectively) between teachers in Title I schools versus teachers in non-Title I schools.

In the same 2008-09 school year, districts reported that 99.97% of teachers in the state were rated as satisfactory or higher on their evaluations. Districts' success with incentives (both financial and work environment-related) for attracting high-performing teachers into hard-to-staff schools has been inconsistent. Districts' ability to ensure percentages of teachers in the various categories required by statute are equitable in all district schools has been limited by the complexities of dealing with the number of categories

required by the statute that can apply to a single teacher. Collective bargaining agreements still support transfers and other placement decisions to be made automatically, rather than with mutual consent of principal and teacher, based on a priority of effects on student learning. Preparation programs have not produced enough teachers in critical shortage subjects or school leaders for hard to staff schools. Perhaps most importantly, the state does not have clear measures of teacher effectiveness that are inclusive of a majority of the teachers in each district, so comparative assignment reports are still based on input characteristics, rather than on levels of effectiveness. Section (D)(2) (i-iii) addresses the latter issue.

Background/Rationale: The data below show how the state has been analyzing and reporting the equitable distribution of its teachers based on factors that are primarily input characteristics of teachers that are easily measured. Florida has used definitions consistent with US ED definitions.

Table D-2. Teacher assignment data collected for the 2007-08 school year indicates the differences in how teachers are assigned in the most vulnerable schools

State Level Data Analysis 2007-08 School Year	Schools with a Majority of Minority Students and Students Receiving FRPL	Schools with a Majority of neither Minority Students nor Students Receiving FRPL
Percent of First Year Teachers	15%	9%
Percent of Temporary Certified Teachers	18%	13%
Percent of Out-of-Field Teachers	17%	13%

Florida’s successes in monitoring and improving this area to date demonstrate the capability and resolve to execute a high-quality plan to improve the effectiveness of the teachers assigned to all of our students.

RTTT Activities: Because hiring and staffing decisions are made at the district level, much (though not all) of the work on this assurance criterion will be carried out at the district level, monitored and reported by the state, and supported by teacher preparation program providers. The Department holds participating LEAs accountable for their staffing decisions in high-poverty and minority schools, and will evaluate whether their work plans prioritize these schools before funds are awarded. As specified in the MOU, participating LEAs will:

- Develop a plan, with timetables and goals, which uses effectiveness data from annual evaluations as described in (D)(2)(ii) to attract and retain highly effective teachers and principals to schools that are high-poverty, high-minority,

and persistently lowest-achieving. The plan may also be designed to attract and retain new teachers from high-performing teacher preparation programs as defined by FDOE in the grant to these schools.

- Implement a compensation system as described in (D)(2)(iv)(b) to provide incentives for encouraging effective teachers and principals to work in these schools.
- Present a plan that includes strategies in addition to compensation to staff these schools with a team of highly effective teachers led by a highly effective principal, including how the success of these individuals will be supported by the district.
- Report the effectiveness data of all teachers and principals annually during the July Student and Staff Survey.
- Implement a compensation system as described in (D)(2)(iv)(b) to provide incentives for the recruitment of effective teachers in these subjects and areas.
- Implement recruitment and professional development strategies to increase the pool of teachers available in the district in these subject areas.

When the state has instituted the more robust measure of teacher effectiveness, our reporting will be based on the percentage of effective teachers, rather than on input characteristics such as highly qualified status, type of certificate held, and years of experience. Florida will continue to track current input characteristics alongside of effectiveness so that it can analyze data and determine if certain of the characteristics become associated with effective teachers. Districts in Florida have reported significant use of federal Title II A funds in the last several years to improve the percentages of their courses taught by Highly Qualified teachers. The FDOE will expect and review each participating LEA's work plan for use of Title II-A funds to support the equitable distribution of effective teachers, as these performance data are well identified.

To support the pipeline of highly effective teachers and principals, particularly in hard-to-staff subjects and specialty areas, the FDOE will institute a competitive grant program for eligible Florida teacher preparation programs that implement dual major programs in STEM areas. There are two institutions within the state (Florida State University and University of Florida) that are currently implementing the UTeach program through another federal grant and with marked success. While this competition will not require the UTeach model specifically, the principles of that program, particularly the dual major in content and education and

the extensive field experiences with expert mentor teachers beginning in the freshman year, are those that have garnered success and would be replicated through the competitive program.

The state also plans to leverage the Florida Virtual School in providing access to effective teachers in specific courses currently not available to students. The Florida Virtual School is considered a separate district in the state and has been a full participant in the state's performance pay program, making this institution poised to assist specifically with this capacity issue. The state has the ability to analyze student course access, and will work with participating LEAs, particularly small, rural districts, and the Florida Virtual School to provide students with access to needed courses and effective teachers.

To address the gap that exists in recruiting and effectively training high-performing individuals into the principalship, the FDOE will seek to award two to three entities that have proven records in improving leadership in schools to implement streamlined, intensive, job-embedded school leadership preparation programs that will result in dual Level I and Level II school leadership certification for the completers. Because these programs are job-embedded, this will provide an opportunity for interested districts to benefit from a partnership with an outside entity with proven expertise in results-oriented leadership development. These partnerships will then inform the state in improving program approval requirements and standards for performance.

The FDOE will also support the pipeline of effective teachers through two specific recruitment efforts. The first focuses on increasing the number of teachers with a broader more diverse background, particularly male teachers, among the state's high poverty/high minority elementary schools. The FDOE will seek to develop a partnership for a scholarship program with interested community colleges and/or state universities and one or more private organizations to recruit non-traditional students into the state's public education system. This program will lead the candidates to state certification and will include an agreement that candidates will teach in a Florida public school and teach one year for each year financial support is received. The second effort will involve an enhancement to the state's online, interactive recruitment site, www.teachinflorida.com. Specifically, the FDOE will develop in year 2 and implement by year 3 of the grant a method by which teachers seeking employment in Florida may include their effectiveness data as part of their online resume. This will further highlight the value of student performance in teacher recruitment

and provide Florida districts with access to this vital information just as easily as they now access candidates' degree levels and years of experience.

Responsible Parties: Educator Quality section of the Division of Public Schools; teams of Florida educators to monitor district implementation; Accountability, Research, and Measurement to ensure fidelity of data reporting; participating LEAs; and participating colleges of education. The timeline for executing initiatives related to this assurance criterion is as follows:

2010-11	2011-12	2012-13	2013-14
All participating LEAs examine current policies, practices and baseline student growth data and begin negotiations to change policies (some will complete); job-embedded teacher preparation programs developed; principal preparation programs developed; institute recruitment efforts for effective minority teachers	All participating LEAs implement new evaluation systems and complete negotiations of new policies; FDOE begins reporting data by school on evaluation results and student growth; job-embedded teacher and principal preparation programs implemented; continue minority teacher recruitment program; develop enhancement to recruitment center for addition of effectiveness measure	All districts will implement board policies to use evaluation results for determining assignment of teachers; teachers hired from job-embedded teacher preparation programs in some districts; first cohort of principals complete preparation programs; continue minority teacher recruitment program; implement enhancement to recruitment center for addition of effectiveness measures	Schools in participating LEAs reflect the appropriate balance of effective and highly effective staff in high poverty/minority schools continue minority teacher recruitment program

See Appendix D-6 for a detailed Initiative Summary Chart for this assurance.

Outcomes:

- By the beginning of the 2013-14 school year, all participating LEAs will implement school board policies that result in each high-poverty, high-minority, and persistently low-performing school in the district employing:
 - percentages of effective teachers at least equal to that of the school with the highest percentage of effective teachers in the district.
 - percentages of highly effective teachers at least equal to that of the school with the highest percentage of highly effective teachers in the district.
 - an effective principal.
- By the end of the 2013-14 school year, institutions will matriculate completers in new programs in STEM critical shortage

areas and school leaders in fast-track programs for high-performing individuals.

Performance Measures for (D)(3)(i) <i>Note: All information below is requested for Participating LEAs.</i>	Actual Data: Baseline (Current school year or most recent)	End of SY 2010- 2011		End of SY 2011- 2012		End of SY 2012- 2013		End of SY 2013- 2014		
		R	M	R	M	R	M	R	M	
General goals to be provided at time of application:	Baseline data and annual targets									
<i>R=Reading; M=Math</i>	R	M	R	M	R	M	R	M	R	M
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	15	22	15	22	22	30	26	35	30	40
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	29	40	29	40	31	41	33	43	35	45
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	37	35	37	35	32	30	24	25	18	20
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	22	15	22	15	18	10	15	8	10	7
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	TBD*		TBD*		TBD*		35		45	
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	TBD*		TBD*		TBD*		40		45	
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	TBD*		TBD*		TBD*		19		0	
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	TBD*		TBD*		TBD*		9		5	

Goals for highly effective teachers target of 50% teachers in high poverty/minority schools as in low poverty/minority schools being identified as highly effective. Absent the new student growth measure and accompanying trend data, with year one of the grant devoted to new teacher evaluation systems, and considering the state’s student achievement targets, the state expects to reach this goal by 2015-16. Goals for year four of RTTT reflect progress toward that end. *Goals for highly effective principals are targeted to the same rates as teachers in these schools, since 2 of the three components of principal evaluations will be student performance and teacher effectiveness. Baseline data for principals does not exist, but targets have been set for years three and four. Data and annual targets will be set for years one and 2 when student growth measures are available (by the end of year 1).

*Baseline data for principal effectiveness is not available; however, targets will be set when principal evaluations have been revised after year one of the grant. Goals for highly effective principals are targeted to the same rates as teachers in these schools, since two of the three components of principal evaluations will be student performance and teacher effectiveness. Baseline data for principals does not exist, but targets have been set for years three and four. Data and annual targets will be set for years one and two when student growth measures are available (by the end of year 1).

General data to be provided at time of application:

Total number of schools that are high-poverty, high-minority, or both* (as defined in this notice).	418		
Total number of schools that are low-poverty, low-minority, or both** (as defined in this notice).	340		
Total number of teachers in schools that are high-poverty, high-minority, or both* (as defined in this notice).	16,348		
Total number of teachers in schools that are low-poverty, low-minority, or both** (as defined in this notice).	15,806		
Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice).	418		
Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice).	340		

*Numbers reflect only schools that are both high-poverty and high-minority

**Numbers reflect only schools that are both low-poverty and low-minority

Data to be requested of grantees in the future:

Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.			
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Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.		
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.		
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.		

Performance Measures for (D)(3)(ii)	Actual Data: Baseline (Current)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
<i>Note: All information below is requested for Participating LEAs.</i>					
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of mathematics teachers who were evaluated as effective or better.	73	73	77	80	90
Percentage of science teachers who were evaluated as effective or better.	N/A	N/A	N/A	*	*
Percentage of special education teachers who were evaluated as effective or better.	41	41	46	52	60
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.	65	65	68	72	80
Although baseline data using the state's new student growth measure are not available at this time, estimates are based on data from Appendix D-3. *The state does not have growth data for science at this time (only achievement data at grades 5, 8, and 11). When interim science assessments are implemented, baseline data will be established and a target set for year 4.					
General data to be provided at time of application:					
Total number of mathematics teachers.	24,270				
Total number of science teachers.	9,370 *				
Total number of special education teachers.	16,671 *				

Total number of teachers in language instruction educational programs.	30,539	
* Numbers are for the entire state.		
Data to be requested of grantees in the future:		
Number of mathematics teachers in participating LEAs who were evaluated as effective or better in the prior academic year.		
Number of science teachers in participating LEAs who were evaluated as effective or better in the prior academic year.		
Number of special education teachers in participating LEAs who were evaluated as effective or better in the prior academic year.		
Number of teachers in language instruction educational programs in participating LEAs who were evaluated as effective or better in the prior academic year.		

(D)(4) Improving the effectiveness of teacher and principal preparation programs (14 points)

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- (i) Link student achievement and student growth (both as defined in this notice) data to the students’ teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and
- (ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: One page

(D)(4) – Key Highlights

- Florida will redesign teacher preparation content, delivery, and performance measures in collaboration with teacher educators to prepare high performing individuals for Florida schools and support them in early career success.
- Florida will also streamline the delivery and improve content in management of human capital in principal preparation programs. To do this, the state must retain its options for truly different high-quality preparation programs [see the Table D-1 of alternative].
- At the same time, entrance and exit requirements must be set at appropriate levels in order to admit and produce successful individuals.
- All routes will be imbedded in real work, whether through extensive preservice field experiences in schools or job-embedded programs, so that all candidates continuously improve their ability to teach P-12 students or lead successful schools, respectively.
- Participating LEAs must provide institution preparation programs with effective personnel, as demonstrated on annual evaluations, to provide supervision of pre-service teacher and educational leadership candidates (see MOU).
- Finally, to monitor and report progress, the state will leverage its new student growth measures to set performance targets for programs based on the effectiveness of their completers

Introduction: The Florida State Board of Education changed significantly the requirements for initial and continued approval of teacher preparation programs, both traditional and alternative, with a revision of Rule 6A-5.066, F.A.C., in 2006. New requirements eliminated course credit counts and required demonstration of competencies for program completion. Institutions and districts must now focus on whether a candidate can demonstrate teaching ability and must address both candidates’ and completers’ “impact on student learning” in their continuous improvement process. Based on data provided to teacher preparation programs this summer, none of Florida’s four approved teacher preparation program routes show consistent results in the student performance of first-year teachers placed in reading and mathematics. (See Appendix D-5 for data on student performance of completers of Florida’s teacher preparation programs.) There are some areas of success, but overall results are mixed and vary widely within routes and among institution and district programs.

Section (D)(1)(ii) of this application discussed in detail the history of school leadership preparation reform that Florida is

undertaking. Even though we are in the early stages of collecting and reporting data and results on completers of the new system (program revision were completed in August 2008 and the new Florida Educational Leadership Examination was offered in January 2009), there are gaps that can be pursued now through this application. Needs exist to expand alternative delivery systems for high-performing individuals, provide training specifically for individuals to work in high-need schools, and ensure all leadership training focuses on the principal's role in successfully managing human capital in the school. The training for leadership in high need schools will be addressed primarily through the Academy described in Section (E), Turning Around Struggling Schools. The other initiatives are described in this section (below).

Background/Rationale: To accomplish system-wide improvements while preserving true alternatives from which individuals can choose, Florida must make the requirements to enter the profession rigorous enough to attract and admit only potentially high-performing individuals and set performance standards that relate directly to the needs of our schools. For teachers, the teacher certification examinations are a key leverage point, as they are required for all program completers in the state prior to earning a Professional Certificate. For both teachers and principals, the selection process into preparation programs must be improved. Florida needs true program performance standards that directly relate to the academic and demographic needs of schools, and flagship programs that can spur forward movement and system-wide improvement.

RTTT Activities: To improve the effectiveness of teacher and principal preparation programs, Florida will:

- Improve the rigor of certification examinations, both content and cut scores, especially in examinations that include STEM subject content and reading.
- Set outcome-based performance standards under current State Board of Education authority for teacher and principal preparation programs and continue to deny approval of programs that do not meet standards.
- Institute a competitive grant program for eligible Florida teacher preparation programs that implement a residency program for job-embedded teacher preparation.
- Utilize results from a competitive grant program for principal preparation programs to provide models and improve the content of training in school leadership certification programs.
- Pursue an electronic data collection, analysis, and reporting tool, the electronic Institution Program Evaluation Plan application

(eIPEP), which will enable institutions to track and monitor meaningful candidate and completer performance data, and will enable more meaningful analysis and reporting of program performance by the state for the public and policy makers.

Florida is already in the process of raising the bar for earning a teacher certificate through review and development of more rigorous certification examinations. The K-6 Elementary Education subject area exam has been revised to include more in-depth content area knowledge in reading and mathematics and additional questions regarding the diagnosis and remediation of student mathematics performance. Grant resources will be focused on these examination areas to ensure that Florida's standards for entry into the profession in core areas are strong.

Decisions on the continued approval of teacher preparation programs must be made based on program results, not on micromanagement of program processes; by their impact on students and schools, rather than on numbers of credit hours and syllabi content. Florida will set the stage and expectations for new outcome-based program evaluation and approval and then facilitate successful programs to determine and publish the best methods to achieve the desired results. During the summer of 2009, FDOE provided approved programs with data reflecting their completers' impact on student learning [see Appendix D-5]. The state's ability to better measure teacher effectiveness is key to instituting these reforms. Therefore, the implementation and evaluation of teacher effectiveness measures will take place in colleges of education, along with districts and schools. Based on analysis of data, Florida will set meaningful standards for continued program approval and define "high performing" programs based on:

- the impact of program completers on student achievement using the state's new student growth measure,
- meeting district and state needs for effective teachers in hard-to-staff subjects and schools, and
- the program's contribution to the induction and professional development of their completers.

The Florida State Board of Education currently holds the authority to set program approval standards and requirements. Under current authority, programs that fail to meet standards for continued approval are denied approval and are no longer permitted to endorse candidates as approved program completers. This process will continue under the new performance standards. (Reference Rule 6A-5.066, F.A.C.)

To build capacity through flagship and model programs, FDOE will institute a competitive grant program for eligible Florida

teacher preparation programs that implement a residency program for job-embedded teacher preparation. Through the grant program, the state will seek to change the teacher preparation processes to begin later in the bachelor's degree and extend into the first two years of teaching. This model has been implemented by Florida's district alternative certification programs, but not by institutions. These programs will build on what has worked in district programs by grounding the learning in real work and will provide new teachers with the support they need from effective teachers and teacher educators. The program will also leverage the Florida Virtual School, where a partnership currently exists with the University of Central Florida to provide a student teaching experience in its virtual environment to candidates in teacher preparation programs. The budget reflects support for two new programs in each of these two competitive areas.

To close gaps in principal preparation, the FDOE will seek to award two to three entities that have proven records in improving leadership in schools to implement school leadership preparation programs that will result in dual Level I and Level II school leadership certification for the completers. These programs will be run in partnership with one or more school districts, as they must be job-embedded. Results from these programs will be used to improve the training and certification processes for all school leaders and improve the state's ability to measure candidate and program performance outcomes based on student learning, teacher effectiveness, and school success. The FDOE will collect and publish qualitative and quantitative program evaluation data and use these data to inform standard setting for performance to meet continued approval requirements for all school leadership certification programs.

To continuously improve program performance, Florida needs an electronic system for data reporting and analysis to both support the programs themselves in meeting and exceeding standards and to inform policy makers and the public about program progress and performance. Therefore, we have included in our plan funding for an electronic Institution Program Evaluation Plan (eIPEP) application. Initial work on this application has begun and progressed to the level that includes alpha testing by selected post-secondary teacher preparation programs. Basic functions include collection of the date each program candidate is admitted, enrolled, and completed; date of achieving benchmark level demonstration of performance measures; and performance on the certification

examinations. Dates of progress and completion will help institutions monitor how candidates are progressing through the program, the time it takes to complete a program, and the percentage of admitted candidates who do not complete the program. With these data, each institution can pursue why these events occur in their programs and use the findings, along with completer performance and employer satisfaction data, for continuous improvement of the program. Funds are budgeted to enhance the system with these capabilities, introduce efficient program review and reporting features for use by FDOE staff, and link the system with the Florida Education Data Warehouse to enhance statewide data analysis and reporting functions.

Responsible Parties: Educator Quality section of the Division of Public Schools; teams of Florida educators to monitor district implementation; the Division of Accountability, Research, and Measurement to ensure fidelity of data reporting; school districts, Florida post-secondary institutions with approved teacher and principal preparation programs; and outside entities with proven records of producing successful school leaders. The timeline for implementation of this section is as follows:

2010-11	2011-12	2012-13	2013-14
Job-embedded programs developed; principal program developed; baseline student growth data provided to existing programs	Partner institutions admit first new program teacher candidates; new performance measure categories for continued program approval established; enhanced reporting begins through eIPEP system	Districts hire first job-embedded teacher prep program candidates; first principal program cohort completed; preliminary ratings of teacher preparation programs published	First completers of STEM teacher education programs and principals employed in districts; first candidates in job-embedded programs completed; data from partner programs used to revise initial program approval requirements and establish performance measures for continued program approval requirements

See Appendix D-6 for a detailed Initiative Summary Chart for this assurance.

Outcomes:

- By the end of 2012-13, teacher certification examinations in STEM and reading content areas with more rigorous content and required passing scores will be administered. The state will report performance for teacher preparation programs based on new standards for continued program approval measuring student growth of completers, production of completers in STEM areas, employment of completers in high-poverty/minority schools, and participation of institutions in teacher induction programs.
- By the end of 2013-14, districts will employ completers from the first cohort of job-embedded teacher preparation programs.

- By the end of 2013-14, partner districts will employ the first cohort of fast-track principal preparation program completers. The state will report performance of principal preparation programs based on new measures for continued program approval that include student growth in schools where completers are assigned and employment of completers in high poverty/minority schools.

Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0%	0%	100%	100%	100%
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0%	0%	100%	100%	100%
[Optional: Enter text here to clarify or explain any of the data]					
General data to be provided at time of application:					
Total number of teacher credentialing programs in the State.*	132				
Total number of principal credentialing programs in the State.**	68				
Total number of teachers in the State.	168,917***				
Total number of principals in the State.	3,160****				
*number of institutions and districts granting teacher preparation programs **number of districts granting Level II school principals certification programs *** # of principals in the state, Fall 2008 **** # of classroom teachers in the state, Fall 2008					
Data to be requested of grantees in the future:					
Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported.					
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.					

Number of principal credentialing programs in the State for which the information (as described in the criterion) is publicly reported.	
Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.	
Number of teachers in the State whose data are aggregated to produce publicly available reports on the State’s credentialing programs.	
Number of principals in the State whose data are aggregated to produce publicly available reports on the State’s credentialing programs.	

(D)(5) Providing effective support to teachers and principals (20 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for its participating LEAs (as defined in this notice) to—

- (i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and
- (ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Five pages

(D)(5) – Key Highlights

- Florida will leverage its Race to the Top application to professionalize the way of work in teaching and leadership in this state, and professional development is an essential component of that professional environment.
- The FDOE will support districts in refocusing professional development with a priority on student performance, so that districts, principals, and teachers can see a return on their investment in professional development through job-embedded delivery models and meaningful evaluation methods.
- Additionally, the FDOE will support districts in building professional development systems with added support for beginning teachers and those working in struggling schools, and by instituting standards for coaches and other individuals with responsibility for helping teaching professionals improve their practice.
- The FDOE will also work with districts to improve data reporting and analysis capabilities to complete the feedback loop that builds system-wide and student-level success.

Introduction: Florida has shown boldness and leadership in its efforts to raise the quality and effectiveness of its education workforce, including the area of professional development. Florida has been recognized by the National Staff Development Council as a leader in implementing consistent standards for high-quality district professional development systems, especially for having standards that require evaluation of professional development. Florida’s Protocol Standards for High Quality Professional Development have been in place, along with a system for monitoring and evaluation, since 2001. Further, an analysis of district performance on those standards and associated student achievement reflects that districts that receive high ratings on the Protocol Standards show a statistically moderate correlation to increased student achievement as evidenced by their district grade in the state accountability system. An independent review of FDOE implementation of this system conducted by staff of the Education Committee of the Florida House of Representatives in 2007 revealed positive findings for efficiency and effect for improving the delivery of professional development statewide. During the 2009-10 school year FDOE has been conducting a review of the Protocol Standards and the review process to ensure that they are better focused on relevant content and practices that will result in improved student achievement.

Though improvements have been made, Florida still has work to do. Of the four strands in the State Protocol Standards used to

evaluate district professional development systems, the standards in the “Evaluation” strand have shown the least improvement over the seven years, which included two full review cycles of all districts, during which the system has been implemented. Another area with slow improvement is implementation of rigorous learning communities. “Learning communities” lack focus on student data and work, and precise protocols for implementation. Further, Florida has not set expectations for beginning teacher support programs since a former program was sunset in 1997, and, while the state has been lauded for boldness in other areas of teacher quality reform, Florida has been cited in the past for lack of attention to this crucial area (*2010 Quality Counts* by *Education Week*). Lastly, Florida’s implementation of instructional coaches has been somewhat successful, but inconsistent, based on evidence that shows improved student outcomes.

Background/Rationale: Florida has spent and coordinated significant financial and human resources through programs administered through the Just Read, Florida! office that have resulted in students’ improved reading performance over the last several years. That comprehensive approach began with the establishment of the research base for improving reading performance in children and used that base to effect a Reading certification Endorsement, statewide training for reading coaches, competencies embedded in certification examinations and teacher preparation, and specific professional development modules. Yet, lessons have been learned that we must employ moving forward to ensure consistency in the professional development outcomes intended from the use of coaches.

A theme throughout the FDOE’s implementation of professional development initiatives in the last decade has been a “community of practice.” Examples of this include the critical friends review process of district professional development systems based on the Protocol Standards; the statewide leadership and regional support teams for Response to Instruction (RtI); Florida iTunesU, the state’s electronic venue for the sharing of educational digital content; and productive working relationships with state education associations such as the Florida Association for Staff Development, the Florida Association of Personnel Administrators, and the Florida Association of Colleges for Teacher Education. The picture of Florida’s support for communities of practice and professional development includes models for success, but is hampered by gaps at key points in quality control, support, and

dissemination of best practices. Closing these gaps is a key factor in professionalizing teaching, thereby improving the state's ability to attract and retain high-performing individuals in education and significantly improve student learning outcomes.

RTTT Activities: Professional Development support is provided through Florida's RTTT grant in three categories: (1) building teacher and leadership capacity, (2) effective district and school implementation, and (3) sustaining high-quality performance system-wide. The following is a description of the initiatives in each of these sections:

(1) Building Teacher and Leadership Capacity. FDOE will provide teachers and principals with tools and resources to improve instructional decisions and delivery, which are described in Sections (B) and (C). Accompanying these new assets will be professional development and follow-up resources to build district capacity in implementing these initiatives with their staff at all levels:

- Tool kits for teachers and leaders in data analysis and lesson study based on the newly-developed formative and interim assessments [See Section (B), Standards and Assessments]
- Centralized and convenient access to follow-up training and trainer materials (including videos, pod-casts, etc.) for professional development in CCSS, instructional coaching, beginning teacher support, and methods of evaluation of professional development [See Section (C), Longitudinal Data Systems]
- Multi-media professional development materials that encourage understanding and use of the customer-friendly, Web-based interface and state data resources [See Section (C)(3)(i), Longitudinal Data Systems]
- Summer leadership academies that focus on lesson study and use of data for improving classroom instruction and student performance for school and teacher leaders in Differentiated Accountability schools [Section (E), Turning Around Struggling Schools]
- Training for school boards in successful practices in school improvement and education human capital
- The Commissioner's Leadership Academy to build capacity for leadership at the district, regional, and state levels
- Digital resources and online professional development for school leaders that supports effective leadership actions, including master schedule training for implementing common planning time and lesson study

Lesson study and its closely related variations provide a method for teachers to study effective lesson development and delivery, based on analysis of curriculum and student responses to the lesson through a cycle of teaching, refinement, and re-teaching the

lesson. In addition to combining the best practices of professional development, lesson study affords teachers the opportunity to take ownership of their instructional practices and gain a deeper understanding of their student's learning processes that can be applied throughout their teaching and, as such, becomes a support mechanism for the professionalizing of teaching being sought by this state and through this grant. Lesson study is being implemented now in Florida through a train-the-trainer approach and with coaching guidance in schools in Correct II and Intervene status under Differentiated Accountability. Resources are allocated under Section (B), Standards and Assessments, that will specifically support lesson study in the common core areas through tool kits that will help teachers and teacher leaders use data from formative and interim common core assessments to enhance lesson study activities. Also, a detailed description is found in Section (E), Turning Around Struggling Schools, of the summer Leadership Academy for teacher and school leaders in Differentiated Accountability schools that will provide extensive training on lesson study and the use of data to improve classroom instruction and student learning.

Leadership training beyond the principal level is necessary to build district capacity. The FDOE will build capacity through two initiatives. The first is leadership training for school board members in successful school improvement and human capital practices. These leadership positions throughout school districts are a significant leverage point for advancing education reform and student success, and decisions made by board members must be informed ones. Ongoing training will be research- and evidence-based, incorporating the results obtained by districts and the state from activities associated with the RTTT Grant. The second is the Commissioner's Leadership Academy. This year-long institute will recruit individuals who have successfully done the work of school reform at the school level and provide them with broader leadership experiences to prepare them for work at the district, regional, or state levels. Experiences will include face-to face interaction with national and international education and school reform experts and training in state policy development and implementation practices and strategies.

Principals and other school leaders need tools and resources to support effective leadership actions. Through the William Cecil Golden Professional Development Program for School Principals, the FDOE established, along with statewide partners, the www.FloridaSchoolLeaders.org Web site, which provides interactive tools and resources for leadership development. This site will

continue to support and provide access to professional development and follow-up resources that are created by districts, consortia, and other leadership programs implemented through the RTTT grant.

(2) Effective district and school implementation. Section 1012.98, F.S., is clear that the responsibility for providing a high-quality professional development system rests with each school district. Florida has been very specific in its MOU to build on this foundation by focusing on areas that have shown positive results. Specifically, the MOU requires participating LEAs to address the following during the grant period:

- Implement a district professional development system that utilizes the state’s protocol standards for effective professional development as follows:
 - Modify school schedules to allow for common planning time by grade level (elementary) or subject area (secondary) for lesson study focused on instructional quality, student work, and outcomes, without reducing time devoted to student instruction.
 - Ensure that professional development programs in all schools focus on the new Common Core Standards, while employing the principles of lesson study and formative assessment.
 - Implement Individual Professional Development Plans for teachers based on analysis of student performance data and results of prior evaluations as described in (D)(2)(ii).
 - Implement a beginning teacher support program for teachers in the first and second year that integrates data from multiple evaluations, coaching/mentoring, and assistance on using student data to improve instruction; builds in time for observation of effective teachers; includes collaboration with colleges of education, as appropriate; and defines a clear process for selecting and training coaches/mentors.
 - Implement Individual Leadership Development Plans for principals based on analysis of student performance data and results of prior evaluations as described in (D)(2)(ii).
 - Evaluate professional development based on student results and changes in classroom/leadership practice (as appropriate for the teacher/principal).
- Coordinate the use of Title II A funds, as well as appropriate IDEA and Title I funds, to support:
 - Evaluation of teacher professional development based on change in classroom practice and student learning outcomes.
 - Training for teachers and principals in lesson study, coaching, and classroom observations, and use of student data to

drive instruction.

- Training for teachers, principals, and evaluators on the use of data from evaluations to guide professional development.

(3) Sustaining quality performance system-wide. District capacity to implement effective professional development programs is key to the sustainability and continued improvement of student achievement, and this is where the FDOE is focusing both the MOU and its improvement efforts in quality control and support. Therefore, the department is undertaking several initiatives in this section that support building and sustaining district capacity to implement professional development that directly affects teachers, principals, and their students in identified key leverage areas:

- Provide training and support for districts to improve evaluation of professional development based on changes in teaching/leadership practices and student outcomes.
- Improve the accuracy and usefulness of our reporting of and dissemination of results from professional development associated with each teacher and school principal.
- Develop and publish guidelines for district beginning teacher support programs.
- Develop and publish guidelines for instructional coaches.

Significant resources, tools, and training will be provided to participating LEAs that will improve their ability to evaluate the professional development delivered through this grant, as well as build their capacity to evaluate all of the professional development in which their staffs engage. FDOE will engage an appropriate entity with expertise in evaluation of professional development to work with districts in this area over the entire four years of the grant to provide needed follow-up and feedback on implementation. In addition, the experts will train FDOE staff in best methods of monitoring these processes so that the state's evaluation of district professional development systems through the State Protocol Standards incorporates each of these principles and practices. Digital resources from all of these activities will be provided to districts, administrators, and teachers for use in their ongoing professional development. FDOE will also publish results from the evaluation of professional development associated with improved practices and student performance, as well as districts' best practices in conducting successful evaluations of professional development.

To close an important gap in the state's human capital system, Florida must set expectations for implementation of beginning

teacher support programs. Surveys and discussions with first-and second-year teachers reveal that their perceptions of their professional environment are heavily influenced by how well supported they feel by a mentor or their principal. The district's program must be designed to meet the varying needs of each teacher, considering the teacher's route to certification and teaching assignment. Programs must include integrated components to support new teachers' improved performance and retention, including observations of highly effective teachers; participation in a professional learning community; and mentoring or coaching that includes research-based strategies, such as modeling, observation, and feedback; and reflection on teaching practices, student behaviors/work, and student performance. The program must be integrated into other programs that the teacher participates in, including the district's alternative certification program, appraisal process, and individual professional development plans, to prevent disjointed and irrelevant work for the participating teacher. In addition, the FDOE is seeking to enhance the collaboration among districts and colleges of education in the delivery of induction programs, and section (D)(4) describes competitive grants that will be issued to institutions to develop such model job-embedded teacher preparation programs.

Clear standards for selection, training, and responsibilities of instructional coaches are necessary to derive consistent results from the employment of coaching and mentoring. As Florida moves forward in taking professional development to the next level, supports and structures will be put in place in to ensure participating LEAs select and assign teachers and coaches carefully to these roles. Building on the vast implementation experience in the state, FDOE will work with participating LEAs, department-wide staff in FDOE, and the Commissioner's Teacher Advisory Council to recommend standards for selection and performance expectations for instructional coaches. Standards would become part of the state's Protocol Standards for Professional Development. Professional development materials will be disseminated digitally and will include best practices for principals in supporting the role of the instructional coach in the school.

Responsible Parties: Educator Quality section of the Division of Public Schools; teams of Florida educators to monitor district implementation; the Division of Accountability, Research, and Measurement to ensure fidelity of data reporting; Florida school districts; Florida post-secondary institutions with approved teacher and principal preparation programs; Florida school board

members; the Commissioner of Education; and national experts in evaluation, beginning teacher support, and lesson study.

Timeline for the implementation of initiatives under this section is as follows:

2010-11	2011-12	2012-13	2013-14
Provide districts with training on methods of evaluating professional development and lesson study; develop school board training; districts develop components of beginning teacher support programs	Assist districts with implementing evaluation of professional development provided on Common Core Standards and lesson study; develop state standards for instructional coaches; post digital resources for follow-up and continued training on common core and lesson study; districts incorporate teacher evaluation results into professional development systems; begin delivery of school board training; districts begin implementing beginning teacher support programs	Provide districts with training and trainer materials on instructional coaching standards; continue follow-up support on evaluation of professional development; implement statewide reporting of professional development evaluation results; districts incorporate evaluation data into beginning teacher support programs	Adopt instructional coaching standards statewide; disseminate successful practices in professional development based on evaluation results through state's online portal

See Appendix D-6 for a detailed Initiative Summary Chart for this assurance.

Outcomes:

- By the beginning of 2013-14, participating school districts will have in place methods to evaluate professional development provided based on changes in classroom practices and in student outcomes.
- By the beginning of 2012-13, participating LEAs will have instituted policies to make decisions about professional development offerings based on evaluation data.
- By the beginning of 2012-13, participating LEAs will implement state standards for instructional coaches.

(E) Turning Around the Lowest-Achieving Schools (50 Points)

State Reform Conditions Criteria

(E)(1) Intervening in the lowest-achieving schools and LEAs (10 points)

The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State’s persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (E)(1):

- A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents.

Recommended maximum response length: One page

(E)(1) – Key Highlights

- Through its Differentiated Accountability (DA) program, FDOE has legislative authority to intervene in its lowest-performing schools and require LEAs to lead, support, and monitor the school improvement process.
 - During the DA pilot, 79 percent of the state’s lowest-performing schools increased one or more letter grades and improved the percentage of Adequate Yearly Progress (AYP) criteria met.

Introduction: The passage of House Bill 991 in 2009, which implemented the Differentiated Accountability program, gave Florida’s State Board of Education both specific statutory and administrative rule authority to intervene directly in Florida’s persistently lowest-achieving schools (*as defined in the notice*) and LEAs that are in improvement or corrective action status. (Refer to s. 1008.33, F.S., and Rule 6A-1.099811, F.A.C.)

Intervening in the Lowest-Achieving Schools:

FDOE has a history of providing support to the state’s struggling schools in Florida. (See Appendix E-1 “Data on Historic Turnaround Record” to see Florida’s record of school improvement over the past five years.) However, prior to the implementation

of the Differentiated Accountability Plan in 2008-2009, Florida's approach to improving its lowest-performing schools lacked the statutory authority to overcome collective bargaining issues, require chronically low-performing schools to improve immediately or face closure, focused primarily on Title I schools, ignored subgroup performance, and lacked a system of support that was led by turnaround experts to assist low-performing schools and LEAs.

Florida's Differentiated Accountability Plan (DA) now addresses these shortcomings and makes all schools eligible to be placed in one of six categories (Not in DA, Prevent I, Prevent II, Correct I, Correct II, and Intervene) based on their school grade, most recent AYP status, and their historic AYP performance. (See Appendix E-2 "2009-2010 Differentiated Accountability School Categories" to see how Florida schools are placed in DA.) The lowest-performing schools in DA are Intervene and Correct II schools. Through DA's process of identifying Florida's lowest-performing schools, and as a requirement of the RTTT and School Improvement Grant application, FDOE identified its persistently lowest-achieving 5% of Title I Schools in Need of Improvement (SINI) and Title I eligible secondary schools. Fifty-one Title I SINI schools that are Intervene, Correct II "F", Correct II "D former F", and Correct II "D" for two consecutive years as well as 19 Title I eligible secondary schools that were Correct II "F" and "Ds" for two consecutive years, were identified as the state's persistently lowest-achieving 5%, for a total of 70 schools.

These schools have the lowest proficiency rates in reading and mathematics, and the lowest proficiency rates when reading and mathematics are combined. The high schools identified also have the lowest graduation rates throughout the state and have had a consistent record of possessing the lowest proficiency rates in both reading and mathematics over the past ten years. School rankings were generated in each of these areas to ensure that schools with the most recent and historic low level of proficiency in reading and mathematics were also identified as the lowest-performing schools in DA. Once this was confirmed, the schools were identified as the persistently lowest-achieving 5% of schools in Florida to match the guidelines set forth by the USDOE on how to identify these schools. (See Appendix E-3 "Lowest 5% of Title I-Eligible Schools" and Appendix E-4 "Lowest 5% of Title I Schools" for the list of Florida's persistently lowest-achieving 5% schools.)

As a requirement of the MOU, participating LEAs must select one of four school intervention models – (1) turnaround (2) restart (3) closure, and (4) transformational – for each school in the persistently lowest-achieving 5%. The transformational model is only available for half of the schools in districts with nine or more schools in the persistently lowest-achieving 5%. The school intervention models and their requirements align seamlessly with DA requirements. As districts select and implement a school intervention model, they will be compliant with DA requirements. Florida’s DA Plan already provides the legal, statutory, and regulatory authority to ensure that the persistently lowest-achieving 5% of schools select and implement a school intervention model with fidelity. This places Florida in a strong position to successfully turn around all of its persistently lowest-achieving 5% of schools. (See Appendix E-5 “Comparison of Turnaround Options and Florida Differentiated Accountability Requirements.”)

The Differentiated Accountability Plan identifies the state’s chronically lowest-performing schools as “Intervene” (schools included in the persistently lowest-achieving 5%) and requires these schools to demonstrate immediate and significant improvement or face closure. Intervene schools are those that have received:

1. A grade of "F" in the most recent school year and in four of the last six years; or
2. A grade of "D" or "F" in the most recent school year and meet at least three of the following criteria:
 - a. The percentage of students who are not proficient in reading has increased when compared to measurements taken five years previously;
 - b. The percentage of students who are not proficient in mathematics has increased when compared to measurements taken five years previously;
 - c. At least 65 percent of the school's students are not proficient in reading; or
 - d. At least 65 percent of the school's students are not proficient in mathematics.

In the school year after a school is initially identified as Intervene, the school district must submit a plan, which is subject to approval by the State Board of Education, for implementing one of the following options at the beginning of the next school year:

1. Convert the school to a district-managed turnaround school;

2. Reassign students to another school and monitor the progress of each reassigned student;
3. Close the school and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness; or
4. Contract with an outside entity that has a demonstrated record of effectiveness to operate the school.

To exit the Intervene category, a school must reach a “C” letter grade and make AYP with one subgroup that did not make AYP the previous year in both reading and mathematics. If a school does not reach this goal during the initial year, the district must submit a plan, which is subject to approval by the State Board of Education, for implementing a different option at the beginning of the next school year. If the exit Intervene criteria are not met, the previous Intervene option is eliminated until the school is closed and students are reassigned.

Through the DA Plan, Intervene and the state’s other low-performing schools (all included in the persistently lowest-achieving 5%) are required to implement the most robust interventions that will help lead to successfully raising student achievement. In the lowest-performing schools, some of these interventions include:

- Removing the principal, assistant principal, instructional coaches, and teachers who have failed to increase student achievement and replacing them with individuals who have demonstrated a record of turning around or increasing student achievement in high-poverty, low-performing schools.
- Offering performance and incentive pay to recruit and retain the highest performing administrators and teachers.
- Hiring instructional coaches in the areas of reading, mathematics, and science to assist teachers in the classroom with the planning and delivery of effective instruction and data analysis.
- Developing Individualized Professional Development Plans for teachers that address student learning goals.
- Creating and implementing administrator and teacher evaluations that rely primarily on student achievement.
- Requiring the use of formative and summative assessments in reading, mathematics, science, and writing throughout the school year.
- Developing Instructional Focus Calendars that align curriculum, assessments, and intervention schedules that include the implementation of the Florida Continuous Improvement Model, which focuses on data analysis and instructional

intervention

- Creating a School Improvement Plan, a District Improvement and Assistance Plan, and a follow-up, mid-year report that identifies instructional goals and strategies to improve student learning that are aligned to professional development and the school's budget.
- Establishing School Advisory Councils and Community Assessment Teams that consist of parents and community and business partners to assist in the school improvement process.
- Implementing the Lesson Study process to provide teachers with onsite and sustained professional development that focuses on common and rigorous lesson plan development and peer classroom observations (see Appendix E-6 "Strategies and Support for Differentiated Accountability" for a comprehensive view of what school improvement interventions are required for DA schools).

All school districts are required to submit an assurance of compliance with requirements outlined in the DA Plan. For all districts and schools, non-compliance with any of the required interventions 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; a redirection of Title II, Part A funds; and/or movement to a more severe category (i.e. from Correct I to Correct II).

During the DA Plan's first year of implementation as a pilot in 2008-2009, 79 percent of the state's lowest-performing schools (39 Intervene and F schools) increased one or more letter grades and improved their overall Adequate Yearly Progress (AYP) criteria met. (See Appendix E-7 "Summary of DA School FCAT Performance Compared to the State" for a comprehensive view of DA performance during its pilot year and Appendix E-8 "2008-2009 Progress in Targeted Schools" for specific results on the lowest-performing schools served by DA Regional Teams in 2008-2009.)

Intervening in the Lowest-Achieving LEAs

Florida's DA Plan identifies the most effective strategies and interventions that lead to turning around low-performing schools. The FDOE takes the position that districts, not schools, fail. With that in mind, the identification of strategies and interventions at the school level will not lead to all schools improving or for improvement to be sustained. To accomplish this goal, districts must

possess the capacity to lead, support, and monitor the school improvement process.

In addition to the school-based requirements that districts must implement in their struggling schools that were noted previously, through the DA Plan, the state requires districts to specifically:

- Designate a high-ranking district administrator to oversee the turnaround and school improvement process.
- Schedule monthly meetings with district cabinet members and the DA Regional Executive Director to coordinate strategy and follow-up to assist the lowest-performing schools.
- Review and approve School Improvement Plans.
- Develop a district-wide improvement plan.
- Create a district-wide reading plan.
- Provide schools with professional development in the Florida Continuous Improvement Model, Response to Intervention (RtI), and Lesson Study.
- Establish a district-based RtI team that is led by the superintendent.
- Create and implement a rigorous instructional monitoring system.
- Conduct data chats with principals after summative and formative assessments.
- Report progress of their lowest-performing schools to the State Board of Education.

In accordance with the DA program, the FDOE introduced five Regional Teams to assist the state's lowest-performing schools and LEAs, which will be described in greater detail in E(2). DA Regional Teams are led by a Regional Executive Director who ensures that the requirements noted above are implemented effectively and with fidelity. In the state's lowest-performing schools (including those in the persistently lowest-achieving 5%), the DA Regional Executive Director possesses the legal, statutory, and regulatory authority to recommend that principals, assistant principals, instructional coaches, or faculty be replaced, and that instructional programs be replaced or revamped.

Although DA Regional Teams work directly with the lowest-performing schools, their goal is to also develop the capacity of

districts to eventually complete the work of turning around schools on their own. The FDOE recognizes that schools and districts require different levels of intervention and support based on their performance. The interventions delineated in DA are not intended to be a “one-size-fits-all” approach; rather, the intensity of interventions increases as the percent of AYP criteria met and school grades decline. The interventions are designed to address root causes of student performance and are tiered to address schools that have relatively few subgroups that are not making AYP and those schools with widespread performance issues.

The school improvement interventions that are implemented by the FDOE, school districts, and schools vary depending on the category in which a school falls. Category I (Correct I and Prevent I) schools have greater flexibility in determining interventions and strategies, with varying levels of district intervention. For Category II (Correct II and Prevent II) schools, interventions are directed by the district in coordination with the FDOE. For Intervene schools, all interventions are directed by the FDOE. As school grades and the percent of AYP criteria met decline, the level of intervention and focused support increases. As performance improves (moving from Category II to I), autonomy is granted at the school and district level. As performance declines (moving from Category I to Category II or to Correct II/Intervene), school and district autonomy is reduced until improvement is demonstrated.

Reform Plan Criteria

(E)(2) Turning around the lowest-achieving schools *(40 points)*

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- (i) Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and *(5 points)*
- (ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine

persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools). (35 points)

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (E)(2) (please fill in table below):

- The State's historic performance on school turnaround, as evidenced by the total number of persistently lowest-achieving schools (as defined in this notice) that States or LEAs attempted to turn around in the last five years, the approach used, and the results and lessons learned to date.

Recommended maximum response length: Eight pages

(E)(2) – Key Highlights

- With DA in place, Florida is well positioned to support its lowest achieving schools in implementing one of the four RTTT school intervention models, which are largely already in place under DA authority.
- After implementing one of the four school intervention models, Florida believes that in order to sustain turnaround, our lowest-performing schools must be given human capital, community, and curricular support. Florida seeks to achieve this goal through state and district-led initiatives as detailed in the narrative below.

Introduction: Florida's response to (E)(2) addresses its strategy to successfully turn around each of the persistently lowest-achieving 5% of schools by 2014, with each achieving a school grade of at least a "C" and meeting at least 80% AYP criteria school-wide.

Florida drastically reformed its system of school improvement in 2008-2009 through the passage of House Bill 991, which

introduced the Differentiated Accountability (DA) Plan, and successfully introduced DA Regional Teams to support low-performing schools and LEAs in the turnaround effort. (See Appendix E-9 “2008-2009 Progress in Targeted Schools” to see gains in the DA schools that were served by the Regional Teams.) As a result, the state is well-positioned to identify its persistently lowest-achieving 5% of schools and provide support to LEAs to successfully turn them around.

Florida will use the RTTT application to highlight its impressive work with improving low-performing schools as evidenced by 79% of its lowest-performing schools increasing their school letter grade one or more grades and improving their overall AYP criteria met in 2008-2009, while also using the opportunity to fill the following gaps that currently exist in the turnaround effort statewide:

- In the first year of DA implementation, the DA Regional Team support focused on building capacity at the school level. More focus needs to be applied at the district level to build capacity for turnaround. This is especially the case in Florida’s small, rural districts.
- DA Regional Team support focused on the lowest-performing schools, not feeder patterns. To sustain improvement, initiatives need to address concerns throughout the feeder pattern.
- DA Regional Team support focused solely on improving the quality of instruction. Parent and community involvement also lead to improvement and need to be encouraged.
- In the first year of DA implementation, there was limited time and funding to provide instructional coaches and teachers with professional development to improve the quality of instruction.
- Florida has a shortage of effective administrators and teachers to lead the turnaround process throughout the state.
- Florida has a limited number of charter operators in feeder patterns of schools in the persistently lowest-achieving 5%.

Florida’s MOU and state/ district-led initiatives support the turnaround effort for the state’s persistently lowest-achieving 5% of schools and focus on addressing these gaps while building on the success of the DA Plan. FDOE believes that school turnaround cannot occur in isolation; therefore, Florida plans to address the root of the problem through a feeder pattern strategy while targeting its persistently lowest-achieving 5% of schools. Florida’s initiatives aim to:

- Provide a pipeline of administrators and teachers to turn around Florida’s persistently lowest-achieving 5% of schools and strengthen their feeder patterns.
- Build the capacity of current district and school based administrators and teachers to turn around Florida’s persistently lowest-achieving 5% of schools and their feeder patterns.
- Ensure that students in the persistently lowest-achieving 5% of schools and their feeder patterns have effective charter options as an alternative to traditional schools.
- Rally communities and businesses to assist in the turnaround effort.

(In addition to the description of the state/district initiatives below, see Appendix E-15 “Initiative Summary Chart for Struggling Schools” for a summary of each initiative, implementation timeline, and budget.)

i. Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds.

Florida’s Differentiated Accountability (DA) program makes all Florida schools eligible to be placed in one of six categories (Not in DA, Prevent I, Prevent II, Correct I, Correct II, and Intervene) based on their school grade, most recent AYP status, and historic AYP performance. (See Appendix E-3 “2009-2010 Differentiated Accountability School Categories” to see how Florida schools are placed in DA.) DA’s lowest-performing schools are Intervene and Correct II schools.

Through DA’s process of identifying Florida’s lowest-performing schools and as a requirement of the RTTT and School Improvement Grant (SIG) application, FDOE identified its persistently lowest-achieving 5% of Title I Schools in Need of Improvement (SINI) and Title I eligible secondary schools. Fifty-one Title I SINI schools that are Intervene, Correct II “F,” Correct II “D former F,” and Correct II “D” for two consecutive years, as well as 19 Title I eligible secondary schools that were Correct II “F” and “D” for two consecutive years, were identified as the state’s persistently lowest-achieving 5%, for a total of 70 schools.

These schools have the lowest proficiency rates in reading and mathematics, and the lowest proficiency rates when reading and mathematics are combined. The high schools identified also have the lowest graduation rates throughout the state and have had a

consistent record of possessing the lowest proficiency rates in both reading and mathematics over the past ten years. School rankings were generated in each of these areas to ensure that schools with the most recent and historic low level of proficiency in reading and mathematics were also identified as the lowest-performing schools in DA. Once this was confirmed, the schools were identified as the persistently lowest-achieving 5% of schools in Florida to match the guidelines set forth by the USDOE on how to identify these schools. (See Appendix E-3 “Lowest 5% of Title I-Eligible Schools” and Appendix E-4 “Lowest 5% of Title I Schools” for the list of Florida’s persistently lowest-achieving 5% schools.)

As a requirement of the MOU between FDOE and LEAs, RTTT, SIG, and Title I funds will be used to assist districts in implementing one of four school intervention models – (1) turnaround (2) restart (3) closure (4) transformational – for each school in the persistently lowest-achieving 5%, with the transformational model only available for half of the schools in districts with nine or more schools in the persistently lowest-achieving 5%. Turnaround plans will include sections that require data to support decisions, goals and strategies to ensure student achievement occurs, timelines for implementation, persons responsible, and budget estimates with funding sources.

DA Regional Executive Directors, leading each of the DA Regional Teams, will work closely with districts to ensure that the most effective school intervention model is selected to meet the needs of students, not adults. The direct support provided to the state’s lowest-performing schools through the DA Regional Teams will be expanded in 2010-2011 to include all schools in the persistently lowest-achieving 5%. An application detailing the implementation plan will be submitted by April 2010. Using the RTTT and SIG funds, emphasis will be placed on providing high-performing administrators and teachers with incentive pay to relocate to the persistently lowest-achieving 5% of schools and performance pay as a reward for raising student achievement at the end of the school year if significant student achievement is demonstrated.

DA Regional Executive Directors will review turnaround plans and budgets along with the Department’s Title I staff to ensure that plans are focused and rigorous. During the upcoming school year, the DA Regional Executive Directors will ensure that the turnaround plans are implemented with fidelity. If implementation issues persist, funding will be discontinued. After the first year

that the school intervention model is implemented, the DA Regional Executive Director, FDOE, and the district will review student performance data to determine if the implementation of the school intervention model was effective. If it was not, districts will be asked to select a new option and develop a new implementation plan or funding will be withheld. (See Appendix E-9 “RTTT Persistently Lowest-Achieving Schools Timeline”.)

ii. Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools).

As mentioned in E(2i), Florida will successfully implement the four school intervention models through the following state and district-led initiatives that support the persistently lowest-achieving 5% of schools and their feeder patterns:

State-Led Initiatives: *Florida will implement 13 state-led initiatives to support school turnaround through the development of human capital for turnaround, proven programs, and community and business support.*

State-Led Initiative 1: Extend Support to all Schools in the Persistently Lowest-Achieving 5%

Background/Rationale: DA Regional Teams worked with district and school personnel in 2008-2009 to increase student achievement in 79 percent of the state’s lowest performing schools. Overall, the state’s lowest-performing schools showed more improvement than the schools in the state as a whole (See to Appendix E-7 “Summary of DA School FCAT Performance Compared to the State” for a comprehensive view of DA performance during the pilot year). The percentage of students scoring at or above proficiency on FCAT Reading increased from 2008 to 2009 in each grade cluster. Scores increased six percentage points in grades 3-5, four percentage points in grades 6-8, and one percentage point in grades 9-10. The percentage of students scoring at or above proficiency for FCAT Mathematics also grew from 2008 to 2009. Scores increased 14 percentage points in grades 3-5; 5 percentage points in grades 6-8; and 3 percentage points in grades 9 and 10.

The DA Regional Teams are based in five regional offices throughout the state and are made up of change agents who have a

demonstrated record of turning around low-performing schools. In addition to directly supporting Intervene, Correct II “F,” and Correct II “D former F” schools, which comprise 66% of the state’s persistently lowest-achieving 5% of schools, the DA Regional Teams will expand support to include the remaining schools on the persistently lowest-achieving list beginning in the 2010-2011 school year. DA Regional Teams provide onsite and district-wide professional development; offer expertise to superintendents, district teams, principals, and instructional coaches; and monitor compliance with DA requirements and the academic progress of schools and districts through consistent follow-up visits to schools and through the analysis of assessment results. (Appendix E-10 “Annual DA Regional Team Support Timeline” may be viewed to understand how the DA Regional Teams provide support to schools and LEAs.)

Each DA Regional Team is led by a DA Regional Executive Director, who drives turnaround efforts in the lowest-performing schools and focuses on building the capacity of principals and district leadership teams in the turnaround process. The DA Regional Executive Director is required to have an accomplished record of turning around struggling schools and must meet a specific set of performance criteria. (See Appendix E-11 “Regional Executive Director” to see the position’s job description.) Each DA Regional Executive Director reports to the Department’s Deputy Chancellor for School Improvement and Student Achievement, who is based in Tallahassee. The rest of each DA Regional Team consists of Instructional Specialists in reading, mathematics, science; Reading Coordinators; and a Response to Intervention (RtI) Specialist. The DA Regional Team and Regional Executive Directors are FDOE employees, not outside consultants.

Similar to the DA Regional Executive Director, all specialists and coordinators have a strong record of improving student achievement in turnaround situations. Whereas the work of the DA 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 district- and school-wide professional development on using data to determine instructional interventions, using the new standards in math 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 their contracts for services are terminated.

The DA Regional Teams work directly with the lowest-performing schools and districts in the areas of: curriculum and instruction, district and school instructional leadership, school improvement planning, professional development, teacher quality, data analysis, and developing robust monitoring systems at the school and district level. A two-day Instructional Review takes place at all of the lowest-performing schools. The reviews are led by the DA Regional Teams but are conducted in collaboration with district and school leadership teams. At the conclusion of the Instructional Review, a plan is crafted that outlines what steps need to be taken to improve the school. Action steps, timelines, and the person responsible for each action item are documented.

The ownership of the action steps is shared by the DA Regional Team, district, and school. Throughout the year, the DA Regional Executive Director monitors the implementation of the action steps and reports to the State Board of Education on the school's progress. DA Regional Teams work specifically with a high-level district administrator who is in charge of the turnaround and school improvement process at the district (See to Appendix E-12 "District Turnaround for the Lowest-Achieving Schools Organizational Chart" to see the organization chart used at the district level for turnaround.) Monthly meetings are conducted at the district level to ensure action steps are implemented and coordination occurs throughout the district to support the lowest-performing schools.

Activities: The effective support that the DA Regional Teams provide to the state's lowest-performing schools will be expanded to include all schools identified in the persistently lowest-achieving 5%. This strategy will ensure that the school intervention model is implemented with fidelity and is supported.

Responsible Parties: Districts with schools in the persistently lowest-achieving 5% will select one of the four school intervention models. FDOE's Bureaus of School Improvement and Title I, along with DA Regional Teams, will assist in the selection process and implementation. The DA Regional Team's direct support will be expanded to include all schools in the persistently lowest-achieving 5%.

Timeline:

2010-11	2011-12	2012-13	2013-14
Districts/schools will select and implement a school intervention model and receive SIG funds to fund implementation. DA Regional Teams will assist in implementation and monitor progress. At the end of the school year, school performance will be analyzed to determine effectiveness of implemented option.	Continue implementation of option if effective. At the end of the school year, school performance will be analyzed to determine effectiveness of option.	Continue implementation of option if effective. At the end of the school year, school performance will be analyzed to determine effectiveness of option.	Continue implementation of option if effective. At the end of the school year, school performance will be analyzed to determine effectiveness of option.

Outcome: By 2011, the schools that receive direct support from the DA Regional Teams will expand to include all schools in the persistently lowest-achieving 5%. By 2014, these schools will achieve a school grade of at least a "C" and meet at least 80% AYP criteria school-wide.

State-Led Initiative 2: Teacher Recruitment

Background/Rationale: Several organizations exist that provide promising teachers from elite universities to urban districts. These teachers have been effective in raising student achievement in hard-to-staff, low-performing schools, where they outperform traditionally prepared teachers. These teachers provide energy, high expectations for student learning, and a commitment to serving high-poverty neighborhoods. FDOE will leverage the experience and expertise of these teacher partnership organizations to improve student achievement within Florida by increasing the number of these teachers in the schools that comprise the persistently lowest-achieving 5%. FDOE will rely upon the talent, track record, and capacity of these national organizations to bring high quality teachers to Florida.

Activity: The FDOE will partner with organizations that recruit and train promising teachers for Miami-Dade and Duval County

school districts, the two districts with nine or more schools on the persistently lowest-achieving 5% list. FDOE will issue an RFP to identify a partner with a proven track record of successful placement of these teachers. The current budget accounts for recruiting approximately 800 new teachers per year within these two districts. FDOE will work in conjunction with these partner organizations to secure potential funds from local and national foundations to continue partnerships after RTTT funding ends.

Responsible Parties: FDOE will release an RFP to partner with an organization to provide teachers. Duval and Miami-Dade County school districts will implement the initiative. FDOE’s Bureau of School Improvement and DA Regional Teams will assist in implementation and monitor progress.

Timeline:

2010-11	2011-12	2012-13	2013-14
FDOE to release RFP. Partner selected. Teachers recruited and trained. School placement is determined.	Teachers report to assigned school. Teacher effectiveness data to be tracked to determine success of organization.	Teachers report to assigned school. Teacher effectiveness data to be tracked to determine success of organization.	Teachers report to assigned school. Teacher effectiveness data to be tracked to determine success of organization.

Outcome: By 2014, the FDOE will partner with an outside organization to provide 800 teachers for schools in the persistently lowest-achieving 5% and their feeder patterns in Miami-Dade and Duval County school districts. Teachers provided by the partner will demonstrate teacher effectiveness rates higher than traditional teachers.

State-Led Initiative 3: Leadership Pipeline for Turnaround Principals and Assistant Principals

Background/Rationale: There is a drastic shortage of principals who are adequately prepared — and willing — to take on the challenges of leading low-performing middle and high schools to success. Many of the schools in the persistently lowest-achieving 5% recycle ineffective administrators or are unwilling to remove them considering the shortage of candidates with a record of effectively turning around low-performing schools. A recent report concludes that schools making breakthrough gains are led by principals who have carved out a radically new role for themselves, including responsibility for school-wide practices to drive both

student achievement and teacher effectiveness (New Leaders for New Schools, 2009). Our experience with schools that were turned around through the DA process last year affirmed that struggling schools need high-performing instructional leaders to significantly improve.

Activity: FDOE proposes to select a leadership preparation program partner through a competitive RFP process. The program will prepare aspiring school leaders to effectively address the teaching and learning challenges of chronically low-performing high schools in the persistently lowest-achieving 5% and their feeder patterns. The primary objective of this initiative is to select a pool of the most promising candidates and train candidates for the mission of turning around schools through an innovative, problem-based program of study that prepares them to succeed and be retained in leadership positions. This objective will be achieved by working with seven large urban school districts and institutions of higher education to annually recruit, train, and certify 80 to 100 new principals and assistant principals for turnaround efforts.

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 and community; processes for organizational change and renewal; and management competence in analysis and use of data and instructional technologies to guide school improvement activities. Quarterly topic seminars, an intensive half-year internship in a low-performing middle or high school, and mentoring by a trained mentor principal will be used to reach the program's goals.

Once an aspiring principal or assistant principal completes the initial preparation program, the district is expected to consider them for leadership vacancies in low-performing schools. When a program participant is placed, the district 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 four-year initiative that will result in a stronger administrative bench for Florida's lowest-performing schools.

Responsible Parties: FDOE will release an RFP to partner with an organization to develop principals and assistant principals for the turnaround process. Districts will hire and place candidates who complete the training. FDOE’s Bureau of School Improvement and DA Regional Teams will provide assistance in implementation and monitor progress.

Timeline:

2010-11	2011-12	2012-13	2013-14
FDOE to release RFP. Partner selected. Candidates selected for training. Partnerships established with universities.	Candidates begin training modules.	Candidates continue training modules.	Candidates begin internship component of training module. Placed in persistently lowest-achieving 5% of schools and their feeder patterns.

Outcome: By 2014, the FDOE will partner with an outside organization to provide 80-100 principals and assistant principals to schools in the persistently lowest-achieving 5% and their feeder patterns statewide.

State-Led Initiative 4: Building District-Level Capacity for Turnaround in Rural Districts

Background/Rationale: Many of Florida’s persistently lowest-achieving 5% of struggling schools operate within small, rural districts. These districts often do not have the capacity to support schools to improve student achievement and graduation rates. Many small, rural districts lack a guiding vision and framework for what schools should be for students and their communities. Some lack a strategic plan that outlines bold goals or targets and aligns district resources to help schools achieve those goals.

While Florida’s small, rural districts are using data to make instructional decisions, the set of indicators they are monitoring is often very limited. Many of the districts have not aligned administrator and teacher evaluation instruments to critical success factors for leading school improvement. Some have no clear connection for school improvement to Career Technical Education or other resources within the district for improving student achievement. These districts require rigorous monitoring systems and the development of support systems to ensure that quality instruction takes place in their schools.

Although schools within Florida’s small, rural school districts receive direct support from the DA Regional Teams, the burden of improving schools must also rest on the district. Some districts hold the principal accountable for improvement, but do not monitor the process of implementing improvement strategies, or hold the principal accountable for taking actions targeted at improving the quality of instruction and changing school culture.

Activity: The state-led initiative is to partner with an outside provider to help build district leaders’ capacity to support low performing schools in ten rural districts in Florida. The partner will adapt and deliver leadership modules and coaching targeted at improving the capacities of the superintendent, school board, and district staff in districts with the state’s persistently lowest-achieving 5% of schools. District leaders will be guided in establishing strategic plans, bold goals, and evaluation systems that align district support to improve low-performing schools. District leaders will also receive training in community involvement and developing a shared vision for improving schools.

The partner will establish a diverse design team that includes superintendents, FDOE leaders, state school board association leaders, and a chief executive officer of a large business. The design team will identify training priorities and resources. The partner will design and deliver training activities in annual cycles with off-site, large-picture, vision- and capacity-building training (“Mountain Top” experiences) that serve as guideposts for improvement. On-site training and coaching activities will support the sessions to ensure implementation of the training. Participant stakeholder groups involved in training activities will include civic leadership, the school board, the superintendent, district staff, and principals. All five of these centers of power will have training designed both collectively—with more than one of the stakeholder groups trained at the same time—and individually.

Specific training for board members and superintendents will include scenarios that simulate 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. The core of the curriculum will be case studies on governance and reform.

Responsible Parties: FDOE will release an RFP to partner with an organization to provide district leadership training. FDOE’s Bureau of School Improvement and DA Regional Teams will provide assistance in implementation and monitor progress.

Timeline:

2010-11	2011-12	2012-13
FDOE to release RFP. Partner selected. FDOE will invite selected districts to participate. Districts begin modules.	Districts continue training modules.	Districts complete training modules.

Outcome: By 2014, the FDOE will partner with an outside organization to provide ten rural districts with schools in the persistently lowest-achieving 5% with district leadership training. Participating LEAs will effectively turn around their persistently lowest-achieving 5% of schools, create a strategic plan, and revise principal and teacher evaluations to align with newly created reforms.

State-Led Initiative 5: Differentiated Accountability Summer Academy

Background/Rationale: Considering the need to raise student achievement in Florida’s lowest-performing schools, it is clear that reform efforts must focus on improving teacher quality and effectiveness. The need to focus on teacher effectiveness has surfaced as a result of Instructional Reviews conducted at the majority of the state’s persistently lowest-achieving 5% of schools. During the Instructional Reviews, school and district personnel and the DA Regional Team identify the school’s instructional strengths and weaknesses. In each of the five DA Regions, there has been a consistent pattern of instructional issues that surface related to the delivery of instruction. These issues relate to the following areas:

- *Quality of Instruction:* The creation and implementation 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 implementation process. Teams of teachers within a department or grade level working together to refine their lesson plans and perfect the delivery of instruction.

- *Common Core and Next Generation Sunshine State Standards (NGSSs)*: Teacher understanding and explicit teaching of the standards and knowledge of the benchmarks.
- *Problem Solving and Response to Instruction/Intervention (PS/RtI)*: Improve students’ academic and behavioral outcomes by providing instruction and interventions informed by a systematic problem-solving process.
- *Florida Continuous Improvement Model (FCIM)*: The knowledge and skills to understand how to analyze formative and interim assessments to identify students’ academic weaknesses, map curriculum to address those weaknesses, and implement the most effective instructional strategies to raise student achievement.

Activity: At the summer DA Academy, DA Regional Teams will provide professional development to instructional coaches, department chairs, and lead teachers from the state’s persistently lowest-achieving 5% of schools and their feeder patterns in the areas of lesson study, new standards, RtI, and the FCIM over a two-year period in the summer. Participants will apply to attend and receive a certificate of completion. Completers will possess the expertise to provide sustained, job-embedded professional development at their school sites. The summer DA Academy will provide a systematic approach to professional development that is designed to enhance teacher effectiveness, improve instructional delivery, and increase student achievement while seamlessly being connected to the existing support and monitoring process that is provided by the DA Regional Teams. DA Regional Teams will ensure that the components of the training are implemented with fidelity and effectiveness.

Responsible Parties: FDOE DA Regional Teams and districts with schools in the persistently lowest-achieving 5%.

Timeline:

2010-11	2011-12	2012-13	2013-14
DA Regional Teams to identify location of training and select participants. Training conducted.	DA Regional Teams to identify location of training and select participants. Training conducted.	DA Regional Teams to identify location of training and select participants. Training conducted.	DA Regional Teams to identify location of training and select participants. Training conducted.

Outcome: By 2014, the FDOE’s DA Regional Teams will conduct 40 two-week Summer Academy sessions and train 5,000 instructional coaches, department chairs, and lead teachers from the state’s persistently lowest-achieving 5% of schools and their

feeder patterns.

State-Led Initiative 6: Charter School Partnership

Background/Rationale: Florida is a leader in providing educational options to students and families through charter schools. FDOE data show that Florida’s charter schools are closing the achievement gap at a faster rate than traditional public schools. Part of Florida’s success with charter schools is due to the state’s history of closing persistently low-performing charters. In the past five years, Florida has closed 129 low-performing charter schools: 101 were non-voluntary closures, 61 of which were due to poor academic performance and poor financial planning. Florida is committed to funding charter schools that have a record of raising student achievement. Nationally, there are numerous charter operators that have successfully replicated high-quality schools that serve high-need populations. Over the years, a significant number of high-quality operators have emerged in Florida, but there is a need to offer further incentives for the replication of successful charter schools in high-need neighborhoods.

Activity: Through an RFP process, the state will partner with one or more national charter school funding organizations with a track record of supporting successful charter school operators in high-need neighborhoods. The partnering organizations will fund high-quality charter operators to open new charter schools and/or take over existing public schools in high-need neighborhoods throughout the state. The RFP will require that these partnering charter school funding organizations match a percentage of grant funds with philanthropic funds and/or any additional governmental funding resources that the partnering organization may be awarded.

In order to qualify, the partnering organizations may only provide funding and support to:

- Existing charter operators with a proven track record of success in low income/high minority charter schools; and
- The development of new charter operators with a proven track record of success in low income/high minority schools.

Further, these partnering organizations may only provide funding and support with funds from the grant award for the purposes of:

- Starting up new charter schools in high-need neighborhoods; or

- Taking over existing chronically failing public schools as part of the turnaround option available to districts under the DA Plan and the School Improvement Grant.

In order to further align federal resources to accomplish the goal of improving the educational options of children in struggling schools, the state will double the amount of Charter School Program grant funds (from up to \$325,000 to up to \$650,000) available to charter school operators with a proven track record of success in low-income/high-minority charter schools, and for the development of new charter operators whose principals have a proven track record of success in low-income/high-minority schools to start up charter schools within or near feeder patterns with schools in the persistently lowest-achieving 5%.

Responsible Parties: FDOE to recruit charter operators for turnaround effort in feeder patterns with persistently lowest-achieving 5% schools.

Timeline:

2010-11	2011-12	2012-13	2013-14
Identify and recruit most effective charter operators to establish schools in feeder patterns of the persistently lowest-achieving 5% of schools	Continue expansion of charter schools in feeder patterns of the persistently lowest-achieving 5% of schools	Continue expansion of charter schools in feeder patterns of the persistently lowest-achieving 5% of schools	Continue expansion of charter schools in feeder patterns of the persistently lowest-achieving 5% of schools

Outcome: By 2014, the FDOE will recruit and provide incentives to effective charter operators to establish 30 new charter schools within feeder patterns with schools in the persistently lowest-achieving 5%.

State-Led Initiative 7: Improve and Expand STEM Career and Professional Academies

Background: Research suggests that today’s Career and Technical Education (CTE) offers learning experiences that engage students both socially and academically, working to ultimately reduce dropout rates. CTE curriculum is relevant to job market skills while enhancing students’ academic achievement and preparing them to be able to meet industry’s needs, especially in the area of STEM.

In Florida schools, many CTE programs are offered through Career and/or Career and Professional Education (CAPE) Academy models. Successful Career Academy characteristics include a small learning community; college-prep curriculum with a career theme; and partnerships with employers, the community, and higher education. By design, these three elements of a career academy lead to a school that is rigorous, relevant, and relational. Additionally, many of Florida’s CTE programs lead to industry certification, which is a pathway to statewide post-secondary institutions.

Students in Florida may choose coursework from nearly 300 Career and Technical programs, which are organized within 16 career clusters. As part of the DA Regional Team support to the lowest-performing schools, recent Instructional Reviews of CTE programs found overwhelming evidence of insufficient implementation of programs and/or academies; insufficient professional development for new and tenured CTE teachers; insufficient implementation and/or expansion of Career and Technical Student Organizations (CTSOs); a lack of emphasis on acceleration mechanisms that lead to industry certifications, dual enrollment and/or articulated credits; a need to expand and/or establish advisory boards, community partnerships, and community liaisons; and insufficient technology and/or equipment.

Activity: Twenty-four of the lowest-performing high schools on the persistently lowest-achieving 5% list will be provided RTTT funds to support initiatives that include: (See Appendix E-13 “Intervene and Correct II F High Schools to Receive CTE Expansion RTTT Funds.”)

- Expanding existing CTE programs and/or creating new programs with an emphasis on programs that are associated with industry certifications and STEM.
- Creating and/or offering applicable professional development focused on integrating the reading, mathematics, and science standards.
- Providing mentoring teachers to new and/or struggling teachers.
- Chartering and/or expanding applicable CTOS.
- Rollout of introductory courses to selected feeder schools to expose middle school students to program offerings and to build interest in the programs at the high school level.

- Providing necessary funds to purchase and/or update equipment and technology.

Five CTE experts will be hired to join the existing DA Regional Teams to work closely with and monitor progress in the identified schools. The identified initiatives will assist in the creation and/or expansion of quality CTE programs or Career Academies, which will assist in the preparation of students for college and the workforce by linking academic skills to career training.

Responsible Parties: Districts with the lowest-performing high schools in the persistently lowest-achieving 5%. FDOE’s Bureaus of School Improvement and Career and Technical Education, along with DA Regional Teams, will provide assistance in implementation and monitor progress.

Timeline:

2010-11	2011-12	2012-13	2013-14
FDOE, in partnership with districts/schools, will review current CTE programs in the 24 lowest-performing high schools within the persistently lowest-achieving 5% and determine how to expand offerings to include STEM programs. Curriculum, equipment, and appropriate staff to be selected. Staff to be trained.	Districts/schools implement new CTE program. Data to be tracked to monitor success of program.	Districts/schools implement new CTE program. Data to be tracked to monitor success of program.	Districts/schools implement new CTE program. Data to be tracked to monitor success of program.

Outcome: By 2014, 24 high schools in the persistently lowest-achieving 5% will offer one additional Career and Technical Education Academy focusing on STEM. Schools will demonstrate an increase in graduation rate and in the number of students with industry certification, and a decrease in dropout and retention rates. High schools will achieve a grade of “C” and make at least 80% AYP criteria school-wide.

State-Led Initiative 8: Reading Coordinators

Background/Rationale: Florida has had marked success in gradually improving the overall percentage of students reading at grade level and narrowing the achievement gap over the years. The percentage of students reading at Level 3 (on grade level) and above, as evidenced by scores on the reading FCAT, has increased from 47% in 2001 to 61% in 2009; however, this still means that 39% of students in grades 3-10 are reading below grade level. 18% of Florida students perform at reading Level 1, the state's lowest performance group. Thus, Florida still has plenty of work to do in the area of reading. This is especially the case at the secondary level, where students are required to apply their reading skills to understand content information.

Many of the state's persistently lowest-achieving 5% of schools are high schools that show proficiency rates in 9th and 10th grade between 10 and 20 percent. Despite the support the DA Regional Teams provide, it is difficult to effectively support the reading needs of all low-performing schools and their districts with only one reading specialist. This need for support has become clearer with the introduction of statewide reading interim assessments that allow K-12 teachers to identify students' specific reading deficiencies. Although the assessment has provided teachers with a plethora of data to inform their instruction and intervention, many teachers require on-site and sustained training to effectively use the diagnostic tool. Intensive intervention is required to move high school students and students in feeder schools to higher levels of proficiency to prevent students from dropping out of school. One specialist per DA Regional Team cannot provide the level of support and training to school-based coaches and teachers that is required to ensure that all students are reading at acceptable levels.

Activity: The reading focus of this state-led initiative is to hire 40 reading coordinators who will be distributed throughout the state and will be strategically assigned to schools in the persistently lowest-achieving 5% and their feeder schools under the direction of the five DA Regional Executive Directors. Coordinators will work specifically with school-site reading coaches who are assigned by districts to improve the implementation of reading intervention programs; assist with analyzing interim assessment data and implementation of lesson study; and direct instructional intervention based on the interim assessment data. Although the focus of the coordinators will be at the school site, training will also be coordinated for coaches and teachers district-wide in the areas of reading endorsement, reading interim assessments, and lesson study.

Responsible Parties: DA Regional Executive Directors.

Timeline:

2010-11	2011-12	2012-13	2013-14
DA Regional Executive Director will recruit, hire, and place coordinators in selected schools within the persistently lowest-achieving 5% and their feeder patterns. Data to be tracked to ensure effectiveness of coordinator after placement.	Coordinators continue serving persistently lowest-achieving 5% of schools and their feeder patterns. Data to be tracked to ensure effectiveness of coordinator after placement.	Coordinators continue serving persistently lowest-achieving 5% of schools and their feeder patterns. Data to be tracked to ensure effectiveness of coordinator after placement.	Coordinators continue serving persistently lowest-achieving 5% of schools and their feeder patterns. Data to be tracked to ensure effectiveness of coordinator after placement.

Outcome: By 2014, the FDOE’s DA Regional Teams will hire and place 40 Reading Coordinators in the state’s persistently lowest-achieving 5% of schools and their feeder patterns. Reading performance will increase in all assigned schools where coordinators are placed.

State-Led Initiative 9: Science, Technology, Engineering and Mathematics (STEM) Coordinators

Background: Research reveals that there is a need to expand innovative teaching practices in mathematics and science, not just in Florida, but in the United States. Recommendations for reforming mathematics and science education in the United States call for fundamental changes both in the content taught and in the approaches to teaching. Changing the educational outcomes for Florida’s students will rely heavily on high-quality teachers; however, numerous studies show that teachers lack the content knowledge and content-specific pedagogy required to enable students to achieve world-class standards in mathematics and science.

Activity: The STEM focus of this proposed state-led initiative is to hire 40 STEM coordinators who will be distributed throughout the state and be strategically assigned to schools in the persistently lowest-achieving 5% and their feeder schools under the direction of the five DA Regional Executive Directors. Coordinators will work specifically with school-site mathematics and science coaches

who are assigned by districts to improve the implementation of new mathematics and science standards; start or improve implementation of the lesson study process in mathematics and science; assist with analyzing data from newly created and implemented interim assessments; and direct instructional intervention based on the data. A focus will also be placed on improving and expanding Career STEM Academies at the high school level.

Responsible Parties: DA Regional Executive Directors.

Timeline:

2010-11	2011-12	2012-13	2013-14
DA Regional Executive Director will recruit, hire, and place coordinators in selected schools within the persistently lowest-achieving 5% and their feeder patterns. Data to be tracked to ensure effectiveness of coordinator after placement.	Coordinators continue serving persistently lowest-achieving 5% of schools and their feeder patterns. Data to be tracked to ensure effectiveness of coordinator after placement.	Coordinators continue serving persistently lowest-achieving 5% of schools and their feeder patterns. Data to be tracked to ensure effectiveness of coordinator after placement.	Coordinators continue serving persistently lowest-achieving 5% of schools and their feeder patterns. Data to be tracked to ensure effectiveness of coordinator after placement.

Outcome: By 2014, the FDOE’s DA Regional Teams will hire and place 40 STEM Coordinators in the state’s persistently lowest-achieving 5% of schools and their feeder patterns. Mathematics and science performance in assigned schools will increase.

State-Led Initiative 10: Community Compact

Background/Rationale: Many low-performing schools are located in impoverished communities where economic status limits opportunities and networking. This affects students’ ability and motivation to succeed in school and parents’ ability to advocate for their children (Corallo & McDonald, 2002). Research has found that low-performing schools are often mired in problems such as poverty, limited resources, and unsafe learning environments, which often lead to frustration, disillusionment, and low levels of academic achievement (Cohen & Ginsburg, 2001). It has also recently been noted that low-performing high schools produce a

majority of the nation's dropouts, and one in ten U.S. high schools is identified as a "dropout factory" (Balfanz, 2007). The institutions typically identified as having the greatest impact on the development of children have been families and schools; however, communities have received increasing attention for their role in socializing youth and promoting student success (Sanders and Sheldon, 2009).

Epstein's theory of overlapping spheres of influence identifies schools, families, and communities as major institutions that socialize and educate children (1995, 1987). Because of this, students' academic achievement should be of interest to all three entities and is best achieved through their partnership and support to implement strategies to improve outcomes for students. Based upon the aforementioned body of research, there is a need to build a sense of urgency, activism, and knowledge in communities where children attend low-performing schools. In addition, we must ensure that students in low-performing schools have adequate access to mentors and role models whom they can rely on for the academic and social supports necessary to achieve their career aspirations and educational goals.

Activity: Florida recognizes the importance of creating relevant family engagement models to facilitate stronger connections with children. To promote a sense of urgency, activism, knowledge, and support in communities where children are attending low-performing schools, the FDOE will require interested school districts to develop multi-institutional community compacts managed by a community-based organization (CBO) or government entity. The collaboration will provide direct support and training to parents and additional support systems and workforce networking opportunities for students. In conjunction with the community compacts, state dollars will also be used to expand mentoring opportunities through existing CBOs.

These compacts will be designed to promote and increase partnerships between schools, families, and communities that will:

- Enhance family literacy programs.
- Expand parent academies.
- Develop parent leaders at the school site.

- Engage the business community to increase volunteers, mentors, internships, shadowing, and tutors for students enrolled in grades K-12.

Responsible Parties: FDOE to select three districts with Intervene schools to implement compact activities. FDOE’s Bureau of Parent and Community Outreach will monitor compact implementation.

Timeline:

2010-11	2011-12	2012-13	2013-14
FDOE to select three districts to implement RFP. Districts plan for compact implementation. Release four RFPs to CBOs to expand mentorship opportunities.	District and CBOs implement activities of compact. Data tracked to ensure compact goals are reached.	District and CBOs implement activities of compact. Data tracked to ensure compact goals are reached.	District and CBOs implement activities of compact. Data tracked to ensure compact goals are reached.

Outcome: By 2014, the FDOE will select three districts with Intervene high schools to implement activities related to a community compact. At least 40% of parents of students in participating schools will participate in the family literacy initiative. At least 50% of parents will participate in the Parent Academy. At least 85% of participating parents will indicate effectiveness of family literacy programs and parent academy sessions through the completion of surveys. The number of mentors, tutors, and volunteers provided to the persistently lowest-achieving 5% of high schools and feeder schools will increase by 60%. Business, faith and community based partnerships will increase by at least 50%, and at least 50% of the businesses and faith- and community-based organizations within 3 miles of the feeder patterns will be targeted as prospective partners.

State-Led Initiative 11: Public Awareness Campaign to Promote A College Readiness Culture

Background/Rationale: Florida has a large number of struggling high schools in the persistently lowest-achieving 5% in the same districts and a high number of struggling students at all levels, especially among minorities. The 2007-2008 PK-12 non-promotion rate of African-American students was 7.6%, double that of white students. Hispanic students fared somewhat better at 5.2%, but still lagged behind whites, who were at 3.8%. Graduation rates were similar. The graduation rate for African-American, non-

Hispanic students in 2007-2008 was only 62.5% compared to the rate of 83.6% for white students. The rate for Hispanic students was 69.1%. When these rates are combined with a weak college-going culture in low-income, high-minority communities and the lack of community alliances, it results in low college-going rates. A targeted approach is required to change the “college-going culture” in these communities. Low-income students in struggling schools rely heavily on their parents and community-based organizations (CBOs), such as churches, non-profits, and clubs, for support and information as it pertains to education and college access. As a result, it is imperative that a campaign stressing college access be established with strategic partners from multiple sectors; specifically CBOs, FDOE, and school districts must get the information out and foster a “college going culture.”

Activity: The FDOE proposes to develop a campaign that mobilizes local partnerships to promote college readiness, access, and success for low-income, first-generation students in neighborhoods with high schools in the persistently lowest-achieving 5%. The partner organization will utilize FDOE Web-based access tools to increase the number of minorities pursuing a college education. The major focus will be to work with multiple CBOs to turn around the persistently lowest-achieving 5% of schools by engaging parents, students, and communities in the creation of a college-going culture through training, media campaigns, network development campaigns, and forums sponsored by districts and the FDOE. This initiative will strategically disseminate “college access information” in three phases. Phase One will be the introduction of the campaign to various CBOs to listen to communities about their needs and to identify strategies to reach students. Phase Two will consist of training the CBOs on the various college access tools designed by the FDOE to build capacity to deliver college-readiness and access programming. Phase Three will be mobilizing a college-access network.

Responsible Parties: FDOE will release an RFP to partner with an organization to facilitate a public awareness campaign. FDOE’s Bureau of School Improvement and DA Regional Teams will provide assistance in implementation and will monitor progress.

Timeline:



FDOE to release RFP. Partner selected. RFP activities to commence.	Continue to implement campaign activities.	Continue to implement campaign activities.
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Outcome: By 2014, the FDOE will partner with an outside organization to conduct a public awareness campaign promoting college awareness and academic excellence within communities that have the majority of schools in the persistently lowest-achieving 5%. Surveys of the community before and after implementing the campaign will demonstrate an increase of awareness of college options and requirements.

State-Led Initiative 12: Algebra Incentive Bonus to Develop STEM Skills

Background/Rationale: As part of Florida’s increasing efforts to improve student performance in core content areas, such as mathematics, we are placing additional emphasis on student participation in higher level courses. Students who take high school level courses while in the middle grades are more likely to continue to take higher level courses in high school and beyond, more likely to graduate, and less likely to drop out (Spielhagan, 2006). Additionally, students with a strong foundation in mathematics are more likely to pursue college degrees and careers in the areas of mathematics and science, increasing the competitive edge of the United States in a global workforce.

Activity: Additional funding will be provided to schools in the persistently lowest-achieving 5% where students in grades 6-8 successfully complete an Algebra I end-of-course examination. Guidance counselors, teachers, and school administrators will work with parents and students to support and encourage higher-level math courses in the middle grades for students who have proven that they possess the skills necessary to succeed in these courses. This initiative will work to support more students being prepared for higher level math courses as they continue their education.

Responsible Parties: FDOE to complete end of course exams for Algebra I and coordinate awarding of incentives.

Timeline:

2010-11	2011-12	2012-13	2013-14
Promote opportunity to participate in incentive program to increase the number of students who pass the Algebra I end-of-course exam in the middle schools that feed high schools in the persistently lowest-achieving 5%	Promote opportunity to participate in incentive program to increase the number of students who pass the Algebra I end-of-course exam in the middle schools that feed high schools in the persistently lowest-achieving 5%	Track data to determine how many students pass the Algebra I end-of-course exam and provide bonus to qualifying participants.	Track data to determine how many students pass the Algebra I end-of-course exam and provide bonus to qualifying participants.

Outcome: By 2014, the FDOE will offer teams of educators incentives for increasing the number of students who pass the Algebra I end-of-course exam in middle schools that feed high schools in the persistently lowest-achieving 5%. Forty percent of students who take the exam will receive a passing grade.

State-Led Initiative 13: Cultural Competency

Background/Rationale: FDOE recognizes that to truly turn around schools, a cultural shift is required in which adults understand the real challenges at-risk students face but at the same time do not use those challenges as excuses to prevent high expectations from permeating the learning environment. This is especially the case for high schools in the persistently lowest-achieving 5%. If this is done effectively, adults who are charged to inspire and effectively teach students change their core beliefs about what at-risk students can achieve. The advancement of cultural competence in our public schools can play a critical role in tackling the challenges that Florida faces in education.

Jones, Elam, & Nichols (2009) define “cultural competence” as “the acceptance of the significance of sociopolitical, economic and historical experiences of different racial, ethnic and gender subgroups as legitimate experiences that have a profound influence on how people learn and achieve inside and outside of formal and informal education settings.” With this definition, the present and future cannot be disconnected from critical understandings of the past. Leadership efficacy should be based on this acceptance and measured by student achievement, attendance, and positive behavior.

Activity: The initiative is to advance cultural competence by partnering with an outside provider to offer high-quality cultural competency training to high school leadership teams (i.e., principal, assistant principal, coaches, guidance counselors, department chairs) within the state’s persistently lowest-achieving 5% of schools. The focus of the training rests on leadership teams because the turnaround process begins with the leadership at the school site that creates the vision of the school and holds stakeholders accountable to implementing that vision. The training will also be extended to each of the DA Regional Teams to ensure that the principles of the training are supported and monitored throughout the year. The training will expand the DA Regional Team focus from issues related solely to teaching and learning to include the non-academic challenges that students in low-performing schools face. After the training, the school’s leadership team will determine if it would like the training expanded to the entire faculty using the school’s budgeted resources. This initiative will bridge the cultural gap between teachers, administrators, and students, allowing for more understanding and open communication about issues that directly impact student performance in school.

Responsible Parties: FDOE will release an RFP to partner with an organization to provide cultural competency training. FDOE’s Bureau of School Improvement and DA Regional Teams will provide assistance in implementation and monitor progress.

Timeline:

2010-11
FDOE to release RFP. Partner selected. DA Regional Teams and leadership teams of high schools in persistently lowest-achieving 5% will be provided training.

Outcome: By 2011, the FDOE will partner with an outside organization to train leadership teams from high schools in the persistently lowest-achieving 5% of schools and DA Regional Teams in cultural competency. Participants will demonstrate growth on cultural competency tests administered before and after training.

District-Led Initiatives: *As evidenced in the MOU with LEAs, participating LEAs will use a combination of RTTT, School Improvement Funds, and Title I funds to implement one or more of the following initiatives in each of their persistently lowest-achieving 5% of schools and within the feeder pattern.*

District-Led Initiative 1: Extended learning time in Intervene Schools

Background: Data indicate that the vast majority of students in Intervene schools are below grade-level mastery in reading, mathematics, and science. Although teachers are working hard to move students to grade-level mastery, additional instructional time is needed to build basic skills while also developing higher-order thinking skills. Extended Learning Time (ELT) includes at least 300 more hours per year or approximately two additional hours per day. All students in an ELT school participate in the program. ELT is built on a balanced use of the extended time in core academics, enrichment (often provided by community partners), teacher planning, and professional development. ELT can also be used to implement lesson study after school for departments that have master schedule constraints. Before and throughout implementation, teachers, administrators, union representatives, school partners, and parents create data-driven redesign plans for each school.

Activity: As specified in the MOU, Intervene high schools will use their RTTT, SIG, and Title I funds to increase the learning day or year to implement strategic learning opportunities for tutorials and enrichment in reading, mathematics, science, and writing and to increase time for teacher common planning for lesson study implementation and professional development. Data from formative and interim assessments will be analyzed to determine the precise instructional needs of students, and expanded learning opportunities will be used to address the academic areas in which students demonstrate learning gaps. Lessons will explicitly address the standards, and follow-up mini-assessments will be administered to ensure that skills are being acquired by students. Only the most effective teachers will be recruited to facilitate common planning during the expanded learning time. This four-year initiative will provide district and school staff with the additional time necessary to implement proven strategies for school improvement.

Responsible Parties: Districts with Intervene high schools. FDOE’s Bureau of School Improvement and DA Regional Teams to provide assistance with implementation and to monitor progress.

Timeline:

2010-11	2011-12	2012-13	2013-14
Districts/schools will identify curriculum to be used during extended day/year and select most effective teachers to deliver instruction. All teachers trained in curriculum and lesson study process.	Districts/schools to implement extended day/year. Continuously review formative and interim assessment data to redirect instruction and intervention.	Districts/schools to continue implementing extended day/year. Continuously review formative and interim assessment data to redirect instruction and intervention.	Districts/schools to continue implementing extended day/year. Continuously review formative and interim assessment data to redirect instruction and intervention.

Outcome: By 2014, Intervene high schools will extend the school year by an additional 300 hours.

District-Led Initiative 2: Expand Full-day Prekindergarten

Background: For some children, an achievement gap exists upon their entry to elementary school. National and state research reveals that participation in high-quality prekindergarten programs contributes to:

- Higher kindergarten achievement.
- Reduced numbers of children with learning disabilities.
- Lower criminal activity at the age of 27 (Justice Policy Institute, 2007).

With the exception of programs for children with disabilities and children of teenage parents, the provision of prekindergarten programs by Florida’s school districts is optional. School districts may choose to offer the state’s Voluntary Prekindergarten (VPK) Education School-Year Program or use a portion of their Title I funds to pay for prekindergarten programs.

Of the 69 elementary schools identified as a feeder school to one or more of the lowest-performing high schools, 55 schools included one but not more than two Title 1 prekindergarten classes in 2008-09. Further, 21 of the schools offered the VPK program

during the 2008-09 school year, with five of these schools not meeting the state’s minimum VPK provider kindergarten readiness rate in 2007-08.

Activity: Districts with high schools in the persistently lowest-achieving 5% will use RTTT, SIG, and Title I funds to support the cost of expanding district-operated, full-day prekindergarten programs at elementary schools within the feeder pattern. These districts/schools will be implementing a “model” full-day prekindergarten program developed by the FDOE (See Appendix E-14 “Model Full-Day Prekindergarten Programs” for a summary of the model.) The “model” for this full-day prekindergarten program will include:

- High performing teachers;
- Professional development;
- High student expectations/standards;
- Use of evidenced-based curriculum;
- Effective instruction;
- Pre- and post-assessments;
- Progress monitoring measures;
- Family literacy and parental involvement;
- Program accreditation; and
- School district monitoring of program quality.

Responsible Parties: Districts with schools in the persistently lowest-achieving 5%. FDOE’s Bureaus of School Improvement, Title I, Early Learning, and DA Regional Teams to provide assistance in implementation and monitor progress.

Timeline:

2010-11	2011-12	2012-13	2013-14
Districts/schools will review	Districts/schools implement	Districts/schools implement	Districts/schools implement

current placement of Pre-K programs and identify elementary schools to introduce new programs. Curriculum and staff to be selected and training provided on implementation.	new Pre-K program. Data to be tracked to determine increase of school readiness skills of participating students.	new Pre-K program. Data to be tracked to determine increase of school readiness skills of participating students.	new Pre-K program. Data to be tracked to determine increase of school readiness skills of participating students.
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Outcome: By 2014, districts with schools in the persistently lowest-achieving 5% will offer one additional full-day Pre-K program and increase kindergarten readiness rates.

District-Led Initiative 3: Evidence-based and Proven Programs to Support At-Risk Students

Background: Currently, districts have access to several sources of federal funding to improve low-performing schools, including Title I, School Improvement, and RTTT funds. Through this initiative, the FDOE will guide district spending generally while districts maintain enough flexibility to focus on programs that address their distinct needs. Beyond the classroom, low-performing high schools and their feeder patterns must provide students with a safety net through outreach and enrichment programs to prevent at-risk students from falling through the cracks.

Activity: As noted in the MOU between FDOE and participating LEAs, districts are required to target their persistently lowest-achieving 5% of schools and the high school feeder patterns with programs that address the needs of at-risk students. Programs should target dropout prevention, and encourage advanced classes, positive behavior support systems, monitoring, and curriculum that provides at-risk students with college- and career-ready skills. This four-year initiative will positively impact at-risk students in Florida with higher graduation rates and fewer dropouts by targeting specific student needs.

Responsible Parties: Districts with schools within the persistently lowest-achieving 5%. FDOE’s Bureaus of School Improvement and Title I, and DA Regional Teams to provide assistance in implementation and monitor progress.

Timeline:

2010-11	2011-12	2012-13	2013-14
Districts/schools will review current program offerings and expand or select additional programs.	Districts/schools implement or expand additional programs. Data to be tracked to monitor success of programs.	Districts/schools implement or expand additional programs. Data to be tracked to monitor success of programs.	Districts/schools implement or expand additional programs. Data to be tracked to monitor success of programs.

Outcome: By 2014, schools in the persistently lowest-achieving 5% and in their feeder patterns will sustain or introduce programs or initiatives to develop college- or career-readiness skills for at-risk students, especially for students returning from Department of Juvenile Justice facilities. Programs or initiatives will reduce suspension, drop-out, and retention rates, and increase attendance and graduation rates. Performance of students in the lowest 25% will increase in reading and mathematics.

Evidence: This requirement is also specifically addressed at the beginning of (E)(2) including a description of “lessons learned” in Florida’s turnaround process. See Appendix E-1 “Data on Historic Turnaround Record” for a chart detailing Florida’s record of improving low-performing schools.

Approach Used	# of Schools Since SY2004-05	Results and Lessons Learned
<ul style="list-style-type: none"> Improvement plan required for “F” schools to document required interventions Monitors visited schools Data reports provided to schools 	2004-2005 233 “D” and “F” schools	<p>Results 49% of schools improved one or more letter grades</p> <p>Lessons Learned</p> <ul style="list-style-type: none"> Support provided by FDOE to lowest-performing schools and LEAs was limited, indirect, and not driven by turnaround experts. Identification of lowest-performing schools focused only on school wide performance and ignored subgroup performance. Federal and state requirements for school improvement were contradictory. FDOE did not establish a standard for “turnaround”. State interventions for school improvement lacked authority to overcome collective bargaining obstacles. State lacked authority to require chronically low-performing schools to improve immediately or face closure.
<ul style="list-style-type: none"> Improvement plan required for “F” schools to document required 	2005-2006 308 “D” and “F” schools	<p>Results 54% of schools improved one or more letter grades</p> <p>Lessons Learned</p>

<p>interventions</p> <ul style="list-style-type: none"> • Monitors visited schools • Data reports provided to State Board of Education on schools' progress 		<ul style="list-style-type: none"> • Support provided by FDOE to lowest-performing schools and LEAs was limited, indirect, and not driven by turnaround experts. • Identification of lowest-performing schools focused only on school wide performance and ignored subgroup performance. • Federal and state requirements for school improvement were contradictory • FDOE did not establish a standard for "turnaround". • State interventions for school improvement lacked authority to overcome collective bargaining obstacles. • State lacked authority to require chronically low-performing schools to improve immediately or face closure.
<ul style="list-style-type: none"> • Improvement plan required for "F" schools to document required interventions • Monitors visited schools 	<p>2006-2007 143 "D" and "F" schools</p>	<p><u>Results</u> 30% of schools improved one or more letter grades</p> <p><u>Lessons Learned</u></p> <ul style="list-style-type: none"> • Support provided by FDOE to lowest-performing schools and LEAs was limited, indirect, and not driven by turnaround experts. • Identification of lowest-performing schools focused only on school wide performance and ignored subgroup performance. • Federal and state requirements for school improvement were contradictory. • FDOE did not establish a standard for "turnaround." • State interventions for school improvement lacked authority to overcome collective bargaining obstacles. • State lacked authority to require chronically low-performing schools to improve immediately or face closure.
<ul style="list-style-type: none"> • Improvement plan required for "F" schools to document required interventions • Monitors visited schools 	<p>2007-2008 299 "D" and "F" schools</p>	<p><u>Results</u> 63% of schools improved one or more letter grades</p> <p><u>Lessons Learned</u></p> <ul style="list-style-type: none"> • Support provided by FDOE to lowest-performing schools and LEAs was limited, indirect, and not driven by turnaround experts. • Identification of lowest-performing schools focused only on school wide performance and ignored subgroup performance. • Federal and state requirements for school improvement were contradictory. • FDOE did not establish a standard for "turnaround." • State interventions for school improvement lacked authority to overcome collective bargaining obstacles. • State lacked authority to require chronically low-performing schools to

		improve immediately or face closure.				
Performance Measures	Actual Data: Baseline (Current)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014	
The number of schools for which one of the four school intervention models (described in Appendix C) will be initiated each year.	70	0	0	0	0	
While all schools will choose a model the first year, they will continue to implement it during the course of the grant; however, if the chosen model is not successful, schools will be required to choose a different model.						

(F) General (55 total points)

State Reform Conditions Criteria

(F)(1) Making education funding a priority (10 points)

The extent to which—

- (i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008; and
- (ii) The State’s policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer

reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(1)(i):

- Financial data to show whether and to what extent expenditures, as a percentage of the total revenues available to the State (as defined in this notice), increased, decreased, or remained the same.

Evidence for (F)(1)(ii):

- Any supporting evidence the State believes will be helpful to peer reviewers.

Recommended maximum response length: Three pages

(i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008;

In FY 2008, the total actual expenditures to support elementary, secondary, and public higher education was \$13,441,014,030, and the total expenditures for State support of all State functions was \$50,950,572,246. Expenditures for public education were 26.38 percent of the State total expenditures for FY 2008. For FY 2009, the total actual expenditures to support elementary, secondary, and public higher education was \$12,033,304,404, and the total expenditures for State support of all State functions was \$45,241,105,137. Expenditures for public education were 26.60 percent of the State total expenditures for FY 2009. The FY 2009 education expenditures as a percentage of total expenditures were 0.22 percent higher than the FY 2008 education expenditures as a percentage of total expenditures.

(ii) The State's policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

In 1973, the Florida Legislature enacted the policy that established the Florida Education Finance Program (FEFP) funding formula to provide equitable distribution of state and local funds to Florida's 67 school districts. A key principle that has guided decision making over the years has been that the FEFP guarantees to each student in the Florida public school system the

availability of programs and services appropriate to his or her educational needs that are substantially equal to those available to any similar student notwithstanding geographic differences and varying local economic factors. The FEFP has been subjected to review by the courts in Florida and has been determined to be an equitable method for allocating state and local operating funds among Florida school districts. Since its enactment, other states' funding formulas have been influenced by the principles or components of the FEFP.

The FEFP is a student-enrollment-based education funding formula that provides for the equitable distribution of resources to school districts and schools based on the education needs of students. The formula does not contain a direct allocation of funds based on high or low poverty; however, if a student's education needs are the result of environmental factors, including but not limited to poverty, the formula provides resources for school districts and schools to meet the education needs. For 2008-2009, the formula distributed \$17,926,835,307 in state and local operating funds to school district and schools.

Fundamental to the formula is the accommodation of the variable local property tax bases through equalization. Without the strength of the State commitment to equalization, certain districts and schools in Florida would be financially constrained in their ability to meet the educational needs of their students. In 2008-2009, the range of the value of one mill of the property tax roll per student was \$3,205 for the most property-rich, pupil-poor district to \$107 for the most property-poor, pupil-rich district. The terms "pupil-poor" and "pupil-rich" are often used when measuring the equalization of per student funding and are unrelated to the wealth of students. A pupil-poor district is a district with few students, while a pupil-rich district is a district with a high student enrollment. In the most simple of analyses, the equalization of local property tax revenue is reflected in the percent of state and local funds that FEFP funds by district. For the property-rich, pupil-poor district, local revenue provides 76.68 percent of the operating revenue for the district schools and state funds provide 23.32 percent. For the property-poor, pupil-rich district, local revenue provides 9.15 percent of the operating revenue and state funds provide 90.85 percent. Through the equalization of local

property tax revenue, high-poverty school districts are not placed at a financial disadvantage because they do not have wealth as measured by the local property tax base to provide financial support for their schools. See Appendix F-1 for details regarding this explanation.

Other components of the FEFP impact the distribution of revenue among Florida school districts, given the need of the students served. These student needs, as described below, can be affected by external conditions, including poverty.

- *Program Cost Factors for Exceptional and Limited English Proficient Students:* FEFP includes a pupil weighting index called Program Cost Factors that provides variable revenue per student for special needs, which are often attributable to impoverished local situations. For example, exceptional (disabled) students and Limited English Proficient students are funded at a higher “weight” than basic K-12 students. Base funding in the 2008-09 FEFP accounts for \$10.9 billion of the \$17.9 billion state and local FEFP distribution and is calculated by multiplying a base amount (called the Base Student Allocation) by weighted students and adjusting for geographical differences in the cost of living (the District Cost Differential).
- *Supplemental Academic Instruction (SAI):* The \$687.0 million SAI component of the FEFP provides funds to school districts for students in need of intensive supplemental instruction. Students served by SAI funds may require the more intense education services due to external conditions, including poverty.
- *Department of Juvenile Justice (DJJ):* The FEFP also allocates funding for students who are provided education services while they are detained by the DJJ. These students are eligible for funding for 250 days of instruction distributed over 12 months. In addition to funding through the FEFP, these students are eligible for supplemental funding of \$10.5 million as a funding equity adjustment. Juvenile criminal behavior is often the result of environmental factors such as poverty, and the rehabilitation and education activities provided to DJJ students are focused on academic and career accomplishments.
- *Exceptional Student Education (ESE) Guaranteed Allocation:* This component provides a guaranteed funding entitlement for

exceptional students whose disability is less severe, and appropriate education placement is less involved, than exceptional students funded with cost factors in base funding described above. The 2008-09 authorized funding level was \$1.1 billion. Once again, to the extent that disabilities may be the result of environmental circumstances, including impoverished conditions, the ESE Guaranteed Allocation allows districts and schools to provide education and related services to eligible students in high-poverty schools.

- *Class Size Reduction:* In 2002 the voters of Florida passed an amendment to the Florida Constitution to reduce the number of students in classes. By the beginning of the 2010 school year, the maximum number of students who are assigned to each teacher in core academic courses in public school classrooms for grades prekindergarten through grade 3 will be 18 students; for grades 4 through 8 will be 22 students; and for grades 9 through 12 will be 25 students. For 2008-09, \$2.7 billion was authorized for school districts to hire teachers to reduce the size of core classes in anticipation of the 2010 deadline. An underlying belief is that smaller classes have social and education benefits for all students, including students in high-poverty school districts and schools.
- *Safe Schools:* Other components of the FEFP that impact high-poverty schools are Safe Schools, which provides \$72 million for activities to make the school a safe place to learn, and a Reading Allocation of \$109.1 million to provide a comprehensive system of research-based reading instruction.

Embedded in the K-12 Education Strategic Plan and the funding of Florida school districts and schools is the belief that every child can learn. Acceptance of this belief carries with it a commitment that equitably distributed funds will be used by districts and schools as effectively as possible so that each student can reach his or her full potential. To support the FEFP program that equalizes funding across schools and districts, Florida has implemented a statewide cost accounting system that documents the expenditure of federal, state, and local funds by district and for each school. This information provides transparency to educators and the public about how funds have been spent and is a tool for the re-allocation of resources among schools.

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools (40 points)

The extent to which—

- (i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;
- (ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools;
- (iii) The State’s charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues;
- (iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools; and
- (v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(2)(i):

- A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents.
- The number of charter schools allowed under State law and the percentage this represents of the total number of schools in the State.
- The number and types of charter schools currently operating in the State.

Evidence for (F)(2)(ii):

- A description of the State’s approach to charter school accountability and authorization, and a description of the State’s applicable laws, statutes, regulations, or other relevant legal documents.
- For each of the last five years:
 - The number of charter school applications made in the State.
 - The number of charter school applications approved.
 - The number of charter school applications denied and reasons for the denials (academic, financial, low enrollment, other).
 - The number of charter schools closed (including charter schools that were not reauthorized to operate).

Evidence for (F)(2)(iii):

- A description of the State’s applicable statutes, regulations, or other relevant legal documents.
- A description of the State’s approach to charter school funding, the amount of funding passed through to charter schools per student, and how those amounts compare with traditional public school per-student funding allocations.

Evidence for (F)(2)(iv):

- A description of the State’s applicable statutes, regulations, or other relevant legal documents.
- A description of the statewide facilities supports provided to charter schools, if any.

Evidence for (F)(2)(v):

- A description of how the State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

Recommended maximum response length: Six pages

(F)(2) – Key Highlights

- Florida is one of the top charter states in the country (4th in number of schools, 3rd in enrollment, and law recognized by the

Center for Education Reform) and, in addition, has a significant footprint in innovative schools, with the development of the Florida Virtual School with a current enrollment of 155,000 students.

- Through RTTT, Florida will aggressively expand educational options for traditionally under-served urban communities through partnerships with national charter funding organizations.
- Florida will continue to leverage virtual schools to serve students in rural area schools.

(i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;

Florida law does not prohibit or effectively inhibit increasing the number of high-performing charter schools as it does not impose caps or restrictions on the number of charter schools permitted to operate or the number of students eligible to attend charter schools. In fact, it expressly permits a variety of charter school types, including start-ups, conversions, university-sponsored charter lab schools, charter schools in the workplace, and charter schools in a municipality, while also allowing for any elementary and/or secondary grade configuration (s. 1002.33, F.S.).

External independent reviews have consistently ranked Florida’s charter school law as one of the strongest in the nation. The Center for American Progress, in its annual “Leaders and Laggards” report, stated that Florida has an “above average charter school law,” and awarded Florida a gold star in the school management category for “holding charter schools accountable for their performance.” The Center for Education Reform’s (CER) recent report stated that Florida’s law is one of only 13 state charter school laws that do not require significant revisions in order to meet the criteria for RTTT. (See Appendix F-2 for a copy of Florida’s Profile in the CER report). A separate study published in the American Journal of Education titled “*Charter Ranking Roulette: An Analysis of Reports that Grade States’ Charter School Laws*” ranked Florida’s law as one of the ten strongest laws in the United States. (See Appendix F-3 for a copy of the American Journal of Education article; see page 283).

Legislation authorizing the creation of charter schools as a part of Florida’s public education system was enacted in May 1996. The law specifically charges charter schools to improve educational opportunities for low-performing students, increase parental choice, influence the traditional public school system, and foster innovation. Thirteen years later, Florida has over 400 charter

schools (4th most in the country) educating approximately 137,000 students (third most in the country). (Please see table below). Florida’s charter schools now include 148 elementary, 68 middle, 107 high, and 87 combination schools, most of which offer a myriad of different programs, including but not limited to, charter schools with focuses on science, the arts, dropout prevention, career education, and students with disabilities.

	Total Number of Schools	Percent of Public Schools	Total Number of Students	Percent of Public School Students
All Public Schools	3,807	100.00%	2,634,507	100.00%
Charter Schools Only	410	10.77%	137,918	5.24%

- Data Source: 2009-10 Survey 2 Data as of 12/27/2009.

As impressive as the growth of charter schools in Florida has been in terms of quantity and quality, there is still room for improvement. While there are a number of charter schools in Florida that have had success serving high-need student populations, many of the charter schools that have taken on this task have struggled both financially and academically. Nevertheless, we have seen that remarkable increases in such student populations are achievable in the charter school context in Florida and elsewhere, and that those successes can be replicated. Florida is committed to using this grant opportunity to dramatically increase the number of high-quality charter schools that successfully increase student achievement among high-need student populations.

To that end, and as noted in section (e) above, FDOE intends to partner with national charter school funding organizations to “flood the zone” of the feeder patterns of persistently lowest-achieving schools with high-quality charter schools. This partnership would allow Florida to align its RTTT funds with Charter Schools Program (CSP) grant funds in order to provide incentives and support to charter school operators with a proven track record of success in high-need neighborhoods to replicate charter schools within the neighborhoods of Florida’s persistently lowest-achieving schools. In addition to the RTTT grant funds made available to national charter school funding organizations for this purpose, and the philanthropic funds that these funding organizations would raise for the benefit of these schools, FDOE will double the amount of CSP funds available to charter operators opening a school within these high-need neighborhoods. These efforts will improve the options available to students in these neighborhoods and

improve the struggling schools to which they matriculate by graduating more students who are at or near proficiency.

(ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools.

Florida Statutes and State Board of Education rules provide explicit instructions for approving, monitoring, renewing, and closing charter schools. Each of these processes is required to include an assessment of student achievement as the primary determining factor. As provided by law, Florida’s approach to charter school accountability and authorization is directed by high standards of student achievement, enhanced academic success, financial efficiency, and the alignment of responsibility with accountability [s. 1002.33(2), F.S.]. Florida law requires that charter schools demonstrate how they will serve student populations similar to other schools in the district, as well as increase learning opportunities for all students, and specifically encourages charter schools to enroll high-need students by allowing them to limit their enrollment to target students at risk of dropping out or academic failure [s. 1002.33(10)(e), F.S.]. Florida law also specifically requires charter schools to be one of the options available to school districts to turn around schools categorized as “Intervene” under the state’s Differentiated Accountability program. [s. 1008.33(5), F.S.].

Florida law outlines the process for applying to an authorizer to open a charter school, and provides a broad description of the required components of the application [s. 1002.33(6), F.S.]. A model charter school application, developed by the FDOE in partnership with the National Association of Charter School Authorizers (NACSA), requires applicants to present a detailed and comprehensive plan for how the proposed school will provide a high-quality educational program that will result in high student achievement. The model application specifically emphasizes educational design, curriculum implementation, and student performance, assessment, and evaluation. In 2009, the Legislature required that all charter school applicants use the model application [s. 1002.33(6)(a), F.S.]. FDOE also developed an evaluation instrument that Florida law requires authorizers to use in their evaluation of applications [s. 1002.33(6)(b), F.S.] (See Appendix F-4). The evaluation instrument provides authorizers with a

rigorous and clear set of criteria for evaluating charter school applications, and ensures that only applications that set forth a credible plan for a high-quality charter school will receive approval.

The disposition of charter school applications and reasons for denial from 2004-2010 is represented below.

Table F-1: Disposition of Charter School Applications

Year	Applications Submitted	Applications Approved	Applications Withdrawn	Applications Denied	School Closures
2009-2010	250	Unavailable	Unavailable	Unavailable	Unavailable
2008-2009	145	66	48	31	23
2007-2008	94	51	24	19	11
2006-2007	83	45	16	22	26
2005-2006	123	68	20	35	25
2004-2005	126	86	13	27	29
Totals	571	316	121	134	114

Table F-2: Reasons for Denials

	Academic/Curriculum	Financial	Governance Structure	Low Enrollment	Other (Specify)
2008-2009	11	8	9	1	2
2007-2008	4	4	6	1	4
2006-2007	8	8	6	0	2
2005-2006	11	8	5	0	11
2004-2005	9	6	5	1	6
Totals	43	34	31	3	25

With the exception of a handful of university-run charter lab schools established in statute, school districts are the only entities authorized to approve charter schools; however, charter school application denials and charter school contract terminations are

appealable to the State Board of Education (SBE). Since Florida law was revised in January 2003 to give the SBE the authority to overturn district application denials, the use of this appellate authority has been limited, as districts have generally become more sophisticated and responsible in their review of charter applications. As a result, less than 3% of the charter schools currently operating in Florida were granted an application by way of an appeal to the SBE.

Florida law requires that charter contracts include specific information about the educational design of the program and projected student achievement, including school mission, focus of the curriculum, instructional methods to be used, current incoming baseline standard of student academic achievement, outcomes to be achieved, and the methods of measurement that will be used [s. 1002.33(7), F.S.]. All contracts must explicitly describe how baseline data and prior student achievement will be determined, how those baseline rates will be compared to rates of academic progress after students are enrolled in the charter school, how these rates of progress will be evaluated and compared with rates of progress of other closely comparable student populations, the methods used to identify the educational strengths and needs of students, and how well educational goals and performance standards are met by students attending the charter school.

These comparisons are valid because Florida law requires that charter school students be assessed in the same manner as traditional public school students. All students in grades 3 through 10 are annually assessed by the Florida Comprehensive Achievement Test (FCAT). Student achievement data derived from the FCAT, which includes both proficiency and learning gains, are used to calculate a school-wide grade assigned to each public school with a sufficient number of tested students. For schools that do not meet the minimum size requirement to receive a school grade, Florida law requires that the school's student achievement data be provided to all parents of students currently enrolled and on the waiting list, and posted on the school's Web site.

Charter renewal decisions are driven primarily by the school's record of student achievement. Florida law directs authorizers to consider the school's success or failure to meet the requirements for student performance found in the charter when considering charter renewals. To provide additional clarity to authorizers, and to ensure that only high-quality charter schools are renewed, the Legislature recently required the FDOE to create a standardized charter renewal document. The FDOE, in partnership with NACSA

and the Florida Association of Charter School Authorizers (FACSA), has released draft versions of the renewal document, and is currently seeking public comment. These draft versions direct authorizers to closely scrutinize student academic achievement, including performance on the FCAT, Adequate Yearly Progress, and any additional relevant assessment results. Additionally, the FDOE plans to collaborate with FACSA and the Center For Research On Education Outcomes (CREDO) at Stanford University in the development of a model renewal process and will continue to coordinate with both NACSA and FACSA on authorizer training and support that will continue to strengthen the monitoring and authorization of charter schools.

Student achievement is the primary focus of charter schools, authorizers, and FDOE. Florida law requires that all charter schools be guided by the principles of high standards of student achievement. Charter schools that do not live up to these expectations and do not improve student achievement are closed. The law provides authorizers with a clear and unambiguous standard for charter school closure, stating that an authorizer may terminate or decline to renew any charter school that does not meet the student performance requirements set forth in the charter, or if insufficient progress has been made in attaining the student achievement objectives of the charter and if it is not likely that such objectives can be achieved before expiration of the charter [s. 1002.33(7)(a)12, F.S.]. Over the past five years, authorizers have overseen the closure of 129 charter schools. Of the 101 closures that were non-voluntary, 61 were related to either academic performance or financial management (Appendix F-5).

The conventional practice of closing failing charter schools does not mean that FDOE or authorizers are unwilling to provide assistance to charter schools with potential for success. Florida has and will continue to leverage state and federal resources to survey the technical assistance and training needs of both charter schools and authorizers. In addition to charter schools' inclusion in Florida's statewide Differentiated Accountability program referenced in Section (E), the FDOE is using federal CSP grant funds to expand the support provided to charter schools located in high need neighborhoods, to survey the unique needs of charter schools, and providing training and support for charter school principals and teachers to meet those needs in ways that will increase student achievement. Specifically, the FDOE has already provided new charter applicant training, and is in the process of conducting surveys of charter school principals and teachers and to provide training in special education instruction, Response to Intervention,

and Instructional strategies. The FDOE will also target at least 25 new charter school leaders for training in best practices at the Performance Management Institute at CREDO during the summer of 2010.

Florida's unwavering commitment and focus on student achievement has resulted in a robust charter school system that has produced excellent results. Student-level data for the 2008-2009 school year indicates that a higher percentage of charter schools students are proficient in reading, math, and science, at the elementary, middle, and high school levels as compared to their traditional public school peers. In addition, the achievement gap between white students and African-American students in reading, math and science is smaller in Florida's charter schools as compared to traditional public schools at every grade level. This is also true for the achievement gap between white students and Hispanic students. (Refer to Appendix F-6 2008-2009 Charter School Student Achievement Report-Data). Almost 80 percent of graded charter schools received an "A" or "B" under the State's grading system, and a higher percentage of charter schools made Adequately Yearly Progress as compared to traditional public schools.

(iii) The State's charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues.

Florida law requires that "students enrolled in a charter school, regardless of the sponsorship, shall be funded as if they are in a basic program or a special program, the same as students enrolled in other public schools in the school district" [s. 1002.33(17), F.S.]. State taxes, appropriate federal funds (including ARRA State Fiscal Stabilization Funds), local property taxes, and lottery proceeds fund charter schools in the same manner as traditional public schools for current operating costs. Charter schools receive a per-student share of these operating funds through the authorizing school district. Authorizers may withhold an administrative fee of up to a maximum of five percent of the funds as defined in s. 1002.33(17)(b), F.S., for which they must provide certain administrative and educational services, including contract management services, full-time equivalent and data reporting services, special education administration services, test administration services (including payment of the costs of state-required or district-required student assessments), processing of teacher certificate data services, and information services (including equal access to student information systems that are used by the district schools).

Florida law affirms the right of charter schools to receive federal funds for which they are eligible, including Title I funds. Section 1002.33(17)(c), F.S., states, “If the district school board is providing programs or services to students funded by federal funds, any eligible student enrolled in charter schools in the district shall be provided federal funds for the same level of service provided students in the schools operated by the public school board.” Accordingly, federal entitlement programs such as No Child Left Behind (NCLB) and Individual with Disabilities Education Act (IDEA) are to be allocated proportionally by districts to charter schools that provide the services or programs. These allocations can be accomplished by providing the dollar amounts or equivalent program resources as negotiated by charter contract or other contractual agreement. Additionally, Florida law was recently amended to require the FDOE and school districts to include charter schools in requests for federal stimulus funds [s. 1002.33(17)(d), F.S.]. Accordingly, the MOU specifically requires participating LEAs to ensure that charter schools have the same opportunity as other public schools to participate in the RTTT grant and that they receive a commensurate share of any funds and services provided by the grant.

To further ensure that charter school students are able to participate and benefit from grant funds to an extent equal to all other public school students, Florida will set aside RTTT funds for a competitive grant that would allow potential vendors to submit bids that meet the unique needs of charter school students in ways that align with one or more of the assurances. These vendors might include charter school membership organizations, charter operators, charter schools, charter authorizers, or any other entity with a product, program, or service that meets the unique needs of charter schools in a way that will increase student achievement. Vendor bids would have to demonstrate three things: 1) a demonstrated need for the product, program, or service among charter schools, 2) that the need and the product, program, or service is aligned with one or more of the four assurances, and 3) how their product, program, or service meets that need. This could potentially include, but not necessarily be limited to, data systems for smaller charter schools that currently lack the systems necessary to implement data-driven instruction, or charter school principal and leadership training. Charter schools located in districts that do not to participate in RTTT will be given priority for such grants. The grant application process would begin at the start of the 2010-11 school year and would allow potential vendors to bid on sub-grants

that would last through the end of the grant period.

(iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools.

FDOE provides charter schools with facilities funding [ss. 1002.33(9) and 1013.62, F.S.]. Florida initiated a charter school facility funding program in 1998 by establishing a separate capital outlay program in statute. The Legislature appropriated \$7.8 million for charter school capital outlay in 2000 and, as the number of charter schools has grown, the Legislature has increased the annual appropriation to its current amount of approximately \$57 million. The per-student amount of this facilities funding for eligible charter schools is comparable to the average per-student amount available to district schools across the state after districts' debt service is removed. Some school districts have chosen to provide charter schools with additional facilities funding from local property tax revenues as well.

The state provides charter school capital outlay funds only to those schools that demonstrate satisfactory student achievement, financial stability, and sound governance. Charter school capital outlay funds may be used to purchase real property, construct school facilities, purchase or lease relocatable facilities, renovate and repair existing facilities, purchase equipment, or pay premiums for property and casualty insurance necessary to insure the school facility.

In addition to the facilities funding provided by the state, Florida law also provides greater flexibility in facilities requirements for charter schools. Charter schools are not required to utilize facilities that meet the rigorous State Requirements for Educational Facilities (SREF) with which district-owned school buildings must comply. Facilities used by charter schools must comply with the Florida Building Code, pursuant to s. 553.73, F.S., except for the SREF portions, and the Florida Fire Prevention Code (s. 663.025, F.S.). The law further states that charter schools may utilize a variety of facilities, including libraries, museums, and churches, under the facilities' preexisting zoning and land use designations. Charter school facilities are exempt from assessments of building

permit fees (with exceptions), building and occupational license fees, impact fees, service availability fees, and assessments for special benefits [s. 1002.33(18)(d), F.S.]. Charter schools are also eligible to receive funds from impact fees assessed when residential developments cause increased enrollment.

Charter schools may also have access to district-owned facilities. If a district has a facility or property that is available because it is surplus, marked for disposal, or otherwise unused, it must be provided for a charter school's use on the same basis as it is made available to other schools in the district [s. 1002.33(18)(e), F.S.].

(v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

Florida enables LEAs to operate innovative, autonomous public schools as evidenced below via the Florida Virtual School (FLVS), the School District Virtual Instruction Program, and developmental research (laboratory) schools.

Florida has comprehensive public virtual education options for its students. All of Florida's virtual education options are designated as part of Florida's public education system (s. 1000.04, F.S.) and as public school choice options for Florida students (s. 1002.20, F.S.). Virtual education provides expanded access to quality courses and teachers for students no matter where they live or what their schools or other educational programs offer. This is particularly important for students in rural schools and other schools that are not able to offer a wide variety of courses, including some of the higher-level Advanced Placement (AP) courses.

In addition, all virtual education options are funded through the state's public education funding formula so that the funding follows the students to the program of choice and there are no legislative caps for enrollment. The funding includes an innovative twist in that it is based on student performance or successful completion of virtual programs or courses rather than seat time. Florida's virtual education options are not merely reforming education; they are transforming education.

The Center for Digital Education surveys and ranks states based on their policies and practices related to virtual education. For

the last two years, it has ranked Florida #1 in the nation for its vision, policies, programs, and strategies related to online learning and its use to transform education and to meet student needs. The Center's national analysis examines the types of programs offered, access to these programs, enrollment and growth in online education, course offerings, K-20 ventures, and whether online learning is a strategy for school reform in the state. According to the 2009 release of a study conducted by the Evergreen Education Group entitled *Keeping Pace with K12 Online Learning*, Florida's online learning opportunities provide Florida students with more access to online learning than students in any other state. (*Keeping Pace with K12 Online Learning*, see pps. 10-11).

The Florida Virtual School. FLVS, established in law (s. 1002.37, F.S.) for the development and delivery of online and distance learning education to Florida middle and high school students, has led the way in this educational transformation. FLVS, which began with a "Break the Mold" grant in 1997 and an enrollment of 77 students, has become a national and international leader in online education, with the largest enrollment of any state virtual school in the nation by far (154,125 course enrollments compared to 28,014 for the state with the second highest enrollment in 2008-09). Priority for enrollment is given to students who need expanded access to courses and teachers (e.g., students in inner-city or rural schools and home education students) and students seeking acceleration. School districts are not allowed to limit or deny access to their students to courses offered by FLVS.

FLVS provides access to over 125 online courses 365 days per year, 24 hours a day. FLVS provides individualized and personalized instruction and flexible pacing for students. Students can access lessons whenever, wherever, and through multiple devices and means. Learning is based on achievement instead of seat time and so is its funding. Teachers are held accountable for student performance through a variety of metrics and all staff are on annual contracts. Access to expanded curriculum is available for every student in the state (including rural, urban, and low-performing) by FLVS. This includes AP, foreign languages, electives, and core requirements. Even fiscally strapped districts can offer a full range of AP courses and test preparation by qualified instructors, something not available to students in many smaller school districts.

The results achieved in providing access to AP courses to students that may not otherwise have such access has been impressive and

is something Florida expects to build on in the future:

In 2008-09, FLVS had **154,125** successful half-credit completions. Of these:

- Over 12,300 were from rural schools.
- Over 24,600 were from low-performing schools.
- Over 27,700 were from high-minority schools.

In 2008-09, FLVS had **3,020** successful half-credit completions in their 10 AP courses. They have 13 AP courses in 2009-10 and more in development. Of these successful completions:

- Over 1260 (42%) were minority students
- Over 780 were from high-minority schools
- Over 480 were from low-performing schools
- Over 90 were from rural schools

On average, FLVS AP students have higher pass rates than their state and national peers. Across all FLVS AP exams, the average pass rates are: FLVS 58.56%, Florida 40.72%, and US 55.32%.

Seventeen Florida school districts have established franchises of FLVS. School districts provide the administration and instruction for franchise students while FLVS provides the curriculum, Learning Management System, Student Information System, teacher training and mentoring, leadership training, and more. This innovative partnership only costs school districts \$50 per half-credit enrollment to offer a nationally-recognized, online education program for their students. FLVS also provides virtual solutions to 45 states and 39 countries.

School District Virtual Instruction Program. The 2008 Legislature created the School District Virtual Instruction Program (s. 1002.45, F.S.). Beginning in 2009-10, all school districts offered full-time, district-level virtual instruction programs for their students in grades K-12. The instruction in these programs takes place in an interactive environment in which the teacher and student are separated by time and space. Students primarily access their virtual instruction program from home. This program is

designated by law (s. 1002.20, F.S.) as a public school choice option within the school district. Districts have a number of options for offering this choice to their students, including the following: contracting with FLVS, establishing a franchise of FLVS, contracting with FDOE-approved providers, or entering into agreements with other school districts. FLVS and the private providers are responsible for providing the administration; instruction; teachers and staff; curriculum; learning management and student information systems; and the technology, infrastructure, and support necessary to provide a full-time, turn-key virtual instruction program for district students. The providers of full-time virtual programs under contract with school districts are held accountable for student achievement through a statewide school grade based on the performance of the students in all of their district programs. The contract for any provider earning less than a 'C' performance grade for two out of four years must be terminated. Funding for these programs is based on successful completions (completion of the program and promotion to a higher grade level for students in grades K-5 and successful course or credit completion for students in grades 6-12) [s. 1011.61(1)(c)1.b.III, IV, and V, F.S.].

Developmental Research (laboratory) Schools. Florida also established in law a category of public schools known as developmental research schools (lab schools). (see s. 1002.32, F.S.) Florida has four Title I-eligible lab schools (P.K. Yonge School at UF, FAMU Lab School, FSU Lab School, and Henderson School at FAU), and three of them are participating LEAs for RTTT. Each lab school is affiliated with the college of education within the state university of closest geographic proximity. For the purpose of state funding, Florida Agricultural and Mechanical University, Florida Atlantic University, Florida State University, the University of Florida, and other universities approved by the State Board of Education and the Legislature are authorized to sponsor a lab school. The mission of the lab schools is to be a vehicle for the conduct of research, demonstration, and evaluation regarding management, teaching, and learning. Each lab school must emphasize mathematics, science, computer science, and foreign languages. The primary goals of these lab schools are to enhance instruction and research in these specialized subjects by using the resources available on a state university campus, while also providing an education in non-specialized subjects. Each lab school may establish a primary research objective related to fundamental issues and problems that occur in the public elementary and secondary

schools of the state. A student population reflective of the student population of the public school environment, in which those issues and problems are most prevalent, shall be promoted and encouraged through the establishment and implementation of an admission process that is designed to result in a representative sample of public school enrollment based on gender, race, socioeconomic status, and academic ability.

(F)(3) Demonstrating other significant reform conditions (5 points)

The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, other conditions favorable to education reform or innovation that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(3):

- A description of the State's other applicable key education laws, statutes, regulations, or relevant legal documents.

Recommended maximum response length: Two pages

Florida's historical educational reforms have been a deliberate and comprehensive effort to drive increased student achievement. Beginning in 1999 with the A+ Plan, Florida has demonstrated its commitment to bold education reform. The state's innovation continued with the passing into law of the A++ Plan in 2006 and Florida's Equal Opportunity in Education Act in 2009. As noted throughout the application, Florida's broad-based education reforms have included adopting internationally-benchmarked standards, aligning assessments to those standards, using student performance data in the classroom to drive instruction, building an education system with effective teachers and principals, and enacting a Differentiated Accountability system to turn around the lowest performing schools.

In addition to these systemic reform efforts, there are a number of initiatives that demonstrate innovation and a focus on education in Florida, which include:

- *Voluntary Prekindergarten Program:* In operation since the fall of 2005, the Voluntary Prekindergarten (VPK) Education Program provides a prekindergarten option to children who are four years old by September 1st of the current year. The program may be delivered by private, faith-based, or public schools that meet eligibility requirements. It includes both a school-year and a summer option, with different requirements for each in terms of class size, instructor-to-student ratios, total instructional hours, and qualifications of personnel. (See Ch. 1002, Part V, F.S., “Voluntary Prekindergarten Education Program.”) VPK providers may select or design their curriculum to implement the VPK program, as long as the curriculum prepares children for early literacy, numeracy, and kindergarten. The Florida Kindergarten Readiness Screener (FLKRS) calculates each student’s readiness for kindergarten as well as the VPK Provider Kindergarten Readiness Rate, which measures how well a VPK provider prepares four-year-olds to be ready for kindergarten, based on the VPK Education Standards. Currently it is estimated that 69.2% of four-year-olds will participate in the VPK program. In the 2008-09 VPK Program, 147,765 children or 63% of all four-year-olds participated. See Appendix F-7 “VPK Fact Sheet.” Data show that a higher percentage of children who completed VPK scored ready for kindergarten when compared to children who did not complete or participate in VPK across all three measures of the FLKRS in 2007-08. See Appendix F-8 “2007-08 VPK vs. NonVPK Comparisons on Kindergarten Screening.”
- *Teach for America (TFA):* Programs in Duval and Miami-Dade Counties have contributed nearly 200 effective and qualified teachers in 2009 and have plans to double the size of the incoming TFA corps in Miami-Dade County for the 2010 school year.
- *Knowledge is Power Program (KIPP):* KIPP, a national network of free, open-enrollment, college-preparatory public schools, is expanding to Florida this year. Due to broad-based community interest and support, Jacksonville was selected by

KIPP as its only new national expansion site in 2010. In addition to support by the FDOE, both Jacksonville Mayor John Peyton and U.S. Congresswoman Corrine Brown have been actively involved in the effort to bring KIPP to Jacksonville.

- *Southern Regional Education Board (SREB)*: Florida partners with this non-profit organization to offer technical assistance and professional development opportunities to districts in the areas of leadership development, school improvement, and the strengthening of Career and Technical Education programs. FDOE cabinet members frequently attend SREB conferences to network with other states and to be exposed to the latest research in educational reform and policy.
- *College Reach-Out Program (CROP)*: Florida promotes academic achievement in historically underrepresented student populations through CROP, a unique program that provides special support to low-income, educationally disadvantaged students in order to prepare them to complete their postsecondary education (s. 1007.34, F.S.). Over 7,000 students per year participate in CROP, and as a cohort these students outperform their peers across a variety of metrics, such as graduation rate (83% for CROP participants compared to 60% for non-CROP participants) and grade point average (2.48 for CROP participants compared to 2.12 for non-CROP participants).
- *Juvenile Justice Educational Enhancement Program (JJEED)*: JJEED is a project funded by the FDOE and managed by Florida State University. The program provides technical assistance to improve Department of Juvenile Justice educational programs, conducts quality assurance reviews, and conducts research to identify promising educational practices.

Ongoing successful reform in Florida’s public education system is critical not only for Florida’s students and their chances to lead productive lives, but to the state’s overall economy, which must supply a growing number of highly educated professionals and highly skilled workers in order to attract key industries, sustain growth, and ensure viable development of communities. To meet immediate needs for upgrading the skills of graduates as well as the far-reaching needs for strengthening the academic achievement of students at multiple points in the PK-12 system, Florida has undertaken an assessment of where its resources have been best applied and where they have fallen short in recent years. The State’s Next Generation PreK-20 Strategic

Plan, adopted by the State Board of Education in November 2009, identified six strategic areas of focus for Florida education in 2009-10, including strengthening foundation skills, improving the quality of teaching in the education system, improving college and career readiness, expanding opportunities for postsecondary degrees and certificates, improving K-12 educational choice options, and aligning resources to strategic goals. The state's educational reform plan is closely aligned to RTTT priorities, and Florida is eager to use RTTT to build from its progress to date and as a catalyst to meet its goals for student achievement more quickly and robustly than would be possible in the absence of the RTTT grant.

V. COMPETITION PRIORITIES

Priority 1: Absolute Priority -- Comprehensive Approach to Education Reform

To meet this priority, the State's application must comprehensively and coherently address all of the four education reform areas specified in the ARRA as well as the State Success Factors Criteria in order to demonstrate that the State and its participating LEAs are taking a systemic approach to education reform. The State must demonstrate in its application sufficient LEA participation and commitment to successfully implement and achieve the goals in its plans; and it must describe how the State, in collaboration with its participating LEAs, will use Race to the Top and other funds to increase student achievement, decrease the achievement gaps across student subgroups, and increase the rates at which students graduate from high school prepared for college and careers.

The absolute priority cuts across the entire application and should not be addressed separately. It is assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority.

Priority 2: Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM).

(15 points, all or nothing)

To meet this priority, the State's application must have a high-quality plan to address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

The competitive preference priority will be evaluated in the context of the State's entire application. Therefore, a State that is responding to this priority should address it throughout the application, as appropriate, and provide a summary of its approach to addressing the priority in the text box below. The reviewers will assess the priority as part of their review of a State's application and determine whether it has been met.

Recommended maximum response length, if any: One page

Florida has a clear and focused emphasis on science, technology, engineering, and mathematics (STEM) initiatives that are designed to reform education and prepare students to succeed in college and the workplace and to compete in the global economy. Florida's initiatives prepare students through rigorous and relevant STEM coursework and are supported by a diverse group of stakeholders and experts in our state, nation, and world. The following existing STEM projects and bold plans to expand STEM activities are discussed throughout the application in each assurance narrative.

- (i) Offering a rigorous course of study in mathematics, the sciences, technology, and engineering is supported through the:
 - a. adoption of internationally benchmarked mathematics and science standards [Section (B)(3)]
 - b. increase of student access to rigorous and relevant STEM courses supported by the MOU, our high school accountability system, Career Academy initiatives, and middle grades integrated technology courses [Section (B)(3)]
 - c. increase in high school graduation requirements in the areas of mathematics and science (formally joined the American Diploma Project in 2008) [Section (A)(3)]
 - d. alignment of high school and college texts in both quantity and complexity [Section (B)(3)]
- (ii) Cooperating with industry experts, museums, universities, research centers, or other STEM-capable community partners includes:
 - a. **STEMflorida** -The *STEMflorida* Education Advisory Group will work collaboratively to produce a Florida STEM Plan by December 2010 that will include strategies to: address educational initiatives to support existing and prospective STEM-based industry; increase student enrollment in STEM curricula; increase student achievement goals in mathematics and science; close the gap between STEM entry-level workforce readiness needs and an available STEM-prepared workforce; increase the percentage of all Floridians who are literate in STEM content and issues; increase postsecondary readiness for 21st century STEM-related careers; and provide educational solutions to regional STEM workforce needs. This Florida STEM Plan will be created using input from a number of stakeholders and communities. A series of reports is being compiled to provide the most current information on the status of STEM education in Florida,

the stated STEM needs of the business community, and evidence-based approaches for addressing those needs. [See Appendix P-1 for STEM_{florida} Plan]

- b. **Florida Center for Research in Science, Technology, Engineering, and Mathematics (FCR-STEM) Female and Minority Initiative** (See Appendix P-2)
- c. **Florida Career and Professional Education (CAPE) Act** created to provide a statewide planning partnership between business and education communities in order to attract, expand, and retain targeted, high-value industry and to sustain a strong, knowledge-based economy. The main purposes of the CAPE Act are to improve middle and high school academic performance by providing rigorous and relevant curriculum opportunities, and to provide rigorous and relevant career-themed courses that articulate to postsecondary-level coursework and lead to industry certification [Sections (B)(3) and (F)(3)]. Additional CAPE information can be found on the FDOE Web site at:
<http://www.fldoe.org/workforce/fcpea/default.asp>.
- d. **PRISM** – The PRISM Project unites business and educational communities in promoting regional improvement in science and math. PRISM works collaboratively with the Central Florida School Board’s Coalition of ten school districts serving over 830,000 students. (See Appendix P-3)
- e. **SPACE Florida** – Section 331.302, F.S., establishes Space Florida to promote aerospace business development by facilitating financing, spaceport operations, research and development, workforce development, and innovative education programs. (See Appendix A-6 for letter of support)
- f. **FSU Teach and UF Teach** programs prepare students with in-depth knowledge in mathematics and science to become teachers of rigorous STEM courses. Florida’s RTTT application includes funding to increase the number of similar teacher preparation programs [Section (D)(4)].

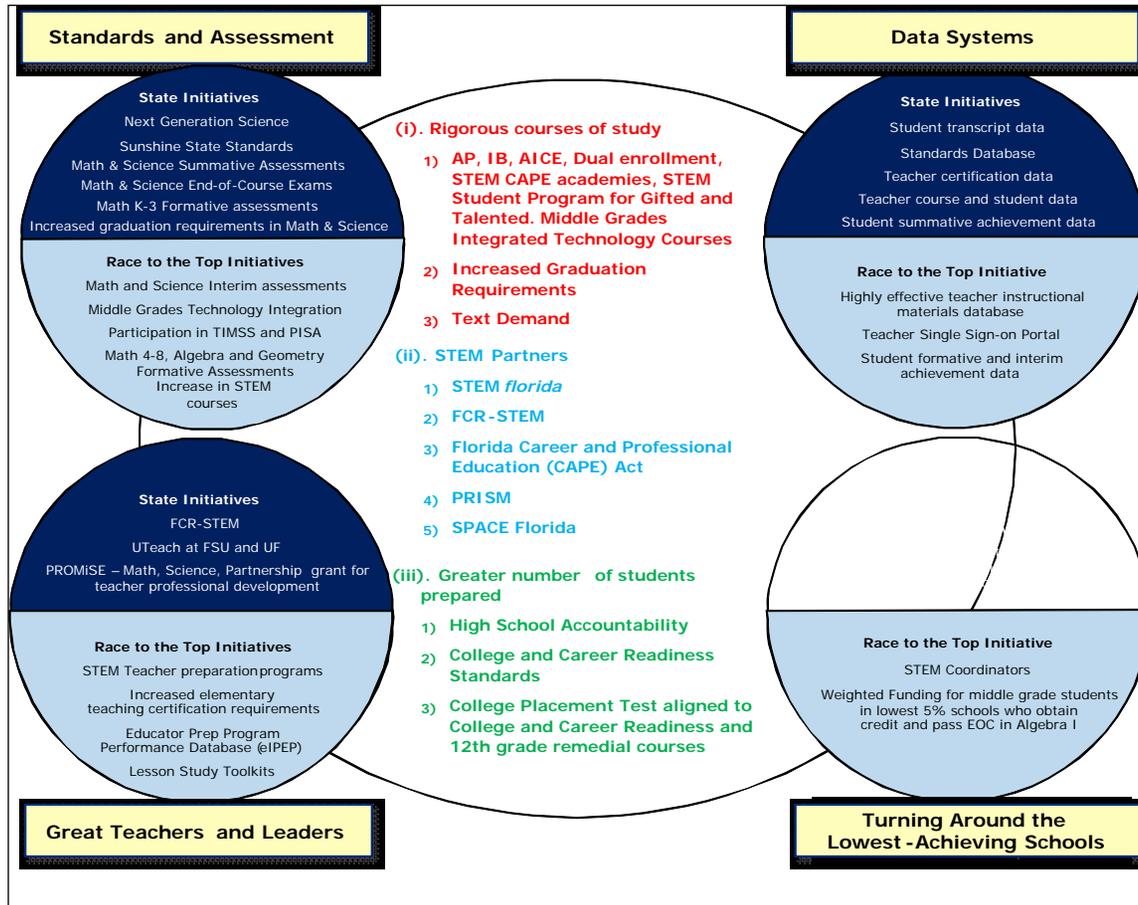
(iii) **Prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including addressing the needs of underrepresented groups and of women and girls in the areas of science,**

technology, engineering, and mathematics through the:

- a. FCR-STEM Female-Minority Initiative [Section (B)(3)]
- b. implementation of the STEM Student Program for Gifted and Talented Students [Section (B)(3)]
- c. provision of international comparisons of student achievement in STEM to drive improved instruction [Section (B)(3)]
- d. provision of science and mathematics interim assessments; formative mathematics assessments and toolkits; and related assessment data for teachers to improve instruction [Section (B)(3)]
- e. provision of a highly effective teacher instructional materials database to support improved instructional materials decisions [Section (B)(3)]
- f. increase in elementary teacher certification requirements in mathematics and science [Section (D)(4)]
- g. tracking of teacher preparation program performance through the eIPEP [Section (D)(4)]
- h. implementation of a compensation system that implements statutory requirements of differentiated pay for highly effective teachers in s. 1012.22(1)(c)4., F.S., for base salary supplements or bonuses including STEM areas [Section (D)(2)iv.b. and MOU]
- i. provision of STEM Coordinators for Florida's Struggling Schools [Section (E)(2)]
- j. expansion of opportunities for students in low-performing schools in each participating school district to attend career and professional academies, especially STEM academies, under s. 1003.493, F.S. [Section (E)(2) and MOU]
- k. provision of an Algebra incentive bonus to schools in the persistently lowest-achieving schools where middle grade students, grades 6-8, successfully complete an end-of-course examination for Algebra I [Section (E)(2)]

As depicted below, Florida's efforts to strengthen STEM instruction, student performance, and student access to quality programs are supported in all assurance areas and by state initiatives outside of Race to the Top.

Figure P-1: STEM in Florida's RTTT application



VI. BUDGET

BUDGET PART I, BUDGET SUMMARY NARRATIVE

All of the funds included in the budget summary are detailed in project-level budgets and tables, with the exception of the Supplemental Funding for Participating LEAs and the Funding Subgranted to Participating LEAs (50% of the Total Grant).

Each project (with the exceptions noted below) is directly linked to an initiative described in the Initiative Summary Charts found in the Appendix:

- Standards and Assessments, Appendix B-9
- Data Systems to Support Instruction, Appendix C-4
- Great Teachers and Leaders, Appendix D-6
- Turning Around the Lowest Achieving Schools, Appendix E-15

The funds for Charter School Innovations support the section dealing with “Ensuring Successful Conditions for High-Performing Charter Schools and Other Innovative Schools,” as described in its own project-level budget and in the narrative for Criterion (F)(2).

The funds for the Florida Department of Education’s (FDOE) management and administration of the Race to the Top (RTTT) grant are described in a separate project-level budget. The description of the FDOE’s plan for organizing to implement the grant can be found in the section titled, “Building Strong Statewide Capacity to Implement, Scale Up and Sustain Proposed Plans,” Criterion (A)(2).

As specified in the Budget Summary Table, Florida is requesting a total of \$100,000,000 across the four years of the grant to provide supplemental funding to participating LEAs. These funds will be sub-awarded to LEAs for innovative reforms that go beyond those specified in the MOUs and the statewide plans. It is believed that many LEAs will have creative and innovative initiatives that will link the goals and assurances but that have not been included in the State’s overall plan. Recipients of these funds will be determined through a competitive selection process based on the extent to which the proposed innovation is consistent with the RTTT goals and assurances, and compatible with the State’s overall plan, and has significant potential for success.

Funds requested for subgrants to participating LEAs (50% of the total award) will be awarded and disbursed in accordance with the requirement that they be allocated using the Title I, Part A, formula. The proposed allocations are located in Appendix X-1.

A detailed discussion of how Florida intends to leverage state and other federal resources to support RTTT education reform plans is provided in the section titled, “Building Strong Statewide Capacity to Implement, Scale Up and Sustain Proposed Plans,” Criterion (A)(2).

VI. BUDGET
Budget Part I: Budget Summary Table

Instructions:

In the Budget Summary Table, the State should include the budget totals for each budget category and each year of the grant. These line items are derived by adding together the line items from each of the Project-Level Budget Tables.

Budget Part I: Summary Budget Table					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 870,000	\$ 870,000	\$ 870,000	\$ 870,000	\$3,480,000
2. Fringe Benefits	\$ 270,526	\$ 270,526	\$ 270,526	\$ 270,526	\$1,082,104
3. Travel	\$ 120,000	\$ 120,000	\$ 120,000	\$ 120,000	\$ 480,000
4. Equipment/Standard Support/HR	\$ 140,192	\$ 89,791	\$ 89,791	\$ 89,791	\$ 409,565
5. Supplies	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 12,000
6. Contractual	\$101,933,915	\$127,397,761	\$124,596,961	\$108,886,815	\$462,815,452
7. Training Stipends	0	0	0	0	0
8. Other (Communication/Technology Services)	\$ 146,718	\$ 133,718	\$ 133,718	\$ 133,718	\$ 547,872
9. Total Direct Costs (lines 1-8)	\$103,484,351	\$128,884,796	\$126,083,996	\$110,373,850	\$468,826,993
10. Indirect Costs*	\$ 504,527	\$ 493,305	\$ 493,305	\$ 493,305	\$ 1,984,442
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	\$ 25,000,000	\$ 25,000,000	\$ 25,000,000	\$ 25,000,000	\$100,000,000
13. Total Costs (lines 9-12)	\$128,988,878	\$154,378,101	\$151,577,301	\$135,867,155	\$570,811,435
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	\$142,702,859	\$142,702,859	\$142,702,859	\$142,702,858	\$570,811,435
15. Total Budget (lines 13-14)	\$246,691,737	\$272,080,960	\$269,280,160	\$253,570,013	\$1,141,622,870
<p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.</p>					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Department of Education - Administrative (A)(2)(i)(c) Building Strong Statewide Capital to Implement Scale Up and Sustainable Proposal Plans

FDOE's current organizational structure is ideal for integration of the Race to the Top functions and responsibilities. FDOE's proposed integrated management structure will ensure that effective and efficient operations and processes are in place to implement the grant. The overall leadership and dedicated teams addressed in Section (A)(2)(i)(a) will be supplemented by highly skilled, experienced staff to support the functions necessary for successful implementation of Race to the Top. The functions that will be supported include grant administration and oversight, budget reporting and monitoring, performance measurement tracking and reporting, and fund disbursement. The staffs are in the two broad categories of programs and operations.

To supplement the program staff, seven professional staff members will be hired to provide project management for the major program areas as outlined in the Race to the Top grant proposal. The staff will include a lead manager to assist the Chancellor of K -12 Public Schools and project managers who report to each of the assurance leads. One professional support position to assist the lead manager is also anticipated.

For the operational impact, FDOE proposes an additional six positions and related support costs to supplement existing staff for operations and infrastructure. The successful and timely implementation of these projects will require additional support for operational areas including procurement, grants management, monitoring, and contract/fiscal.

The proposal anticipates approximately \$1.1 million for each of the four years for the additional professional staff and \$1.7 million for the related support, travel, and technology costs. The indirect cost associated with this staff augmentation is estimated at a little less than \$500,000.

Finally, FDOE intends to contract with one or more consulting firms to (a) establish the detailed project management that will be critical to ensuring successful implementation of the various initiatives and accountability for performance of those initiatives, and (b) conduct formative and summative evaluation across the four years of this program. The resources provided by these consultants will be used to provide the leadership team with timely feedback on progress toward achievement of the goals. The project cost for these contracts is \$1.3 for each of the four years.

Personnel:

Lead Project Director (1)	100% FTE	\$120,000 Salary	\$120,000 Total Salary
Project Managers (5)	100% FTE	\$ 70,000 Salary	\$350,000 Total Salary
Operations and Management Consultant (3)	100% FTE	\$ 40,000 Salary	\$120,000 Total Salary
Project Monitors (2)	100% FTE	\$ 70,000 Salary	\$140,000 Total Salary
Procurement Specialists (2)	100% FTE	\$ 70,000 Salary	<u>\$140,000</u> Total Salary
Total Base Salaries			\$870,000

Fringe Benefits: \$270,526

Social security, retirement and life insurance costs are based on a percent of the base salary and the health insurance cost is the average plan rate.

Travel: \$120,000

Estimated at 2 trips per month per person at an average cost of \$500 per trip, travel is anticipated to cost \$120,000. Travel will be for the purpose of providing technical assistance, training, and support to Participating LEAs (program staff) and for monitors, the purpose of the travel is monitoring LEA implementation. All travel will be reimbursed at the authorized state rates of \$36 per day for meals or \$80 per diem (includes meals and lodging). Lodging costs will be at the prevailing government rates for the geographic area. Typically, travelers will use rental cars for transportation at the rate of \$25.75 per day (unlimited mileage). On occasion when the destination is too far away for the traveler to drive, air transportation may be authorized.

Equipment and general support costs including human resource services and facilities:

\$10,784/FTE in year one, and \$6907/FTE the remaining years.

Supplies: Standard office supplies \$230/FTE

Other: Communications/Technology Services: \$11,286/FTE in year one and \$10,286/ FTE the remaining years.

This includes 13 Blackberries with voice and data, computers (\$1,000 – first year only), software, LAN support and Help Desk services

Year 1:

- \$3,354,963 – provides for 13 additional positions and associated support costs to supplement existing Department of Education program and operational staff; competitive bid for project management consulting and evaluations.

Year 2:

- \$3,280,340 – provides for 13 additional positions and associated support costs to supplement existing Department of Education program and operational staff; competitive bid for project management consulting and evaluations.

Year 3:

- \$3,339,662 – provides for 13 additional positions and associated support costs to supplement existing Department of Education program and operational staff; competitive bid for project management consulting and evaluations.

Year 4:

- \$3,339,662 – provides for 13 additional positions and associated support costs to supplement existing Department of Education program and operational staff; competitive bid for project management consulting and evaluations.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Department of Education - Administrative Associated with Criteria: (A)(2)(i)(c) Building Strong Statewide Capital to Implement Scale Up and Sustainable Proposal Plans					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$870,000	\$870,000	\$870,000	\$870,000	\$3,480,000
2. Fringe Benefits	\$270,526	\$270,526	\$270,526	\$270,526	\$1,082,104
3. Travel	\$120,000	\$120,000	\$120,000	\$120,000	\$480,000
4. Equipment/Standard support/HR	\$140,192	\$89,791	\$89,791	\$89,791	\$409,565
5. Supplies	\$3,000	\$3,000	\$3,000	\$3,000	\$12,000
6. Contractual	\$1,300,000	\$1,300,000	\$1,300,000	\$1,300,000	\$5,200,000
7. Training Stipends					
8. Other(Communication/ Technology Services)	\$146,718	\$133,718	\$133,718	\$133,718	\$547,872
9. Total Direct Costs (lines 1-8)	\$2,850,436	\$2,787,035	\$2,787,035	\$2,787,035	\$11,211,541
10. Indirect Costs*	\$504,527	\$493,305	\$493,305	\$493,305	\$1,984,443
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$3,354,963	\$3,280,340	\$3,280,340	\$3,280,340	\$13,195,984
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Standards and Assessments – (B)(3)(i) Curricular Tools to Implement the Common Core

The Department will work to increase student achievement in reading/language arts, mathematics, and science by raising the academic expectations for all students. To accomplish this, the internationally-benchmarked Common Core State Standards will be adopted and linked to the Next Generation Science Sunshine State Standards. As part of this initiative, technology-based curricular tools will be developed and used to make the Common Core State Standards accessible to all students and teachers in Florida. As part of this initiative, the goal is to create an environment in each Florida school that is focused on instruction, where technology-based curricular tools provide resources and student achievement data to teachers on an ongoing basis so that they can differentiate instruction.

This project will be accomplished through the adoption and inclusion of the Common Core State Standards within Florida's educational system. Upon adoption of the standards, the department will include these standards in its Florida Teacher Standards Instructional Tool database, update the student standards tutorial, and conduct a textbook demand study of common core and science course textbooks to determine alignment with higher education courses.

To implement the Common Core State Standards, FDOE estimates that it will need to procure one or more vendors through the competitive bid process to provide the following:

Year 1:

- \$1,500,000 for the adoption of Common Core State Standards and to provide for their inclusion in the standards database; evaluate and rate the Common Core State Standards for levels of complexity.
- \$75,000 to provide for the textbook demand study of materials most commonly used in high school courses and entry post-secondary courses.
- \$6,000,000 to revise the standards tutorial for students to align with Common Core Standards in Algebra, Geometry, and 10th grade reading.
- \$44,000 for the development of the highly effective teacher database.

Year 2:

- \$1,500,000 to redesign the standards portal and enhance it with standards-based resources structured around learning progressions within the Common Core State Standards to support lesson study.
- \$6,000,000 to continue to revise the Student Standards Tutorial to align with Common Core Language Arts in reading and mathematics grades 3-5.

Year 3:

- \$1,500,000 to revise Common Core State Standards descriptions and identify quality-reviewed model lessons and professional development resources.
- \$6,000,000 to continue to revise the Student Standards Tutorial to align with Common Core Language Arts in reading and mathematics grades 6-8.

Year 4

- \$1,000,000 to complete all standards tools to incorporate Common Core State Standards.
- \$6,000,000 to revise the student tutorial content in mini-assessment of Common Core Standards for all grades in reading and mathematics.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table					
Project Name: (B)(3)(i) Curricular Tools to Implement the Common Core					
Associated with Criteria: The extent to which the state, in collaboration with its participating LEAs, has a high-quality plan for supporting a statewide transition to, and implementation of, internationally benchmarked K-12 standards that build toward college and career readiness.					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$7,619,000	\$7,500,000	\$7,500,000	\$7,000,000	\$29,619,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$7,619,000	\$7,500,000	\$7,500,000	\$7,000,000	\$29,619,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$7,619,000	\$7,500,000	\$7,500,000	\$7,000,000	\$29,619,000
<p>All applicants must provide a break down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.</p>					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Standards and Assessments – (B)(3)(i) Assessments

As Florida reforms its education system to allow students to reach levels of international competitiveness, participating in international benchmarking studies will help identify state level gaps. A balanced system of assessment supporting achievement of internationally-benchmarked standards will lay a solid foundation for Florida’s reform plan. The intent of building substantive resources and support for interim and formative systems is to increase student achievement and not simply report outcomes at the end of the year. Florida will implement formative assessments in reading and mathematics and interim assessments in all core content areas to support instruction and measure student and teacher progress in all Florida schools.

FDOE will contract with vendors, through the competitive bid process, to create a formative assessment system and develop interim banks/test platforms. In addition, FDOE will participate in the Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS), and Program for International Student Assessment (PISA).

Year 1:

- \$10,150,000 to begin the development of interim and formative assessments to enhance student learning and support the transition to internationally benchmarked K-12 standards that build toward college and career readiness by high school graduation.
- \$850,000 to support Florida’s participation in the benchmarking study for the Trends in International Mathematics and Science Study and provide reliable system-level data on how achievement compares internationally in mathematics and sciences.
- \$500,000 to support Florida’s participation in the benchmarking study for the Progress in International Reading Literacy Study and provide reliable system-level data on how achievement compares internationally in reading.

Year 2:

- \$16,950,000 to continue the development of interim and formative assessments.
- \$600,000 to support Florida’s participation in the state-level benchmarking study with the Program for International Student Assessment, which will contribute information about mathematics, science, and reading program effectiveness in an applied context for 15-year-olds.

Year 3:

- \$13,150,000 to pilot-test the assessments in one rural, one medium, and one large school district and continue assessment development.

Year 4:

- \$13,150,000 to complete the development of interim and formative assessments.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table					
Project Name: Standards and Assessments – (B)(3)(i) Assessments					
Associated with Criteria: The extent to which the state, in collaboration with its participating LEAs, has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness.					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$11,500,000	\$17,550,000	\$13,150,000	\$13,150,000	\$55,350,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$11,500,000	\$17,550,000	\$13,150,000	\$13,150,000	\$55,350,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$11,500,000	\$17,550,000	\$13,150,000	\$13,150,000	\$55,350,000

All applicants must provide a break down by the applicable budget categories shown in lines 1-15.
 Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all project years.
 *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Standards and Assessments – (B)(3)(i) Increased Access to Science, Technology, Engineering, and Mathematics (STEM)

Finding highly effective mathematics and science teachers prepared to teach rigorous content and implementing quality science, technology, engineering, and mathematics career and technical programs is a challenge nationally and statewide, but particularly for schools located in rural areas.

This initiative provides one or more of the three consortia representing rural Florida school districts with competitive funds to build and implement model high school student STEM programs of study for gifted and talented students through a combination of virtual education, school-of-enrollment course work, post-secondary study, accelerated course work, independent study that includes research, business/industry internships, and other options appropriate to the individual student being served.

This program will be planned, documented, and implemented using Florida's electronic Web-based plan for gifted and talented students. The plan must include the completion of all Florida high school graduation requirements. The benefits to the student include access to higher quality, rigorous course work; the most expert teachers and professionals available in science, technology, engineering, and mathematics; and an educational experience more relevant to the individual student's strengths. The benefit to the district is the enhanced ability to provide a quality individualized education to the student.

Also, in partnership with one of Florida's Career and Technology Regional Banner centers, Florida will develop the Middle School Course Technology Integration Project to integrate the use of technological tools into middle grade course descriptions where appropriate in science, mathematics, language arts, and arts courses. The plan for this initiative is to assist students to master the competencies in the academic/career and technical education courses and to enable students to gain competency in the use of technology tools that can lead to the attainment of an initial industry certification in the information technology field. The pilot will also include professional development for the teachers who will be providing the instruction in the use of the technology tools.

This project will be accomplished through the enhancement of STEM programs and course offers. As part of this plan, school districts will implement STEM Career and Technical Programs, increase the number of STEM-related accelerated courses, and develop the Middle School Course Technology Integration Project in partnership with a career and technology regional banner center through a pilot program. In addition, FDOE will contract for the development of a STEM student program for gifted and talented high school students, and will initiate partnerships with regional consortia for development of and marketing for STEM student programs in small and rural districts.

Year 1:

- \$0

Year 2:

- \$1,500,000 for partnerships with consortia to increase STEM course offerings and to pilot middle grades course technology integration; districts increase science technology, engineering and mathematics course offerings.

Year 3:

- \$1,500,000 to continue consortia partnership(s) to implement STEM program and prepare for statewide replication.

Year 4

- \$1,500,000 to continue consortia partnership(s) and replicate STEM program statewide; and evaluate initiatives and disseminate results.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table					
Project Name Standards and Assessments – (B)(3)(i) Increased Access to Science, Technology, Engineering, and Mathematics (STEM).					
Associated with Criteria: The extent to which the state, in collaboration with its participating LEAs, has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness.					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$0	\$1,500,000	\$1,500,000	\$1,500,000	\$4,500,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$0	\$1,500,000	\$1,500,000	\$1,500,000	\$4,500,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$0	\$1,500,000	\$1,500,000	\$1,500,000	\$4,500,000

All applicants must provide a break down by the applicable budget categories shown in lines 1-15.
 Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all project years.
 *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
 Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Standards and Assessments – (B)(3)(i) Classroom Support

Teachers and school leaders must have thoughtful, ongoing, job-embedded support and efficient technology in order to effectively use the information and tools provided to them. Lesson study and its closely related variations provide a method for teachers to study effective lesson development and delivery, based on analysis of curriculum and student responses to the lesson through a cycle of teaching, refinement, and re-teaching the lesson. Florida plans to deliver high-quality professional development to support the transition to new standards and assessments by standardizing high-quality professional development in participating districts, including lesson study and strategies for using formative assessment and data to inform instruction. Essential components of lesson study are the results of student performance: formative assessment information about students' knowledge and progress confirmed through interim assessment results and verified through summative assessment. Teachers and school leaders must also have efficient technology that allows easy access to the tools and data to support thoughtful practice.

This project will be accomplished through the competitive bid process to provide expertise in the development and implementation of a statewide plan for lesson study and professional development. Lesson study toolkits will be developed and the lesson study resources will be piloted before the system is deployed.

Year 1:

- \$1,000,000 through competitive bid; experts will develop the lesson study toolkit in the area of mathematics and begin development of the use of the reading data toolkit.

Year 2:

- \$5,400,000 for development of lesson study toolkits in the areas of reading and math (7 blocks); begin development of the use of mathematics data and science data toolkits; and finalize the reading data toolkit.

Year 3:

- \$4,300,000 to complete the development of lesson studies in all subject areas and to pilot the lesson study professional development resources.

Year 4

- \$0 Lesson study toolkits and other resources are deployed through the standards instructional tools.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table					
Project Name Standards and Assessments – (B)(3)(i) Classroom Support					
Associated with Criteria: The extent to which the state, in collaboration with its participating LEAs, has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness.					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$1,000,000	\$5,400,000	\$4,300,000	\$0	\$10,700,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$1,000,000	\$5,400,000	\$4,300,000	\$0	\$10,700,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$1,000,000	\$5,400,000	\$4,300,000	\$0	\$10,700,000

All applicants must provide a break down by the applicable budget categories shown in lines 1-15.
 Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all project years.
 *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
 Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Data Systems – (C)(2) & (C)(3)(i) Accessing and Using State Data; Increasing the Acquisition, Adoption, and Use of Local Instructional Improvement Systems

Currently, schools and Local Education Agencies (LEAs) generate local data related to student performance, teachers and staff, courses, and other operations required to function on a daily basis. LEAs have a variety of management and data systems to collect, analyze, and utilize their local data to make instructional and management decisions. What is missing and greatly needed is streamlined access to the data and information from state resources. The Florida Department of Education (FDOE) maintains data, including but not limited to, standards, state assessments, certifications, and graduation requirements. Without streamlined access to state data by local instructional improvement systems, timely, data-driven decision making to improve student achievement and overall school performance suffers.

FDOE proposes to increase the acquisition, adoption, and use of local instructional improvement systems to support continuous instructional improvement and support professional development on how to use these systems; and make data from the statewide longitudinal data systems available and accessible to researchers. The FDOE will significantly improve access to its comprehensive longitudinal data systems through an integrated and outcome-oriented collaboration with key stakeholders, including participation by state-level staff, LEAs, and targeted researchers.

The proposal includes competitively bid awards to provide a single, customer-friendly interface to data and reports; simple access to restricted data and applications; pre-population of state applications and reports with state data; and the creation/publication of standard contextual and student performance data. The costs associated with this effort include contractual professional staff ranging from 25 positions in Year 1 at a projected cost of \$5.6 million to a high of approximately 48 positions by Year 2 (\$10.7 million), then scaling down to 45 positions (\$9.9 million) and 41 positions (\$9.0 million) in the last two years to accomplish the tasks as outlined. The software licenses, staff equipment, general computing equipment, facilities, supplies, and traveling will go from a high of \$4 million in the initial year to \$1.9 million in the second year after major equipment acquisitions have occurred. For Year 3, the cost will decrease further, to less than \$900,000, as license renewals are expected biannually, and in Year 4 the license renewal will push the cost back up to \$2 million.

Year 1:

- \$9,734,451 – To select a vendor(s) through a competitive bid process to assist with the planning and implementation of Technical and Program Governance Boards; determine the membership, roles, responsibilities, authority, and oversight functions; and design the Sunshine Connections Infrastructure Data Store.

Year 2:

- \$12,619,807 – To continue the contract(s) awarded in Year 1; identify members for Technology and Program Governance Boards; design and build the Sunshine Connections Infrastructure Data Store; plan for state applications to provide single sign-on access; create a standard for publishing state data for use by local instructional improvement systems; and develop and implement customer-friendly user interface.

Year 3:

- \$10,858,519 – For vendor(s) to provide an analysis of data and reports for use by local instructional improvement systems and will initiate reports development.

Year 4:

- \$11,165,963 – For the final products due from the vendor(s) including the published state data for use by local instructional improvement systems, provide access to state applications with a single sign-on for teachers, principals, and administrators; and development and implementation of additional reports using state data for the customer-friendly user interface.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table					
Project Name: Implement Program, Data and Technology Governance While Increasing Access to and Use of Data Associated with Criteria: (C)(2) and C(3)(i) – Accessing and Using State Data; Increasing the Acquisition, Adoption and Use of Local Instructional Improvement Systems					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$9,734,451	\$12,619,807	\$10,858,519	\$11,165,963	\$44,378,740
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$9,734,451	\$12,619,807	\$10,858,519	\$11,165,963	\$44,378,740
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$9,734,451	\$12,619,807	\$10,858,519	\$11,165,963	\$44,378,740

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
 Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all project years.
 *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Data Systems – (C)(3)(ii) Support for LEA’s in Providing Professional Development

A key benefit of publishing state data to local instructional improvement systems is the creation of opportunities for rapid-time reporting. To date, these rapid-time reporting enhancements to local instructional improvement systems have not been possible because the state data have not been readily accessible.

New reports and enhancements necessitate professional development materials and training for teachers, principals, and other administrators on the use of the information. Participating LEAs will be required to provide effective professional development to teachers and administrators on the use of their local instructional improvement systems and on the use of state-level data systems. The Florida Department of Education (FDOE) will create professional development “data user” instructional materials and provide training to LEAs and other users to promote understanding, support skill acquisition, facilitate adoption, and increase use of the state’s customer-friendly user interface and additional reports. FDOE will further support the district’s implementation of these “data user” instructional materials with a “train-the-trainer” model. FDOE will provide professional development specialists to work directly with participating LEAs to ensure that their professional development staffs are well equipped to train local users of state-level data systems.

Year 1:

- \$490,400 – Through the competitive bid process, contracts will be initiated for the creation of professional development materials and training for the customer-friendly user interface and its reports.

Year 2:

- \$497,450 – Continuation of the contracts awarded in Year 1 for the creation of professional development materials for the customer-friendly user interface and its reports.

Year 3:

- \$1,548,450 – Continuation of the creation of professional development materials and award of competitive bids for the implementation of a train-the trainer model at LEAs on use of data and systems to improve instruction.

Year 4:

- \$1,543,450 – Completion of the professional development materials and implementation of a train-the trainer model at LEAs on use of data and systems to improve instruction.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Provide Professional Development to LEAs Associated with Criteria: (C)(3)(ii) – Support participating LEAs in providing effective professional development					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$490,400	\$497,450	\$1,548,450	\$1,543,450	\$4,079,750
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$490,400	\$497,450	\$1,548,450	\$1,543,450	\$4,079,750
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$490,400	\$497,450	\$1,548,450	\$1,543,450	\$4,079,750

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
 Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all project years.
 *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
 Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Data Systems – Longitudinal Data Systems

To improve the usability of the Florida Department of Education's (FDOE) data, enhancements are necessary to ensure data systems are timely, accurate, and accessible while maintaining confidentiality and providing capability for program evaluation. To address the issue of timeliness, new processing methodologies and more periodic system updates will occur during the source data system upgrades. For improved accuracy, FDOE will implement a statistical validation process verifying data quality to ensure its accuracy. The proposed system upgrades will also prepare FDOE's data system to provide more timely feedback to teachers for instructional improvement purposes. The reporting capabilities will increase the accessibility of FDOE's data to a multitude of stakeholders. The various reporting capabilities will be designed to meet the needs of stakeholders with a wide range of perspectives and expertise.

FDOE proposes (1) to upgrade the four major source data systems that are incorporated into Florida's Education Data Warehouse (EDW); (2) to employ a unique identifier system so that social security numbers are no longer the key field for tracking students among the Local Education Agencies and the State; (3) to provide several different reporting capabilities for use by a myriad of stakeholders; and (4) to implement a data mining tool for FDOE to analyze and evaluate its programs and policies more efficiently and effectively. The proposed project will provide new analytic dimensions and student confidentiality mechanisms currently unavailable in any state. Not only will results be reported on periodic, current schedules, but on a longitudinal basis as well. The project will result in processes and tools that may be replicated in other states. It will serve as a national model that can be adapted and used elsewhere.

FDOE's proposal consists of four components. The first component is to upgrade the PK12, community college, workforce education, and state university data systems where necessary. The budget necessary to upgrade the PK12 data system is the largest because that data system is the largest of the source systems. The expected costs for the upgraded data systems range from \$3.1 million for the PK12 data system, \$2.2 million for the Community College and Workforce Education data systems, and \$600,000 for the State University System data system, for a total of \$5.9 million over the four-year grant period.

The second component is to create a system that will assign unique identifiers for sharing data among the LEAs and the State. This proposal will alleviate the need to use student social security numbers when tracking students because student confidentiality is a top priority with FDOE. In order to create the unique identifier system, FDOE will need to purchase hardware and software. The main emphasis of the funding for this proposal is for software and staff augmentation. The expected cost over the four years will total \$1.4 million, with the largest cost in Year 1 (\$400,000) to provide the software for this project. Additionally, staff augmentation (\$460,000), training (\$100,000), and hardware costs (\$100,000) are included as part of this second component.

The third component is to provide data to stakeholders in a user-friendly format via the Web. During Years 1 and 2, FDOE will hire a consultant to conduct focus groups and Web-based surveys with FDOE's stakeholders. The results of these efforts will be used to determine the design of the Web interface and the functionality of the reporting mechanisms. The cost estimate over the four years is based on \$650,000 for staff and consultants, and \$80,000 for training, hardware, and software.

The fourth component is the implementation of a data mining tool to assist the FDOE in identifying best practices and problem areas more quickly. Data mining tools are currently available on the market. The budget reflects FDOE's intention to purchase the necessary hardware and software to implement the data mining tool at an anticipated cost of \$97,000. A large portion of the budget for this outcome, \$515,200, is allocated to staff responsible for organizing the data in the appropriate manner for the data mining tool.

Additionally, training and contractual services are anticipated to cost \$110,000.

These funds represent most of the budget requested in the State's American Recovery and Reinvestment Act ARRA Statewide Longitudinal Data Systems grant application. Should Florida's proposal be selected for funding in that competition, this project will be removed from the Race to the Top request.

Year 1:

- \$4,069,606 – To provide funding for the upgrades to the major data systems, including hardware and software; to initiate the professional staff augmentation with related support costs; and to begin development of training.

Year 2:

- \$3,809,721 – To continue funding for the upgrades to the major data systems, including hardware and software; needed professional staff and related support costs; and develop training.

Year 3:

- \$2,095,961 – To complete funding for the upgrades to the major data systems (the majority of equipment upgrades and all software completed in first two years); continue professional staff with related support costs; and implement training.

Year 4:

- \$0

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Longitudinal Data Systems Associated with Criteria (C)(2) and C(3)(i) – Accessing and Using State Data; Increasing the Acquisition, Adoption and Use of Local Instructional Improvement Systems					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$4,069,606	\$3,809,721	\$2,095,961	\$0	\$9,975,288
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$4,069,606	\$3,809,721	\$2,095,961	\$0	\$9,975,288
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$4,069,606	\$3,809,721	\$2,095,961	\$0	\$9,975,288
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Great Teachers and Leaders – (D)(2)(i) Improve Measurement of Student Academic Growth

Florida's data and statewide assessment systems currently have the capacity to measure performance for each student, including student growth in reading/language arts and mathematics in grades 4 through 10, and already link students with their teachers and courses. Therefore, to improve our capacity in measuring student growth, Florida must improve efficiency and accuracy in measuring growth in these grade levels and acquire meaningful growth measures in other grades and subjects. The state must invest in measures of student growth, so that all other strategies can use the results of these measures to assist teachers and principals in improving student performance.

The state will provide each district with the first year of effectiveness data based on the state assessment at the end of 2009-10 for use as baseline data. State-level work plans will be created to build in data quality training, controls, and monitoring, to ensure that districts are accurately recording students assigned to each course and under similar circumstances (e.g., number of student reporting periods present), so that when these data are used for statewide calculations, all stakeholders are confident of their quality. In addition, FDOE will engage districts, educators, and the public in extensive and transparent communication and education on the state's selected student growth measure, to ensure that the results are meaningful and useful in improving human capital decisions and student achievement.

One of the greatest difficulties in implementing this program is each district's ability to determine a fair, comparative judgment of student achievement for subjects and grade levels outside of the statewide assessment system. FDOE will also provide technical assistance on the other measures of student growth for subjects outside the state assessment system, and will allow districts flexibility in whether and how these are used and implemented locally.

To improve the capacity and efficiency of measuring student growth over the next several years, the Florida Department of Education (FDOE) will contract with consultants, through the competitive bid process, to establish measures of student performance. In addition, funds will be used to issue grants to professional associations to develop measurements of performance-based courses.

This project will be accomplished through the issuance of state contracts for the evaluation of student growth measures and the development of additional student growth models, with a cost just over \$4 million. Also, a contract will be issued for the development of software to calculate growth on district-developed assessments, with a cost in excess of \$1 million.

Year 1:

- \$1,400,000 to be awarded to outside partners through the competitive bid process, to identify and develop statewide measures for student performance at the teacher level and provide baseline data for teachers and students; to contract with professional associations for the development of measures for performance-based courses.

Year 2:

- \$1,200,000 to continue contracts for state student growth and other related student growth models.

Year 3:

- \$1,850,000 to continue the contracts initiated in Year 1 and develop programming for the Florida Education Data Warehouse.

Year 4:

- \$1,350,000 to continue the contracts initiated in prior years.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table					
Project Name: Improve Measurement of Student Academic Growth					
Associated with Criteria: (D)(2)(i) – Establish clear approaches to measuring student growth					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$1,400,000	\$1,200,000	\$1,850,000	\$1,350,000	\$5,800,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$1,400,000	\$1,200,000	\$1,850,000	\$1,350,000	\$5,800,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$1,400,000	\$1,200,000	\$1,850,000	\$1,350,000	\$5,800,000
<p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.</p>					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Great Teachers and Leaders – (D)(2)(ii) Implement Evaluation Systems for Teachers and Principals that Measure Student Growth

Before improvement in the individual and overall effectiveness of teachers and leaders can be made, robust and meaningful measures of student growth must be researched and identified. To acquire more effective teachers and leaders who will produce high-quality instruction leading to increased student achievement, the FDOE will provide the framework and assistance for districts to design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth as a significant factor, and (b) are designed and developed with teacher and principal involvement.

To ensure that districts review responsibility for evaluations beyond the scope of the principal, participating districts will be required to include student performance as a significant portion of evaluations for all district administrators with supervisory responsibilities for principals, curriculum, instruction, or other staff related to student learning. In order to support consistency, transparency, and accurate reporting to districts, educators, and the public, participating school districts will be required to submit teacher and principal evaluation systems to the FDOE for review and approval, and report the results of evaluations of each teacher, principal, and district-level supervisor to the FDOE annually.

This project will be accomplished through the issuance of state contracts for approximately 60 training consultants, with an estimated cost of \$15 million. These expert consultants will assist in the redevelopment of district evaluation systems, which includes the development of new teacher and principal evaluations, and the incorporation of statewide and local student growth measures.

Year 1:

- \$6,580,000 for the FDOE to contract for national expertise, training, and support to assist the districts in revising teacher and principal evaluations based on core practices and baseline teacher effectiveness data.

Year 2:

- \$3,340,000 to contract for the training of district staff and implementation of new teacher and principal evaluations incorporating statewide student growth measures; districts will also pilot additional teacher-level student growth measures.

Year 3:

- \$3,340,000 to continue the contracts for implementation of the new evaluations and the pilot for additional student growth measures initiated in Year 2.

Year 4:

- \$1,720,000 to complete the implementation of the new evaluations that incorporate statewide and comparable student growth measures for at least 80% of all teachers and 100% of principals.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table					
Project Name: Implement Evaluation Systems for Teachers and Principals that Measure Student Growth Associated with Criteria: (D)(2)(ii) – Design and implement rigorous, transparent and fair evaluation systems for teachers and principals.					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$6,580,000	\$3,340,000	\$3,340,000	\$1,720,000	\$14,980,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$6,580,000	\$3,340,000	\$3,340,000	\$1,720,000	\$14,980,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$6,580,000	\$3,340,000	\$3,340,000	\$1,720,000	\$14,980,000
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Great Teachers and Leaders – (D)(2)(iv) Evaluation Results Incorporated into Career Decisions

Annual evaluations are currently required for all teachers and performance of assigned students is the primary component of each teacher evaluation. The state will invest significantly to support participating districts in implementing their evaluation systems. As part of the contract with national experts in the development of teacher evaluation, a component to provide monitoring and feedback in the implementation of their evaluation systems will also be completed.

Student growth will be evaluated based primarily on student performance on assessments that the state has determined are important measures of what students should know and be able to do. As Florida improves its ability to assess students to determine important learning outcomes, it is equally important to include these new assessments in the determination of teacher performance to maintain alignment and focus on the goals set forth for students.

To effect a system that is student-focused and performance-driven, the state should compensate educators who achieve significant gains with their students rather than basing their compensation on input measures and giving only “extra credit” compensation for student learning results. Participating districts will institute performance-driven compensation packages. Annual evaluations will be used to make informed decisions regarding compensating, promoting, and retaining teachers and principals, including providing opportunities for highly-effective teachers and principals to obtain additional compensation and be given additional responsibilities.

This project will be accomplished through the issuance of state contracts for an estimated 63 financial consultants, with an estimated cost of just over \$45 million. These consultants will help school districts transition to the performance-based compensation method.

Year 1:

- \$0 –District evaluations are in re-development

Year 2:

- \$6,908,647 - Some districts will use evaluation results to inform retention decisions (retention = annual contract).

Year 3:

- \$6,908,647 - All districts will use evaluation results for retention purposes; some districts will use evaluation results to inform compensation, and promotion decisions (tenure = professional service contract).

Year 4:

- \$6,908,647 - Participating districts will use evaluation results to inform removal, compensation, and tenure decisions.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table					
Project Name: Evaluations Incorporated Into Career Decisions					
Associated with Criteria: (D)(2)(iv) – Use evaluations, at a minimum to inform decisions regarding developing teachers and principals.					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$0	\$6,908,647	\$6,908,647	\$6,908,647	\$20,725,941
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$0	\$6,908,647	\$6,908,647	\$6,908,647	\$20,725,941
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$0	\$6,908,647	\$6,908,647	\$6,908,647	\$20,725,941
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Great Teachers and Leaders – (D)(3)(i) Improve the Assignment of Effective Teachers and Principals to High-Need Schools

To address the gap that exists in recruiting and effectively training high-performing individuals into the principalship, the FDOE will seek to award two to three entities that have proven records in improving leadership in schools to implement streamlined, intensive, job-embedded school leadership preparation programs that will result in dual Level I and Level II school leadership certifications for the completers. Because these programs are job-embedded, this will provide an opportunity for interested districts to benefit from a partnership with an outside entity with proven expertise in results-oriented leadership development. These partnerships will then inform the state in improving program approval requirements and standards for performance.

The FDOE will also support the pipeline of effective teachers through two specific recruitment efforts. The first focuses on increasing the number of teachers with a broad, diverse background, particularly male teachers, among the state's high-poverty/high-minority elementary schools. The FDOE will seek to develop a partnership for a scholarship program with interested community colleges, state universities, and one or more private organizations to recruit non-traditional students into the state's public education system. This program will lead the candidates to state certification and will include an agreement that candidates will teach in a Florida public school and teach one year for each year financial support is received. The second recruitment effort will involve enhancing the state's online, interactive recruitment site, www.teachinflorida.com. Specifically, the FDOE will develop in Year 2 and implement by Year 3 of the grant a method by which teachers seeking employment in Florida may include their effectiveness data as part of their online resume. This will further highlight the value of student performance in teacher recruitment and provide Florida districts with access to this vital information just as easily as they now access candidates' degree levels and years of experience.

This project will be accomplished through the issuance of competitive grants and the execution of agreements between FDOE and school districts. Funding will be provided for embedded/induction programs (\$18 million), principal preparation programs (\$6 million), and recruitment efforts (just under \$2 million). Additional costs of approximately \$40,000 will be incurred for the programming of new data elements for teacher and principal evaluation results.

Year 1:

- \$3,800,000 - Through competitive grants, participating districts will examine current policies, practices, and baseline student growth data and begin negotiations to change policies (some will complete). Job-embedded teacher preparation programs and principal preparation programs will be developed. Recruitment efforts for effective minority teachers will begin.

Year 2:

- \$6,042,000 - The competitive grants will continue to all participating districts. Districts will implement new evaluation systems and complete negotiations of new policies. FDOE will begin reporting data by school on evaluation results and student growth. Job-embedded teacher and principal preparation programs will be implemented. Minority teacher recruitment program will continue; effectiveness measure enhancements will be developed in the recruitment center.

Year 3:

- \$10,000,000 - All districts will implement board policies to use evaluation results for determining assignment of teachers; teachers will be hired from job-embedded teacher preparation programs in some districts; some principals will complete preparation programs; districts will continue minority teacher recruitment; and effectiveness measure enhancements will be implemented in the recruitment center.

Year 4:

- \$5,800,000 – As the grant period ends, schools in participating districts will reflect the appropriate balance of effective and highly-effective staff in high-poverty/minority schools. Districts will continue the minority teacher recruitment program.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table					
Project Name: Improve the Assignment of Effective Teachers and Principals to High Need Schools Associated with Criteria: (D)(3)(i) – Ensure the equitable distribution of teachers and principals by developing a plan; Increase the number and percentage of effective teachers.					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$3,800,000	\$6,042,000	\$10,000,000	\$5,800,000	\$25,642,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$3,800,000	\$6,042,000	\$10,000,000	\$5,800,000	\$25,642,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$3,800,000	\$6,042,000	\$10,000,000	\$5,800,000	\$25,642,000
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Great Teachers and Leaders – (D)(3) (ii) Improve Districts’ Access to Effective Teachers and Principals in Hard-To-Staff Subjects/Specialties

To support the pipeline of highly-effective teachers and principals, particularly in hard-to-staff subjects and specialty areas, the FDOE will institute a competitive grant program for eligible Florida teacher preparation programs that implement dual major programs in STEM areas. There are two institutions within the state (Florida State University and University of Florida) that are currently implementing the UTeach program through another federal grant and with marked success. While this competition will not require the UTeach model specifically, the principles of that program, particularly the dual major in content and education and the extensive field experiences with expert mentor teachers beginning in the freshman year, have demonstrated success and would be replicated through the competitive program.

The state also plans to leverage the Florida Virtual School in providing access to effective teachers in specific courses currently not available to students. The Florida Virtual School is considered a separate district in the state and has been a full participant in the state’s performance pay program, making this institution poised to assist specifically with this capacity issue. The state has the ability to analyze student course access, and will work with participating districts, particularly small, rural districts, and the Florida Virtual School to provide students with access to needed courses and effective teachers.

This project will be accomplished through the execution of agreements between FDOE and school districts. Funding will be provided for the implementation of STEM programs within school districts for an estimated cost just over \$7 million. The development of the STEM teacher preparation program and the fast-track leadership program are included in this funding.

Year 1:

- \$1,925,000 - Through competitive grants participating districts will examine current policies, practices, and baseline student growth data for reading and math and develop recruitment and professional development strategies for all hard-to-staff areas. Teacher preparation programs in STEM will be developed.

Year 2:

- \$1,925,000 - All participating districts will implement new evaluation systems and begin to implement new strategies, and partner institutions will admit first STEM program teacher candidates.

Year 3:

- \$1,925,000 – The districts will revise strategies and institute science assessments as part of evaluations.

Year 4:

- \$1,925,000 - Schools in participating districts will reflect the appropriate balance of effective and highly-effective staff in reading, mathematics, and ESOL and begin implementing strategies for science; first completers of STEM teacher education programs will be employed in districts.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table					
Project Name: Improve Districts' Access to Effective Teachers and Principals in Hard-to-Staff Subjects/Specialties Associated with Criteria: (D)(3)(ii) – Ensure equitable distribution of effective teachers and principals in hard to staff subjects/specialties					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$1,925,000	\$1,925,000	\$1,925,000	\$1,925,000	\$7,700,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$1,925,000	\$1,925,000	\$1,925,000	\$1,925,000	\$7,700,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$1,925,000	\$1,925,000	\$1,925,000	\$1,925,000	\$7,700,000
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Great Teachers and Leaders – (D)(4)(i) & (ii) Improve Contributions of Teacher and Principal Preparation Programs

To build capacity through flagship and model programs, the Florida Department of Education (FDOE) will institute a competitive grant program for eligible Florida teacher preparation programs that implement a residency program for job-embedded teacher preparation. Through the grant program, the state will seek to change the teacher preparation processes to begin later in the bachelor's degree and extend into the first two years of teaching. This model has been implemented by Florida's district alternative certification programs, but not by institutions. These programs will build on what has worked in district programs by grounding the learning in real work and will provide new teachers with the support they need from effective teachers and teacher educators. The program will also leverage the Florida Virtual School, where a partnership currently exists with the University of Central Florida to provide a student teaching experience in its virtual environment to candidates in teacher preparation programs. The budget reflects support for two new programs in each of these two competitive areas.

To close gaps in principal preparation, the FDOE will seek to award two to three entities that have proven records in improving leadership in schools to implement school leadership preparation programs that will result in dual Level I and Level II school leadership certifications for the completers. These programs will be run in partnership with one or more school districts, as they must be job-embedded. Results from these programs will be used to improve the training and certification processes for all school leaders and improve the state's ability to measure candidate and program performance outcomes based on student learning, teacher effectiveness, and school success. The FDOE will collect and publish qualitative and quantitative program evaluation data and use these data to inform standard setting for performance to meet continued approval requirements for all school leadership certification programs.

To continuously improve program performance, Florida needs an electronic system for data reporting and analysis to both support the programs themselves in meeting and exceeding standards and to inform policy makers and the public about program progress and performance. Therefore, we have included in our plan funding for an electronic Institution Program Evaluation Plan (eIPEP) application. Initial work on this application has begun and progressed to the level that includes alpha testing by selected post-secondary teacher preparation programs. Basic functions include collection of the date each program candidate is admitted, enrolled, and completed; date of achieving benchmark level demonstration of performance measures; and performance on the certification examinations. Dates of progress and completion will help institutions monitor how candidates are progressing through the program, the time it takes to complete a program, and the percentage of admitted candidates who do not complete the program. With these data, each institution can pursue why these events occur in their

programs and use the findings, along with completer performance and employer satisfaction data, for continuous improvement of the program. Funds are budgeted to enhance the system with these capabilities, introduce efficient program review and reporting features for use by FDOE staff, and link the system with the Florida Education Data Warehouse to enhance statewide data analysis and reporting functions.

This project will be accomplished through competitive grants with a cost just under \$3 million. These grants will provide funding for the evaluation of teacher preparation programs in STEM, and to support job-embedded and principal programs.

Year 1:

- \$900,000 - To provide competitive grant awards for the development of teacher preparation programs in STEM. Products to be developed include job-embedded programs and principal program. Baseline student growth data will be provided to existing programs (\$800,000 for eIPEP, \$100,000 to support existing programs).

Year 2:

- \$900,000 - Continuation of the grants awarded in Year 1 will provide for partner institutions to admit new program teacher candidates and to establish new performance measure categories for continued program approval (\$800,000 for eIPEP, \$100,000 to support existing programs).

Year 3:

- \$400,000 - Continuation of the grants awarded in Year 1 to districts to hire job-embedded teacher preparation program candidates. During this year, the first principals will have completed leadership programs, and preliminary ratings of teacher preparation programs will be published.

Year 4:

- \$400,000 - As the final phase of the grants, the first completers of STEM teacher education programs and principal's leadership programs will be employed in districts and the first candidates will have completed their job-embedded programs. Evaluation data will be available from partner programs and will be used to revise initial program approval requirements and establish measures for continued approval requirements.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Improve Contributions of Teachers and Principal Preparation Programs Associated with Criteria: (D)(4)(i) & (ii) – Link student achievement to the student’s teachers and principals and the in-State credentialing programs; expand credentialing options and programs that are successful at producing effective teachers and principals					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$900,000	\$900,000	\$400,000	\$400,000	\$2,600,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$900,000	\$900,000	\$400,000	\$400,000	\$2,600,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$900,000	\$900,000	\$400,000	\$400,000	\$2,600,000
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Great Teachers and Leaders – (D)(5)(i) Improve Professional Development for Teachers and Principals

The evaluation of professional development is required by Florida Statutes and Florida has monitored professional development districts since 2001; however, district progress in this area has been limited, and the state has not invested resources in supporting district improvement.

Through competitive grant awards, significant resources, tools, and training will be provided to participating districts to improve their ability to evaluate the professional development delivered through this grant, as well as build their capacity to evaluate all of the professional development in which their staff engage. The Florida Department of Education (FDOE) will engage an appropriate entity with expertise in evaluation of professional development to work with districts over the entire four years of the grant. In addition, the experts will train FDOE staff in best methods of monitoring these processes so that our evaluation of district professional development systems incorporates each of these principles and practices. Digital resources from all of these activities will be provided to districts, administrators, and teachers for use in their ongoing professional development.

Leadership training beyond the principal level is necessary to develop district capacity. The FDOE will seek to provide this training through two initiatives. The first is leadership training in successful school improvement and human capital practices specifically for school board members. These leadership positions throughout school districts are a significant leverage point for advancing education reform and student success, and decisions made by board members must be informed ones. This ongoing training will include research that is evidence-based.

This project will be accomplished through the issuance of state contracts for approximately 50 training consultants for school districts. These consultants will provide school districts with training for teachers, principals, instructional coaches, and school board members, for an approximate cost just over \$18 million. In addition, the Department will develop, implement, and evaluate the Commissioner's Leadership Academy for an estimated cost of \$340,000.

Year 1:

- \$5,260,000 – Through competitive bids, districts will be provided with training on methods of evaluating professional development, and lesson study; school board training will be developed; and the Commissioner's Leadership Academy will be developed.

Year 2:

- \$5,388,380 – Through the bid awards initiated in Year 1, districts will be assisted with implementing evaluation of professional development provided on Common Core State Standards and lesson study. State standards for instructional coaches will be developed; post digital resources for follow-up and training on common core and lesson study will continue; districts will begin incorporating teacher evaluation results into professional development systems; delivery of school board training will begin; first cohort in Commissioner's Academy will be enrolled. Districts will develop components of the beginning teacher support programs.

Year 3:

- \$5,228,380 – Continuing the Year 1 awards, districts will be provided with training and trainer materials on instructional coaching standards. There will be continued follow-up support on evaluation of professional development. Statewide reporting of professional development evaluation results will be implemented and the evaluation of the Leadership Academy will occur. Districts will begin implementing beginning teacher support programs.

Year 4:

- \$2,730,000 –Instructional coaching standards will be adopted statewide and the results of successful practices in professional development based on evaluations will be disseminated through the state's online portal. During this final phase of the grant award, the Leadership Academy will become self-supporting.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table					
Project Name: Improve Professional Development for Teachers and Principals					
Associated with Criteria: (D)(5)(i) – Provide effective, data-informed professional development, coaching, induction, and common goal planning, and collaboration time to teachers and principals that are ongoing and job-embedded.					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$5,260,000	\$5,388,380	\$5,228,380	\$2,730,000	\$18,606,760
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$5,260,000	\$5,388,380	\$5,228,380	\$2,730,000	\$18,606,760
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$5,260,000	\$5,388,380	\$5,228,380	\$2,730,000	\$18,606,760
<p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.</p>					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Great Teachers and Leaders – Community of Practitioners – Supports Entire Assurance

As Florida moves through the phases of the Great Teachers and Leaders program, it will be important for school districts to meet and share success stories. The Florida Department of Education (FDOE) will facilitate semi-annual Community of Practice meetings for participating districts to share successful practices and products, as well as implementation challenges and solutions.

This project will be accomplished through the sponsoring of semi-annual meetings for participating districts. Specific costs related to the meetings include meeting space rental and equipment, and facilitator expenses at a cost of almost \$500,000.

Year 1:

- \$122,440 – The FDOE will facilitate semi-annual Community of Practitioners meetings for participating districts to share successful practices and products, as well as implementation challenges and solutions.

Year 2:

- \$122,440 – The FDOE will facilitate semi-annual Community of Practitioners meetings for participating districts to share successful practices and products, as well as implementation challenges and solutions.

Year 3:

- \$122,440 – The FDOE will facilitate semi-annual Community of Practitioners meetings for participating districts to share successful practices and products, as well as implementation challenges and solutions.

Year 4:

- \$122,440 - The FDOE will facilitate semi-annual Community of Practitioners meetings for participating districts to share successful practices and products, as well as implementation challenges and solutions.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Community of Practitioners – Supports Entire Assurance Associated with Criteria: Community of Practitioners					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$122,440	\$122,440	\$122,440	\$122,440	\$489,760
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$122,440	\$122,440	\$122,440	\$122,440	\$489,760
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$122,440	\$122,440	\$122,440	\$122,440	\$489,760
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Great Teachers and Leaders – Great Teachers and Leaders Successful Practices and Evaluation

As Florida moves through the phases of the Great Teachers and Leaders program, it is important to document, evaluate, and report the results to stakeholders and other states regarding the effects on student performance and the education workforce of the implementation of all Great Teachers and Leaders initiatives. Through a competitive award, Florida will partner with a national evaluation consulting firm with education human capital expertise to provide comprehensive reporting on the Great Teachers and Leaders program implemented through the Race to the Top grant award. The reporting will include both quantitative and qualitative results.

The project will be accomplished through a contract with a national evaluation consulting firm. This firm will establish evaluation questions and framework, evaluate the data collection system, implement the new evaluation, and develop an annual report of results for an estimated cost of \$2 million.

Year 1:

- \$500,000 - A national firm will be awarded the bid to set up evaluation questions and framework, and work with districts to ensure data collections are in place.

Year 2:

- \$500,000 - The national firm will implement the evaluation and provide an annual report of results.

Year 3:

- \$500,000 - The national firm will implement the evaluation and provide an annual report of results.

Year 4:

- \$500,000 - The national firm will continue the evaluation and issue a final report within six months of the end of the grant.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Great Teacher and Leaders Successful Practices and Evaluation Associated with Criteria: Great Teachers and Leaders					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$500,000	\$500,000	\$500,000	\$500,000	\$2,000,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$500,000	\$500,000	\$500,000	\$500,000	\$2,000,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$500,000	\$500,000	\$500,000	\$500,000	\$2,000,000
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Struggling Schools Reform – (E)(2)(ii) Expand Recruitment of Promising Teachers through External Partnerships

Florida will rely upon the talent, track record, and capacity of national partner organizations to bring high-quality teachers to Florida. Research suggests that these teachers have been effective in raising student achievement in hard-to-staff, low-performing schools, and that they are outperforming traditionally prepared teachers in low-performing schools. These organizations also have specific expertise in teaching low-income students. The Florida Department of Education (FDOE) hopes to leverage a teaching partnership's alumni population to play key roles in reform efforts across the state as teachers, principals, and other educational proponents. In addition to a strong alumni base, these partner organizations also create additional momentum for education in their districts.

The FDOE plans to partner with organizations that recruit and train promising teachers for two of the larger urban districts in Florida that are dedicated to serving at-risk students in hard-to-staff, low-performing, urban schools. Through the competitive bid process, FDOE will identify a partner with a proven track record of successful placement of these teachers. The current budget accounts for recruiting 100 teachers per year in each of two districts. FDOE will work in conjunction with these partner organizations to secure potential funds from local and national foundations to continue partnerships following the Race to the Top grant period.

The FDOE will contract with a national organization through the competitive bid process to recruit approximately 200 additional teachers at approximately \$3,000 per teacher each year. In addition, approximately \$3 million will be needed each year for training, supervision, and support for the teachers.

Year 1:

- \$3,600,000 to competitively bid contracts to work with national organizations for the recruitment and training of promising teachers for two of the larger urban districts in Florida.

Year 2:

- \$3,600,000 to continue contracts as established in Year 1 for the recruitment and training of promising teachers for two of the larger urban districts in Florida.

Year 3:

- \$3,600,000 to continue contracts as established in Year 1 for the recruitment and training of promising teachers for two of the larger urban districts in Florida.

Year 4:

- \$3,600,000 to continue contracts as established in Year 1 for the recruitment and training of promising teachers for two of the larger urban districts in Florida.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table					
Project Name: Expand Recruitment of Promising Teachers through External Partnerships					
Associated with Criteria: (E)(2)(ii) – Support LEAs in turning around schools					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$3,600,000	\$3,600,000	\$3,600,000	\$3,600,000	\$14,400,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$3,600,000	\$3,600,000	\$3,600,000	\$3,600,000	\$14,400,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$3,600,000	\$3,600,000	\$3,600,000	\$3,600,000	\$14,400,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
 Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all project years.
 *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
 Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Struggling Schools Reform – (E)(2)(ii) Leadership Pipeline for Turnaround Principals and Assistant Principals

Effective principals are a key factor for turning around and transforming struggling schools. A recent report by New Leaders for New Schools concludes that schools making breakthrough gains are led by principals who have carved out a radically new role for themselves, including responsibility for school-wide practices to drive both student achievement and teacher effectiveness. Other research verifies that effective principals significantly influence student achievement through such actions as creating consistent, high-quality learning experiences in classrooms across the school; managing the school’s human capital to drive teacher effectiveness; and building a culture of high aspirations and expectations for academic achievement. However, there is a drastic shortage of principals who are adequately prepared — and willing — to take on the challenges of leading low-performing middle grade and high schools to success. School districts are struggling to attract and retain an adequate supply of highly qualified candidates for leadership positions in these difficult schools.

Through a competitive request for proposal process, the Florida Department of Education (FDOE) will select three universities and a leadership training entity to partner with the FDOE and seven districts in developing and implementing an aspiring principal preparation program. By working with seven urban school districts and institutions of higher education to recruit, train, and certify 80 to 100 new leaders committed to working with teachers, parents, and community leaders, changes will be implemented that are linked to increased student achievement.

The FDOE will select a vendor through the competitive bid process to develop and implement the principal preparation program at the cost of approximately \$5 million. In addition, the FDOE will provide approximately \$3.6 million to universities to assist districts in implementing the preparation program. Evaluation services will be acquired for approximately \$100,000.

Year 1:

- \$2,389,339 to initiate a competitive bid with an external partner and grants to three universities for the development and implementation of the principal preparation program. Expected costs include personnel and related support costs to direct, manage, and coordinate materials development; lead coaching initiatives; and provide a research component for data management. Additionally, costs for principal coaches, trainers, professors to redesign university course work, and release time/substitutes will be incurred.

Year 2:

- \$2,377,561 to continue the contracts and grants awarded in Year 1 for the implementation of the principal preparation program, including personnel and related support costs, coursework at the universities, tuition, and release time for participants.

Year 3:

- \$3,009,601 to continue the contracts and grants awarded in Year 1 for the implementation of the principal preparation program, including personnel and related support costs, coursework at the universities, tuition for aspiring principal participants, and full-time internships at low-performing schools for aspiring principals.

Year 4:

- \$928,173 to continue the research/evaluation component and transition to state management of the program.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table					
Project Name: Leadership Pipeline for Turnaround Principals and Assistant Principals					
Associated with Criteria: (E)(2)(ii) – Support LEAs in turning around schools					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$2,389,339	\$2,377,561	\$3,009,601	\$928,173	\$8,704,674
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$2,389,339	\$2,377,561	\$3,009,601	\$928,173	\$8,704,674
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$2,389,339	\$2,377,561	\$3,009,601	\$928,173	\$8,704,674

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
 Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all project years.
 *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
 Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Struggling Schools Reform – (E)(2)(ii) Leadership Training in Rural Districts

The state-led initiative is to partner with an outside provider to help build district leaders' capacity to support low-performing schools in ten struggling, rural districts in Florida. The partner will adapt and deliver leadership modules and coaching targeted at improving the capacities of the superintendent, school board, and central office staff in districts with the state's lowest 5% of schools. District leaders will be guided in establishing strategic plans, bold goals, and evaluation systems that align district support to improve low-performing schools. District leaders also will receive training in community involvement and developing a shared vision for improving schools.

The partner will establish a diverse design team that includes superintendents, school board members, school district representatives, Florida Department of Education (FDOE) leaders, state school board association leaders, and a chief executive officer of a large business. The design team will identify training priorities and resources. The partner will design and deliver capacity-building training activities ("Mountain Top" experiences) that serve as guideposts, with on-site training and coaching activities throughout the year to support local implementation of the training. Participant stakeholder groups involved in training activities will include civic leadership, the school board, the superintendent with support staff, and principals. All four of these groups will have training designed both collectively—where more than one of the stakeholder groups is trained at the same time—and individually.

This will be a three-year initiative involving ten districts with struggling schools. Activities in Year 1 will include the design team process and will begin board and superintendent training. Year 2 will involve district and school leaders, as well as provide resources for school improvement training for the struggling schools within the districts. Year 3 will continue the Year 2 process and build sustainability for the districts and schools.

The FDOE will develop and award a competitive bid for a vendor to provide the equivalent of approximately two full-time employees at approximately \$750,000; travel at approximately \$130,000; approximately \$50,000 for materials and supplies; and approximately \$790,000 for meetings and training with school boards, superintendents, and coaches in districts.

Year 1:

- \$381,838 to develop and award a competitive bid for a partnership to build district-level capacity to increase student achievement in reading, math, science, and writing in ten districts with an emphasis on rural school districts with the lowest 5% of schools. Contract will provide project management, data analysis, strategic plan, evaluation tools, and school reform to improve achievement.

Year 2:

- \$674,273 to provide for the continuation of the contractual partnership implemented in Year 1 to increase student achievement in reading, math, science, and writing. School improvement training will be provided.

Year 3:

- \$663,273 to provide for the continuation of the contractual partnership implemented in Year 1 to increase student achievement in reading, math, science, and writing.

Year 4:

- \$0 - Targeted number of districts complete training; results include new principal/teacher evaluations and new strategic plan.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Leadership Training in Rural Districts Associated with Criteria: (E)(2)(ii) – Support LEAs in turning around schools					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$381,838	\$674,273	\$663,273	\$0	\$1,719,384
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$381,838	\$674,273	\$663,273	\$0	\$1,719,384
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$381,838	\$674,273	\$663,273	\$0	\$1,719,384
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Struggling Schools Reform – (E)(2)(ii) Differentiated Accountability Summer Academy

The need to focus on teacher effectiveness has surfaced as a result of Instructional Reviews (IR) conducted at the majority of the state’s lowest 5% of schools. During the IR, school and district personnel and the FDOE Regional Team identify the school’s instructional strengths and weaknesses. In each of the five regions, there has been a consistent pattern of instructional issues that surface related to the delivery of instruction. Limited time and funds restrict the opportunity to provide professional development in the areas of instructional concern.

The summer Differentiated Accountability (DA) Academy will provide a uniform and continuous system for professional development that is designed to enhance teacher effectiveness, improve instructional delivery, and increase student achievement while seamlessly being connected to the existing support and monitoring process that are provided by the Regional Teams. The academy will build the capacity of instructional coaches, department chairs, and lead teachers to enable sustained and job-embedded support at the school site for the state’s lowest-performing schools. Regional Teams will provide ongoing support to instructional coaches, department chairs, and lead teachers as the trained participants provide assistance at the school site. Regional Teams will also ensure that the components of the training are implemented with fidelity and effectiveness. The expected outcome is improvement in the quality of instruction through the provision of systematic and intensive professional development during a summer DA academy that focuses on teacher effectiveness and issues that are consistently identified as concerns in the state’s lowest 5% of schools and their feeder patterns.

Florida will partner with Regional Teams to provide a summer academy each year per region. The total cost for four years for all five regions is approximately \$8,000,000. In addition, supplies will be needed each year for each region at an approximate cost of \$8,000. This results in total costs for the project of \$8,008,000.

Year 1:

- \$2,002,000 to partner with Regional Teams to provide summer professional development to 1,000 coaches, department chairs, and lead teachers from the lowest 5% of schools and their feeder schools; includes areas of lesson study, new standards, Response to Intervention (RTI), and the Florida Continuous Improvement Model (FCIM).

Year 2:

- \$2,002,000 to continue summer professional development to another 1,000 coaches, department chairs, and lead teachers from the lowest 5% of schools and their feeder

schools; includes areas of lesson study, new standards, Response to Intervention (RTI), and the Florida Continuous Improvement Model (FCIM).

Year 3:

- \$2,002,000 to continue summer professional development to another 1,000 coaches, department chairs, and lead teachers from the lowest 5% of schools and their feeder schools; includes areas of lesson study, new standards, Response to Intervention (RTI), and the Florida Continuous Improvement Model (FCIM).

Year 4:

- \$2,002,000 to continue summer professional development to another 1,000 coaches, department chairs, and lead teachers from the lowest 5% of schools and their feeder schools; includes areas of lesson study, new standards, Response to Intervention (RTI), and the Florida Continuous Improvement Model (FCIM).

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Differentiated Accountability Summer Academy Associated with Criteria: (E)(2)(ii) – Support LEAs in turning around schools					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$2,002,000	\$2,002,000	\$2,002,000	\$2,002,000	\$8,008,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$2,002,000	\$2,002,000	\$2,002,000	\$2,002,000	\$8,008,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$2,002,000	\$2,002,000	\$2,002,000	\$2,002,000	\$8,008,000
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Struggling Schools Reform – (E)(2)(ii) Reading Coordinators

Since the introduction of the Florida Comprehensive Assessment Test (FCAT) and the creation of the Just Read, Florida Office, the Florida Department of Education (FDOE) has worked diligently to improve the instruction of reading to accelerate student learning in reading. Florida has had marked success in gradually improving the overall percentage of students reading at grade level and narrowing the achievement gap over the years. While Florida has made progress, 39% of students in grades 3-10 are reading below grade level. There is still work to be done in the area of reading. This is especially the case at the secondary level, where students are required to apply their reading skills to understand content information.

Many of the state's lowest-performing secondary schools show proficiency rates in 9th and 10th grade between 10 and 20 percent. Each team in the FDOE's five Regional Offices includes a reading, mathematics, science, and Response to Intervention (RTI) specialist. The team members work hand in hand with the school and district to improve the school's quality of instruction, but it is difficult to effectively support the vast reading needs of all low-performing schools and their districts with only one reading specialist per team. This need for support has intensified with the introduction of the Florida Assessment for Instruction in Reading (FAIR), a highly sophisticated assessment that allows K-12 teachers to understand the specific reading deficiencies of each student.

The reading focus of this state-led initiative is to hire 40 reading coordinators who will be distributed throughout the state and will be strategically assigned to schools in the lowest 5% and their feeder schools under the direction of the five Regional Teams. Coordinators will work specifically with school-site reading coaches who are assigned by districts to improve the implementation of reading intervention programs, assist with analyzing FAIR data, implement lesson study, and direct instructional intervention based on the FAIR data.

Funds will be provided to the fiscal agent districts for the five regions to employ approximately 40 additional reading coaches with total salaries and benefits of approximately \$13.5 million as well as total travel and equipment costs of approximately \$900,000.

Year 1:

- \$3,620,000 to provide for 40 additional reading coordinators throughout the state, strategically assigned to schools in the lowest 5% and their feeder schools.

Year 2:

- \$3,592,000 to continue the employment of 40 additional reading coordinators throughout the state; initiate FAIR data analysis at schools where coordinators are placed to determine effectiveness; and replace ineffective coordinators as needed.

Year 3:

- \$3,592,000 to continue the employment of 40 additional reading coordinators throughout the state; implement lesson study; and direct instructional intervention based on FAIR data.

Year 4:

- \$3,592,000 to continue the employment of 40 additional reading coordinators throughout the state; implement lesson study; and direct instructional intervention based on FAIR data.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Reading Coordinators Associated with Criteria: (E)(2)(ii) – Support LEAs in turning around schools					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$3,620,000	\$3,592,000	\$3,592,000	\$3,592,000	\$14,396,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$3,620,000	\$3,592,000	\$3,592,000	\$3,592,000	\$14,396,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$3,620,000	\$3,592,000	\$3,592,000	\$3,592,000	\$14,396,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
 Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all project years.
 *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
 Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Struggling Schools Reform – (E)(2)(ii) Science, Technology, Engineering and Mathematics Coordinators

Research reveals that there is a need to “expand” innovative teaching practices in mathematics and science, not just in Florida, but in the United States. Recommendations for reforming mathematics and science education in the United States call for fundamental changes both in the content taught and in the approaches to teaching. Changing the educational outcomes for Florida’s students will rely heavily on high-quality teachers; however, numerous studies show that teachers lack the content knowledge and content-specific pedagogy required to enable students to achieve world-class standards in mathematics and science.

Florida proposes to award contracts through the competitive bid process for 40 Science, Technology, Engineering, and Mathematics (STEM) coordinators who will be distributed throughout the state and be strategically assigned to schools in the lowest 5% and their feeder schools under the direction of the five Regional Teams. Coordinators will work specifically with school-site mathematics and science coaches who are assigned by districts to improve the implementation of new mathematics and science standards; start or improve implementation of the lesson study process in mathematics and science; assist with analyzing data from newly created and implemented baseline, mid-year, and mini-assessments; and direct instructional intervention based on the data.

Through the competitive bid process, the Florida Department of Education (FDOE) will acquire approximately 40 STEM coordinators with total salaries and benefits of approximately \$13.5 million and total travel and equipment costs of approximately \$900,000.

Year 1:

- \$3,620,000 to contract for 40 STEM coordinators throughout the state strategically assigned to schools in the lowest 5% and their feeder schools.

Year 2:

- \$3,592,000 to continue the contract for 40 STEM coordinators throughout the state; initiate data analysis of mathematics and science scores at schools where coordinators are placed to determine effectiveness; and replace ineffective coordinators as needed.

Year 3:

- \$3,592,000 to continue the contract for 40 STEM coordinators throughout the state; and initiate data analysis of mathematics and science scores at schools where coordinators are placed to determine effectiveness.

Year 4:

- \$3,592,000 to continue the contract for 40 STEM coordinators throughout the state; and initiate data analysis of mathematics and science scores at schools where coordinators are placed to determine effectiveness.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table					
Project Name: Science, Technology, Engineering and Mathematics (STEM) Coordinators					
Associated with Criteria: (E)(2)(ii) – Support LEAs in turning around schools					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$3,620,000	\$3,592,000	\$3,592,000	\$3,592,000	\$14,396,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$3,620,000	\$3,592,000	\$3,592,000	\$3,592,000	\$14,396,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$3,620,000	\$3,592,000	\$3,592,000	\$3,592,000	\$14,396,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
 Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all project years.
 *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
 Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Struggling Schools Reform – (E)(2)(ii) Cultural Competency Training

The Florida Department of Education (FDOE), in collaboration with Florida educators, has worked diligently and effectively to improve the quality of instruction over the past two years in the state's lowest-performing schools. Strategies have focused on improving teacher and leader effectiveness by sharing best practices and developing solid support systems; however, to truly turn around schools, a cultural shift is required so that adults understand the real challenges at-risk students face, but at the same time do not use those challenges as excuses to prevent high expectations from permeating the learning environment. This is especially the case for the lowest 5% of high schools.

The advancement of cultural competence in our public schools can play a critical role in tackling the challenges that Florida faces in education. To advance the cultural competence of high school leadership within the lowest 5% of schools, Florida will institute high-quality cultural competence training for high school leadership teams including principals, assistant principals, coaches, guidance counselors, and department chairs.

Through the competitive bid process, Florida will partner with outside providers to deliver the training. Costs include approximately \$280,000 for salaries and benefits for approximately six full-time employees; total travel costs of approximately \$275,000; training costs of approximately \$175,000; and assessment, equipment, and supply costs of approximately \$126,000.

Year 1:

- \$856,170 to contract for high-quality cultural competence training for high school leadership teams including principals, assistant principals, coaches, guidance counselors, and department chairs.

Year 2:

- \$0

Year 3:

- \$0

Year 4:

- \$0

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Cultural Competency Coordinators Associated with Criteria: (E)(2)(ii) – Support LEAs in turning around schools					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$856,170	\$0	\$0	\$0	\$856,170
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$856,170	\$0	\$0	\$0	\$856,170
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$856,170	\$0	\$0	\$0	\$856,170
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Struggling Schools Reform – (E)(2)(ii) Community Compact

As the responsibility of educating youth lies with all members of a society, the strategies and interventions utilized to improve schools must involve schools, parents and the community. Schools, families and communities are the major institutions that socialize and educate children and the academic achievement of students is best achieved through their partnership and support. Currently, the state is supporting a number of programs focusing on parental involvement and empowerment. However, to promote a sense of urgency, activism, knowledge and support in communities where children are attending low-performing schools, the FDOE will require participating schools districts to develop multi-institutional community compacts.

These compacts will be managed by a community-based organization (CBO) or government entity and will be designed to promote and increase partnerships between schools, families, and communities which will: (1) enhance family literacy programs; (2) expand parent academies; (3) develop parent leaders at the school site; and (4) engage the business community to increase volunteers, mentors, internships, shadowing, and tutors for students enrolled in grades K-12.

Through the competitive bid process, Florida will partner with one or more outside providers to deliver training, curriculum, professional development, counselors, and evaluation analysis to three school districts for all four aspects of the community compact.

The selected provider(s) will provide over the four year period the equivalent of approximately 9 FTE at a total cost of \$1.7 million; curriculum, program, and professional development at a cost of approximately \$5.1 million; related travel, facility usage, supplies and evaluations at a cost of approximately \$3.3 million; and Family Resource Center training at a cost of approximately \$1.9 million.

In addition, to the community compact activities described above, funds will also be made available to community-based organization (CBOs) with a proven track record of success mentoring and provide other community supports to students and their families.

The intent of these funds will be to assist the CBOs in expanding their capacity to provide these supports. CBOs will be offered an opportunity to compete for available funds (total of \$5 million per year) to supplement their existing operations and functions.

Year 1:

- \$17,000,000 for the development of multi-institutional community compacts in three school districts to be managed by a community based organization (CBO) or government entity to provide family literacy programs, parent academy with mentors/tutors and volunteers for at risk students.

Year 2:

- \$17,000,000 to continue community based organization (CBO) or government entity providing family literacy programs, parent academy with mentors/tutors and volunteers for at risk students in three school districts.

Year 3:

- \$17,000,000 to continue community based organization (CBO) or government entity providing family literacy programs, parent academy with mentors/tutors and volunteers for at risk students in three school districts.

Year 4:

- \$17,000,000 to continue community based organization (CBO) or government entity providing family literacy programs, parent academy with mentors/tutors and volunteers for at risk students in three school districts.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Community Compacts Associated with Criteria: (E)(2)(ii) – Support LEAs in turning around schools					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$17,000,000	\$17,000,000	\$17,000,000	\$17,000,000	\$68,000,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$17,000,000	\$17,000,000	\$17,000,000	\$17,000,000	\$68,000,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$17,000,000	\$17,000,000	\$17,000,000	\$17,000,000	\$68,000,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
 Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all project years.
 *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Struggling Schools Reform – (E)(2)(ii) Public Campaign to Promote Education and College Readiness

Florida has a large number of struggling high schools and a high number of struggling students at all levels, especially among minorities. Low-income students in struggling schools rely heavily on their parents and community-based organizations (CBOs), such as churches, non-profits, clubs, etc., for support and information as it pertains to education and college access. As a result, it is imperative that a campaign stressing college access be established with strategic partners from multiple sectors; specifically community-based organizations, non-profit organizations, girls and boys clubs, and others partnering with the Department and school districts to disseminate information and foster a culture for postsecondary achievements.

Under the coordination of the Florida Department of Education, a lead partner will be identified through the competitive bid process to develop a statewide network which facilitates these partnerships, coordinates the training and media campaigns, and evaluates the success of the program. The project costs include total salaries and benefits of approximately \$970,000; travel costs of approximately \$75,000; ground and media campaign costs of approximately \$1,200,000; supplies, equipment and promotional costs of approximately \$240,000; and regional workshops, annual conference and related food costs of approximately \$380,000.

Year 1:

- \$936,248 to promote a community campaign through competitively bid projects consisting of a multi-pronged statewide campaign, facilitating local partnerships; simultaneously implementing a ground and media campaign to train and utilize high quality, interactive web-based college access tools as a foundation for all other related activities; increase the number of minorities pursuing a college education through forums directed at parents and community members

Year 2:

- \$964,329 to continue the promotion of the community campaign as outlined in year one.

Year 3:

- \$964,329 to continue the promotion of the community campaign as outlined in year one

Year 4:

- \$0

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table					
Project Name: Public Campaign to Promote Education and College Readiness					
Associated with Criteria: (E)(2)(ii) – Support LEAs in turning around schools					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$936,248	\$964,329	\$964,329	\$0	\$2,864,906
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$936,248	\$964,329	\$964,329	\$0	\$2,864,906
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$936,248	\$964,329	\$964,329	\$0	\$2,864,906
<p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.</p>					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Struggling Schools Reform – (E)(2)(ii) Charter School Partnership

Florida is a leader in providing educational choice options to students and families through charter schools. According to state data, Florida’s charter schools are closing the minority achievement gap at a faster rate than traditional public schools. A significant number of high-quality operators have emerged in Florida, but there is a need to provide an incentive for the replication of successful charter schools in high-need neighborhoods.

The state will partner with one or more national charter school funding organizations with a track record of supporting successful charter school operators in high need neighborhoods. The partners will be obtained through the competitive bid process to open new high quality charter schools and/or take over existing public schools in high need neighborhoods throughout the state. As part of the competitive bid, partners will be required to match a percentage of the grant funds with philanthropic funds and/or any additional governmental funding resources which partnering organizations may be awarded.

It is estimated that these funds will be sufficient to open a minimum of 30 new charters schools in the feeder patterns of schools in the lowest 5%.

Year 1:

- \$7,500,000 to open new charter schools in feeder patterns with the lowest 5% high schools

Year 2:

- \$7,500,000 to open new charter schools in feeder patterns with the lowest 5% high schools

Year 3:

- \$7,500,000 to open new charter schools in feeder patterns with the lowest 5% high schools

Year 4:

- \$7,500,000 to open new charter schools in feeder patterns with the lowest 5% high schools

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Charter School Partnership Associated with Criteria: (E)(2)(ii) – Support LEAs in turning around schools					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$7,500,000	\$7,500,000	\$7,500,000	\$7,500,000	\$30,000,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$7,500,000	\$7,500,000	\$7,500,000	\$7,500,000	\$30,000,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$7,500,000	\$7,500,000	\$7,500,000	\$7,500,000	\$30,000,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
 Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all project years.
 *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
 Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Struggling Schools Reform – (E)(2)(ii) Increased Attention to Mathematics Instruction for Middle School Grades

To encourage Florida middle schools in the lowest 5% to improve the successful completion rate of students in Algebra I, the Department will provide a financial reward to school districts for each student who successfully completes an end of course exam. With increased financial incentives beginning in year three, the expected outcome is a 30% increase in the passage rate for the third year of the grant and a 40% passage rate by the fourth year.

The funding will be generated through Florida's student funding formula, the Florida Education Finance Program (FEFP). For each successful full-time equivalent (FTE) student completer, the FTE will be multiplied by an additional weight to provide the incentive funds. Cost estimates are based on an assumption that the percentage of students enrolled in Algebra I in the lowest performing schools will increase by the same percentage increase of students successfully completing Algebra I during the 2007-08 school year.

Year 1:

- \$0

Year 2:

- \$0

Year 3:

- \$3,032,999 to provide financial incentives for a projected 30% of students in the lowest 5% middle school grades who successfully completes an end of year exam in Algebra 1.

Year 4:

- \$4,044,079 to provide financial incentives for a projected 40% of students in the lowest 5% middle school grades who successfully completes an end of year exam in Algebra 1.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table					
Project Name: Increased Attention to Mathematics Instruction for Middle School Grades					
Associated with Criteria: (E)(2)(ii) – Support LEAs in turning around schools					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$0	\$0	\$3,032,999	\$4,044,079	\$7,077,078
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$0	\$0	\$3,032,999	\$4,044,079	\$7,077,078
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$0	\$0	\$3,032,999	\$4,044,079	\$7,077,078
<p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.</p>					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Struggling Schools Reform – (E)(2)(ii) Improve and Expand Science, Technology, Engineering, and Mathematics (STEM) Career and Professional Academies

Research suggests that today's Career and Technical Education (CTE) offers learning experiences that engage students both socially and academically, working to ultimately reduce dropout rates. CTE curriculum is relevant to job market skills while enhancing students' academic achievement and preparing them to meet industry's needs, especially in the areas of Science, Technology, Engineering, and Mathematics (STEM).

In Florida schools, many CTE programs are offered through Career and/or Career and Professional Education (CAPE) Academy models. Successful Career Academy characteristics include a small learning community; college-prep curriculum with a career theme; and partnerships with employers, the community, and higher education. By design, these three elements of a career academy lead to a school that is rigorous, relevant, and relational.

Recent Instructional Reviews of CTE programs revealed many areas that would greatly benefit students if improvements were made and/or programs were implemented or expanded. Areas cited for enrichment include improvement and/or implementation of programs and/or academies; professional development for new and tenured CTE teachers; implementation or expansion of Career and Technical Student Organizations (CTSO's); increased emphasis on acceleration mechanisms that lead to industry certifications, dual enrollment, and/or articulated credits; expansion and/or establishment of advisory boards, community partnerships, and community liaisons; and additional technology and/or equipment.

To assist with improvements in the CTE programs, the Department will award competitive bids for \$350,000 to provide five CTE experts who will join the existing DA Regional Teams to work closely with and monitor progress in the identified schools. To supplement existing program expansion, including equipment and technology, and to establish /expand 24 schools, the expected cost is \$7,431,000, with much of the cost coming in the early years to acquire the infrastructure. The remaining costs are to provide for professional development workshops and a mentoring program for 90 teachers.

Year 1:

- \$5,198,600 to contract through competitive bid for CTE experts; acquire equipment and technology to support or expand programs at 24 struggling high schools; and provide professional development workshops and mentoring for teachers.

Year 2:

- \$2,969,300 to continue the CTE experts; acquire equipment and technology to support or expand programs at 24 struggling high schools; and provide professional development workshops and mentoring for teachers.

Year 3:

- \$1,111,550 to continue the CTE experts; acquire minimal equipment and technology to support or expand programs at 24 struggling high schools; and provide professional development workshops and mentoring for teachers.

Year 4:

- \$766,550 to continue the CTE experts; acquire minimal equipment and technology to support or expand programs at 24 struggling high schools; and mentoring for teachers.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table					
Project Name: Improve and Expand STEM Career and Professional Academies					
Associated with Criteria: (E)(2)(ii) – Support LEAs in turning around schools					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$5,198,600	\$2,969,300	\$1,111,550	\$766,550	\$10,046,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$5,198,600	\$2,969,300	\$1,111,550	\$766,550	\$10,046,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$5,198,600	\$2,969,300	\$1,111,550	\$766,550	\$10,046,000
<p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.</p>					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Charter School Innovations – Ensuring Successful Conditions for High-Performing Charter Schools and Other Innovative Schools (F)(2)

As described in Criterion (F)(2), external independent reviews have consistently ranked Florida's charter school law as one of the strongest in the nation. As impressive as the growth of charter schools in Florida has been in terms of quantity and quality, there is still room for improvement.

To further ensure that charter school students are able to participate and benefit from grant funds to an extent equal to all other public school students, Florida proposes to set aside RTTT funds for competitive contractual agreements that would allow charter schools or other related entities to submit proposals for funding to meet the unique needs of charter school students in ways that align with one or more of the assurances. These entities might include charter school membership organizations, charter operators, charter schools, charter authorizers, or any other entity with a product, program, or service that meets the unique needs of charter schools in a way that will increase student achievement. Vendor proposals would be required to demonstrate three things: 1) a strong need for the product, program, or service among charter schools, 2) that the need and the product, program, or service is aligned with one or more of the four assurances, and 3) how their product, program, or service meets that need. This could potentially include, but not necessarily be limited to, data systems for smaller charter schools that currently lack the systems necessary to implement data-driven instruction, or charter school principal and leadership training. Charter schools located in districts that do not participate in RTTT will be given priority for such funding. The competitive process would begin at the start of the 2010-11 school year and would allow selected recipients to receive funding throughout the four years of the grant as necessary for implementation of the funded program.

Year 1:

- \$5,000,000 to initiate competitively bid programs for charter school innovations consistent with one or more of the assurances.

Year 2:

- \$5,000,000 to continue the selected programs for charter school innovations consistent with one or more of the assurances.

Year 3:

- \$5,000,000 to continue the selected programs for charter school innovations consistent with one or more of the assurances.

Year 4:

- \$5,000,000 to continue the selected programs for charter school innovations consistent with one or more of the assurances.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Charter School Innovations					
Associated with Criteria: (F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	5,000,000	5,000,000	5,000,000	5,000,000	20,000,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	5,000,000	5,000,000	5,000,000	5,000,000	20,000,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	5,000,000	5,000,000	5,000,000	5,000,000	20,000,000
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Budget: Indirect Cost Information

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES

NO

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):

From: 07/01/2007 To: 06/30/2010

Approving Federal agency: X ED Other

(Please specify agency): _____

**VII. PARTICIPATING LEA MEMORANDUM OF UNDERSTANDING
(Appendix D in the Notice of Final Priorities, Requirements, Definitions, and
Selection Criteria; and in the Notice Inviting Applications)**

See Appendix A-3 for Florida's MOU

VIII. APPLICATION CHECKLIST

Please use the following checklist to ensure that your application is complete.

Formatting Recommendations (page 3)

- Are all pages 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides?
- Are all pages numbered?
- Is the line space set to 1.5 spacing using 12 point Times New Roman font?

Race to the Top Application Assurances (page 12)

- Is all of the requested information included on the Race to the Top Application Assurances page?
- SIGNATURE REQUIRED** – Has the Governor or an authorized representative signed and dated the Race to the Top Application Assurances?
- SIGNATURE REQUIRED** – Has the Chief State School Officer signed and dated the Race to the Top Application Assurances?
- SIGNATURE REQUIRED** – Has the President of the State Board of Education signed and dated the Race to the Top Application Assurances?

State Attorney General Certification (page 13)

- SIGNATURE REQUIRED** – Has the State Attorney General or an authorized representative signed and dated the Race to the Top Application Assurances?

Accountability, Transparency, Reporting, and Other Assurances and Certifications (pages 14-16)

- SIGNATURE REQUIRED** – Has the Governor or his/her authorized representative signed and dated the other Assurances and Certifications?

Eligibility Requirements (page 17)

- Has the State provided explanatory information for eligibility requirement (b)? (Note that the Attorney General certification addresses this requirement, so the explanatory information is optional.)

Selection Criteria: Progress and Plans in the Four Education Reform Areas (pages 18-50)

- Has the State responded to all of the selection criteria to which it plans to respond?
- For each selection criterion to which the State is responding, has the State provided the necessary:
 - Narrative response?
 - Performance measures?
 - Evidence?
- Has the State organized the Appendix properly such that each attachment in the appendix is described in the narrative text of the relevant selection criterion?

Competition Priorities (pages 51-54)

- **[Optional]** Has the State responded to all the competitive preference and invitational priorities to which it plans to respond?

Budget (see pages 55-64)

- Has the State completed the following elements of the budget?
 - Budget Part I: Summary Table (page 56)
 - Budget Part I: Budget Summary Narrative (page 57)
 - Budget Part II: Project-Level Budget Table (page 58)
 - Budget Part II: Project-Level Budget Narrative (page 59)
 - **[If requested]** Indirect Costs (page 64)

Application Requirements (see pages 92-93)

- Has the State fulfilled all of the application requirements?

Application Submission Procedures (pages 98-99)

- Has the State complied with the submission format requirements, including the application deadline for submission?

Appendix (page 102)

- Has the State created a table of contents for its appendix?
- Has the State included all required appendix documents per the instructions in the application, as well as any other documents it refers to in its narratives?