



FLORIDA DEPARTMENT OF
EDUCATION
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Race to the Top Executive Summary



The Vision

Florida's theory of action was that a strategic and sustained investment in human capital would be the key factor in improved student achievement. Simply put, highly effective teachers and leaders make the difference. Florida would 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. A student-centered school environment where teachers are engaged in peer collaboration, use data to improve teaching and learning, and are consistently guided and supported by effective instructional leaders is the route to student achievement success. It is the state's responsibility to be strategic and intentional in providing teachers and leaders with the support system they need to make instructional decisions that result in students who are ready for college, career, and life.

Florida did not start nor finish reform efforts with Race to the Top (RTTT), but seized the opportunity it provided, coupled with the enthusiasm and support of all involved parties, to broaden and accelerate reforms and increase student achievement for the state.

The following strategies were identified across the assurance areas to implement this vision:

- **Standards and Assessments:** Increase student achievement in reading/language arts and mathematics by implementing internationally benchmarked standards, which build toward college and career readiness by the time of high school graduation; measure achievement of the standards through a high-quality system of formative, interim, and summative assessments.
- **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.
- **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.
- **Great Teachers and Leaders:** Systematically implement human capital practices that improve individual and overall teacher and school leader effectiveness, measured primarily by student performance.
- **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.
- **Turning Around the Lowest-Achieving Schools:** Provide persistently lowest-achieving schools and their feeder pattern schools with the tools, resources, and support to improve student achievement.

Several of the most successful projects were focused on Science, Technology, Engineering, and Mathematics (STEM). Across the assurance areas, there were strands for STEM, rural local education agencies (LEAs), Career and Technical Education (CTE), leadership, and charter schools.



Accomplishments

Highlights at the State Level

Florida Department of Education (FDOE) Processes

- Project management skills of RTTT teams were improved. In year one, FDOE purchased a portfolio management tool and brought in a Program Management Director (PMP certified) to guide project management best practices and ensure project teams were building achievable project plans along with their supporting vendors. Using weekly meetings and just-in-time training, the 29+ project managers were educated in best practices that were applied in every day risk, issue, and quality management activities allowing project managers to move forward in an orderly manner. The quality of contracts, project plans, risk management, and deliverables continued to improve over the duration of the program. Metrics included time management, budget performance, and project deliverable usability and user acceptance. This information was captured within the portfolio management tool which is the book of record.
- A Technology Advisory Group was established, comprised of an expert senior technology team, to review vendor-proposed technology solutions and validate whether the proposed solution would work and be sustainable within the operational skill set. Throughout the grant, this group served as a technology advisory team for all RTTT Technology projects integrating the three major technology groups within FDOE and its supporting Data Center. This group continues to meet in support of technology project go-lives and upgrades.
- An enterprise technology solution was established at Northwest Regional Data Center. Existing applications were migrated and RTTT technology projects were set up in the new environment to help address sustainability of new products.
- The internal procurement development and routing process was streamlined and included measures for quality and technology, as applicable, in contractual agreements.
- Communication and collaboration increased across divisions and offices.
- Financial and grant management databases were consolidated and a new contract tracking system was instituted to increase efficiency. Though the consolidated system is new, the expectation is enhanced sustainability, performance response times, and centralization of effort. FDOE monitored RTTT LEA Scope of Work timelines, budget, and deliverables through an enhanced online system that increased efficiency at both state and LEA levels.
- An internal value-added model (VAM) team now exists including a director and programmers with backgrounds in evaluation, measurement, and statistics. VAM production continues to be a collaborative effort with the production of data files produced in-house by the FDOE VAM team and model runs conducted by a vendor as a managed service under a contract managed by the director of the VAM team.

Legislation and Florida Administrative Code (F.A.C.)

- Legislation was enacted to codify the redesign of teacher and principal evaluations, including at least one-third based on student learning growth.
- Legislation was enacted to establish an accountability system for educator preparation programs, including revised initial and continued approval standards and the uniform core curriculum required to be delivered by each program.
- The State Board of Education has formally adopted rules to institute several human capital reforms. These include the continued approval of teacher preparation programs (Rule 6A-5.066, F.A.C.), district evaluation systems (Rule 6A-5.030, F.A.C.), and VAM classification and use in educator evaluations (Rule 6A-5.0411, F.A.C.).



STEM

- Enrollment in accelerated STEM courses and STEM career academies increased 46% between 2008-09 and 2013-14. This represents a starting point of 88,875 students that increased to 130,078 students.

Graduation Rates

- Graduation rates steadily improved each year during the grant, going from 66% in 2009 to 76% in 2014, including increases for all subgroups since 2009.

Research Agenda

- FDOE published its first research agenda and based it on RTTT priorities. It is now updated annually based on policy priorities. As external researchers submit proposals for data requests, they are required to identify which research agenda item their data request and research proposal relates to. This helps FDOE prioritize research data requests and ensures that external researchers are conducting research that benefits the research goals of FDOE.

Implementation Committees

- Eight implementation committees were formed at the beginning of the grant comprised of teachers, administrators, parents, business and community leaders, higher education leaders, and superintendents. They provided input and feedback to FDOE on all major aspects of grant implementation.
- The Local Systems Implementation Committee established minimum standards for local instructional improvement systems.
- The Student Growth Implementation Committee recommended value-added models to measure student growth on statewide assessments.
- The Teacher and Leader Preparation Implementation Committee made recommendations for the revised Florida Principal Leadership Standards and the approval process (accountability system) for educator preparation programs, including uniform core curriculum.

Call Center

- FDOE now has a consolidated call center to provide support for Single Sign-On, Florida Assessments for Instruction for Reading/Progress Monitoring and Reporting Network, Florida Interim Assessment Item Bank and Test Platform, CPALMS, Electronic Institutional Program Evaluation Plan, Classroom Enrollment Tool, Roster Verification Tool, and formative assessment systems.

Florida Standards

- FDOE expanded its role in providing professional development on implementing the standards by hosting summer institutes in 2012 and 2013 directly serving approximately 23,000 educators across all LEAs. Various follow-up trainings were held during the school year. The trainings were arranged so that the attendees were equipped to bring material back and train others who could not attend.
- FDOE conducted CTE Academic Alignment workshops to update frameworks to the Florida Standards and provided associated professional development.

Evaluation Systems

- Technical assistance and optional models were provided to LEAs for revising teacher, principal, non-classroom instructional, and LEA-level administrator evaluation systems. Topics included Deliberate Practice, Inter-rater Reliability, Monitoring and Implementation, Interpretation and Classification of Value-Added Model Results, and Planning for Sustainability.
- Training on evaluating professional development to align with evaluation system results was provided to LEAs.
- Three statewide Value-Added Model Technical Assistance meetings were held reaching all LEAs.



Commissioner's Leadership Academy

- Two cohorts of Florida education leaders completed the Commissioner's Leadership Academy (48 participants). State funding was provided in 2014-15 and 2015-16 to reach even more leaders through this program (150 participants annually).

Single Sign-On

- All LEA staff was integrated into the Single Sign-On portal, providing access to six statewide educational resources (Florida School Leaders, Florida Assessments for Instruction for Reading/Progress Monitoring and Reporting Network, Florida Interim Assessment Item Bank and Test Platform, CPALMS, Electronic Institutional Program Evaluation Plan, and English Language Arts Formative Assessment System) with one set of log-in credentials required for users and with a consolidated method to manage user-access to these resources by LEAs.

Teacher Certification

- Florida Teacher Certification Exams were revised and new passing scores set for PK–3, Elementary Ed K–6, Middle Grades Math 5–9, Math 6–12, Middle Grades English 5–9, English 6–12, and General Knowledge.

Educator Preparation

- Through RTTT activities, specifically through the collaborative work of the Teacher and Leader Preparation Implementation Committee, as well as FDOE staff and other stakeholders across the state, substantial changes were made to both the initial and continued approval of teacher preparation programs, including streamlining the uniform core curriculum to focus on effective teaching practices and behaviors, standards-based instruction, and data-driven decision making; modifications of processes that emphasize outcome measures that focus on the positive impact that candidates and completers have on student learning, rather than input measures; and significant changes to the criteria for the continued approval of all teacher preparation programs that are based on performance targets, rather than solely on peer review site visits that have been past practice.

School Improvement

- A total of 74 experts in reading, STEM, data, and CTE served within school improvement regional offices.
- Eight hundred and eleven teachers were recruited and trained by Teach for America for placement in Dade and Duval schools in 2012, 2013, and 2014. Teach for America also placed 22 teachers in Orange County in 2015.
- The Florida Turnaround Leaders Project met its goal of preparing 80-100 aspiring principals and assistant principals for leadership in struggling schools. After completing 10 seminars developed by Southern Regional Education Board and FDOE, along with a leadership internship in a low-performing school, 83 educators from five LEAs plus multiple charter schools completed the program. Over 45 completers received a promotion during the project.
- Ten rural LEAs with persistently lowest-achieving schools completed a turnaround leadership program for superintendents, school board members, and LEA staff. Each LEA engaged in strategic planning for school improvement.
- Over 48 Differentiated Accountability Summer Academies were held across five years reaching over 6,700 educators working with low-performing schools. FDOE staff developed and delivered multiple modules on data-driven instruction and school improvement topics.
- Community Compact outreach efforts resulted in participation agreements with a variety of community partners in Dade, Duval, Orange, and Pinellas counties. Additionally, Dade, Duval, and Orange counties expanded City Year partnerships where approximately 2,500 students received mentoring, academic interventions, and attendance coaching.



Charter Schools

- Through a partnership with the Charter School Growth Fund (CSGF), 25 new schools were opened in low-performing feeder patterns by 2015. Through philanthropic funds raised by CSGF, they are working with additional operators to open even more schools in the future while continuing to support those opened during RTTT.
- In May 2013, a recruitment and strategy summit was held with CSGF, Governor Scott, the State Board of Education chairman, the Commissioner, five national charter management organizations, five urban superintendents, and several national and state philanthropic organizations to recruit operators and develop financial and community support for charter schools. Two District-Charter Collaborative Compact awardees (LEAs) received subgrants to begin this work.
- Technical assistance was provided to charter school teachers, administrators, and governing boards on implementation of evaluation systems. Over 1,200 educators participated representing over 78% of charter schools.
- Technical assistance was also held specific to the Florida Standards and acquiring an LIIS. Over 3,000 educators in 643 charter schools completed over 6,700 course modules, and 110 schools participated in face-to-face training.

Vendor Accountability

- Vendors conducting business with FDOE are now held to a higher standard for the highest quality of execution and implementation. All of the processes used to support writing, reviewing, and approving contracts and grants have been streamlined, significantly reducing the time needed from procurement to execution. Additionally, the overall specificity and technical content improved. The RTTT team was fully integrated into the FDOE contract process to assist with quality improvement in establishing deliverable timelines and standards.

New Ways of Work for LEAs

- All RTTT LEAs submitted revised teacher evaluation systems for 2011-12 implementation and revised principal evaluation systems for 2012-13 implementation.
- LEAs determined the methodology for applying value-added data to their evaluation systems, and completed the bargaining process in 2011-12.
- All LEAs were integrated into the statewide Single Sign-On portal in 2013.
- All RTTT LEAs revised their professional development systems that addressed evaluation of professional growth by the end of the grant.
- All LEAs engaged in revising their compensation systems in 2013-14. The major differences in the old and new compensation plans are that the new systems provide the most significant salary gains based on performance evaluation results rather than longevity. They include differential pay based on additional academic responsibilities, school demographics, critical shortage areas, and level of job performance difficulties rather than just extracurricular activities, for both teachers and principals.
- All LEAs acquired or significantly improved an LIIS by June 30, 2014.
- LEAs completed a Professional Development Action Project in summer 2014 focused on the Florida Standards.
- LEAs have access to the Florida Interim Assessment Item Bank and Test Platform (IBTP) to create and administer high quality assessments in many subject areas. In fall 2014, districts administered 35,922 computer-based assessments using IBTP. During spring 2015, more than 10,500 computer-based assessments were given using IBTP.
- Data submitted from LEAs to FDOE via the Classroom Enrollment Tool and Roster Verification Tool provides real-time, teacher-student confirmation.
- LEAs implemented grants for technology professional development and continue to implement their Digital Classroom Plans.



- LEAs participated in Communities of Practice throughout the grant and many are continuing a similar model of sharing best practices at the local level.
- LEAs also reported that RTTT helped them improve collaboration between offices at the LEA level.

New Ways of Work for Schools

- At least one school in each RTTT LEA established a new STEM career academy that resulted in an industry certification.
- Over 1,400 students from 27 rural LEAs participated in the FloridaLearns STEM Scholars program. Eleven LEAs and two colleges continued to use distance learning beyond the grant period.
- Seventy-one persistently lowest-achieving schools in 23 LEAs completed implementation of a turnaround model for school improvement.
- Lesson study was implemented with fidelity in persistently lowest-achieving schools. Evidence includes rosters, schedules, and improved lesson plans submitted as grant deliverables.
- Students successfully completed the state's first large-scale computer-based testing administration.
- Microsoft Information Technology Academies were implemented in 214 middle and high schools in 61 LEAs. Over 32,000 students enrolled in courses that infused the technology skills taught through the academy. Nearly 17,000 individual Microsoft certifications were earned by middle and high school students, and nearly 300 were earned by teachers.
- A total of 87 separate Career and Professional Education (CAPE) academies in persistently lowest-achieving schools reported increased enrollment in their CAPE academies during the grant. Schools participated in intensive professional development and established or expanded an appropriate co-curricular Career and Technical Student Organization. Middle grades introductory courses were developed and available for RTTT LEAs to build a CTE STEM pathway beginning in middle school. The twenty-two schools in 12 LEAs that participated in this program established at least one CTE pathway from the feeder middle school into the receiving high school. The 22 schools purchased or updated applicable CTE STEM equipment and technology.

New Ways of Work for Classrooms

- Florida teachers began implementing new educational standards beginning in 2011-12. There was a phase-in approach through 2013-14.
- Teachers are being evaluated according to revised systems that include multiple observations and student growth.
- The revised Florida Assessments for Instruction for Reading/Progress Monitoring and Reporting Network diagnostic tool is in use.
- A new Student Tutorial is available online with over 2,400 vetted student resources aligned to the Florida Standards, including 310 newly created tutorials by Florida educators. The resources cover grades K-12 mathematics, English language arts, and science, as well as grades 6-8 civics. The current average number of daily visitors ranges between 5,000-6,200 visitors on a school day.
- Schools were required to increase enrollment in rigorous STEM coursework including dual enrollment, Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, and industry certification.
- Several new or revised teacher tools are available including:
 - CPALMS, which houses the official standards, course descriptions, Course Code Directory, aligned resources, and vetted lesson plans. More than 118,000 Florida teachers (over two-thirds) have an active account. CPALMS gets more than four million visits on average per month. More than 40 LEAs (greater than half of Florida's LEAs) have adopted the CPALMS tools to design and disseminate standards-based curriculum plans.
 - Mathematics Formative Assessment System.
 - English Language Arts Formative Assessment System.



- Text Demand Study.
- Florida Interim Assessment Item Bank and Test Platform to develop and administer local assessments.

New Ways of Work for Institutions of Higher Education

- The job-embedded teacher preparation program at the University of Central Florida (UCF), in partnership with five Florida LEAs, achieved its goal of recruiting and admitting 140 highly qualified students (resident teachers) who were recent bachelor degree graduates in STEM fields, into the program. To prepare resident teachers for instructing STEM courses in grades 6-12, UCF and partner LEAs redesigned and implemented the program that includes pedagogical needs identified by partner LEAs; a year-long job-embedded experience; virtual simulations to enhance teacher preparation; deliberate sequence of courses and content; co-created professional learning experiences on Florida Standards, lesson study, and use of technology in the classroom; and ongoing lesson study as reflective practice. While participating in the program, resident teachers employed by partner LEAs received support and feedback on their performance from mentor teachers and intern coordinators. Out of the number of applicants admitted into the program, approximately 73% (103) of resident teachers successfully completed the program, including completing their first year of teaching.
- Florida Atlantic University (FAU), in collaboration with Broward County Public Schools (BCPS), successfully developed and implemented a streamlined, intensive job-embedded principal preparation program that results in dual Level I and Level II school leadership certifications for program completers. The program achieved its goal by recruiting, selecting, and preparing 80 highly qualified educators for school leadership positions. Through collaborative efforts between FAU and BCPS, aspiring school leaders were prepared and supported by mentor principals for instructional leadership positions by engaging in an internship and apprenticeship designed to immerse participants in the challenges of administrative practice, co-constructed coursework delivered by FAU faculty and adjunct professors who are current BCPS principals, as well as professional development workshops on effective leadership practices. At least 28 completers received promotions to assistant principal, principal, or LEA leadership positions.
- The successful development and implementation of the Gulf Coast Partnership (GCP) program is a result of a strong partnership established between the University of South Florida and four LEAs. The GCP program recruited, selected, and prepared highly qualified educators for school leader positions through a job-embedded principal preparation program that resulted in Level I and Level II certification. GCP's job-embedded experiences required a one-year, full-time administrative internship and a nine-month residency in Gulf Coast LEAs' high-needs schools. Mentor principals, intern/resident supervisors, and LEA leaders provided continuous feedback to program participants throughout the program. At least 109 aspiring candidates were prepared through the GCP program, exceeding the goal of preparing 100 aspiring school leaders for school leadership positions.
- Project PRIDE (Planning and Rewarding Instructional Diversity in Education), a partnership between Polk County School District and the University of South Florida, had the goal of recruiting, training, and placing 46 educators of diverse backgrounds. Forty-two elementary educators completed the program with males representing 39% and minorities representing 73%. These teachers were provided mentors as they began their career and 41 were placed in teaching positions.
- The Florida Tech UTeach program at the Florida Institute of Technology implemented ten UTeach courses and recruited more than 196 students who successfully completed at least one of the program's required courses. Five students completed all program requirements and received their bachelor's degree in both STEM education and a STEM discipline.
- The University of Florida successfully designed and implemented the Florida STEM Teacher Induction and Professional Support (STEM-TIPS) program by providing online induction and coaching support, as a means to complement ongoing LEA induction efforts, to approximately 1,200 novice STEM teachers



teaching grades 6-12 in three LEAs and one consortium of rural LEAs. The novice teachers participating in the STEM-TIPS program received ongoing personalized subject and grade-specific mentoring and professional development, synchronous blended face-to-face and online coaching, access to quality resources aligned to the Florida Standards, and the ability to collaborate through an online community of practice.

- Florida State University's Florida Center for Interactive Media successfully met the objective of enhancing the Electronic Institutional Program Evaluation Plan (eIPEP) system by facilitating data submission, creating capabilities for peer review teams to assess each program's program evaluation plan and conduct off-site visit reviews, developing a public portal to access reports, automating the data collection process, developing reporting features, successfully integrating the eIPEP system into Northwest Regional Data Center and the Single Sign-On portal, creating dashboards for institutional users to determine reporting requirement statuses, and establishing an eIPEP help section enabling users to access technical assistance trainings and beneficial information on system usage.
- All Florida state-approved educator preparation programs have successfully submitted their annual program evaluation plans via the eIPEP system.
- The University of Florida submitted to FDOE recommended revisions to the initial and continued program approval standards and processes for teacher preparation programs. Recommended revisions were based on an analysis of feedback solicited from stakeholders of teacher preparation programs. The recommended continued program approval standards and processes were piloted by a site visit team at two universities. Feedback from both pilot site visits informed revisions to Rule 6A-5.066, F.A.C., which was adopted by the State Board of Education in January 2015.
- The University of Central Florida (UCF) solicited input from stakeholders of educational leadership programs on recommending revisions to the initial and continued program approval standards for educational leadership programs. As a result of this project, UCF conducted, analyzed, and summarized stakeholder input received through virtual and face-to-face focus groups, resulting in the submission of recommended revisions to the program approval standards and training materials for educational leadership programs. Recommendations to incorporate revised state-approved requirements will be taken into consideration by policymakers.



Lessons Learned

There were many lessons learned along the way. Common challenges/lessons learned across projects include:

- **Communication** is key to success. All projects should include a well-thought out communication plan and communication strategies aimed at sharing information with key stakeholder audiences in a timely fashion, and coordinated across projects. Keeping stakeholders apprised of program goals and progress made, and seeking their feedback along the way, serves to encourage participation and acceptance. Ensure cross-project communication so that related projects can share information. For instance, the English Language Arts Formative Assessment System (ELFAS) project team communicated the function and benefits of the offering to LEA coordinators and teachers before and during product release, with a continuing stream of updates and success stories about how teachers are using the product in the classroom. The ELFAS team strived not to presume in their engagements with stakeholders that end-users already knew what formative assessments were, and always took the time to explain the approach's place in the instructional process. The ELFAS effort adapted its communications approached based on some of the lessons it learned from the earlier Mathematics Formative Assessment System roll-out.
- **Project management** is a valuable and necessary skill set that is critical to project success. Though program-specific knowledge is vital to leading projects, project management training and skills are critical to the day-to-day operations and ensuring contracted vendors adhere to delivery requirements.
- **Estimate resources realistically.** Build in enough time to adequately research, construct, and revise competitive bid documents, being specific in all requirements for vendor deliverables, and building in vendor orientation about the Florida Standards.
- Include adequate **change management** support for changes to classroom practice and culture and include LEA advocates to help promote the project benefits.
- **Align project goals** and objectives between FDOE and participants and align reports and deliverables to the school year rather than calendar year.
- **Allow more than one school year** for implementation and always consider how to measure **quality of work** when planning activities.
- Adopt a **project portfolio management** tool early and train all project team members in its use. The use of this online tool in Florida provided a quantum leap in the coordination and communication of project efforts to RTTT leadership and between project managers themselves. The tool also successfully served as the *de facto* repository for project documentation.
- **Align skills and talents carefully.** Establish a clear theory of action before fielding teams to ensure peoples' skills and talents are well-aligned to the mission. For example, the installation of a professional technical project manager on the Student Tutorial project helped with decision support for project business owners (subject matter experts) in understanding the opportunities and constraints involved in the technology implementation.
- **Integrate continuous improvement** into the work, both for purposes of modeling and for ongoing programmatic improvement.
- **Protocols** for development of content are very helpful and third-party reviews are essential. For instance, the ELFAS project team early on established a protocol for the revision of its online content and promotional materials to ensure the clarity and accuracy of materials the team published.
- The extent to which **teachers must be supported** to fully use new tools and resources cannot be underestimated. The RTTT program team actively connected project managers with the FDOE Teacher Liaison to develop ongoing communications with teachers and administrators to educate stakeholders about RTTT programs.

Race to the Top



- Technology requirements must be identified at the beginning of the project. Involve technology staff early in content and implementation planning (at state and local levels) so that **technology is not viewed as separate from the content provided to product consumers.**
- Perform adequate **pilot and field testing** of both content and technology (load testing). Avoid trying to meet deadlines when products are unfinished or unproven. The Florida Interim Assessment Item Bank and Test Platform project provides an example of how RTTT has applied this lesson learned. The project team performed numerous pilots before rolling the product out in August 2014, including pilots to model fall and spring semester usage of the platform. The team also performed item try-outs with hard-to-measure subjects. Since April 2014 the project team has applied load testing to optimize product usage thresholds from a few hundred users to a few hundred thousand users.
- Find ways to **enhance vendor cooperation.** For example, RTTT leadership formalized daily (and sometimes, twice daily) conference calls with the development team of a critical vendor to ensure activities are coordinated between all parties to allow little room for miscommunication.
- **Change the school improvement focus** from direct-to-school support to building LEA capacity to support their schools.



Year Five Work

LEA Extensions

Just under half of Florida's 65 LEAs participating in RTTT received an extension for their scope of work. They could not extend any original deadlines for implementation, but if they had money left to spend to enhance implementation or continue training, for example, they were given an extension to do so. Their extensions varied from one to four quarters.

State Success Factors

This assurance area was extended to retain select contracted staff to manage the LEA extensions and the other projects being extended. The overall Program Management Director and the portfolio management tool were extended. The overall grant evaluation team stayed on to complete a Year 5 evaluation. The internal database enhancements team was retained to complete work on consolidation to increase efficiency and this tool went live in summer 2015.

Standards and Assessments

CPALMS, the repository for Florida Standards, course descriptions, and aligned resources, continued to be enhanced. The Student Tutorial went live in March 2015. The Florida Assessments for Instruction in Reading/Progress Monitoring and Reporting Network went live in August 2014 at the start of the school year with revised content and technology. Further technology upgrades were completed in 2014-15 and over 2,441,000 assessments have been completed as of January 2015.

The Mathematics and English Language Arts Formative Assessment Systems are live additional grades and subject areas were added, including lesson study toolkits. Training of LEA facilitators was also completed.

Professional development modules on all of the tools and resources in the Standards and Assessments assurance area were developed and delivered to pre-service and in-service educators.

LEAs implemented a Professional Development Action Project in summer 2014 on the Florida Standards. The New Teacher Project provided Fast Start Skills Training to new exceptional education teachers that continued during 2014-15.

The Florida Interim Assessment Item Bank and Test Platform went live in July 2014 and LEAs used the system for the first time during 2014-15. Additional item development for hard-to-measure courses was completed. An external evaluator conducted its work on the new system. FDOE provided training and support to LEAs as they began to use this system for their local assessments.

Florida students participated in the Trends in International Mathematics and Science Study (TIMSS) assessment in spring 2015.

Professional development for CTE teachers occurred on implementing the revised course frameworks. Grants to select rural LEAs were completed to further the progress of their STEM career academies established as part of their LEA scope of work earlier in the grant.

Grants to RTTT LEAs were issued for them to enhance their work around technology to improve instruction and prepare for computer-based assessment.



Data Systems to Support Instruction

The Single Sign-On project was extended to integrate remaining programs that were also extended (Florida Interim Assessment Item Bank and Test Platform, Florida Assessments for Instruction in Reading/Progress Monitoring and Reporting Network, and English Language Arts Formative Assessment System), all of which are now integrated. A student log-in process was added for students to take local assessments from the Item Bank.

Great Teachers and Leaders

The student growth project was extended so that the contractor could run value-added models on teacher evaluation data for 2013-14. Statisticians and a programmer were hired to learn from the contractor and promote knowledge transfer. The University of West Florida studied value-added models for hard-to-measure courses.

FDOE staff was hired to continue technical assistance to LEAs on implementation of new evaluation and professional development systems revised in Years 1-4.

The UTeach replication site at the Florida Institute of Technology continued to operate, and new STEM teachers across the state received support from the STEM-TIPS center at the University of Florida.

Grants to four institutions of higher education with state-approved teacher preparation programs were issued to develop Centers for Excellence in Elementary Education in partnership with LEAs.

Turning Around the Lowest-Achieving Schools

Teach for America grants were completed in Dade and Duval counties as their third cohort of teachers started in August 2014. A grant to Orange County was issued to recruit, train, and place a cohort of 22 teachers who began in 2015.

Regional school improvement offices were staffed with reading coordinators, STEM coordinators, data coaches, and CTE experts. In addition to school and LEA professional development during the school year, the Differentiated Accountability Summer Academy was held in 2015.

Grants to Dade, Duval, and Orange were extended to continue community compact partnerships with the City Year organization in low-performing schools.

Charter Schools

The Charter School Growth Fund continued to recruit new charter schools to low-performing feeder patterns. New grants were issued to two LEAs with commitments to open additional charter schools.

A project to continue training on the Florida Standards and Local Instructional Improvement Systems that is tailored to charter schools was extended and completed.