

Florida Department of Education School Improvement Grants Application

**Section 1003(g) of the
Elementary and Secondary Education Act**

CFDA Numbers: 84.377A; 84.388A



**Dr. Eric J. Smith
Commissioner of Education**

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Florida Department of Education	Applicant's Mailing Address: 325 W Gaines Street Tallahassee, Florida 32399-0400
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State Contact for the School Improvement Grant

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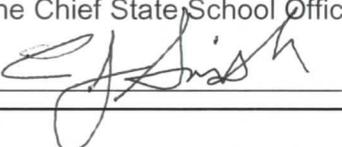
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Signature of the Chief State School Officer: X 	Date:
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The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Florida Department of Education	Applicant's Mailing Address: 325 W Gaines Street Tallahassee, Florida 32399-0400
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Chief State School Officer (Printed Name): Dr. Eric J. Smith	Telephone: 850-245-9400
Signature of the Chief State School Officer: X_____	Date:
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

PART I: SEA REQUIREMENTS

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

A. ELIGIBLE SCHOOLS: An SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State. (A State's Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State's persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years. In addition, the SEA must indicate whether it has exercised the option to identify as a Tier I, Tier II, or Tier III school a school that was made newly eligible to receive SIG funds by the Consolidated Appropriations Act, 2010. Along with its list of Tier I, Tier II, and Tier III schools, the SEA must provide the definition that it used to develop this list of schools. If the SEA's definition of persistently lowest-achieving schools that it makes publicly available on its Web site is identical to the definition that it used to develop its list of Tier I, Tier II, and Tier III schools, it may provide a link to the page on its Web site where that definition is posted rather than providing the complete definition.

Florida's Response: Please see Appendix A, which provides the list of each Tier I, II, and III school in the State.

Link to Definition: <http://www.fldoe.org/ARRA/pdf/rttt-apbud.pdf>

For Tier I schools, the Florida Department of Education (FDOE) analyzed the following indicators from all Title I schools in improvement, corrective action, or restructuring to identify its persistently lowest-performing schools:

- The proficiency rates of all students in grades 3-10 over the last seven years in reading, mathematics, and the combination of both;
- The number of years schools missed AYP since 2002-03, and thus, have not made progress; and
- The Federal Uniform Graduation Rate since 2002-03.

Title I schools in improvement, corrective action, or restructuring that were selected for Tier I currently demonstrate the lowest proficiency rates in reading and mathematics with all students included and have demonstrated the lowest proficiency rates in reading and mathematics since 2002-03 with all students included. The schools selected also currently demonstrate and have demonstrated since 2002-03 the lowest proficiency rates when reading and mathematics are combined for all students.

Florida's Tier I schools are also made up of Title I high schools in improvement, corrective action, or restructuring that demonstrate a Federal Uniform Graduation Rate less than 60 percent. Those high schools that are Title I and are in improvement, corrective action, or restructuring and have a graduation rate less than 60 percent that were not included as part of the Tier I list demonstrated increases in reading and mathematics proficiency with all students included and increases in graduation rate using a weighted analysis.

FDOE's Tier II list consists of Title I-eligible and newly funded Title I secondary schools that demonstrate the lowest proficiency rates in reading and mathematics with all students included and have demonstrated the lowest proficiency rates in reading and mathematics since 2002-03 with all students included. Tier II schools, which are Title I-eligible secondary schools, also demonstrate and have demonstrated since 2002-03 the lowest proficiency rates when reading and mathematics are combined for all students.

Tier II schools also include Title I-eligible and newly funded secondary schools with a Federal Uniform Graduation Rate less than 60% over the last seven years. Title I-eligible high schools with graduation rates less than 60% but

showed progress in this area over the last three years were not included.

Florida's definition included all students at the elementary, middle, and high school level in reading and mathematics, a combination of both, and the lack of progress since 2002-03. The schools selected as the persistently lowest-achieving have demonstrated the lowest proficiency rates in reading and mathematics dating back ten years.

Florida did use a weighted process that considered proficiency rates and improvement for all students in reading, mathematics, AYP history, and graduation rates. Schools where students do not attend a full academic year (primarily alternative schools) were excluded from the analysis and therefore from our Tier I and II lists. Charter schools were also excluded. Any low-performing charter school that would have qualified for Tier I or II status has been or would be closed under Florida Statute 1002.33. Finally, secondary schools (or high schools) included all schools with grade configurations that were K-12, 6-12, and 9-12 schools.

B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA's application for a School Improvement Grant.

Part 1

The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA's application with respect to each of the following actions:

- (1) The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA's application and has selected an intervention for each school.

Florida's Response: The Florida Department of Education's (FDOE) application for 1003(g) School Improvement Grant (SIG) funds requires that each LEA substantiate the selection of an intervention for each school with appropriate data that align with the reporting metrics identified in the final requirements, including student outcome data, student connection and climate, and staff data. FDOE will require each LEA to provide a detailed rationale for selecting a specific intervention and indicate how the proposed option matches the specific needs of the school. Regional Executive Directors, who lead the statewide system of support and have working knowledge of each of the schools in the lowest five percent, and FDOE Title I staff will evaluate each LEA's application to assess the adequacy and appropriateness of the plan. FDOE has developed and shared the process for selecting an Intervention Model for the persistently lowest achieving schools with LEAs (see Appendix D for the flow chart representing the decision-making process). FDOE and the Regional Executive Directors have been planning and guiding LEAs since February regarding the selection and implementation of the most appropriate intervention model. In instances where the proposed actions for one or more schools are not in alignment with the specific needs of the school, the Regional Executive Directors and other FDOE staff will work with the LEA to identify more appropriate interventions. The Regional Executive Directors and the FDOE function as one unit to provide technical support and strategies to LEAs. The Regional Executive Directors provide support to the LEAs by suggesting and developing strategies based on the instructional needs of the schools. FDOE Title I staff provide fiscal support to ensure the activities are legal, appropriate, reasonable, and financially responsible.

FDOE and the Regional Executive Directors are committed to providing guidelines and technical assistance to ensure that LEAs identify the appropriate intervention model that will meet the specific needs of each selected school. FDOE and the Regional Executive Directors have, and will continue to, provide the LEAs with historical data and analytical processes for identifying the needs of each Tier I and Tier II school. The data may include, but is not limited to, student demographics, learning gains data, graduation rates, attendance, and percentage of truant students.

B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA's application for a School Improvement Grant.

The Regional Executive Directors will be onsite in the LEAs to determine if the LEA has analyzed the needs of each Tier I and Tier II school and has selected the most appropriate Intervention Model. The Regional Executive Directors will evaluate how the LEAs analyzed the needs of the schools to determine the most appropriate intervention model by reviewing the skill sets of the LEA's leadership, the professional development provided by the LEA, optimal assignment of school staff, existing funding supporting the school improvement efforts, flexibility of the LEA and school to recruit and retain the most qualified staff, and several other factors that impact an LEA's decision-making process.

Due to the fact that Florida has been implementing Differentiated Accountability since 2008, LEAs have already begun implementing some of the activities identified in the different intervention models. For instance, an LEA may have already replaced a principal in the last two years. In this case, the LEA's process for analyzing the needs of the school may already be in-process. If this is the case, the LEAs should use the following decision-making process for determining which intervention model best meets the needs of the school.

Florida recognizes that there are certain activities for the four intervention models that are required to be implemented in the beginning of the 2010-2011 school year. The Florida Department of Education will not approve an application if the LEA does not provide a description of the implementation of each of the required activities by the start of the school year. Since FDOE asks to be considered for a 3 year grant and some of the required activities take place throughout or at the end of the school years, Florida's application includes timetables that are intended to assist LEAs for project management purposes capturing planning and implementation steps for the entire grant period.

Decision Tree for Selection of Intervention Model for Persistently Lowest-Achieving Schools

School Identified as Persistently Lowest-Achieving

Scenario 1:

Was the principal replaced in the last two years?

If yes, was the principal replaced in the last two years?

If yes or no, were at least 50% of staff replaced in the last two years?

If yes, did the school implement "district turnaround" and exit?

If yes, implement Transformation Model

If no, implement Restart or School Closure Model.

Scenario 2:

Was the principal replaced in the last two years?

If yes, was the principal replaced in the last two years?

If yes or no, were at least 50% of staff replaced in the last two years?

If no, has the school shown improved achievement in the last year?

If yes, implement Transformation Model.

If no, implement Turnaround Model.

Scenario 3:

Was the principal replaced in the last two years?

If no, were at least 50% of staff replaced in the last two years?

If no, has the school shown improved achievement in the last year?

If yes, implement Transformation Model.

B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA's application for a School Improvement Grant.

If no, implement Turnaround Model.

Scenario 4:

Was the principal replaced in the last two years?

If no, were at least 50% of staff replaced in the last two years?

If yes, did the school implement "district turnaround" and exit?

If yes, implement Transformation Model

If no, implement Restart or School Closure Model.

Other Factors to Consider:

Level of District Support - If the district provides a high level of instructional support, will improvements in achievement be sustainable after support is no longer provided?

Supply of Qualified Staff - If the district does not have access to a pool of highly effective staff and has previously offered sufficient incentives to attract and retain staff, will the turnaround model be feasible?

Level of Improved Achievement - Did the school significantly increase student achievement in the last two years but saw only incremental growth in the last school year?

FDOE will use the following criteria for evaluating the LEA's analysis of the Tier I and Tier II schools' needs. Any grant proposal that will be rated with the *minimal* threshold will be returned to the LEA with specific suggestions for improvement. REDs will provide additional technical assistance as needed.

Minimal Response	Adequate Response	Strong Response
<ul style="list-style-type: none"> The LEA did not use the data appropriately to select the intervention model. The correlation between the needs of the school and the intervention model chosen is lacking or does not exist. 	<ul style="list-style-type: none"> A few relevant data sources have been used to provide some analysis of needs. The correlation between the needs of the schools and the intervention model chosen is satisfactory. 	<ul style="list-style-type: none"> Multiple relevant data sources have been combined into a thoughtful analysis. The correlation between the needs of the schools and the intervention model chosen is specific and supported with data.

(2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.

Florida's Response: The FDOE will evaluate an LEA's capacity to use SIG funds and to support each school by assessing the adequacy of LEA staff, the technical expertise, if it has sufficient monetary resources in regard to state and local funds, the political climate (i.e. agreements with unions and school board) technological infrastructure, supply of qualified staff, ability to recruit external providers, including educational management companies, and other organizational features necessary for implementation of the proposed intervention. The Regional Executive Directors will perform the primary assessment of each LEA's capacity to implement the reforms and will assist LEAs with implementing a turnaround option that ensures increased student achievement, staff quality, and a comprehensive approach to school improvement.

The Regional Executive Directors will use the following criteria and ratings to determine the LEA's capacity to

B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA’s application for a School Improvement Grant.

provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement fully and effectively the selected intervention/activities in each identified school.

FDOE will use the following criteria for evaluating the LEA’s analysis of the Tier I and Tier II schools’ needs. Any grant proposal that will be rated with the *minimal* threshold will be returned to the LEA with specific suggestions for improvement. REDs will provide additional technical assistance as needed.

Criteria	Minimal Capacity	Some Capacity	Adequate Capacity
Adequacy of LEA Staff	There isn’t an adequate amount of staff to effectively implement the selected intervention model.	There are some LEA staff that are able to effectively implement the chosen model.	LEA staff is adequate and are able to fully and effectively implement the selected intervention model at the identified school(s).
Technical Expertise	There is no evidence that the LEA staff have the capacity to adequately address the needs of the school.	LEA staff is somewhat adequate to implement the selected intervention model. Some evidence exists that demonstrates the staff’s ability to implement the selected intervention model.	The LEA staff are fully prepared and capable to effectively implement the selected intervention model.
Sufficient Monetary Resources	The LEA is not committing state or local monetary resources to support the implementation of the selected intervention model.	The LEA has committed some state or local monetary resources to support the implementation of the selected intervention model.	The LEA has adequately committed state and local monetary resources to support the implementation of the selected model.
Political Climate (i.e. unions, school board)	The LEA has demonstrated that, due to the political climate, it is unable to fully implement the chosen intervention model.	The LEA has demonstrated that some political influences may impact whether the LEA is able to fully implement the chosen intervention model.	The LEA has demonstrated that the political climate will not affect the implementation the chosen intervention model.

B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA’s application for a School Improvement Grant.

Technological Infrastructure	The LEA has demonstrated that there is little or no technological infrastructure to provide the appropriate resources and support to the schools to ensure the implementation of the selected model.	The LEA has demonstrated that there is some technological infrastructure to provide the appropriate resources and support to the schools to ensure the implementation of the selected model.	The LEA has demonstrated that there is adequate technological infrastructure to provide the appropriate resources and support to the schools to ensure the implementation of the selected model.
Qualified Staff	The LEA has very limited access to a pool of HQ staff.	The LEA has some Highly Qualified staff.	The LEA has sufficient qualified and effective staff.
Recruit External Providers	The LEA has not researched or inquired with external providers for organizational and management features that would assist with the implementation of the selected model.	The LEA has researched and begun a partnership with an external provider for organizational and management features that would assist with the implementation of the selected model.	The LEA has established a partnership with an external provider for organizational and management features that would assist with the implementation of the selected model.

(3) The LEA’s budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA’s application as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

Florida’s Response: FDOE will require each LEA to submit a detailed budget proposal in the application, which must include both SIG funds and other federal, state, and local resources. FDOE will verify that the budget proposals are reasonable for the proposed interventions for a Tier I or Tier II school, up to a maximum of \$2 million per year. If the budgets are insufficient for the proposed interventions, FDOE will work with the LEA to implement appropriate modifications that more accurately reflect the budgetary needs associated with implementing each intervention.

Part 2

The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant but, most likely, will take after receiving a School Improvement Grant. Accordingly, an SEA must describe how it will assess the LEA’s commitment to do the following:

Florida’s Response: The RFA requires that each LEA provide a descriptive account of how it will implement the chosen intervention(s), including how it will design and implement the interventions, recruit and screen external providers as applicable, align resources, modify practices, and sustain the reforms. Florida’s Regional Executive Directors will review the applications and assess each LEA’s commitment to carrying out these activities and their

B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA’s application for a School Improvement Grant.

capacity to do so using their expertise and front line knowledge of the conditions in the LEA. FDOE will also require additional information in the application that is designed to enhance the final requirements and provide specific implementation guidance to LEAs. LEAs must describe how they will implement each requirement for the chosen intervention and provide information on the coordination of resources. Specifically:

(1) Design and implement interventions consistent with the final requirements.

Please see Appendix B for the requirements for each model and the included rubrics. An LEA’s commitment will be evaluated based on the design of the intervention in alignment with the additional requirements Florida has included in its application. In addition, the resources that the LEA has committed to ensure successful and full implementation of the chosen intervention will also be evaluated to assess the LEA’s commitment in designing and implementing the interventions consistent with requirements for each intervention. Any grant proposal that will be rated with the *minimal* threshold will be returned to the LEA with specific suggestions for improvement.

Selection of an Intervention Model

Based on the needs assessment, identify an intervention model for each Tier I and Tier II school the district elects to serve. The justification for the selection of a specific model must be described in a narrative.

Below are questions the LEA should consider in the selection of an intervention model.

Turnaround Model

1. How will the LEA select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?
2. How will the LEA assign effective teachers and leaders to the lowest achieving schools?
3. How will the LEA begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?
4. How will staff replacement be executed—what is the process for determining which staff remains in the school and the process for selecting replacements?
5. How will the language in collective bargaining agreements be negotiated to ensure the most talented teachers and leaders remain in the school?
6. What supports will be provided to staff being assigned to other schools?
7. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
8. What is the LEA’s own capacity to execute and support a turnaround? What organizations are available to assist with the implementation of the turnaround model?
9. What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the infusion of human capital?
10. What changes in operational practice must accompany the infusion of human capital, and how will these changes be brought about and sustained?

Restart Model

1. Are there qualified charter management organizations (CMOs) or education management organizations (EMOs) willing to partner with the LEA to start a new school (or convert an existing school) in this location?
2. Will qualified community groups initiate a home grown charter school? The LEA is best served by developing relationships with community groups to prepare them for operating charter schools.
3. Based on supply and capacity, which option is most likely to result in acceptable student growth for the student population to be served—home grown charter school, CMO, or EMO?

B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA's application for a School Improvement Grant.

4. How can statutory, policy, and collective bargaining language relevant to the school be negotiated to allow for closure and restart of the school?
5. How will support be provided to staff that are reassigned to other schools as a result of the restart?
6. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
7. What is the LEA's own capacity to support the charter school with access to contractually specified district services and access to available funding?
8. How will the SEA assist with the restart?
9. What performance expectations will be contractually specified for the charter school, CMO, or EMO?
10. Is the LEA (or other authorizer) prepared to terminate the contract if performance expectations are not met?

Transformation Model

1. How will the LEA select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?
2. How will the LEA enable the new leader to make strategic staff replacements?
3. What is the LEA's own capacity to support the transformation, including the implementation of required, recommended, and diagnostically determined strategies?
4. What changes in decision making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the transformation?
5. What changes in operational practice must accompany the transformation, and how will these changes be brought about and sustained?

School Closure Model

1. What are the metrics to identify schools to be closed?
2. What steps are in place to make certain closure decisions are based on tangible data and readily transparent to the local community?
3. How will the students and their families be supported by the LEA through the re-enrollment process?
4. Which higher-achieving schools have the capacity to receive students from the schools being considered for closure?
5. How will the receiving schools be staffed with quality staff to accommodate the increase in students?
6. How will current staff be reassigned—what is the process for determining which staff members are dismissed and which staff members are reassigned?
7. Does the statutory, policy, and collective bargaining context relevant to the school allow for removal of current staff?
8. What supports will be provided to recipient schools if current staff members are reassigned?
9. What safety and security considerations might be anticipated for students of the school to be closed and the receiving school(s)?
10. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
11. How will the LEA track student progress in the recipient schools?
12. What is the impact of school closure to the school's neighborhood, enrollment area, or community?
13. How does school closure fit within the LEA's overall reform efforts?

(2) Recruit, screen, and select external providers, if applicable, to ensure their quality.

The LEAs will be evaluated based on their ability to develop procedures and timelines to recruit, screen, and select

B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA’s application for a School Improvement Grant.

external providers. The LEA will provide a written explanation in their application outlining how the selected external provider meets the identified needs of the school. A copy of a sample contract, a copy of the projected work plan to be completed annually by the external provider, and a description of how the LEA will evaluate the effectiveness of the external provider must also be provided in the application.

The REDs will assess the LEA’s commitment to recruit, screen, and select external providers, if applicable, to ensure their quality by reviewing:

- The timelines by which the LEA will recruit and screen providers to ensure services by the beginning of the 2010-2011 school year;
- The expectations for the delivery of services; and
- The criteria for selecting external providers, including:
 - A proven track record of success working with low-performing schools,
 - Willingness to be held accountable, and
 - Capacity to serve the identified school and its selected intervention model.

The following guideline will be used to evaluate the LEA’s commitment to recruit, screen, and select external providers to ensure quality, if applicable. If a grant proposal will be rated having a *minimal response* this application will be returned to the LEA with specific suggestions for improvement.

Minimal Response	Adequate Response	Strong Response
<ul style="list-style-type: none"> • The responsibilities of the external provider and the LEA are minimal, not defined, or aligned. • The track record of the provider identified has not been addressed, or it does not have a proven track record of success. • The LEA has not indicated that it will hold the external provider accountable to high performance standards. • The capacity of the external provider to serve the identified school has not been addressed, or has been minimally addressed. 	<ul style="list-style-type: none"> • Parents and community members have had some involvement in the selection process. • The responsibilities of the external provider and the LEA are broadly defined and aligned. • Available providers have been researched. • Generally, the provider identified has a proven track record of success. • The LEA has indicated that it will hold the external provider accountable to high performance standards. • The capacity of the external provider to serve the identified school has been explored. 	<ul style="list-style-type: none"> • Parents and community members have been meaningfully involved from the beginning of the selection process. • The responsibilities of the external provider and the LEA are clearly defined and aligned. • Available providers have been thoroughly researched. • The provider identified has a proven track record of success in working with similar schools and/or student populations. • The LEA has specifically planned how it will hold the external provider accountable to high performance standards. • The capacity of the external provider to serve the identified school has been clearly demonstrated.

Please see Appendix B for more information.

(3) Align other resources with the interventions.

B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA’s application for a School Improvement Grant.

The FDOE will review the funding sources the LEA proposes to utilize in a narrative description of its application and will ensure that resources (e.g., personnel, materials and services) support the requirements of the chosen intervention and are adequate to fully implement such intervention. Please see the attached rubric relating to review of budgets.

The following table provides examples of other funding sources and how they may be aligned with the various intervention models:

Resource	Model(s)	Alignment of other resources with SIG
Federal Resources		
Title I, Part A - Regular and stimulus funds (Schoolwide or Targeted Assistance programs)	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> Provide support for implementing a supplemental research-based instructional program that is aligned vertically across grade levels as well as aligned to the State standards.
1003(a) Statewide System of Support	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> The School Improvement grant may be used to assist with designing and implementing the intervention model, including high-quality job-embedded professional development designed to assist schools in implementing the intervention model.
Title II, Part A	Turnaround, Transformation	<ul style="list-style-type: none"> Recruit teaching staff with the skills and experience to operate effectively within the selected intervention model.
Title II, Part D - Ed Tech	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> Provide staff online job-embedded professional development. Promote the continuous use of student data through electronic means.
Title III, Part A - LEP	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> Provide staff job-embedded professional development aligned to grant goals to assist them in serving English Language Learners.

The following guideline will be used to evaluate the LEA applications with respect to commitment to alignment of other resources with the interventions. If a grant proposal will be rated having a *minimal response* this application will be returned to the LEA with specific suggestions for improvement.

Minimal Response	Adequate Response	Strong Response
<ul style="list-style-type: none"> Inappropriate or a few other resources have been identified for alignment. The proposed areas for alignment are not 	<ul style="list-style-type: none"> Limited other resources have been identified for alignment. General ways in which to align with the interventions have been 	<ul style="list-style-type: none"> Multiple other resources have been identified for alignment. Specific ways in which to align with the interventions have been provided for each resource available.

B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA’s application for a School Improvement Grant.

relevant to the interventions.	provided for some of the other resources available.	
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(4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively. The REDs and FDOE staff will assess the LEA’s commitment to modify its practices or policies, if necessary, to enable it to implement the selected intervention(s) fully and effectively by determining the extent to which it demonstrates the ability and willingness to implement:

- A performance pay system;
- Adhere to the Department’s criteria for replacing or retaining staff;
- Creating extended learning opportunities for all students; and
- A collaborative relationship with the local teacher union while ensuring successful implementation of the model.

With the understanding that LEAs are allowed to use their own measures to determine which staff should be removed to ensure success in schools implementing the turnaround intervention model, FDOE recommends that LEAs remove and rehire only teachers of core academic subjects but no more than 50 percent.

Please see Appendix B, which outlines the expectations for the implementation of each model, which will require LEAs to modify policies and practices to successfully compete for these funds.

(5) Sustain the reforms after the funding period ends.

The LEA will provide a narrative identifying resources, financial and otherwise, to demonstrate how the reform changes will be institutionalized within the school setting after the funding period ends. LEAs have had access to Appendix B and the Regional Executive Directors have lead discussions regarding the LEAs’ practices, policies, and abilities since February in an effort to ensure the activities are sustained.

The REDs and FDOE staff will evaluate the LEA’s plan to sustain the reforms after the funding ends by considering the following items:

- Financial standing of the LEA;
- Implementation of a LEA-wide teacher evaluation system;
- Continue to commit resources from other funding sources, as outlined in the application;
- Fully implement reforms outlined in Appendix B within the first two years of project;
- Thoughtfully implement the reforms to ensure that the highest quality teachers are placed at the school and that job-embedded and other professional development opportunities are designed to address the specific needs of the schools;
- Level and amount of technical assistance the LEA provides to the school in each year of the grant funding (It is expected that the LEA would provide intensive technical assistance the first year with decreasing amounts in the next two years);
- Commitment to examine budgets to determine how the improvement efforts established can be sustained (this may require an adjustment in how current funding is being utilized); Continue to provide professional development for LEA and school level staff to ensure the practices are institutionalized;
- Offer extended learning opportunities for all students; and
- Monitor the reforms to ensure longevity of the specific intervention by the LEA after the contract ends.

The following guideline will be used to evaluate the LEA applications with respect to commitment to sustaining

B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA’s application for a School Improvement Grant.

reforms after the funding period ends. If a grant proposal will be rated having a *minimal response* this application will be returned to the LEA with specific suggestions for improvement.

Minimal Response	Adequate Response	Strong Response
<ul style="list-style-type: none"> • A few or none of the above sustainability criteria relevant to the school’s selected intervention model have been adequately addressed. 	<ul style="list-style-type: none"> • Most of the above sustainability criteria relevant to the school’s selected intervention model have been adequately addressed. 	<ul style="list-style-type: none"> • All of the above sustainability criteria relevant to the school’s selected intervention model have been adequately addressed.

C. CAPACITY: The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school.

An LEA that applies for a School Improvement Grant must serve each of its Tier I schools using one of the four school intervention models unless the LEA demonstrates that it lacks sufficient capacity to do so. If an LEA claims it lacks sufficient capacity to serve each Tier I school, the SEA must evaluate the sufficiency of the LEA’s claim. Claims of lack of capacity should be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Tier I schools as possible.

The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school. The SEA must also explain what it will do if it determines that an LEA has more capacity than the LEA demonstrates.

Florida’s Response:

After FDOE identified the schools which are eligible for a competitive 1003(g) School Improvement Grant, FDOE leadership, Regional Executive Directors, and Title I staff hosted a conference call with all eligible LEA superintendents to discuss which schools have been identified as Tier I, II, and III schools and explained the requirements and timelines of the interventions. The district superintendents were informed that an LEA with the intention of applying for a competitive 1003(g) school improvement grant must serve each of its Tier I and Tier II schools using one of the four school intervention models specified in the regulations, unless the LEA demonstrates that it lacks sufficient capacity to do so.

The Regional Executive Directors will analyze the results of their reviews (see page 7 and 8) to determine the LEA’s overall capacity to lead the school improvement efforts. The Regional Executive Directors have inside knowledge and hands-on experience with each of the identified schools and will assess an LEA’s claim of lack of capacity to implement one of the four intervention models in each of its Tier I schools and may request clarification using the following factors, to elicit additional information about the LEA’s capacity across the different intervention models:

Capacity Factors	Model(s)
Staff has been identified with the credentials and capability to implement the selected intervention model successfully.	All

C. CAPACITY: The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school.	
The ability of the LEA to serve the overall number of Tier I and/or Tier II schools identified on the application has been addressed.	All
A detailed and realistic timeline for getting the basic elements of the selected intervention model in place by the beginning of the 2010-2011 school year has been provided.	All
A strategic planning process has already taken place that successfully supported the selection and implementation of the intervention model.	All
The history of ability to recruit new principals with the credentials and capability to implement the model has been described.	Turnaround, Transformation
The ability of the LEA to successfully align federal, state and local funding sources with grant activities and to ensure sustainability of the reform measures.	Turnaround, Restart, Transformation
Plans to and barriers from adding at least an hour of additional instruction time per day, or alternative/extended school-year calendars that add time beyond the additional hour of instruction time per day for each identified Tier I and Tier II school to be served by the application have been outlined.	Turnaround, Restart, Transformation
A governance structure is described that includes an LEA-based Turnaround Officer(s) or Turnaround Office that will be responsible for taking an active role in the day-to-day management of turnaround efforts at the school level	Turnaround, Restart, Transformation
The availability of CMOs and EMOs appropriate to the needs of the school to be served that could be enlisted has been described.	Restart
Access to and geographic proximity of higher achieving schools, including but not limited to, charter schools or new schools for which achievement data are not yet available.	School Closure
Adequacy of LEA staff	All
Technical expertise	All
Sufficient monetary resources	Turnaround, Restart, Transformation
Political climate	All
Technological infrastructure	Turnaround, Restart, Transformation
Qualified staff	Turnaround, Restart, Transformation
Recruit external providers	Turnaround, Restart, Transformation

C. CAPACITY: The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school.

In the event that the FDOE and the Regional Executive Director determine that the LEA has more capacity than the LEA alleges, the Regional Executive Director will work with the LEA to design an intervention plan for the Tier I schools that the Regional Executive Director believes the LEA has the capacity to support.

Should an LEA elect not to apply for the competitive funding under NCLB Section 1003(g), an individual contact will be made with the district superintendent to ascertain the reasons. If an LEA claims it lacks sufficient capacity to serve Tier I or Tier II schools, the FDOE will evaluate the sufficiency of the LEA's claim by using the factors on page 7 and 8. Furthermore, the Regional Executive Directors and the FDOE Title I office will provide guidance to the LEA to build capacity, write the grant application, and plan for the implementation and evaluation of the grant.

D. DESCRIPTIVE INFORMATION: An SEA must include the information set forth below.

(1) Describe the SEA's process and timeline for approving LEA applications.

Florida's Response:

FDOE and the REDs have been conferencing and guiding LEAs since February to ensure the appropriate intervention strategies are chosen and implemented. Upon funding becoming available for sub grants, the FDOE will take the following steps for approving LEA applications:

Process	Dates
By piloting the Differentiated Accountability Model, all eligible LEAs planned and implemented some of the activities required by the intervention models	2008-present
Provide technical assistance regarding the web-based application system by sharing a draft of the web layout of the online application	June 2010
Redistributing 2008-2009 School Improvement Reallocation funds [1003(a) and (g)] to 25 selected LEA for planning activities regarding the intervention models in Tier I and SINI feeder schools of Tier I, II, and III	May - June 2010
Open the grant opportunity to eligible applicants via FDOE's web-based application system.	June 2010
Provide approximately four weeks for eligible LEAs to develop applications.	Due July, 2010
Offer technical assistance for application development during submission period.	June – July 2010
REDs and Department staff complete application reviews. Any grant proposal that does not meet the minimum threshold as determined through a review will be returned to the LEA with specific suggestions for improvement. REDs will provide additional technical assistance as needed.	July, 2010
REDs will work with LEAs to develop approvable applications.	July 2010
Communicate final funding decisions. Final determination of successful grant awardees will be based on the grant	No later than August 2010

D. DESCRIPTIVE INFORMATION: An SEA must include the information set forth below.

<p>application. All approved LEA grants will be awarded for up to \$2 million per eligible school.</p>	
<p>Implementation of intervention models immediately upon commencement of the new school year. Once the grants have been awarded, onsite technical assistance will be provided by the FDOE and REDs during late July, August, and September, 2010 to each Tier I, Tier II, and Tier III schools implementing an intervention model. The LEA leadership team and school leadership team will begin a process to rewrite school strategic plans to reflect the selected school improvement model or activities adjust the achievement goals and identify the steps and timeline for implementing the model.</p>	<p>July, August, and September 2010</p>

(2) Describe the SEA’s process for reviewing an LEA’s annual goals for student achievement for its Tier I and Tier II schools and how the SEA will determine whether to renew an LEA’s School Improvement Grant if one or more Tier I or Tier II schools in the LEA are not meeting those goals and making progress on the leading indicators in section III of the final requirements.

Florida’s Response: FDOE will annually review the progress of each Tier I and II school in relation to the LEA’s goals established in the application for each of the metrics identified in the final requirements. Such information will be reviewed before the beginning of the subsequent school year to determine if schools are meeting or making progress on the goals and leading indicators. If schools are making progress but the FDOE, in consultation with the Regional Executive Directors, feel that sufficient progress is not being made, the LEA will receive extensive technical assistance and will be required to:

- Change and implement a different intervention model in such schools;
- Replace the principal and/or staff that have been ineffective in implementing the selected intervention model;
- Make significant revisions to the grant budget;
- Allow additional operational flexibility for the school administrators and instructional leaders; and
- Create additional student instructional time.

See appendix D regarding the decision process for the selection of intervention model for persistently lowest-achieving schools and the performance expectations for LEAs regarding the implementation of the identified SIG goals. This decision tree has been shared with the LEAs. Under the guidance and leadership of the REDs, LEAs will have the flexibility in determining rigorous and realistic and attainable SMART (specific, measurable, achievable, realistic, timely) annual goals that align to the baseline data of the performance indicators pre-populated in the metrics. The FDOE staff and REDs will review and determine if these goals are meeting rigorous and realistic higher SMART standards. LEAs and schools will create annual goals for the following areas: school grade; AYP status, overall AYP targets met; proficiency rates for all students in reading, mathematics, science, and writing; lowest 25% making learning gains in reading and mathematics; graduation rates; dropout rates; number minutes within the school year; student attendance rates; enrollment in advanced coursework, dual enrollment, and obtainment of industry certification; college enrollment rates; discipline referrals; suspensions; truancy rates; distribution of teachers by performance level based on LEA evaluation system and teacher attendance. The following scenarios describe the review and evaluation process:

D. DESCRIPTIVE INFORMATION: An SEA must include the information set forth below.

Scenario 1:

Year 2010-2011:

LEA establishes rigorous and realistic SIG goals in July 2010 based on the pre-populated baseline data provided in the metric.

At the end of 2010-2011, reviewers will determine if the LEA met 80% of the goals in 2010-2011.

If not, district, in consultation with the department, chooses new model for 2011-2012.

Year 2011-2012:

At the end of 2011-2012, reviewers will determine if the LEA met 90% of the goals in 2011-2012.

If not, SIG funding will be discontinued in 2012-2013.

If yes, the approved activities will continue to be implemented during 2012-2013.

Finally, LEA must fully implement the model by 2012-2013.

Scenario 2:

Year 2010-2011:

LEA establishes rigorous and realistic SIG goals in July 2010 based on the pre-populated baseline data provided in the metric.

At the end of 2010-2011, reviewers will determine if the LEA met 80% of the goals in 2010-2011.

If yes, the approved activities will continue to be implemented during 2011-2012.

Year 2011-2012:

At the end of 2011-2012, reviewers will determine if the LEA met 90% of the goals in 2011-2012

If yes, the approved activities will continue to be implemented during 2012-2013.

If not, district, in consultation with the department, chooses new model for 2012-2013.

In addition to the annual goals established for the Tier I and Tier II schools included in the metric, LEAs will describe how data will be collected and the number of times per year it will be analyzed to determine if the school is on track to meet its progress goals, determine if the school is on track in implementing the interventions, and to evaluate the effectiveness of the interventions. The REDs will perform quarterly instructional reviews to assess and analyze all facets of a school's implementation of the identified intervention model using the following process:

- The LEA's SIG application will define SMART goals that identify the anticipated outcome.
- REDs will review the anticipated outcome of each of the goals.
- REDs will review state and local assessment data to determine if the school is on track for the planned improvement.
- End-of-year data assessment data will be used to determine if the goal has been met.
- If the end-of-year data is equal to or greater than the goal, the goal would be considered met.

REDs will use the following progress monitoring tool to review the LEA's annual goals for student achievement:

Date Quarterly Visit _____ #1 _____ #2 _____ #3 _____ #4

LEA Name

Name of Tier I or Tier II School:

Intervention Model:

D. DESCRIPTIVE INFORMATION: An SEA must include the information set forth below.

Goal #1:
Describe progress made to date:
Supporting Data:
Modifications to implementation (if needed):
Goal #2:
Describe progress made to date:
Supporting Data:
Modifications to implementation (if needed):

In the event that one or more schools under the jurisdiction of an LEA are not meeting the goals or making progress after increased assistance and monitoring, the LEA's award will be reduced for those specific schools.

- (3) Describe the SEA's process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA's School Improvement Grant if one or more Tier III schools in the LEA are not meeting those goals.

Florida's Response: In the event that Tier III schools are provided funding, LEA must align their annual goals that hold its Tier III schools accountable to their School Improvement Plans (SIPs). FDOE will annually review the progress of each Tier III school receiving a grant to determine if such schools have made Adequate Yearly Progress (AYP), increased the percentage of AYP criteria met, increased proficiency rates, or exited needs improvement status. Such information will be reviewed before the beginning of the subsequent school year to determine if schools are making sufficient progress in attaining the state's proficiency targets. In addition, the REDs will perform quarterly instructional reviews to assess and analyze all facets of a school's implementation of the identified activities to goal attainment in these Tier III schools using the following process:

- The LEA's SIG application will define SMART goals that identify the anticipated outcome.
- REDs will review the anticipated outcome of each of the goals.
- REDs will review state and local assessment data to determine if the school is on track for the planned improvement.
- End-of-year data assessment data will be used to determine if the goal has been met.
- If the end-of-year data is equal to or greater than the goal, the goal would be considered met.

REDs will use the following progress monitoring tool to review LEA annual goals for student achievement.

Date Quarterly Visit _____ #1 _____ #2 _____ #3 _____ #4
LEA

D. DESCRIPTIVE INFORMATION: An SEA must include the information set forth below.

Name of Tier III School:
Intervention Model:
Goal #1:
Describe progress made to date:
Supporting Data:
Modifications to implementation (if needed):
Goal #2:
Describe progress made to date:
Supporting Data:
Modifications to implementation (if needed):

(4) In the event that one or more schools under the jurisdiction of an LEA are not meeting the goals or making progress after increased assistance and monitoring, the LEA's award will be reduced for those specific schools. Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools the LEA is approved to serve.

Florida's Response: The authority and responsibility for annually monitoring the implementation of the interventions of each LEA receiving a grant will rest with FDOE staff and the Regional Executive Directors. In addition to the direct support provided through Differentiated Accountability and the Statewide System of Support, these individuals will conduct quarterly fidelity checks to ensure that the LEA is implementing the school intervention model fully and appropriately in each Tier I and II school. The Regional Executive Directors will utilize the timelines delineated in the LEA's application to ensure adherence to the planning and implementation steps in order to fully and effectively carry out the intervention. REDs will use the monitoring tool in Appendix E to ensure Model work plans will clearly defined components as related to monitoring each intervention model. See appendix E.

LEA Grant Implementation Narrative Section	Possible Data Sources
Demonstrate that the selected intervention model has been implemented with fidelity.	<ul style="list-style-type: none"> • Observations and walk-throughs • Document and artifact reviews
Describe barriers to implementing the selected intervention model with fidelity (if applicable).	Barriers to: <ul style="list-style-type: none"> • Recruiting, selecting and retaining staff with the qualifications to effectively implement the selected intervention model.

D. DESCRIPTIVE INFORMATION: An SEA must include the information set forth below.

	<ul style="list-style-type: none"> • Providing job-embedded professional development and/or coaching to assist staff to implement the selected intervention model. • Obtaining appropriate operational flexibility to implement the selected intervention model. • Accessing and working with data to drive decision making. • Garnering staff and community buy in for the selected intervention model.
<p>Provide an analysis of why the selected intervention model has not enabled the school to meet its annual goals for student achievement or to make progress on the leading indicators.</p>	<ul style="list-style-type: none"> • Student achievement data • Other assessment given at the local level • Formative assessments • Leading indicators • Needs assessments

In cases where the LEA is not conforming to the timelines set forth in its application, the Regional Executive Director and FDOE staff will work with the LEA to examine the reasons for delay and auxiliary steps the LEA may need to employ to ensure full implementation of the chosen model.

(5) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

Florida’s Response: In the event that FDOE determines that insufficient funds exist to serve all eligible schools for which the LEA applies, FDOE will prioritize funding first to LEAs that commit to serve all Tier I and II schools, then to LEAs that commit to serve all Tier I schools, and finally to LEAs that commit to serve all Tier II schools. Preliminary analysis of a three-year apportionment of the SIG funds indicates that FDOE will have sufficient funds to ensure that each Tier I and II school is allocated sufficient funds to fully implement the selected intervention model. If grant funds are not sufficient to serve all Tier I and Tier II schools for which LEAs apply, the following criteria will be utilized to determine which LEAs have the greatest need and strongest commitment:

- one or more schools in Tier I or Tier II; and
- adequate responses on the capacity measures (page 5 and 6 and
- inclusion of a signed assurance statement that the LEA will fully implement one of the rigorous intervention models; and LEAs with schools in the bottom 5% of achievement in reading and mathematics.

(6) Describe the criteria, if any that the SEA intends to use to prioritize among Tier III schools.

Florida’s Response: In the event that funding remains after FDOE awards sufficient funds to LEAs with Tier I and Tier II schools, FDOE will prioritize allocations to the lowest achieving Tier III Title I schools in need of improvement, corrective action, or restructuring.

(7) If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.

D. DESCRIPTIVE INFORMATION: An SEA must include the information set forth below.

Florida's Response: FDOE will not be taking over any Tier I or Tier II schools.

- (8) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school, and provide evidence of the LEA's approval to have the SEA provide the services directly.¹

Florida's Response: FDOE will not be taking over any Tier I or Tier II schools.

E. ASSURANCES: The SEA must provide the assurances set forth below.

By submitting this application, the SEA assures that it will do the following:

Comply with the final requirements and ensure that each LEA carries out its responsibilities.

Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application that the SEA has determined the LEA has the capacity to serve.

Apportion its school improvement funds in order to make grants to LEAs, as applicable, that are renewable for the length of the period of availability, taking into account any waivers that may have been requested and received by the SEA or an individual LEA to extend the period of availability.

Carry over 25 percent of its FY 2009 school improvement funds, combine those funds with FY 2010 school improvement funds (depending on the availability of appropriations), and award those funds to eligible LEAs consistent with the final requirements if not every Tier I school in the State receives FY 2009 school improvement funds to implement a school improvement model in the 2010-2011 school year (unless the SEA does not have sufficient school improvement funds to serve every Tier I school in the State).

Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.

Monitor each LEA's implementation of the interventions supported with school improvement funds.

To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.

Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; amount of the grant; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.

Report the specific school-level data required in section III of the final notice.

F. SEA RESERVATION: An SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.

¹ If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with the State-level funds it has received from its School Improvement Grant.

Florida's Response: Florida will utilize the five percent for consolidated administration it receives to continue and expand the direct support of the turn-around initiative and school improvement efforts to improve Tier I and Tier II schools and the feeder schools of Tier III schools. FDOE will oversee the successful implementation of the four intervention models and other grant activities and conduct the following activities:

- Reviewing project applications;
- Assisting implementing the identified activities;
- Collecting data to monitor the implementation of the selected intervention model and school improvement activities;
- Tracking of progress;
- Identification and dissemination of successful implementation practices and lessons learned;
- Assistance in desk reviews and on-site monitoring visits;
- Providing ongoing job-embedded professional development and follow-up;
- Build LEA capacity to assist in the reform; and
- Determining the continuation of the grant based on the provided data.

In addition, retained funds may be used to provide professional development for leadership teams at the persistently lowest-achieving schools, which may include leadership academies and lesson study training.

G. CONSULTATION WITH STAKEHOLDERS: An SEA must consult with its Committee of Practitioners and is encouraged to consult with other stakeholders regarding its application for a School Improvement Grant.

Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein.

The SEA has consulted with its Committee of Practitioners **on January 12, 2010**, regarding the information set forth in its application.

The SEA may also consult with other stakeholders that have an interest in its application.

The SEA has consulted with other relevant stakeholders, including: Not applicable

H. WAIVERS: The final requirements invite an SEA to request waivers of the requirements set forth below. An SEA must list in its application those requirements for which it is seeking a waiver.

The Florida Department of Education requests a waiver of the requirements it has listed below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's persistently lowest-achieving schools.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I school that does not meet the poverty threshold.

The State assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with section I.A.7 of the final requirements.

The State assures that it will permit an LEA to implement the waiver(s) only if the LEA receives a School Improvement Grant and requests to implement the waiver(s) in its application. As such, the LEA may only implement the waivers(s) in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that it will ensure that any LEA implementing the waiver of sections 1003(g)(1) and (7) provides each Tier II school served through the waiver all of the State and local funds it would have received in the absence of being served with school improvement funds through the waiver.

The State assures that, prior to submitting this request in its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on this request and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding this waiver request to the public in the manner in which the State customarily provides such notice and information to the public (e.g., by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

The State assures that, if it is granted one or more of the waivers requested above, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver, including which specific waivers each LEA is implementing.

REQUEST TO WAIVE A PORTION OF THE DEFINITION OF “PERSISTENTLY LOWEST-ACHIEVING SCHOOLS” TO
INCLUDE TITLE I SECONDARY SCHOOLS IN TIER II

Dear Assistant Secretary Meléndez:

I am writing to request a waiver of the definition of “persistently lowest-achieving schools” contained in section I.A.3 of the final requirements for the School Improvement Grants (SIG) program (74 FR 65618 (Dec. 10, 2009)) and incorporation of that definition in identifying Tier II schools under section I.A.1(b) of the final requirements, as amended (75 FR 3375 (Jan. 21, 2010)). Specifically, I am requesting a waiver of paragraph (a)(2) of the definition of “persistently lowest-achieving schools” to permit Florida to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the Elementary and Secondary Education Act that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined. Florida needs this waiver in order to capture, among its persistently lowest-achieving Tier II secondary schools, Title I secondary schools that are lower achieving than one or more Tier II schools but do not qualify as Tier II schools because they are receiving Title I, Part A funds and do not qualify as Tier I schools because they are not among the lowest-achieving five percent of such schools (or lowest achieving five such schools) in the State. Any Title I secondary school that is identified, through this waiver, as being among the persistently lowest-achieving schools in the State would be identified by Florida as one of the State’s Tier II schools. Concomitantly, this waiver would permit any local educational agency (LEA) with one of these schools that Florida identifies as a Tier II school to apply to the State to use SIG funds to implement in the school one of the school intervention models set forth in the SIG final requirements.

I believe that this waiver will increase the quality of instruction for students and improve the academic achievement of students in the Title I secondary schools that would be identified as persistently lowest-achieving Tier II schools and, therefore, would be eligible to receive SIG funds in order to implement one of the school intervention models in the SIG final requirements. Those models will help us turn around our State’s persistently lowest-achieving schools in order to raise student achievement substantially in those schools.

Florida assures that, if it is granted this waiver, it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not already identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined. Within that pool, Florida assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. Florida is enclosing the list of schools and their level of achievement (as determined under paragraph (b) of the definition of “persistently lowest-achieving schools”) that would be identified as Tier II schools without the waiver and those that would be identified with the waiver.

Florida assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

Florida assures that it provided all LEAs in the State that are eligible to receive a SIG grant with notice and a reasonable opportunity to comment on this request and has attached a copy of that notice. To expedite its waiver request, Florida will submit subsequently copies of any comments it receives from LEAs. Florida also assures that it provided notice and information regarding this waiver request to the public in the manner in which the State customarily provides such notice and information to the public (e.g., by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice. Please feel free to contact Nikolai Vitti, Deputy Chancellor, by phone at (850) 245-0841, or email at Nikolai.Vitti@fldoe.org if you have any questions regarding this request.

Thank you for your consideration.

PART II: LEA REQUIREMENTS

An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs. That application must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.

The SEA must attach its LEA application form to its application to the Department for a School Improvement Grant.

LEA APPLICATION REQUIREMENTS

1003(g) NARRATIVE SECTION

Background

Local educational agencies (LEAs) have undertaken numerous support strategies as schools have entered improvement, corrective action, or restructuring. The purpose of Section 1003(g) School Improvement Grants is to enhance LEAs' capacity to implement school improvement activities that substantially improve the achievement of their lowest-performing schools. Priority will be given to LEAs with the greatest need and strongest commitment to ensuring that the lowest-performing schools in the state are provided adequate resources to meet their goals for substantially raising the achievement of their students. The lowest-performing schools are defined as:

- The lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest five schools, whichever is greater, with low overall student achievement and where little or no progress has occurred over a number of years or is a high school that has had a graduation rate of less than 60% (Tier I); and
- The lowest five percent or the lowest five secondary schools, whichever is greater, that are eligible for, but do not receive, Title I funds, that have low overall student achievement and little or no progress has occurred over a number of years or is a high school that has had a graduation rate of less than 60% (Tier II).
- Other low-performing Title I schools in need of improvement, corrective action, or restructuring that are not Tier I schools may be eligible if sufficient funds remain after all Tier I and II schools have been served, unless an LEA does not have sufficient capacity to serve all such schools (Tier III)

Recent research has recognized that successful school turnaround is a different and a far more difficult undertaking than school improvement. Based on this research, analysis of Florida's achievement patterns, and the growing number of schools that require intensive support, the Department invites local educational agencies to apply for funding under this application to turn around the lowest performing schools. This initiative aligns with the Department's Differentiated Accountability (DA) Plan to provide School Improvement Grant (SIG) funds to LEAs with the lowest performing schools in the state and supports both DA and SIG requirements, as well as the requirements to participate in the Race to the Top application.

Key definitions that apply to this application include (**PLEASE NOTE: ITEMS IN BOLD INDICATE FDOE-SPECIFIC CRITERIA**):

- Capacity: An LEA's commitment to ensuring that school improvement funds are used to provide adequate resources to enable persistently lowest-achieving schools to improve student achievement substantially. **Adequate staff, technical expertise, sufficient monetary resources, political climate** (i.e. agreements with unions and school board), **technological infrastructure, supply of qualified staff, ability to recruit external providers, including educational management companies, ability to monitor implementation and provide sustained support to the lowest performing schools, and other organizational features necessary for improvement are key components of sufficient capacity to implement and sustain the interventions. Regional Executive Directors will assess each LEAs capacity to implement the reforms and assist LEAs with implementing a turnaround option that ensures that students will learn at higher levels.**
- Charter Management Organization (CMO): A non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. Greatest Need: LEAs with one or more Tier I, II, or III schools.
- Educational management organization (EMO): A for-profit or non-profit organization that provides "whole-school operation" services to an LEA.
- Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.
- Progress: Gains on state assessments in reading/language arts and mathematics, in the "all students" category greater than the average gains of schools in the state on those same assessments.
- Strongest Commitment: An LEA that agrees to implement, and demonstrates the capacity to implement fully and effectively, one of the following rigorous interventions in each Tier I and Tier II school that the LEA commits to serve.
- Student Growth: The change in achievement for an individual student between two or more points in time. For grades in which the state administers summative assessments in reading/language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA.

I. SCHOOLS TO BE SERVED

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					Turnaround	Restart	Closure	Transformation

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

If the LEA does not have capacity to serve all Tier I and if applicable, Tier II schools, please provide the specific reasons in relation to LEA capacity, the Tier I and, if applicable, Tier II schools that can be served effectively with one or more of the proposed interventions, and indicate whether the LEA will serve Tier III schools. FDOE will give priority to LEAs that commit to implement one or more of the interventions in both Tier I and II schools.

II. DESCRIPTIVE INFORMATION

A. For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that:

1. The LEA has analyzed the needs of each school and selected an intervention for each school. **Please provide the following data for each Tier I and II school the LEA has the capacity to serve and the expected outcomes as a result of implementing the chosen reform model:**

SCHOOL NAME:				
INTERVENTION:				
Metric	Most Current Data and Source	Annual Goals		
		2011	2012	2013
School Grade				
AYP status				
AYP targets the school met				

SCHOOL NAME:				
INTERVENTION:				
Metric	Most Current Data and Source	Annual Goals		
		2011	2012	2013
Number of minutes within the school year				
Percentage of students at or above each proficiency level on State assessments in reading (e.g., Levels 1, 2, 3, 4, and 5, learning gains) by grade and by student subgroup				
Percentage of students at or above each proficiency level on State assessments in mathematics (e.g., Levels 1, 2, 3, 4, and 5 and learning gains) by grade and by student subgroup				
Percentage of students at or above each proficiency level on State assessments in science (e.g., Levels 1, 2, 3, 4, and 5) by grade				
Percentage of students at or above each proficiency level on State assessments in writing (e.g., scored 3.0 and above, scored 3.5 and above) by grade				
Percent of the lowest 25% making learning gains in reading				
Percent of the lowest 25% making learning gains in mathematics				
Graduation rate				
Dropout rate				
Student attendance rate				
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes based on the new High School Accountability requirements				
College enrollment rates				

SCHOOL NAME:				
INTERVENTION:				
Metric	Most Current Data and Source	Annual Goals		
		2011	2012	2013
Discipline referrals				
Number of students who received out-of-school suspensions				
Number of out-of-school suspensions				
Number of students who received in-school suspensions				
Number of in-school suspensions				
Percentage of truant students				
Distribution of teachers by performance level on LEA's teacher evaluation system				
Teacher attendance rate				

2. Provide the rationale for implementing the chosen turnaround option in each school. Indicate how the proposed option for each school matches the specific needs identified in the analysis.

3. Indicate how data will be collected and the number of times per year it will be analyzed to determine if the school is on track to meet its progress goals, determine if the school is on track in implementing the interventions, and to evaluate the effectiveness of the interventions.

B. Demonstrate that the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected. **Describe the staff, technical expertise, sufficient monetary resources, political climate, technological infrastructure, supply of qualified staff, ability to recruit external providers, including educational management companies, ability to monitor implementation and provide sustained support to the lowest performing schools, and other organizational features necessary for improvement are key components of sufficient capacity to implement and sustain the interventions.**

C. The LEA must describe actions it has taken, or will take, to:

1. Design and implement interventions consistent with these requirements.

2. Recruit, screen, and select external providers, if applicable, to ensure their quality.

a. **Identify the specific activities external providers will carry out.**

b. **Indicate the frequency of each activity.**

3. Align other resources with the interventions.

4. Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.

5. Sustain the reforms after the funding period ends.

D. For each Tier I and II school the LEA commits to serve, in alignment with the requirements in Appendix B, Implementation Guidance, please provide a narrative that addresses the specific requirements for each intervention model and how the LEA will meet these requirements for each school served. Please include as appendices any additional information, such as staff listings, required in the Guidance.

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E. The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA’s application. LEAs must implement one of four intervention models with fidelity in its Tier I and II schools it commits to serve. LEAs must implement all of the required interventions associated with each Model. Please refer to Appendix B, Implementation Guidance, for the specific requirements.

Note: Since some of the required activities take place throughout or at the end of the school year, this timetable should assist LEAs for project management purposes capturing planning and implementation steps for the entire grant period.

SCHOOL:						
ACTIVITY:						
ACTIVITY	PLANNING STEPS	IMPLEMENTATION STEPS	PERSON RESPONSIBLE	TIME LINE	FUNDING SOURCE	AMOUNT

F. For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement. In alignment with the requirements for Tier I and II schools, identify one or more specific activity the LEA will implement to improve the achievement of each school. The LEA may choose one or more of the activities in one or more of the intervention models.

Identify the Annual Goal(s) for Each Tier III School that Receives Funds:

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SCHOOL:						
ACTIVITY:						
PLANNING STEPS	IMPLEMENTATION STEPS	PERSON RESPONSIBLE	TIMELINE	FUNDING SOURCE	AMOUNT	

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G. As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools.

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III. LEA SUPPORT

A. Describe the LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools.

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B. Describe how the LEA will support school improvement activities for each Tier III school identified in the LEA’s application.

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C. Provide the steps for planning and implementing the interventions in each Tier I and II school, including how you will use SIG funds each year to support Tier I, II, and III schools.

PLANNING STEPS	IMPLEMENTATION STEPS	PERSON RESPONSIBLE	TIMELINE	FUNDING SOURCE	AMOUNT

Note: An LEA’s budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

IV. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will—

1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
2. Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;

3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the SEA the school-level data required under section III of the final requirements.

V. DISSEMINATION AND REPORTING STUDENT OUTCOMES

1. Describe methods for disseminating the information from this application.

2. Describe methods for reporting student outcomes.

3. Indicate the population(s) each method addresses.

4. Indicate the frequency of each method.

5. Indicate the duration of each method.

6. Indicate that information will be available in the home language of parents.

VI. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

Extending the period of availability of school improvement funds.

Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

“Starting over” in the school improvement timeline for Tier I schools implementing a turnaround or restart model.

Implementing a schoolwide program in a Tier I school that does not meet the 40 percent poverty eligibility threshold.

BUDGET PAGES

APPENDIX A: LIST OF TIER I, II, AND III SCHOOLS IN FLORIDA

DISTRICT	DISTRICT NAME	NCES DIST ID	SCHOOL	SCHOOL NAME	NCES SCHL ID	TIER I	TIER II	TEIR III	SINI 2009	NEWLY ELIGIBLE	GRAD RATE
01	ALACHUA	1200030	0021	CHARLES W. DUVAL ELEMENTARY SCHOOL	1	YES			4		
01	ALACHUA	1200030	0031	J. J. FINLEY ELEMENTARY SCHOOL	2			YES	5		
01	ALACHUA	1200030	0041	STEPHEN FOSTER ELEMENTARY SCHL	3			YES	3		
01	ALACHUA	1200030	0052	A.QUINN JONES/EXCEP.STUD.CTR.	4			YES	4		
01	ALACHUA	1200030	0071	LAKE FOREST ELEMENTARY SCHOOL	5			YES	5		
01	ALACHUA	1200030	0091	LITTLEWOOD ELEMENTARY SCHOOL	7			YES	3		
01	ALACHUA	1200030	0101	W. A. METCALFE ELEMENTARY SCHOOL	8			YES	5		
01	ALACHUA	1200030	0111	JOSEPH WILLIAMS ELEM. SCHOOL	9			YES	4		
01	ALACHUA	1200030	0161	ALACHUA ELEMENTARY SCHOOL	14			YES	5		
01	ALACHUA	1200030	0171	ARCHER COMMUNITY SCHOOL	15			YES	5		
01	ALACHUA	1200030	0201	HAWTHORNE MIDDLE/HIGH SCHOOL	16		YES				44
01	ALACHUA	1200030	0281	CHESTER SHELL ELEMENTARY SCHL	21			YES	6		
01	ALACHUA	1200030	0291	WALDO COMMUNITY SCHOOL	22			YES	2		
01	ALACHUA	1200030	0311	MYRA TERWILLIGER ELEM. SCHOOL	23			YES	6		
01	ALACHUA	1200030	0321	IDYLVILD ELEMENTARY SCHOOL	24			YES	5		
01	ALACHUA	1200030	0331	GLEN SPRINGS ELEMENTARY SCHOOL	25			YES	5		
01	ALACHUA	1200030	0341	MARJORIE KINNAN RAWLINGS ELEMENTARY SCHOOL	26	YES			6		
01	ALACHUA	1200030	0412	HORIZON CTR. ALTERNATIVE SCHL	2913			YES	5		
01	ALACHUA	1200030	0531	NEWBERRY ELEMENTARY SCHOOL	33			YES	4		
01	ALACHUA	1200030	0541	C. W. NORTON ELEMENTARY SCHOOL	17			YES	3		
01	ALACHUA	1200030	0571	W. W. IRBY ELEMENTARY SCHOOL	34			YES	5		
01	ALACHUA	1200030	0951	MICANOPY AREA COOPERATIVE SCHL	3145			YES	1		
01	ALACHUA	1200030	0953	CARING & SHARING LEARNING SCH	3285			YES	5		
01	ALACHUA	1200030	0958	GENESIS PREPARATORY SCHOOL	4302			YES	1		
06	BROWARD	1200180	0011	DEERFIELD BEACH ELEMENTARY SCHOOL	141			YES	4		
06	BROWARD	1200180	0021	POMPANO BEACH MIDDLE SCHOOL	142			YES	6		
06	BROWARD	1200180	0031	OAKLAND PARK ELEMENTARY SCHOOL	143			YES	2		
06	BROWARD	1200180	0041	NORTH SIDE ELEMENTARY SCHOOL	144			YES	4		
06	BROWARD	1200180	0101	DANIA ELEMENTARY SCHOOL	147			YES	3		
06	BROWARD	1200180	0161	WEST HOLLYWOOD ELEMENTARY SCHL	152			YES	1		
06	BROWARD	1200180	0191	WILTON MANORS ELEMENTARY SCHL	155			YES	1		

DISTRICT	DISTRICT NAME	NCES DIST ID	SCHOOL	SCHOOL NAME	NCES SCHL ID	TIER I	TIER II	TEIR III	SINI 2009	NEWLY ELIGIBLE	GRAD RATE
06	BROWARD	1200180	0221	CROISSANT PARK ELEMENTARY SCHL	158			YES	4		
06	BROWARD	1200180	0231	COLBERT ELEMENTARY SCHOOL	159			YES	1		
06	BROWARD	1200180	0251	SUNRISE MIDDLE SCHOOL	161			YES	6		
06	BROWARD	1200180	0271	DILLARD ELEMENTARY SCHOOL	162			YES	4		
06	BROWARD	1200180	0321	WALKER ELEMENTARY (MAGNET)	164			YES	2		
06	BROWARD	1200180	0331	COLLINS ELEMENTARY SCHOOL	165			YES	2		
06	BROWARD	1200180	0341	BETHUNE MARY M ELEMENTARY SCHL	166			YES	5		
06	BROWARD	1200180	0343	ATTUCKS MIDDLE SCHOOL	167			YES	6		
06	BROWARD	1200180	0391	DEERFIELD PARK ELEMENTARY SCHL	170			YES	4		
06	BROWARD	1200180	0431	LAUDERDALE MANORS ELEMENTARY	173			YES	5		
06	BROWARD	1200180	0461	OAKRIDGE ELEMENTARY SCHOOL	175			YES	5		
06	BROWARD	1200180	0471	OLSEN MIDDLE SCHOOL	176			YES	6		
06	BROWARD	1200180	0481	MCNICOL MIDDLE SCHOOL	177			YES	6		
06	BROWARD	1200180	0571	TEDDER ELEMENTARY SCHOOL	185			YES	2		
06	BROWARD	1200180	0581	MARGATE MIDDLE SCHOOL	186			YES	6		
06	BROWARD	1200180	0611	SUNLAND PARK ELEMENTARY SCHOOL	189	YES			6		
06	BROWARD	1200180	0621	LARKDALE ELEMENTARY SCHOOL	190	YES			6		
06	BROWARD	1200180	0631	WESTWOOD HEIGHTS ELEMENTARY	191			YES	5		
06	BROWARD	1200180	0701	PARKWAY MIDDLE SCHOOL	197			YES	5		
06	BROWARD	1200180	0711	ORANGE BROOK ELEMENTARY SCHOOL	198			YES	1		
06	BROWARD	1200180	0751	POMPANO BEACH ELEMENTARY SCHL	201			YES	6		
06	BROWARD	1200180	0761	MEADOWBROOK ELEMENTARY SCHOOL	202			YES	5		
06	BROWARD	1200180	0861	DRIFTWOOD MIDDLE SCHOOL	208			YES	6		
06	BROWARD	1200180	0881	NEW RIVER MIDDLE SCHOOL	210			YES	6		
06	BROWARD	1200180	0891	SANDERS PARK ELEMENTARY SCHOOL	211			YES	5		
06	BROWARD	1200180	0911	DEERFIELD BEACH MIDDLE SCHOOL	213			YES	6		
06	BROWARD	1200180	0921	STEPHEN FOSTER ELEMENTARY SCHL	214			YES	4		
06	BROWARD	1200180	0941	PLANTATION ELEMENTARY SCHOOL	216			YES	4		
06	BROWARD	1200180	1011	HENRY D. PERRY MIDDLE SCHOOL	220			YES	6		
06	BROWARD	1200180	1091	LLOYD ESTATES ELEMENTARY SCHL	223			YES	5		
06	BROWARD	1200180	1171	SUNSHINE ELEMENTARY SCHOOL	227			YES	3		

DISTRICT	DISTRICT NAME	NCES DIST ID	SCHOOL	SCHOOL NAME	NCES SCHL ID	TIER I	TIER II	TEIR III	SINI 2009	NEWLY ELIGIBLE	GRAD RATE
06	BROWARD	1200180	1191	NORTH FORK ELEMENTARY SCHOOL	228			YES	6		
06	BROWARD	1200180	1321	SHERIDAN PARK ELEMENTARY SCHL	237			YES	1		
06	BROWARD	1200180	1381	LAUDERHILL PAUL TURNER ELEM.	238			YES	5		
06	BROWARD	1200180	1391	LAUDERHILL MIDDLE SCHOOL	239			YES	6		
06	BROWARD	1200180	1461	CASTLE HILL ELEMENTARY SCHOOL	242			YES	4		
06	BROWARD	1200180	1611	MARTIN LUTHER KING ELEMENTARY	243			YES	5		
06	BROWARD	1200180	1641	FAIRWAY ELEMENTARY SCHOOL	246			YES	1		
06	BROWARD	1200180	1671	C. ROBERT MARKHAM ELEMENTARY	248			YES	4		
06	BROWARD	1200180	1681	COCONUT CREEK HIGH SCHOOL	249	YES				NEWLY ELIGIBLE	60
06	BROWARD	1200180	1701	LAUDERDALE LAKES MIDDLE SCHOOL	250			YES	6		
06	BROWARD	1200180	1761	HOLLYWOOD PARK ELEMENTARY SCHOOL	254			YES	2		
06	BROWARD	1200180	1781	CYPRESS ELEMENTARY SCHOOL	255			YES	4		
06	BROWARD	1200180	1791	APOLLO MIDDLE SCHOOL	256			YES	6		
06	BROWARD	1200180	1831	ORIOLE ELEMENTARY SCHOOL	258			YES	5		
06	BROWARD	1200180	1841	MIRROR LAKE ELEMENTARY SCHOOL	259			YES	5		
06	BROWARD	1200180	1851	ROYAL PALM ELEMENTARY SCHOOL	260			YES	5		
06	BROWARD	1200180	1871	CRYSTAL LAKE COMMUNITY MIDDLE	261			YES	6		
06	BROWARD	1200180	1951	PARK RIDGE ELEMENTARY SCHOOL	266			YES	3		
06	BROWARD	1200180	2121	JAMES S. RICKARDS MIDDLE SCHL	2802			YES	6		
06	BROWARD	1200180	2231	NORTH LAUDERDALE ELEMENTARY	271			YES	6		
06	BROWARD	1200180	2611	BAIR MIDDLE SCHOOL	279			YES	4		
06	BROWARD	1200180	2691	MORROW ELEMENTARY SCHOOL	285			YES	5		
06	BROWARD	1200180	2801	DAVIE ELEMENTARY SCHOOL	2041			YES	6		
06	BROWARD	1200180	2871	SEA CASTLE ELEMENTARY SCHOOL	2720			YES	1		
06	BROWARD	1200180	2971	SILVER LAKES MIDDLE SCHOOL	2284			YES	6		
06	BROWARD	1200180	3221	CHARLES DREW ELEMENTARY SCHOOL	187			YES	5		
06	BROWARD	1200180	3291	THURGOOD MARSHALL ELEM. SCHOOL	2980			YES	5		
06	BROWARD	1200180	3761	PARK LAKES ELEMENTARY SCHOOL	3817			YES	4		
06	BROWARD	1200180	3821	LIBERTY ELEMENTARY SCHOOL	3818			YES	1		
06	BROWARD	1200180	3931	GULFSTREAM MIDDLE SCHOOL	5426			YES	3		
06	BROWARD	1200180	4702	ARTHUR ROBERT ASHE, JUNIOR MIDDLE SCHOOL	4053			YES	5		

DISTRICT	DISTRICT NAME	NCES DIST ID	SCHOOL	SCHOOL NAME	NCES SCHL ID	TIER I	TIER II	TEIR III	SINI 2009	NEWLY ELIGIBLE	GRAD RATE
06	BROWARD	1200180	5071	SMART SCHOOL CHARTER MIDDLE	3309			YES	4		
06	BROWARD	1200180	5171	IMAGINE CHARTER/N LAUDERDALE	3688			YES	5		
06	BROWARD	1200180	5231	EAGLE ACADEMY CHARTER SCHOOL	4055			YES	2		
06	BROWARD	1200180	5261	IMAGINE AT N LAUDERDALE MIDDLE SCHOOL	3824			YES	3		
06	BROWARD	1200180	5355	EAGLES NEST ELEMENTARY CHARTER SCHOOL	5453			YES	3		
06	BROWARD	1200180	5356	EAGLES NEST MIDDLE CHARTER SCHOOL	5454			YES	2		
06	BROWARD	1200180	5375	PARAGON ELEMENTARY CHARTER SCHOOL	5459			YES	3		
06	BROWARD	1200180	5381	PARAGON ACADEMY OF TECHNOLOGY	5460			YES	2		
06	BROWARD	1200180	5395	POMPANO CHARTER MIDDLE SCHOOL	4462			YES	2		
06	BROWARD	1200180	5400	SUNSHINE ELEMENTARY CHARTER SCHOOL	4467			YES	2		
11	COLLIER	1200330	0141	SHADOWLAWN ELEMENTARY SCHOOL	342			YES	6		
11	COLLIER	1200330	0161	PINECREST ELEMENTARY SCHOOL	344			YES	7		
11	COLLIER	1200330	0181	HIGHLANDS ELEMENTARY SCHOOL	346			YES	4		
11	COLLIER	1200330	0191	LAKE TRAFFORD ELEMENTARY SCHL	347			YES	4		
11	COLLIER	1200330	0201	AVALON ELEMENTARY SCHOOL	348			YES	6		
11	COLLIER	1200330	0271	IMMOKALEE HIGH SCHOOL	355	YES			7		57
11	COLLIER	1200330	0341	VILLAGE OAKS ELEMENTARY SCHOOL	2551			YES	6		
11	COLLIER	1200330	0351	GOLDEN TERRACE ELEMENTARY SCHL	2677			YES	5		
11	COLLIER	1200330	0361	IMMOKALEE MIDDLE SCHOOL	269			YES	6		
11	COLLIER	1200330	0421	MANATEE ELEMENTARY SCHOOL	2095			YES	6		
11	COLLIER	1200330	0422	MANATEE MIDDLE SCHOOL	2985			YES	6		
11	COLLIER	1200330	0551	PARKSIDE ELEMENTARY SCHOOL	4495			YES	1		
11	COLLIER	1200330	0631	EDEN PARK ELEMENTARY SCHOOL	7371	YES			0		
12	COLUMBIA	1200360	0011	COLUMBIA HIGH SCHOOL	358		YES				74
12	COLUMBIA	1200360	0071	MELROSE PARK ELEMENTARY SCHOOL	360			YES	5		
12	COLUMBIA	1200360	0091	FIVE POINTS ELEMENTARY SCHOOL	362			YES	5		
12	COLUMBIA	1200360	0141	SUMMERS ELEMENTARY SCHOOL	364			YES	4		
12	COLUMBIA	1200360	0161	NIBLACK ELEMENTARY SCHOOL	365			YES	4		
12	COLUMBIA	1200360	0261	COLUMBIA CITY ELEMENTARY SCHOOL	2102			YES	4		
13	DADE	1200390	0081	LENORA BRAYNON SMITH ELEMENTARY	368			YES	5		
13	DADE	1200390	0101	ARCOLA LAKE ELEMENTARY SCHOOL	369			YES	6		

DISTRICT	DISTRICT NAME	NCES DIST ID	SCHOOL	SCHOOL NAME	NCES SCHL ID	TIER I	TIER II	TEIR III	SINI 2009	NEWLY ELIGIBLE	GRAD RATE
13	DADE	1200390	0102	MIAMI COMMUNITY CHARTER SCHOOL	3970			YES	2		
13	DADE	1200390	0111	MAYA ANGELOU ELEMENTARY SCHOOL	2986			YES	5		
13	DADE	1200390	0121	AUBURNDALE ELEMENTARY SCHOOL	370			YES	4		
13	DADE	1200390	0161	AVOCADO ELEMENTARY SCHOOL	371			YES	3		
13	DADE	1200390	0261	BEL-AIRE ELEMENTARY SCHOOL	374			YES	5		
13	DADE	1200390	0361	BISCAYNE GARDENS ELEMENTARY	377			YES	4		
13	DADE	1200390	0401	VAN E. BLANTON ELEMENTARY SCHL	378			YES	4		
13	DADE	1200390	0451	DR. BOWMAN FOSTER ASHE ELEMENTARY	2805			YES	1		
13	DADE	1200390	0521	BROADMOOR ELEMENTARY SCHOOL	382			YES	6		
13	DADE	1200390	0561	W. J. BRYAN ELEMENTARY	383			YES	6		
13	DADE	1200390	0641	BUNCHE PARK ELEMENTARY SCHOOL	385			YES	5		
13	DADE	1200390	0651	CAMPBELL DRIVE ELEMENTARY SCHL	386			YES	6		
13	DADE	1200390	0661	CARIBBEAN ELEMENTARY SCHOOL	387			YES	6		
13	DADE	1200390	0761	FIENBERG/FISHER K-8 CENTER	390			YES	6		
13	DADE	1200390	0771	WILLIAM A. CHAPMAN ELEM. SCHL	391			YES	5		
13	DADE	1200390	0801	CITRUS GROVE ELEMENTARY SCHOOL	392			YES	4		
13	DADE	1200390	0861	COLONIAL DRIVE ELEMENTARY SCHL	394			YES	3		
13	DADE	1200390	0881	COMSTOCK ELEMENTARY SCHOOL	395			YES	7		
13	DADE	1200390	0921	NEVA KING COOPER EDUCATIONAL CENTER	2428			YES	1		
13	DADE	1200390	1081	CORAL TERRACE ELEMENTARY SCHL	400			YES	5		
13	DADE	1200390	1121	CORAL WAY K-8 CENTER	401			YES	1		
13	DADE	1200390	1361	FREDERICK R. DOUGLASS ELEMENTARY	405	YES			7		
13	DADE	1200390	1401	CHARLES R DREW ELEMENTARY SCHL	406			YES	5		
13	DADE	1200390	1441	PAUL LAURENCE DUNBAR ELEM.SCHL	407			YES	6		
13	DADE	1200390	1481	JOHN G. DUPUIS ELEMENTARY SCHL	408			YES	5		
13	DADE	1200390	1521	AMELIA EARHART ELEMENTARY SCHL	409			YES	2		
13	DADE	1200390	1561	EARLINGTON HEIGHTS ELEM. SCHL	410			YES	2		
13	DADE	1200390	1601	EDISON PARK ELEMENTARY SCHOOL	411			YES	7		
13	DADE	1200390	1881	HENRY M. FLAGLER ELEM. SCHOOL	418			YES	4		
13	DADE	1200390	2001	FLORIDA CITY ELEMENTARY SCHOOL	421			YES	6		
13	DADE	1200390	2041	BENJAMIN FRANKLIN ELEM. SCHOOL	423			YES	5		

DISTRICT	DISTRICT NAME	NCES DIST ID	SCHOOL	SCHOOL NAME	NCES SCHL ID	TIER I	TIER II	TEIR III	SINI 2009	NEWLY ELIGIBLE	GRAD RATE
13	DADE	1200390	2081	FULFORD ELEMENTARY SCHOOL	424			YES	1		
13	DADE	1200390	2161	GOLDEN GLADES ELEMENTARY SCHL	426			YES	4		
13	DADE	1200390	2241	GRATIGNY ELEMENTARY SCHOOL	428			YES	5		
13	DADE	1200390	2321	GULFSTREAM ELEMENTARY SCHOOL	431			YES	2		
13	DADE	1200390	2351	ENEIDA M. HARTNER ELEM. SCHOOL	3162			YES	6		
13	DADE	1200390	2361	HIALEAH ELEMENTARY SCHOOL	432			YES	3		
13	DADE	1200390	2501	HOLMES ELEMENTARY SCHOOL	435	YES			6		
13	DADE	1200390	2511	ZORA NEALE HURSTON ELEMENTARY	3045			YES	2		
13	DADE	1200390	2531	THENA CROWDER ELEMENTARY SCHL	436			YES	4		
13	DADE	1200390	2661	KENSINGTON PARK ELEM. SCHOOL	442			YES	4		
13	DADE	1200390	2761	MARTIN LUTHER KING ELEMENTARY SCHOOL	445			YES	5		
13	DADE	1200390	2781	KINLOCH PARK ELEMENTARY SCHOOL	446			YES	2		
13	DADE	1200390	2801	LAKE STEVENS ELEMENTARY SCHOOL	447			YES	5		
13	DADE	1200390	2821	LAKEVIEW ELEMENTARY SCHOOL	448			YES	1		
13	DADE	1200390	2861	YWAACD@JRE LEE OPPORTUNITY SCHOOL	2057			YES	2		
13	DADE	1200390	2901	LEISURE CITY K-8 CENTER	451			YES	6		
13	DADE	1200390	2911	LINDA LENTIN K-8 CENTER	3343			YES	5		
13	DADE	1200390	2941	LAURA C. SAUNDERS ELEM. SCHOOL	452			YES	6		
13	DADE	1200390	2981	LIBERTY CITY ELEMENTARY SCHOOL	453			YES	4		
13	DADE	1200390	3021	LITTLE RIVER ELEMENTARY SCHOOL	454	YES			6		
13	DADE	1200390	3041	LORAH PARK ELEMENTARY SCHOOL	455			YES	3		
13	DADE	1200390	3051	TOUSSAINT L'OUVERTURE ELEM.	2704			YES	4		
13	DADE	1200390	3141	MEADOWLANE ELEMENTARY SCHOOL	458			YES	5		
13	DADE	1200390	3181	MELROSE ELEMENTARY SCHOOL	459			YES	5		
13	DADE	1200390	3241	MIAMI GARDENS ELEMENTARY SCHL	461			YES	5		
13	DADE	1200390	3261	MIAMI HEIGHTS ELEMENTARY SCHL	462			YES	2		
13	DADE	1200390	3301	MIAMI PARK ELEMENTARY SCHOOL	464			YES	4		
13	DADE	1200390	3421	MARCUS A. MILAM K-8 CENTER	467			YES	5		
13	DADE	1200390	3431	PHYLLIS R. MILLER ELEM. SCHOOL	1388			YES	5		
13	DADE	1200390	3501	MORNINGSIDE ELEMENTARY SCHOOL	468			YES	6		
13	DADE	1200390	3541	ROBERT RUSSA MOTON ELEMENTARY SCHOOL	469			YES	3		

DISTRICT	DISTRICT NAME	NCES DIST ID	SCHOOL	SCHOOL NAME	NCES SCHL ID	TIER I	TIER II	TEIR III	SINI 2009	NEWLY ELIGIBLE	GRAD RATE
13	DADE	1200390	3581	MYRTLE GROVE ELEMENTARY SCHOOL	470			YES	6		
13	DADE	1200390	3600	DOWNTOWN MIAMI CHARTER SCHOOL	3834			YES	3		
13	DADE	1200390	3621	COCONUT PALM K-8 ACADEMY	471			YES	6		
13	DADE	1200390	3661	NATURAL BRIDGE ELEMENTARY SCHL	472			YES	6		
13	DADE	1200390	3701	NORLAND ELEMENTARY SCHOOL	473			YES	3		
13	DADE	1200390	3781	BARBARA HAWKINS ELEM. SCHOOL	475			YES	3		
13	DADE	1200390	3821	NORTH COUNTY ELEMENTARY SCHOOL	476	YES			6		
13	DADE	1200390	3861	NORTH GLADE ELEMENTARY SCHOOL	477			YES	6		
13	DADE	1200390	3901	NORTH HIALEAH ELEMENTARY SCHL	478			YES	4		
13	DADE	1200390	3941	NORTH MIAMI ELEMENTARY SCHOOL	479			YES	6		
13	DADE	1200390	4001	NORWOOD ELEMENTARY SCHOOL	481			YES	2		
13	DADE	1200390	4071	OLINDA ELEMENTARY SCHOOL	484			YES	4		
13	DADE	1200390	4091	OLYMPIA HEIGHTS ELEM. SCHOOL	485			YES	4		
13	DADE	1200390	4121	DR. ROBERT B. INGRAM/OPA-LOCKA ELEMENTARY	486			YES	6		
13	DADE	1200390	4171	ORCHARD VILLA ELEMENTARY SCHL	487			YES	6		
13	DADE	1200390	4261	PALM SPRINGS ELEMENTARY SCHOOL	490			YES	4		
13	DADE	1200390	4341	PARKWAY ELEMENTARY SCHOOL	493			YES	3		
13	DADE	1200390	4391	IRVING & BEATRICE PESKOE ELEM.	1441			YES	5		
13	DADE	1200390	4401	KELSEY L. PHARR ELEMENTARY SCHOOL	495			YES	6		
13	DADE	1200390	4441	PINE LAKE ELEMENTARY SCHOOL	497			YES	6		
13	DADE	1200390	4461	PINE VILLA ELEMENTARY SCHOOL	498	YES			5		
13	DADE	1200390	4491	HENRY E.S. REEVES ELEM. SCHOOL	3047			YES	4		
13	DADE	1200390	4501	POINCIANA PARK ELEMENTARY SCHL	499			YES	2		
13	DADE	1200390	4541	RAINBOW PARK ELEMENTARY SCHOOL	500			YES	2		
13	DADE	1200390	4581	REDLAND ELEMENTARY SCHOOL	501			YES	1		
13	DADE	1200390	4651	ETHEL F. BECKFORD/RICHMOND ELE	503			YES	5		
13	DADE	1200390	4741	ROYAL GREEN ELEMENTARY SCHOOL	506			YES	2		
13	DADE	1200390	4841	SANTA CLARA ELEMENTARY SCHOOL	509			YES	6		
13	DADE	1200390	4881	SCOTT LAKE ELEMENTARY SCHOOL	510			YES	2		
13	DADE	1200390	4961	SHADOWLAWN ELEMENTARY SCHOOL	512			YES	1		
13	DADE	1200390	5001	SHENANDOAH ELEMENTARY SCHOOL	513			YES	5		

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13	DADE	1200390	5005	DAVID LAWRENCE JR. K-8 CENTER	4654			YES	1		
13	DADE	1200390	5021	BEN SHEPPARD ELEMENTARY SCHOOL	2500			YES	4		
13	DADE	1200390	5041	SILVER BLUFF ELEMENTARY SCHOOL	514			YES	5		
13	DADE	1200390	5141	HUBERT O. SIBLEY ELEMENTARY SCHOOL	3697			YES	3		
13	DADE	1200390	5281	SOUTH MIAMI HEIGHTS ELEMENTARY	519			YES	6		
13	DADE	1200390	5521	TROPICAL ELEMENTARY SCHOOL	527			YES	2		
13	DADE	1200390	5561	FRANCES S. TUCKER ELEM. SCHOOL	528			YES	6		
13	DADE	1200390	5710	SANDOR WIENER SCHOOL OF OPPORTUNITY	3836			YES	1		
13	DADE	1200390	5711	MAE M. WALTERS ELEMENTARY SCHL	532			YES	5		
13	DADE	1200390	5791	WEST HOMESTEAD ELEMENTARY SCHL	533			YES	6		
13	DADE	1200390	5861	DR. HENRY W. MACK/WEST LITTLE RIVER ELEMENTARY SCHOOL	535	YES			7		
13	DADE	1200390	5901	CARRIE P. MEEK/WESTVIEW ELEMENTARY SCHOOL	536			YES	4		
13	DADE	1200390	5931	PHYLLIS WHEATLEY ELEM. SCHOOL	537			YES	6		
13	DADE	1200390	5971	NATHAN B. YOUNG ELEM. SCHOOL	540			YES	2		
13	DADE	1200390	5981	DR. EDWARD L. WHIGHAM ELEM.	3049			YES	4		
13	DADE	1200390	6008	LAWRENCE ACADEMY	5486			YES	2		
13	DADE	1200390	6010	FLORIDA INT'L ACADEMY CHARTER	3556			YES	6		
13	DADE	1200390	6011	ALLAPATTAH MIDDLE SCHOOL	541			YES	6		
13	DADE	1200390	6020	ASPIRA YOUTH LEADERSHIP SCHOOL	3557			YES	5		
13	DADE	1200390	6031	BROWNSVILLE MIDDLE SCHOOL	543			YES	6		
13	DADE	1200390	6041	PAUL W. BELL MIDDLE SCHOOL	3051			YES	6		
13	DADE	1200390	6051	CAROL CITY MIDDLE SCHOOL	544			YES	6		
13	DADE	1200390	6061	CAMPBELL DRIVE MIDDLE SCHOOL	545			YES	6		
13	DADE	1200390	6070	ASPIRA EUGENIO MARIA DE HOSTOS CHARTER SCHOOL	3698			YES	6		
13	DADE	1200390	6081	CENTENNIAL MIDDLE SCHOOL	547			YES	6		
13	DADE	1200390	6091	CITRUS GROVE MIDDLE SCHOOL	548			YES	6		
13	DADE	1200390	6111	CUTLER RIDGE MIDDLE SCHOOL	549			YES	6		
13	DADE	1200390	6121	RUBEN DARIO MIDDLE SCHOOL	2714			YES	5		
13	DADE	1200390	6131	HOWARD A. DOOLIN MIDDLE SCHOOL	3165			YES	5		
13	DADE	1200390	6141	CHARLES R. DREW MIDDLE SCHOOL	550	YES			6		
13	DADE	1200390	6171	HENRY H. FILER MIDDLE SCHOOL	551			YES	6		

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13	DADE	1200390	6231	HIALEAH MIDDLE SCHOOL	554			YES	6		
13	DADE	1200390	6251	HOMESTEAD MIDDLE SCHOOL	556			YES	6		
13	DADE	1200390	6281	THOMAS JEFFERSON MIDDLE SCHOOL	557			YES	6		
13	DADE	1200390	6301	JOHN F. KENNEDY MIDDLE SCHOOL	558			YES	6		
13	DADE	1200390	6331	KINLOCH PARK MIDDLE SCHOOL	559			YES	6		
13	DADE	1200390	6351	LAKE STEVENS MIDDLE SCHOOL	560			YES	6		
13	DADE	1200390	6361	JOSE DE DIEGO MIDDLE SCHOOL	3559			YES	6		
13	DADE	1200390	6391	MADISON MIDDLE SCHOOL	562			YES	6		
13	DADE	1200390	6411	HORACE MANN MIDDLE SCHOOL	563			YES	6		
13	DADE	1200390	6421	JOSE MARTI MIDDLE SCHOOL	2553			YES	6		
13	DADE	1200390	6431	MAYS COMMUNITY MIDDLE SCHOOL	564			YES	6		
13	DADE	1200390	6441	HOWARD D. MCMILLAN MIDDLE SCHOOL	565			YES	2		
13	DADE	1200390	6481	MIAMI EDISON MIDDLE SCHOOL	567	YES			6		
13	DADE	1200390	6501	MIAMI LAKES MIDDLE SCHOOL	568			YES	2		
13	DADE	1200390	6521	MIAMI SPRINGS MIDDLE SCHOOL	569			YES	6		
13	DADE	1200390	6541	NAUTILUS MIDDLE SCHOOL	570			YES	5		
13	DADE	1200390	6571	NORLAND MIDDLE SCHOOL	571			YES	5		
13	DADE	1200390	6591	NORTH DADE MIDDLE SCHOOL	572			YES	6		
13	DADE	1200390	6611	COUNTRY CLUB MIDDLE SCHOOL	5913			YES	1		
13	DADE	1200390	6631	NORTH MIAMI MIDDLE SCHOOL	573	YES			6		
13	DADE	1200390	6681	PALM SPRINGS MIDDLE SCHOOL	574			YES	6		
13	DADE	1200390	6721	PARKWAY MIDDLE COMMUNITY SCHL	576			YES	5		
13	DADE	1200390	6741	PONCE DE LEON MIDDLE SCHOOL	577			YES	3		
13	DADE	1200390	6761	REDLAND MIDDLE SCHOOL	578			YES	6		
13	DADE	1200390	6781	RICHMOND HEIGHTS MIDDLE SCHOOL	579			YES	5		
13	DADE	1200390	6801	RIVIERA MIDDLE SCHOOL	580			YES	3		
13	DADE	1200390	6841	SHENANDOAH MIDDLE SCHOOL	582			YES	6		
13	DADE	1200390	6901	W. R. THOMAS MIDDLE SCHOOL	585			YES	1		
13	DADE	1200390	6961	WEST MIAMI MIDDLE SCHOOL	587			YES	6		
13	DADE	1200390	6981	WESTVIEW MIDDLE SCHOOL	588			YES	5		
13	DADE	1200390	7111	HIALEAH SENIOR HIGH SCHOOL	591			YES	1		

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13	DADE	1200390	7151	HOMESTEAD SENIOR HIGH SCHOOL	593	YES			6		48
13	DADE	1200390	7160	MATER ACADEMY CHARTER HIGH	3838			YES	3		
13	DADE	1200390	7231	MIAMI CAROL CITY SENIOR HIGH	595	YES			1		54
13	DADE	1200390	7251	MIAMI CENTRAL SENIOR HIGH SCHOOL	596	YES			2		54
13	DADE	1200390	7301	MIAMI EDISON SENIOR HIGH SCHOOL	600	YES			6		38
13	DADE	1200390	7341	MIAMI JACKSON SENIOR HIGH SCHOOL	601	YES			5		41
13	DADE	1200390	7381	MIAMI NORLAND SENIOR HIGH SCHOOL	603	YES			0		61
13	DADE	1200390	7411	MIAMI NORTHWESTERN SENIOR HIGH	604	YES			3		60
13	DADE	1200390	7461	MIAMI SENIOR HIGH SCHOOL	606			YES	6		
13	DADE	1200390	7591	NORTH MIAMI SENIOR HIGH SCHOOL	610	YES			0		51
13	DADE	1200390	7601	WILLIAM H. TURNER TECHNICAL ARTS HIGH SCHOOL	1478			YES	3		
13	DADE	1200390	7631	YMAACD @ MACARTHUR SOUTH	611			YES	2		
13	DADE	1200390	7701	SOUTH DADE SENIOR HIGH SCHOOL	612			YES	1		
13	DADE	1200390	7731	MIAMI SOUTHRIDGE SENIOR HIGH	614	YES			0		52
13	DADE	1200390	7791	BOOKER T. WASHINGTON SENIOR HIGH	3562	YES			7		48
13	DADE	1200390	8101	YWAACD@JAN MANN OPPORTUNITY SCHOOL	616			YES	2		
13	DADE	1200390	8119	THE 500 ROLE MODEL ACADEMY	3575			YES	1		
13	DADE	1200390	8121	COPE CENTER NORTH	617			YES	2		
13	DADE	1200390	8131	DOROTHY M. WALLACE COPE CENTER	618			YES	2		
13	DADE	1200390	8151	ROBERT RENICK EDUCATION CENTER	2813			YES	2		
13	DADE	1200390	8161	CORPORATE ACADEMY NORTH	2738			YES	2		
13	DADE	1200390	8181	RUTH OWENS KRUSE EDUCATION CTR	2814			YES	2		
16	DUVAL	1200480	0121	WEST RIVERSIDE ELEMENTARY SCHOOL	633			YES	6		
16	DUVAL	1200480	0151	BRENTWOOD ELEMENTARY SCHOOL	636			YES	3		
16	DUVAL	1200480	0181	CENTRAL RIVERSIDE ELEM. SCHOOL	638			YES	5		
16	DUVAL	1200480	0191	RUTH N. UPSON ELEMENTARY SCHL	639			YES	5		
16	DUVAL	1200480	0211	ANNIE R. MORGAN ELEMENTARY SCHOOL	641			YES	4		
16	DUVAL	1200480	0351	ANDREW JACKSON HIGH SCHOOL	649	YES				NEWLY ELIGIBLE	56
16	DUVAL	1200480	0701	NORTH SHORE K-8	666	YES			6		
16	DUVAL	1200480	0721	SPRING PARK ELEMENTARY SCHOOL	668			YES	3		
16	DUVAL	1200480	0731	JOHN LOVE ELEMENTARY SCHOOL	669			YES	4		

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16	DUVAL	1200480	0741	LAKE FOREST ELEMENTARY SCHOOL	670			YES	6		
16	DUVAL	1200480	0771	HYDE PARK ELEMENTARY SCHOOL	673			YES	5		
16	DUVAL	1200480	0781	BILTMORE ELEMENTARY SCHOOL	674			YES	6		
16	DUVAL	1200480	0791	RAMONA BOULEVARD ELEMENTARY SCHOOL	675			YES	3		
16	DUVAL	1200480	0831	SAN JOSE ELEMENTARY SCHOOL	678			YES	6		
16	DUVAL	1200480	0841	BAYVIEW ELEMENTARY SCHOOL	679			YES	6		
16	DUVAL	1200480	0871	ENGLEWOOD ELEMENTARY SCHOOL	682			YES	1		
16	DUVAL	1200480	0891	WOODLAND ACRES ELEMENTARY SCHL	684			YES	6		
16	DUVAL	1200480	0911	SALLYE B. MATHIS ELEMENTARY SCHOOL	686			YES	5		
16	DUVAL	1200480	0921	PAXON MIDDLE SCHOOL	687	YES			5		
16	DUVAL	1200480	0931	PINEDALE ELEMENTARY SCHOOL	688			YES	6		
16	DUVAL	1200480	0961	JEAN RIBAUTL HIGH SCHOOL	691	YES				NEWLY ELIGIBLE	51
16	DUVAL	1200480	0971	CEDAR HILLS ELEMENTARY SCHOOL	692			YES	5		
16	DUVAL	1200480	0981	TIMUCUAN ELEMENTARY SCHOOL	693			YES	2		
16	DUVAL	1200480	0991	HIGHLANDS ELEMENTARY SCHOOL	694			YES	3		
16	DUVAL	1200480	1061	LONG BRANCH ELEMENTARY SCHOOL	695	YES			6		
16	DUVAL	1200480	1131	WAYMAN ACADEMY OF THE ARTS	4343			YES	6		
16	DUVAL	1200480	1161	SADIE T. TILLIS ELEMENTARY SCHOOL	697			YES	4		
16	DUVAL	1200480	1241	SAINT CLAIR EVANS ACADEMY	698			YES	6		
16	DUVAL	1200480	1431	WEST JACKSONVILLE ELEM. SCHOOL	700			YES	6		
16	DUVAL	1200480	1461	MATTHEW W. GILBERT MIDDLE SCHOOL	702			YES	7		
16	DUVAL	1200480	1481	RICHARD L. BROWN ELEMENTARY SCHOOL	703			YES	5		
16	DUVAL	1200480	1491	SMART POPE LIVINGSTON ELEMENTARY	704	YES			6		
16	DUVAL	1200480	1542	JOHN E. FORD ELEMENTARY SCHOOL	707			YES	3		
16	DUVAL	1200480	1551	NORTHWESTERN MIDDLE SCHOOL	708	YES			6		
16	DUVAL	1200480	1581	GEORGE WASHINGTON CARVER ELEM.	710			YES	6		
16	DUVAL	1200480	1631	RUFUS E. PAYNE ELEMENTARY SCHOOL	713			YES	6		
16	DUVAL	1200480	1651	WILLIAM M. RAINES HIGH SCHOOL	714	YES				NEWLY ELIGIBLE	56
16	DUVAL	1200480	1661	CARTER G. WOODSON ELEM. SCHOOL	715			YES	6		
16	DUVAL	1200480	1681	EUGENE J. BUTLER MIDDLE SCHOOL	716			YES	7		

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16	DUVAL	1200480	2021	REYNOLDS LANE ELEMENTARY SCHL	728			YES	5		
16	DUVAL	1200480	2031	KINGS TRAIL ELEMENTARY SCHOOL	729			YES	6		
16	DUVAL	1200480	2051	PICKETT ELEMENTARY SCHOOL	731			YES	3		
16	DUVAL	1200480	2101	OAK HILL ELEMENTARY SCHOOL	736			YES	3		
16	DUVAL	1200480	2121	JEAN RIBAUTL MIDDLE SCHOOL	738			YES	3		
16	DUVAL	1200480	2141	HYDE GROVE ELEMENTARY SCHOOL	740			YES	4		
16	DUVAL	1200480	2151	JUSTINA ROAD ELEMENTARY SCHOOL	741			YES	5		
16	DUVAL	1200480	2201	MARTIN LUTHER KING, JR ELEMENTARY SCHOOL	745			YES	6		
16	DUVAL	1200480	2401	ARLINGTON HEIGHTS ELEMENTARY SCHOOL	761			YES	6		
16	DUVAL	1200480	2411	NATHAN B. FORREST HIGH SCHOOL	762	YES				NEWLY ELIGIBLE	59
16	DUVAL	1200480	2431	GREGORY DRIVE ELEMENTARY SCHOOL	764			YES	1		
16	DUVAL	1200480	2481	EDWARD H. WHITE HIGH SCHOOL	767	YES				NEWLY ELIGIBLE	58
16	DUVAL	1200480	2501	PINE ESTATES ELEMENTARY SCHOOL	768			YES	5		
16	DUVAL	1200480	2621	ANDREW A. ROBINSON ELEMENTARY SCHOOL	2818			YES	5		
16	DUVAL	1200480	2851	A. PHILIP RANDOLPH ACADEMIES	773	YES				NEWLY ELIGIBLE	73
17	ESCAMBIA	1200510	0031	JIM ALLEN ELEMENTARY SCHOOL	774			YES	1		
17	ESCAMBIA	1200510	0051	BELLVIEW ELEMENTARY SCHOOL	776			YES	1		
17	ESCAMBIA	1200510	0111	BRENTWOOD ELEMENTARY SCHOOL	781			YES	5		
17	ESCAMBIA	1200510	0211	A. V. CLUBBS ALTERNATIVE MIDDLE SCHOOL	4345			YES	6		
17	ESCAMBIA	1200510	0271	ENSLEY ELEMENTARY SCHOOL	793			YES	5		
17	ESCAMBIA	1200510	0311	GEORGE S. HALLMARK ELEMENTARY	797			YES	3		
17	ESCAMBIA	1200510	0361	MONTCLAIR ELEMENTARY SCHOOL	801			YES	5		
17	ESCAMBIA	1200510	0381	NAVY POINT ELEMENTARY SCHOOL	803			YES	5		
17	ESCAMBIA	1200510	0391	OAKCREST ELEMENTARY SCHOOL	804			YES	6		
17	ESCAMBIA	1200510	0471	O. J. SEMMES ELEMENTARY SCHOOL	809			YES	6		
17	ESCAMBIA	1200510	0491	SHERWOOD ELEMENTARY SCHOOL	810			YES	6		
17	ESCAMBIA	1200510	0551	WARRINGTON ELEMENTARY SCHOOL	814			YES	6		
17	ESCAMBIA	1200510	0561	WARRINGTON MIDDLE SCHOOL	815	YES			6		
17	ESCAMBIA	1200510	0572	C. A. WEIS ELEMENTARY SCHOOL	2819			YES	6		

DISTRICT	DISTRICT NAME	NCES DIST ID	SCHOOL	SCHOOL NAME	NCES SCHL ID	TIER I	TIER II	TEIR III	SINI 2009	NEWLY ELIGIBLE	GRAD RATE
17	ESCAMBIA	1200510	0581	WEST PENSACOLA ELEMENTARY SCHL	817			YES	6		
17	ESCAMBIA	1200510	0602	REINHERDT HOLM ELEMENTARY SCHL	820			YES	5		
17	ESCAMBIA	1200510	0661	SPENCER BIBBS ELEMENTARY SCHL	823			YES	5		
17	ESCAMBIA	1200510	0771	LINCOLN PARK ELEMENTARY SCHOOL	2063			YES	6		
17	ESCAMBIA	1200510	0791	SID NELSON COMMUNITY LEARNING	831			YES	6		
17	ESCAMBIA	1200510	0852	WOODHAM MIDDLE SCHOOL	7325			YES	1		
17	ESCAMBIA	1200510	0924	LAKEVIEW SPECIAL EDUCATION	2306			YES	1		
20	GADSDEN	1200600	0041	GEORGE W. MUNROE ELEM. SCHOOL	848			YES	6		
20	GADSDEN	1200600	0051	WEST GADSDEN HIGH SCHOOL	849	YES			6		53
20	GADSDEN	1200600	0061	HAVANA MIDDLE SCHOOL	850			YES	6		
20	GADSDEN	1200600	0071	EAST GADSDEN HIGH SCHOOL	4082	YES			5		68
20	GADSDEN	1200600	0091	HAVANA ELEMENTARY SCHOOL	852			YES	6		
20	GADSDEN	1200600	0141	GREENSBORO ELEMENTARY SCHOOL	854			YES	5		
20	GADSDEN	1200600	0151	CHATTAHOOCHEE ELEMENTARY SCHL	855			YES	5		
20	GADSDEN	1200600	0171	GRETNA ELEMENTARY SCHOOL	856			YES	5		
20	GADSDEN	1200600	0201	STEWART STREET ELEMENTARY SCHL	858			YES	6		
20	GADSDEN	1200600	0211	JAMES A. SHANKS MIDDLE SCHOOL	859			YES	7		
20	GADSDEN	1200600	0231	CARTER PARRAMORE ACADEMY	860			YES	6		
21	GILCHRIST	1200630	0032	BELL ELEMENTARY SCHOOL	2181			YES	2		
24	HAMILTON	1200720	0031	CENTRAL HAMILTON ELEMENTARY SCHOOL	871	YES			6		
24	HAMILTON	1200720	0032	HAMILTON COUNTY HIGH SCHOOL	872		YES				61
24	HAMILTON	1200720	0041	NORTH HAMILTON ELEMENTARY SCHL	873			YES	6		
24	HAMILTON	1200720	0051	SOUTH HAMILTON ELEMENTARY SCHOOL	874			YES	1		
25	HARDEE	1200750	0011	HILLTOP ELEMENTARY SCHOOL	4853			YES	1		
25	HARDEE	1200750	0021	HARDEE SENIOR HIGH SCHOOL	877		YES				60
25	HARDEE	1200750	0041	BOWLING GREEN ELEMENTARY SCHOOL	879			YES	5		
25	HARDEE	1200750	0091	WAUCHULA ELEMENTARY SCHOOL	881			YES	1		
25	HARDEE	1200750	0111	NORTH WAUCHULA ELEMENTARY SCHL	882			YES	5		
26	HENDRY	1200780	0161	WESTSIDE ELEMENTARY SCHOOL	886			YES	4		
26	HENDRY	1200780	0162	EASTSIDE ELEMENTARY SCHOOL	2559			YES	5		
26	HENDRY	1200780	0171	CENTRAL ELEMENTARY SCHOOL	887			YES	6		

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26	HENDRY	1200780	0201	CLEWISTON HIGH SCHOOL	2663		YES				65
27	HERNANDO	1200810	0051	HERNANDO HIGH SCHOOL	890		YES				67
27	HERNANDO	1200810	0161	WESTSIDE ELEMENTARY SCHOOL	894			YES	4		
27	HERNANDO	1200810	0171	EASTSIDE ELEMENTARY SCHOOL	895			YES	5		
27	HERNANDO	1200810	0202	FOX CHAPEL MIDDLE SCHOOL	2067			YES	5		
27	HERNANDO	1200810	0211	SPRING HILL ELEMENTARY SCHOOL	2433			YES	6		
27	HERNANDO	1200810	0241	D. S. PARROTT MIDDLE SCHOOL	2603			YES	4		
27	HERNANDO	1200810	0251	CENTRAL HIGH SCHOOL	2604		YES				72
27	HERNANDO	1200810	0253	WEST HERNANDO MIDDLE SCHOOL	1609			YES	6		
27	HERNANDO	1200810	0261	DELTONA ELEMENTARY SCHOOL	2605			YES	4		
27	HERNANDO	1200810	0271	MOTON ELEMENTARY SCHOOL	2753			YES	4		
28	HIGHLANDS	1200840	0051	WOODLAWN ELEMENTARY SCHOOL	899			YES	6		
28	HIGHLANDS	1200840	0061	PARK ELEMENTARY SCHOOL	2754			YES	4		
28	HIGHLANDS	1200840	0081	FRED WILD ELEMENTARY SCHOOL	900			YES	5		
28	HIGHLANDS	1200840	0211	LAKE PLACID ELEMENTARY SCHOOL	904			YES	1		
28	HIGHLANDS	1200840	0291	SUN 'N LAKE ELEMENTARY SCHOOL	2504			YES	5		
29	HILLSBOROUGH	1200870	0042	FOREST HILLS ELEMENTARY SCHOOL	910			YES	6		
29	HILLSBOROUGH	1200870	0052	GIUNTA MIDDLE SCHOOL	4162			YES	3		
29	HILLSBOROUGH	1200870	0054	CORR ELEMENTARY SCHOOL	4157			YES	3		
29	HILLSBOROUGH	1200870	0055	SHIELDS MIDDLE SCHOOL	4156			YES	4		
29	HILLSBOROUGH	1200870	0056	DAVIS ELEMENTARY SCHOOL	4166			YES	1		
29	HILLSBOROUGH	1200870	0063	CARVER EXCEPTIONAL CENTER	3177			YES	1		
29	HILLSBOROUGH	1200870	0070	FROST ELEMENTARY SCHOOL	4163			YES	3		
29	HILLSBOROUGH	1200870	0073	LENNARD HIGH SCHOOL	4872			YES	2		
29	HILLSBOROUGH	1200870	0081	ALEXANDER ELEMENTARY SCHOOL	911			YES	4		
29	HILLSBOROUGH	1200870	0082	PIERCE MIDDLE SCHOOL	912			YES	6		
29	HILLSBOROUGH	1200870	0119	MOSI PARTNERSHIP ELEMENTARY	7280			YES	1		
29	HILLSBOROUGH	1200870	0261	BING ELEMENTARY SCHOOL	2826			YES	6		
29	HILLSBOROUGH	1200870	0281	BLAKE HIGH SCHOOL-MAGNET	3179			YES	2		
29	HILLSBOROUGH	1200870	0282	JUST ELEMENTARY	916			YES	4		
29	HILLSBOROUGH	1200870	0284	STEWART MIDDLE MAGNET SCHOOL	917			YES	4		

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29	HILLSBOROUGH	1200870	0322	MCLANE MIDDLE SCHOOL	919			YES	1		
29	HILLSBOROUGH	1200870	0441	BROWARD ELEMENTARY SCHOOL	922			YES	5		
29	HILLSBOROUGH	1200870	0521	BRYAN ELEMENTARY SCHOOL	924			YES	5		
29	HILLSBOROUGH	1200870	0561	BUCHANAN MIDDLE SCHOOL	925			YES	5		
29	HILLSBOROUGH	1200870	0641	BURNEY ELEMENTARY SCHOOL	3855			YES	6		
29	HILLSBOROUGH	1200870	0681	CAHOON ELEMENTARY MAGNET SCHOOL	927			YES	5		
29	HILLSBOROUGH	1200870	0682	VAN BUREN MIDDLE SCHOOL	928			YES	6		
29	HILLSBOROUGH	1200870	0771	CHIARAMONTE ELEMENTARY SCHOOL	931			YES	4		
29	HILLSBOROUGH	1200870	0841	CLAIR-MEL ELEMENTARY SCHOOL	933			YES	4		
29	HILLSBOROUGH	1200870	0842	DOWDELL MIDDLE SCHOOL	934			YES	6		
29	HILLSBOROUGH	1200870	0881	CLEVELAND ELEMENTARY SCHOOL	935			YES	5		
29	HILLSBOROUGH	1200870	0962	LOCKHART ELEMENTARY MAGNET SCHOOL	4086			YES	5		
29	HILLSBOROUGH	1200870	1021	CRESTWOOD ELEMENTARY SCHOOL	939			YES	6		
29	HILLSBOROUGH	1200870	1051	CYPRESS CREEK ELEMENTARY SCHL	2827			YES	6		
29	HILLSBOROUGH	1200870	1081	DESOTO ELEMENTARY SCHOOL	941			YES	3		
29	HILLSBOROUGH	1200870	1101	DICKENSON ELEMENTARY SCHOOL	942			YES	2		
29	HILLSBOROUGH	1200870	1201	DOVER ELEMENTARY SCHOOL	943			YES	4		
29	HILLSBOROUGH	1200870	1281	DUNBAR ELEMENTARY MAGNET SCHOOL	944			YES	4		
29	HILLSBOROUGH	1200870	1361	EDISON ELEMENTARY SCHOOL	947			YES	6		
29	HILLSBOROUGH	1200870	1401	EGYPT LAKE ELEMENTARY SCHOOL	948			YES	5		
29	HILLSBOROUGH	1200870	1471	FOLSOM ELEMENTARY SCHOOL	618			YES	6		
29	HILLSBOROUGH	1200870	1481	FOSTER ELEMENTARY SCHOOL	949			YES	4		
29	HILLSBOROUGH	1200870	1482	SLIGH MIDDLE SCHOOL	950			YES	6		
29	HILLSBOROUGH	1200870	1521	FRANKLIN MIDDLE MAGNET SCHOOL	951	YES			6		
29	HILLSBOROUGH	1200870	1601	GIBSONTON ELEMENTARY SCHOOL	953			YES	6		
29	HILLSBOROUGH	1200870	1761	GRAHAM ELEMENTARY SCHOOL	957			YES	6		
29	HILLSBOROUGH	1200870	1776	BELLAMY ELEMENTARY SCHOOL	958			YES	5		
29	HILLSBOROUGH	1200870	1781	GRECO MIDDLE SCHOOL	959			YES	6		
29	HILLSBOROUGH	1200870	1951	IPPOLITO ELEMENTARY SCHOOL	3859			YES	4		
29	HILLSBOROUGH	1200870	2041	JACKSON ELEMENTARY SCHOOL	962			YES	6		
29	HILLSBOROUGH	1200870	2042	JENNINGS MIDDLE SCHOOL	4088			YES	4		

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29	HILLSBOROUGH	1200870	2201	KENLY ELEMENTARY SCHOOL	964			YES	6		
29	HILLSBOROUGH	1200870	2261	KINGSWOOD ELEMENTARY SCHOOL	966			YES	3		
29	HILLSBOROUGH	1200870	2291	KNIGHTS ELEMENTARY SCHOOL	967			YES	5		
29	HILLSBOROUGH	1200870	2361	LANIER ELEMENTARY SCHOOL	969			YES	5		
29	HILLSBOROUGH	1200870	2362	MONROE MIDDLE SCHOOL	970			YES	6		
29	HILLSBOROUGH	1200870	2401	LEE ELEMENTARY MAGNET SCHOOL	971			YES	1		
29	HILLSBOROUGH	1200870	2421	LETO HIGH SCHOOL	972			YES	6		
29	HILLSBOROUGH	1200870	2441	LINCOLN ELEMENTARY MAGNET SCHOOL	974			YES	3		
29	HILLSBOROUGH	1200870	2521	LOMAX MAGNET ELEMENTARY SCHOOL	3376			YES	1		
29	HILLSBOROUGH	1200870	2531	LOPEZ ELEMENTARY SCHOOL	2439			YES	2		
29	HILLSBOROUGH	1200870	2651	MADISON MIDDLE SCHOOL	979			YES	6		
29	HILLSBOROUGH	1200870	2721	MANGO ELEMENTARY SCHOOL	980			YES	5		
29	HILLSBOROUGH	1200870	2841	MARSHALL MIDDLE SCHOOL	983			YES	6		
29	HILLSBOROUGH	1200870	2871	MCDONALD ELEMENTARY SCHOOL	985			YES	5		
29	HILLSBOROUGH	1200870	2882	MEMORIAL MIDDLE SCHOOL	4352			YES	6		
29	HILLSBOROUGH	1200870	2961	MENDENHALL ELEMENTARY SCHOOL	987			YES	5		
29	HILLSBOROUGH	1200870	2972	MENDEZ EXCEPTIONAL CENTER	2756			YES	1		
29	HILLSBOROUGH	1200870	3002	FERRELL MIDDLE MAGNET SCHOOL	988			YES	6		
29	HILLSBOROUGH	1200870	3004	MIDDLETON HIGH SCHOOL	3862	YES			5		59
29	HILLSBOROUGH	1200870	3041	MILES ELEMENTARY SCHOOL	989			YES	6		
29	HILLSBOROUGH	1200870	3101	MORGAN WOODS ELEMENTARY SCHOOL	991			YES	4		
29	HILLSBOROUGH	1200870	3121	MORT ELEMENTARY SCHOOL	992			YES	6		
29	HILLSBOROUGH	1200870	3161	OAK GROVE ELEMENTARY SCHL	993			YES	4		
29	HILLSBOROUGH	1200870	3201	OAK PARK ELEMENTARY SCHOOL	994			YES	7		
29	HILLSBOROUGH	1200870	3281	PALM RIVER ELEMENTARY SCHOOL	997			YES	6		
29	HILLSBOROUGH	1200870	3381	PIZZO ELEMENTARY SCHOOL	3380			YES	2		
29	HILLSBOROUGH	1200870	3521	POTTER ELEMENTARY SCHOOL	1002			YES	4		
29	HILLSBOROUGH	1200870	3621	RIVERHILLS ELEMENTARY SCHOOL	1004			YES	5		
29	HILLSBOROUGH	1200870	3681	ROBINSON ELEMENTARY SCHOOL	1006			YES	5		
29	HILLSBOROUGH	1200870	3761	ROBLES ELEMENTARY SCHOOL	1008			YES	7		
29	HILLSBOROUGH	1200870	3781	ROLAND PARK K-8 SCHOOL	1009			YES	6		

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29	HILLSBOROUGH	1200870	3784	JEFFERSON HIGH SCHOOL	1011			YES	6		
29	HILLSBOROUGH	1200870	3841	RUSKIN ELEMENTARY SCHOOL	1013			YES	5		
29	HILLSBOROUGH	1200870	3921	SEMINOLE ELEMENTARY SCHOOL	1015			YES	5		
29	HILLSBOROUGH	1200870	3951	SHAW ELEMENTARY SCHOOL	1016			YES	7		
29	HILLSBOROUGH	1200870	4002	SIMMONS EXCEPTIONAL CENTER	2511			YES	1		
29	HILLSBOROUGH	1200870	4161	SPRINGHEAD ELEMENTARY SCHOOL	1019			YES	4		
29	HILLSBOROUGH	1200870	4201	SULPHUR SPRINGS ELEM. SCHOOL	1020			YES	5		
29	HILLSBOROUGH	1200870	4211	SUMMERFIELD ELEMENTARY SCHOOL	2829			YES	3		
29	HILLSBOROUGH	1200870	4241	TAMPA BAY BOULEVARD ELEM. SCHL	1022			YES	4		
29	HILLSBOROUGH	1200870	4331	NORTH TAMPA ALTERNATIVE SCHOOL	4097			YES			
29	HILLSBOROUGH	1200870	4332	BRANDON ALTERNATIVE SCHOOL	4098			YES			
29	HILLSBOROUGH	1200870	4361	THONOTOSASSA ELEMENTARY SCHOOL	1025			YES	6		
29	HILLSBOROUGH	1200870	4441	TOWN & COUNTRY ELEMENTARY SCHL	1027			YES	6		
29	HILLSBOROUGH	1200870	4442	WEBB MIDDLE SCHOOL	1028			YES	6		
29	HILLSBOROUGH	1200870	4481	TRAPNELL ELEMENTARY SCHOOL	1029			YES	6		
29	HILLSBOROUGH	1200870	4522	TURKEY CREEK MIDDLE SCHOOL	1030			YES	6		
29	HILLSBOROUGH	1200870	4561	TWIN LAKES ELEMENTARY SCHOOL	1031			YES	6		
29	HILLSBOROUGH	1200870	4601	WASHINGTON ELEMENTARY SCHOOL	4152			YES	4		
29	HILLSBOROUGH	1200870	4681	WEST SHORE ELEMENTARY SCHOOL	1033			YES	3		
29	HILLSBOROUGH	1200870	4722	WEST TAMPA ELEMENTARY SCHOOL	2513			YES	6		
29	HILLSBOROUGH	1200870	4747	JAMES ELEMENTARY SCHOOL	3186			YES	3		
29	HILLSBOROUGH	1200870	4801	WILSON ELEMENTARY SCHOOL	1037			YES	5		
29	HILLSBOROUGH	1200870	4841	WIMAUMA ELEMENTARY SCHOOL	1038			YES	6		
29	HILLSBOROUGH	1200870	4921	WITTER ELEMENTARY SCHOOL	1039			YES	6		
29	HILLSBOROUGH	1200870	4941	WOODBIDGE ELEMENTARY SCHOOL	1040			YES	6		
29	HILLSBOROUGH	1200870	4961	YATES ELEMENTARY SCHOOL	1041			YES	1		
29	HILLSBOROUGH	1200870	5041	YOUNG MIDDLE MAGNET SCHOOL	1042			YES	1		
29	HILLSBOROUGH	1200870	6608	VILLAGE OF EXCEL. ACAD.	4356			YES	4		
29	HILLSBOROUGH	1200870	6615	RCMA WIMAUMA ACADEMY	4359			YES	2		
29	HILLSBOROUGH	1200870	6621	MOUNT PLEASANT STANDARD BASE	4102			YES	2		
33	JEFFERSON	1200990	0021	JEFFERSON COUNTY MIDDLE/HIGH SCHOOL	1082	YES			2		46

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33	JEFFERSON	1200990	0111	JEFFERSON COUNTY ELEM. SCHOOL	1084			YES	7		
35	LAKE	1201050	0031	BEVERLY SHORES ELEMENTARY SCHOOL	1087			YES	4		
35	LAKE	1201050	0041	CLERMONT ELEMENTARY SCHOOL	1088			YES	5		
35	LAKE	1201050	0071	EUSTIS HEIGHTS ELEM. SCHOOL	1091			YES	5		
35	LAKE	1201050	0101	FRUITLAND PARK ELEM. SCHOOL	1093			YES	5		
35	LAKE	1201050	0161	LEESBURG HIGH SCHOOL	1097		YES				79
35	LAKE	1201050	0291	LEESBURG ELEMENTARY SCHOOL	3980			YES	3		
35	LAKE	1201050	0382	GROVELAND ELEMENTARY SCHOOL	2074			YES	3		
35	LAKE	1201050	0521	TRIANGLE ELEMENTARY SCHOOL	1116			YES	6		
35	LAKE	1201050	0541	MASCOTTE ELEMENTARY SCHOOL	1119			YES	5		
35	LAKE	1201050	0551	TAVARES ELEMENTARY SCHOOL	1120			YES	6		
35	LAKE	1201050	0631	SPRING CREEK ELEMENTARY SCHOOL	1702			YES	1		
37	LEON	1201110	0131	WOODVILLE ELEMENTARY SCHOOL	1173			YES	4		
37	LEON	1201110	0161	AMOS P. GODBY HIGH SCHOOL	1176	YES				NEWLY ELIGIBLE	67
37	LEON	1201110	0171	OAK RIDGE ELEMENTARY SCHOOL	1177			YES	5		
37	LEON	1201110	0231	JOHN G RILEY ELEMENTARY SCHOOL	1181			YES	3		
37	LEON	1201110	0291	R. FRANK NIMS MIDDLE SCHOOL	1182			YES	6		
37	LEON	1201110	0311	PINEVIEW ELEMENTARY SCHOOL	1184			YES	1		
37	LEON	1201110	0401	ASTORIA PARK ELEMENTARY SCHOOL	1188			YES	1		
37	LEON	1201110	0441	APALACHEE ELEMENTARY SCHOOL	1192			YES	3		
37	LEON	1201110	1181	BOND ELEMENTARY SCHOOL	4945			YES	2		
37	LEON	1201110	1401	C.K. STEELE-LEROY COLLINS CHAR	3078			YES	2		
38	LEVY	1201140	0021	BRONSON MIDDLE/HIGH SCHOOL	1197			YES	6		
38	LEVY	1201140	0041	CEDAR KEY HIGH SCHOOL	1198			YES	1		
38	LEVY	1201140	0053	CHIEFLAND MIDDLE SCHOOL	2835			YES	6		
38	LEVY	1201140	0091	WILLISTON HIGH SCHOOL	1201		YES				77
38	LEVY	1201140	0092	JOYCE M. BULLOCK ELEM. SCHOOL	1202			YES	5		
38	LEVY	1201140	0101	WILLISTON MIDDLE SCHOOL	1203			YES	6		
38	LEVY	1201140	0111	YANKEETOWN SCHOOL	1204			YES	6		
38	LEVY	1201140	0231	WILLISTON ELEMENTARY SCHOOL	791			YES	5		
38	LEVY	1201140	0241	CHIEFLAND ELEMENTARY SCHOOL	798			YES	6		

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38	LEVY	1201140	1011	BRONSON ELEMENTARY SCHOOL	799			YES	5		
40	MADISON	1201200	0011	MADISON COUNTY HIGH SCHOOL	2212	YES				NEWLY ELIGIBLE	66
40	MADISON	1201200	0041	MADISON COUNTY CENTRAL SCHOOL	3731			YES	6		
40	MADISON	1201200	0091	GREENVILLE ELEMENTARY SCHOOL	1214			YES	5		
40	MADISON	1201200	0101	LEE ELEMENTARY SCHOOL	1215			YES	2		
40	MADISON	1201200	0111	PINETTA ELEMENTARY SCHOOL	1216			YES	4		
40	MADISON	1201200	0950	MADISON COUNTY EXCEL ALTERNATIVE SCHOOL	3609			YES	3		
48	ORANGE	1201440	0057	RIO GRANDE CHARTER SCHOOL	3626			YES	5		
48	ORANGE	1201440	0062	NAP FORD COMMUNITY SCHOOL	3739			YES	3		
48	ORANGE	1201440	0131	HOWARD MIDDLE SCHOOL	1365			YES	3		
48	ORANGE	1201440	0142	CHEROKEE SCHOOL	1366			YES	1		
48	ORANGE	1201440	0151	MEMORIAL MIDDLE SCHOOL	1367	YES			6		
48	ORANGE	1201440	0181	FERN CREEK ELEMENTARY SCHOOL	1368			YES	5		
48	ORANGE	1201440	0191	GRAND AVENUE ELEMENTARY SCHOOL	1369			YES	4		
48	ORANGE	1201440	0215	THREE POINTS ELEMENTARY SCHOOL	3742			YES	1		
48	ORANGE	1201440	0231	PINELOCH ELEMENTARY SCHOOL	1373			YES	5		
48	ORANGE	1201440	0236	EAGLE'S NEST ELEMENTARY SCHOOL	4003			YES	3		
48	ORANGE	1201440	0241	LAKE GEM ELEMENTARY SCHOOL	3452			YES	3		
48	ORANGE	1201440	0253	WEST OAKS ELEMENTARY SCHOOL	4004			YES	2		
48	ORANGE	1201440	0271	ORLO VISTA ELEMENTARY SCHOOL	1375			YES	6		
48	ORANGE	1201440	0361	TILDENVILLE ELEMENTARY SCHOOL	1381			YES	5		
48	ORANGE	1201440	0401	PINEWOOD ELEMENTARY SCHOOL	3455			YES	2		
48	ORANGE	1201440	0461	ZELLWOOD ELEMENTARY SCHOOL	1387			YES	5		
48	ORANGE	1201440	0591	GATEWAY SCHOOL	1397			YES	1		
48	ORANGE	1201440	0611	AZALEA PARK ELEMENTARY SCHOOL	1398			YES	5		
48	ORANGE	1201440	0621	PINE HILLS ELEMENTARY SCHOOL	1399			YES	6		
48	ORANGE	1201440	0651	LAKE WESTON ELEMENTARY SCHOOL	1402			YES	6		
48	ORANGE	1201440	0671	EVANS HIGH SCHOOL	1404		YES				63
48	ORANGE	1201440	0681	ENGELWOOD ELEMENTARY SCHOOL	1405			YES	6		
48	ORANGE	1201440	0691	OAK RIDGE HIGH SCHOOL	1406		YES				62
48	ORANGE	1201440	0701	CATALINA ELEMENTARY SCHOOL	1407			YES	7		

DISTRICT	DISTRICT NAME	NCES DIST ID	SCHOOL	SCHOOL NAME	NCES SCHL ID	TIER I	TIER II	TEIR III	SINI 2009	NEWLY ELIGIBLE	GRAD RATE
48	ORANGE	1201440	0711	CHENEY ELEMENTARY SCHOOL	1408			YES	4		
48	ORANGE	1201440	0741	CYPRESS PARK ELEMENTARY SCHOOL	1411			YES	1		
48	ORANGE	1201440	0791	MOLLIE E RAY ELEMENTARY SCHOOL	1414			YES	5		
48	ORANGE	1201440	0821	LOVELL ELEMENTARY SCHOOL	1417			YES	6		
48	ORANGE	1201440	0851	LANCASTER ELEMENTARY SCHOOL	1420			YES	5		
48	ORANGE	1201440	0861	ROLLING HILLS ELEM. SCHOOL	1421			YES	5		
48	ORANGE	1201440	0881	HIAWASSEE ELEMENTARY SCHOOL	1423			YES	6		
48	ORANGE	1201440	0891	MICHAEL MCCOY ELEMENTARY SCHOOL	1424			YES	4		
48	ORANGE	1201440	0921	ROBINSWOOD MIDDLE SCHOOL	1427			YES	4		
48	ORANGE	1201440	0971	VENTURA ELEMENTARY SCHOOL	2574			YES	5		
48	ORANGE	1201440	1111	STONEWALL JACKSON MIDDLE SCHL	1428			YES	5		
48	ORANGE	1201440	1133	WESTRIDGE MIDDLE SCHOOL	1429			YES	5		
48	ORANGE	1201440	1141	LITTLE RIVER ELEMENTARY SCHOOL	2861			YES	5		
48	ORANGE	1201440	1151	WALKER MIDDLE SCHOOL	1430			YES	5		
48	ORANGE	1201440	1241	MEADOWBROOK MIDDLE SCHOOL	1435			YES	6		
48	ORANGE	1201440	1261	SADLER ELEMENTARY SCHOOL	1437			YES	1		
48	ORANGE	1201440	1271	ROSEMONT ELEMENTARY SCHOOL	3218			YES	5		
48	ORANGE	1201440	1321	WILLIAM S MAXEY ELEMENTARY SCHOOL	1439			YES	1		
48	ORANGE	1201440	1351	HUNGERFORD ELEMENTARY SCHOOL	1442			YES	5		
48	ORANGE	1201440	1361	WHEATLEY ELEMENTARY SCHOOL	1444			YES	4		
48	ORANGE	1201440	1421	IVEY LANE ELEMENTARY SCHOOL	1448			YES	7		
48	ORANGE	1201440	1431	RIDGEWOOD PARK ELEM. SCHOOL	1449			YES	6		
48	ORANGE	1201440	1491	PALMETTO ELEMENTARY SCHOOL	1452			YES	7		
48	ORANGE	1201440	1541	PINAR ELEMENTARY SCHOOL	1456			YES	1		
48	ORANGE	1201440	1621	SHINGLE CREEK ELEM. SCHOOL	861			YES	5		
48	ORANGE	1201440	5861	WASHINGTON SHORES ELEM. SCHOOL	1462			YES	5		
48	ORANGE	1201440	5871	CARVER MIDDLE SCHOOL	1463			YES	5		
48	ORANGE	1201440	5891	RICHMOND HEIGHTS ELEM. SCHOOL	1464			YES	4		
49	OSCEOLA	1201470	0041	DISCOVERY INTERMEDIATE SCHOOL	3633			YES	1		
49	OSCEOLA	1201470	0042	KISSIMMEE ELEMENTARY SCHOOL	4398			YES	5		
49	OSCEOLA	1201470	0061	CENTRAL AVENUE ELEMENTARY SCHL	3749			YES	6		

DISTRICT	DISTRICT NAME	NCES DIST ID	SCHOOL	SCHOOL NAME	NCES SCHL ID	TIER I	TIER II	TEIR III	SINI 2009	NEWLY ELIGIBLE	GRAD RATE
49	OSCEOLA	1201470	0071	HIGHLANDS ELEMENTARY SCHOOL	1468			YES	6		
49	OSCEOLA	1201470	0101	THACKER AVENUE ELEMENTARY SCHL	1471			YES	6		
49	OSCEOLA	1201470	0251	KISSIMMEE MIDDLE SCHOOL	3097			YES	4		
49	OSCEOLA	1201470	0321	VENTURA ELEMENTARY SCHOOL	2675			YES	6		
49	OSCEOLA	1201470	0401	BOGGY CREEK ELEMENTARY SCHOOL	2357			YES	6		
49	OSCEOLA	1201470	0601	GATEWAY HIGH SCHOOL	2476		YES				65
49	OSCEOLA	1201470	0821	PARKWAY MIDDLE SCHOOL	2623			YES	1		
49	OSCEOLA	1201470	0841	POINCIANA HIGH SCHOOL	2866		YES				47
49	OSCEOLA	1201470	0851	CYPRESS ELEMENTARY SCHOOL	913			YES	5		
49	OSCEOLA	1201470	0901	POINCIANA ELEMENTARY SCHOOL	3889			YES	6		
49	OSCEOLA	1201470	0902	CELEBRATION HIGH SCHOOL	4118		YES				72
49	OSCEOLA	1201470	0957	CHESTNUT ELEMENTARY SCHOOL	5655			YES	1		
50	PALM BEACH	1201500	0021	L C SWAIN MIDDLE SCHOOL	4024			YES	2		
50	PALM BEACH	1201500	0071	JUPITER ELEMENTARY SCHOOL	1476			YES	1		
50	PALM BEACH	1201500	0121	HOWELL L. WATKINS MIDDLE SCHL	1481			YES	6		
50	PALM BEACH	1201500	0141	LAKE PARK ELEMENTARY SCHOOL	1483			YES	5		
50	PALM BEACH	1201500	0191	WASHINGTON ELEM MAGNET SCHOOL	1485			YES	1		
50	PALM BEACH	1201500	0201	JOHN F. KENNEDY MIDDLE SCHOOL	1486			YES	6		
50	PALM BEACH	1201500	0211	LINCOLN ELEMENTARY SCHOOL	1487			YES	6		
50	PALM BEACH	1201500	0271	NORTHMORE ELEMENTARY SCHOOL	1490			YES	1		
50	PALM BEACH	1201500	0291	NORTHBORO ELEMENTARY SCHOOL	1491			YES	3		
50	PALM BEACH	1201500	0311	ROOSEVELT MIDDLE SCHOOL	1492			YES	6		
50	PALM BEACH	1201500	0341	ROOSEVELT ELEMENTARY SCHOOL	1493			YES	5		
50	PALM BEACH	1201500	0351	WESTWARD ELEMENTARY SCHOOL	1494			YES	4		
50	PALM BEACH	1201500	0412	GUIDED PATH ACADEMY CHARTER	4017			YES	2		
50	PALM BEACH	1201500	0481	WEST GATE ELEMENTARY SCHOOL	1499			YES	5		
50	PALM BEACH	1201500	0531	BELVEDERE ELEMENTARY SCHOOL	1501			YES	3		
50	PALM BEACH	1201500	0541	CONNISTON MIDDLE SCHOOL	1502			YES	6		
50	PALM BEACH	1201500	0561	PALMETTO ELEMENTARY SCHOOL	1504			YES	4		
50	PALM BEACH	1201500	0581	FOREST HILL COMMUNITY HIGH SCH	1507			YES	5		
50	PALM BEACH	1201500	0601	BERKSHIRE ELEMENTARY SCHOOL	1509			YES	5		

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50	PALM BEACH	1201500	0611	PALM SPRINGS MIDDLE SCHOOL	1510			YES	6		
50	PALM BEACH	1201500	0621	FOREST HILL ELEMENTARY SCHOOL	1511			YES	3		
50	PALM BEACH	1201500	0631	GREENACRES ELEMENTARY SCHOOL	1512			YES	5		
50	PALM BEACH	1201500	0642	DAYSTAR ACADEMY OF EXCEL CHART	4018			YES	3		
50	PALM BEACH	1201500	0651	PALM SPRINGS ELEMENTARY SCHOOL	1513			YES	5		
50	PALM BEACH	1201500	0664	ACADEMY FOR POSITIVE LEARNING	4022			YES	3		
50	PALM BEACH	1201500	0671	HIGHLAND ELEMENTARY SCHOOL	1514			YES	6		
50	PALM BEACH	1201500	0681	NORTH GRADE ELEMENTARY SCHOOL	1515			YES	6		
50	PALM BEACH	1201500	0691	LAKE WORTH HIGH SCHOOL	1516	YES			0		73
50	PALM BEACH	1201500	0741	BARTON ELEMENTARY SCHOOL	1519			YES	1		
50	PALM BEACH	1201500	0751	LANTANA ELEMENTARY SCHOOL	1520			YES	5		
50	PALM BEACH	1201500	0761	LANTANA MIDDLE SCHOOL	1521			YES	6		
50	PALM BEACH	1201500	0771	STARLIGHT COVE ELEMENTARY SCHL	3009			YES	5		
50	PALM BEACH	1201500	0781	ROLLING GREEN ELEMENTARY SCHOOL	1522			YES	6		
50	PALM BEACH	1201500	0821	GALAXY ELEMENTARY SCHOOL	1525			YES	6		
50	PALM BEACH	1201500	0831	FOREST PARK ELEMENTARY SCHOOL	1526			YES	6		
50	PALM BEACH	1201500	0842	TURNING POINTS ACADEMY	7154			YES	1		
50	PALM BEACH	1201500	0871	PLUMOSA ELEMENTARY SCHOOL	1528			YES	5		
50	PALM BEACH	1201500	0911	PINE GROVE ELEMENTARY SCHOOL	1532			YES	6		
50	PALM BEACH	1201500	1101	PAHOKEE ELEMENTARY SCHOOL	1538			YES	6		
50	PALM BEACH	1201500	1232	LAKE SHORE MIDDLE SCHOOL	1543			YES	6		
50	PALM BEACH	1201500	1241	GOVE ELEMENTARY SCHOOL	1544			YES	5		
50	PALM BEACH	1201500	1321	ROSENWALD ELEMENTARY SCHOOL	1547	YES			5		
50	PALM BEACH	1201500	1371	PALM BEACH GARDENS HIGH SCHOOL	1549			YES	2		
50	PALM BEACH	1201500	1391	WYNNEBROOK ELEMENTARY SCHOOL	1550			YES	1		
50	PALM BEACH	1201500	1401	WEST RIVIERA ELEMENTARY SCHOOL	1551			YES	7		
50	PALM BEACH	1201500	1411	GROVE PARK ELEMENTARY SCHOOL	1552			YES	5		
50	PALM BEACH	1201500	1441	MELALEUCA ELEMENTARY SCHOOL	1555			YES	3		
50	PALM BEACH	1201500	1531	CLIFFORD O TAYLOR/KIRKLANE ELE	1559			YES	2		
50	PALM BEACH	1201500	1541	DWIGHT D. EISENHOWER ELEM.	1560			YES	3		
50	PALM BEACH	1201500	1571	SOUTH TECH ACADEMY	2234			YES	2		

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50	PALM BEACH	1201500	1581	CONGRESS COMMUNITY MIDDLE SCHL	1561			YES	6		
50	PALM BEACH	1201500	1641	GOLD COAST COMMUNITY SCHOOL	2090			YES	6		
50	PALM BEACH	1201500	1771	PAHOKEE MIDDLE-SENIOR HIGH	2624			YES	7		
50	PALM BEACH	1201500	1801	ROYAL PALM SCHOOL	2625			YES	4		
50	PALM BEACH	1201500	1831	K CUNNINGHAM/CANAL POINT ELEM	2626			YES	5		
50	PALM BEACH	1201500	1851	PALM BEACH LAKES HIGH SCHOOL	2627			YES	5		
50	PALM BEACH	1201500	1861	INDIAN PINES ELEMENTARY SCHOOL	2628			YES	5		
50	PALM BEACH	1201500	1981	BEAR LAKES MIDDLE SCHOOL	2695			YES	6		
50	PALM BEACH	1201500	2041	CARVER MIDDLE SCHOOL	2932			YES	6		
50	PALM BEACH	1201500	2131	LAKE WORTH COMMUNITY MIDDLE	2873			YES	6		
50	PALM BEACH	1201500	2151	OKEEHHEELIE MIDDLE SCHOOL	3101			YES	5		
50	PALM BEACH	1201500	2301	GLADES CENTRAL HIGH SCHOOL	1541	YES			7		65
50	PALM BEACH	1201500	2351	ORCHARD VIEW ELEMENTARY SCHOOL	3011			YES	6		
50	PALM BEACH	1201500	2361	BOYNTON BEACH COMMUNITY HIGH	3755			YES	3		
50	PALM BEACH	1201500	2371	PIONEER PARK ELEMENTARY SCHOOL	3012			YES	6		
50	PALM BEACH	1201500	2401	BELLE GLADE ELEMENTARY SCHOOL	3102			YES	6		
50	PALM BEACH	1201500	2411	INDIAN RIDGE SCHOOL	2935			YES	5		
50	PALM BEACH	1201500	2431	SOUTH GRADE ELEMENTARY SCHOOL	4409			YES	6		
50	PALM BEACH	1201500	2571	HERITAGE ELEMENTARY SCHOOL	4411			YES	5		
50	PALM BEACH	1201500	2601	ODYSSEY MIDDLE SCHOOL	3758			YES	6		
50	PALM BEACH	1201500	2641	LAKESIDE ACADEMY	3639			YES	5		
50	PALM BEACH	1201500	2661	JOSEPH LITTLES-NGUZO SABA	3641			YES	6		
50	PALM BEACH	1201500	2701	JEAGA MIDDLE SCHOOL	4122			YES	4		
50	PALM BEACH	1201500	2731	CROSSPOINTE ELEMENTARY SCHOOL	3899			YES	5		
50	PALM BEACH	1201500	2751	BENOIST FARMS ELEMENTARY SCHL	3901			YES	3		
50	PALM BEACH	1201500	2811	VILLAGE ACADEMY	4414			YES	6		
50	PALM BEACH	1201500	3046	SOUTH AREA SECONDARY INTENSIVE TRANSITION	3763			YES	1		
50	PALM BEACH	1201500	3101	LAKE SHORE ANNEX	4420			YES	6		
50	PALM BEACH	1201500	3261	DIAMOND VIEW ELEMENTARY SCHOOL	4128			YES	2		
50	PALM BEACH	1201500	3344	DELRAY YOUTH VOCATIONAL CHARTER SCHOOL	3903			YES	3		
50	PALM BEACH	1201500	3382	GLADES ACAD AGR/ECOLO STUDIES	3769			YES	5		

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50	PALM BEACH	1201500	3384	HOPE LEARNING COMMUNITY OF RIVIERA BEACH, INC	3770			YES	1		
50	PALM BEACH	1201500	3386	TOUSSAINT L'OUVERTURE HIGH	3772			YES	3		
50	PALM BEACH	1201500	3392	CHARTER SCHOOL OF BOYNTON BEACH	3906			YES	3		
50	PALM BEACH	1201500	3398	EVERGLADES PREPARATORY ACADEMY	3909			YES	5		
51	PASCO	1201530	0021	RODNEY B. COX ELEMENTARY SCHL	1562			YES	6		
51	PASCO	1201530	0061	PASCO ELEMENTARY SCHOOL	1564			YES	5		
51	PASCO	1201530	0065	JAMES M. MARLOWE ELEM. SCHOOL	3651			YES	6		
51	PASCO	1201530	0070	CHASCO ELEMENTARY SCHOOL	4421			YES	5		
51	PASCO	1201530	0072	SUNRAY ELEMENTARY SCHOOL	4422			YES	4		
51	PASCO	1201530	0083	GULF HIGHLANDS ELEMENTARY SCHOOL	6288			YES	2		
51	PASCO	1201530	0091	WEST ZEPHYRHILLS ELEM. SCHOOL	1567			YES	5		
51	PASCO	1201530	0211	MITTYE P. LOCKE ELEM. SCHOOL	1573			YES	3		
51	PASCO	1201530	0271	RICHEY ELEMENTARY SCHOOL	1575			YES	3		
51	PASCO	1201530	0301	HUDSON ELEMENTARY SCHOOL	1576			YES	6		
51	PASCO	1201530	0321	LACOOCHEE ELEMENTARY SCHOOL	1577			YES	5		
51	PASCO	1201530	0341	SCHRADER ELEMENTARY SCHOOL	1579			YES	5		
51	PASCO	1201530	0351	FOX HOLLOW ELEMENTARY SCHOOL	2880			YES	3		
51	PASCO	1201530	0451	DR. MARY GIELLA ELEMENTARY SCHOOL	2787			YES	2		
51	PASCO	1201530	0501	NORTHWEST ELEMENTARY SCHOOL	1582			YES	6		
51	PASCO	1201530	0601	SHADY HILLS ELEMENTARY SCHOOL	1584			YES	4		
51	PASCO	1201530	0901	ANCLOTE ELEMENTARY SCHOOL	1587			YES	1		
51	PASCO	1201530	0931	RIDGEWOOD HIGH SCHOOL	1590		YES				73
51	PASCO	1201530	0941	MOON LAKE ELEMENTARY SCHOOL	2240			YES	5		
52	PINELLAS	1201560	0111	AZALEA ELEMENTARY SCHOOL	1593			YES	4		
52	PINELLAS	1201560	0131	BARDMOOR ELEMENTARY SCHOOL	1595			YES	3		
52	PINELLAS	1201560	0271	BEAR CREEK ELEMENTARY SCHOOL	1601			YES	2		
52	PINELLAS	1201560	0321	BELCHER ELEMENTARY SCHOOL	1602			YES	2		
52	PINELLAS	1201560	0371	BELLEAIR ELEMENTARY SCHOOL	1603			YES	3		
52	PINELLAS	1201560	0391	BLANTON ELEMENTARY SCHOOL	1604			YES	6		
52	PINELLAS	1201560	0431	BOCA CIEGA HIGH SCHOOL	1605		YES				73
52	PINELLAS	1201560	0481	CAMPBELL PARK ELEMENTARY SCHL	1606			YES	4		

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52	PINELLAS	1201560	1031	DIXIE M. HOLLINS HIGH SCHOOL	1614		YES				72
52	PINELLAS	1201560	1071	DUNEDIN ELEMENTARY SCHOOL	1615			YES	1		
52	PINELLAS	1201560	1131	EISENHOWER ELEMENTARY SCHOOL	1618			YES	6		
52	PINELLAS	1201560	1211	FAIRMOUNT PARK ELEMENTARY SCHL	1619			YES	5		
52	PINELLAS	1201560	1261	JOHN M. SEXTON ELEMENTARY SCHL	3253			YES	3		
52	PINELLAS	1201560	1421	LYNCH ELEMENTARY SCHOOL	1622			YES	2		
52	PINELLAS	1201560	1531	GIBBS HIGH SCHOOL	1624		YES				64
52	PINELLAS	1201560	1691	GULFPORT MONTESSOURI ELEM.SCHL	1626			YES	7		
52	PINELLAS	1201560	1811	HIGH POINT ELEMENTARY SCHOOL	1627			YES	6		
52	PINELLAS	1201560	1821	DOUG JAMERSON ELEMENTARY SCHL	4133			YES	3		
52	PINELLAS	1201560	2021	LAKEWOOD ELEMENTARY SCHOOL	1632			YES	5		
52	PINELLAS	1201560	2031	LAKEWOOD HIGH SCHOOL	1633		YES				71
52	PINELLAS	1201560	2141	LEALMAN AVENUE ELEMENTARY SCHOOL	1636			YES	6		
52	PINELLAS	1201560	2281	MAXIMO ELEMENTARY SCHOOL	1641			YES	6		
52	PINELLAS	1201560	2371	MELROSE ELEMENTARY SCHOOL	1643			YES	6		
52	PINELLAS	1201560	2691	NORTH SHORE ELEMENTARY SCHOOL	1648			YES	5		
52	PINELLAS	1201560	2791	NORTHWEST ELEMENTARY SCHOOL	1651			YES	3		
52	PINELLAS	1201560	3361	PINELLAS CENTRAL ELEM. SCHOOL	1663			YES	3		
52	PINELLAS	1201560	3391	PINELLAS PARK ELEMENTARY SCHL	1665			YES	6		
52	PINELLAS	1201560	3461	PONCE DE LEON ELEMENTARY SCHL	1669			YES	4		
52	PINELLAS	1201560	3751	SAWGRASS LAKE ELEMENTARY SCHL	2886			YES	4		
52	PINELLAS	1201560	3761	JAMES B. SANDERLIN ELEM.	4134			YES	4		
52	PINELLAS	1201560	3851	SAN JOSE ELEMENTARY SCHOOL	1677			YES	4		
52	PINELLAS	1201560	3871	SANDY LANE ELEMENTARY SCHOOL	1678			YES	6		
52	PINELLAS	1201560	3961	SEVENTY-FOURTH ST. ELEMENTARY	1682			YES	6		
52	PINELLAS	1201560	4021	SHORE ACRES ELEMENTARY SCHOOL	1683			YES	6		
52	PINELLAS	1201560	4121	SKYCREST ELEMENTARY SCHOOL	1685			YES	2		
52	PINELLAS	1201560	4171	SKYVIEW ELEMENTARY SCHOOL	1686			YES	5		
52	PINELLAS	1201560	4351	MARJORIE KINNAN RAWLINGS ELEM	984			YES	3		
52	PINELLAS	1201560	4591	NEW HEIGHTS ELEMENTARY SCHOOL	1695			YES	6		
52	PINELLAS	1201560	4701	WALSINGHAM ELEMENTARY SCHOOL	1698			YES	6		

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52	PINELLAS	1201560	4771	WESTGATE ELEMENTARY SCHOOL	1699			YES	5		
52	PINELLAS	1201560	4931	WOODLAWN ELEMENTARY SCHOOL	1700			YES	6		
53	POLK	1201590	0091	COMBEE ELEMENTARY SCHOOL	1709			YES	6		
53	POLK	1201590	0101	CRYSTAL LAKE ELEMENTARY SCHOOL	1710			YES	6		
53	POLK	1201590	0151	PHILIP O'BRIEN ELEMENTARY SCHOOL	1713			YES	1		
53	POLK	1201590	0201	NORTH LAKELAND ELEMENTARY SCHL	1716			YES	5		
53	POLK	1201590	0231	SOUTHWEST ELEMENTARY SCHOOL	1717			YES	1		
53	POLK	1201590	0321	SHELLEY S. BOONE MIDDLE SCHOOL	1721			YES	6		
53	POLK	1201590	0331	ALTA VISTA ELEMENTARY SCHOOL	1722			YES	6		
53	POLK	1201590	0571	WESTWOOD MIDDLE SCHOOL	1729			YES	6		
53	POLK	1201590	0591	ELBERT ELEMENTARY SCHOOL	1730			YES	2		
53	POLK	1201590	0601	FRED G. GARNER ELEMENTARY SCHL	1731			YES	3		
53	POLK	1201590	0611	INWOOD ELEMENTARY SCHOOL	1732			YES	4		
53	POLK	1201590	0631	JOHN SNIVELY ELEM. SCHL/CHOICE	1734			YES	6		
53	POLK	1201590	0681	WAHNETA ELEMENTARY SCHOOL	1737			YES	6		
53	POLK	1201590	0802	LEWIS ANNA WOODBURY ELEMENTARY SCHOOL	4438			YES	5		
53	POLK	1201590	0841	LENA VISTA ELEMENTARY SCHOOL	1748			YES	4		
53	POLK	1201590	0851	AUBURNDALE CENTRAL ELEMENTARY	1749			YES	6		
53	POLK	1201590	0861	WALTER CALDWELL ELEM. SCHOOL	1750			YES	5		
53	POLK	1201590	0932	COMPASS MIDDLE CHARTER SCHOOL	3925			YES	1		
53	POLK	1201590	0961	FLORAL AVENUE ELEMENTARY SCHL	1756			YES	4		
53	POLK	1201590	0981	GIBBONS STREET ELEMENTARY SCHOOL	1759			YES	4		
53	POLK	1201590	1041	ALTURAS ELEMENTARY SCHOOL	1760			YES	1		
53	POLK	1201590	1141	PURCELL ELEMENTARY SCHOOL	1763			YES	3		
53	POLK	1201590	1151	KINGSFORD ELEMENTARY SCHOOL	1764			YES	6		
53	POLK	1201590	1191	KATHLEEN MIDDLE SCHOOL	1767			YES	3		
53	POLK	1201590	1221	KATHLEEN ELEMENTARY SCHOOL	1768			YES	1		
53	POLK	1201590	1231	GRIFFIN ELEMENTARY SCHOOL	1769			YES	4		
53	POLK	1201590	1241	JESSE KEEN ELEMENTARY SCHOOL	1770			YES	6		
53	POLK	1201590	1251	WINSTON ELEMENTARY SCHOOL	1771			YES	6		
53	POLK	1201590	1291	FROSTPROOF ELEMENTARY SCHOOL	1772			YES	6		

DISTRICT	DISTRICT NAME	NCES DIST ID	SCHOOL	SCHOOL NAME	NCES SCHL ID	TIER I	TIER II	TEIR III	SINI 2009	NEWLY ELIGIBLE	GRAD RATE
53	POLK	1201590	1341	MCLAUGHLIN MIDDLE SCHOOL	1773			YES	3		
53	POLK	1201590	1351	POLK AVENUE ELEMENTARY SCHOOL	1774			YES	5		
53	POLK	1201590	1361	HILLCREST ELEMENTARY SCHOOL	1775			YES	2		
53	POLK	1201590	1371	SPOOK HILL ELEMENTARY SCHOOL	1776			YES	4		
53	POLK	1201590	1401	JANIE HOWARD WILSON SCHOOL	1778			YES	4		
53	POLK	1201590	1451	EDGAR L. PADGETT ELEMENTARY	1780			YES	4		
53	POLK	1201590	1501	CRYSTAL LAKE MIDDLE SCHOOL	1782			YES	3		
53	POLK	1201590	1521	OSCAR J. POPE ELEMENTARY SCHOOL	1783	YES			3		
53	POLK	1201590	1662	LAKE ALFRED-ADDAIR MIDDLE SCHOOL	7029			YES	2		
53	POLK	1201590	1701	EAGLE LAKE ELEMENTARY SCHOOL	1788			YES	4		
53	POLK	1201590	1731	PINEWOOD ELEMENTARY SCHOOL	4440			YES	4		
53	POLK	1201590	1751	JAMES E. STEPHENS ELEM. SCHOOL	1791			YES	4		
53	POLK	1201590	1781	DUNDEE ELEMENTARY SCHOOL	1794			YES	6		
53	POLK	1201590	1811	CLARENCE BOSWELL ELEM. SCHOOL	2401			YES	4		
53	POLK	1201590	1841	R. CLEM CHURCHWELL ELEMENTARY	2480			YES	4		
53	POLK	1201590	1851	DR. N. E. ROBERTS ELEMENTARY	3926			YES	1		
53	POLK	1201590	1901	SOCRUM ELEMENTARY SCHOOL	2895			YES	2		
53	POLK	1201590	1921	BEN HILL GRIFFIN JR ELEM SCHL	1982			YES	6		
53	POLK	1201590	1941	LOUGHMAN OAKS ELEMENTARY SCHL	1043			YES	6		
53	POLK	1201590	1971	SLEEPY HILL MIDDLE SCHOOL	3655			YES	3		
53	POLK	1201590	1981	DUNDEE RIDGE MIDDLE SCHOOL	3656			YES	3		
55	ST. JOHNS	1201740	0021	CROOKSHANK ELEMENTARY SCHOOL	1905			YES	6		
55	ST. JOHNS	1201740	0033	ST. JOHNS TECHNICAL HIGH SCHOOL	4194	YES				NEWLY ELIGIBLE	28
55	ST. JOHNS	1201740	0201	THE WEBSTER SCHOOL	1918			YES	6		
55	ST. JOHNS	1201740	0331	OSCEOLA ELEMENTARY SCHOOL	2899			YES	3		
55	ST. JOHNS	1201740	0461	SOUTH WOODS ELEMENTARY SCHOOL	5724			YES	3		

**APPENDIX B: SCHOOL IMPROVEMENT GRANTS SECTION 1003(g)
PROPOSED IMPLEMENTATION GUIDANCE ON INTERVENTION MODELS**

Intervention Models: LEAs must implement one of four intervention models with fidelity in its Tier I and II schools. LEAs must implement all of the required interventions associated with each model. Please note that **bold text** indicates specific FDOE requirements.

1. Turnaround Model - For each school served by this intervention, the LEA must:
 - a) **In consultation with the Department**, replace the principal and grant sufficient operational flexibility, including staffing, calendars/time, and budgeting, to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.
 - (1) **If this has already occurred, indicate the date the principal was replaced and the new principal’s past record of turning around low-performing schools. The following guidelines must be considered when determining if the principal can remain at the school:**
 - (a) **The school grade declines or there is consistent failure (D or F) under the same leadership for 2 years - The principal should be replaced.**
 - (b) **The school grade declines under the same leadership for 1 year and the percentage of Annual Yearly Progress (AYP) Criteria Met decreases - The principal should be replaced.**
 - (c) **The school grade declines under the same leadership for 1 year but the learning gains in reading and mathematics increase - The principal has one more year to show growth.**
 - (d) **The school grade declines under the same leadership for 1 year and the percentage of AYP Criteria Met increases - The principal has one more year to show growth.**
 - (e) **The school grade declines under the same leadership for 1 year and the learning gains in reading and mathematics declines - The principal should be replaced.**
 - (2) **If this has not occurred, indicate the LEA’s plan for recruitment of a principal with a prior success record of turning around a low-performing school, the minimum qualifications that must be met by the new principal, and the timelines for placement. Principals who have exhibited performance outcomes specified in (a)-(e) cannot be placed at the school.**
 - b) Using locally adopted competencies **and learning gains for reading and mathematics teachers and instructional coaches** to measure the effectiveness of instructors **and coaches** who can work within the turnaround environment to meet the needs of students, screen all existing instructors **and coaches**, rehire no more than 50 percent of school staff, and select new instructors. Include as attachments the:
 - (1) **Instructor and coaches listing by content area with the percentage of students making learning gains in reading and/or mathematics averaged over the three most recent years and the number of years at the current school**
 - (2) **School staff that will be replaced**
 - (3) **Instructional paraprofessionals that will be replaced**
 - (4) **Administrative staff that will be replaced, including:**

- (a) Assistant principals
- (b) Instructional Coaches
- (c) Guidance Counselors

(5) Indicate the criteria that will be used to retain existing teachers and coaches.

(6) Indicate the criteria that will be used to recruit new teachers or coaches. **NOTE: Reading and mathematics teachers and instructional coaches cannot be rehired at the school unless they are highly qualified and effective instructors, defined as 65% of their students achieving learning gains on average over a three year period. For special situations where teachers and instructional coaches have demonstrated significant student achievement increases in the 2009-2010 school year, the individual can be considered for reassignment at the school through the demonstration of data. For teachers and coaches within their first or second year of teaching, learning gains are calculated according to the number of years taught. For teachers and coaches other than those of reading and mathematics, retention must be based on increased student achievement.**

c) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school. **Include information on stipends for professional development, signing bonuses, performance pay, or other recruitment activities.**

d) **Implement performance pay for, at a minimum, reading and mathematics teachers in grades 4 – 10 based on Florida Comprehensive Assessment Test (FCAT) learning gains. Plans for administrators should include overall school-wide and Adequate Yearly Progress (AYP) performance of individual subgroups.**

e) **Describe how the LEA will work with the union and the anticipated timelines for such negotiations.**

f) Provide ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. **Include the frequency and duration of such professional development, including professional development on lesson study. Common planning time must be established within the master schedule to allow grade level meetings to occur daily in elementary schools and by subject area at the secondary level. It must be scheduled so that all grade level and subject area teachers participate at the same time and include lesson study implementation. If the master schedule prevents this from occurring, the district must establish weekly lesson study implementation, after school for a minimum of one hour a week on the same day by grade level or subject area.**

g) Adopt a new governance structure, which may include, but is not limited to:

- (1) Requiring the school to report to a new "turnaround office" in the LEA or SEA;
- (2) **Appointing** a "turnaround leader" **that the principal reports to and who reports directly to the Superintendent or Chief Academic Officer ;** or
- (3) Entering into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability. In addition:

- (4) Describe any additional strategies the LEA will implement to support the turnaround model.
 - (5) For each option chosen, describe the qualifications of the turnaround office/team, the specific activities that will be implemented, the frequency and duration of such activities, expected outcomes, and how the activities will be evaluated.
 - (6) **NOTE: Turnaround staff must meet monthly with the Regional Executive Director and various departmental staff to coordinate turnaround efforts.**
- h) Use data to identify, **in consultation with the Department**, and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards:
- (1) **Identify the new or revised instructional program for Reading, Mathematics, Science and Writing, the research base that shows it to be effective with high-poverty, at-risk students, and how it is different from the previous instructional program.**
 - (2) **Provide the decision-making process for determining the new or revised instructional program.**
 - (3) **Provide the rationale, including data, which supports retaining the current instructional program for Reading, Mathematics, Science, and Writing, respectively, revising, or adopting a new program.**
- i) Promote the continuous use of student data to meet the academic needs of individual students through **implementation of the Florida Continuous Improvement Model** to:
- (1) Inform instruction- describe the interim and summative assessments that will be used, **the frequency of such assessments, how the data will be analyzed, and how changes in instruction will be monitored;** and
 - (2) Differentiate instruction - **describe how instruction will be differentiated to meet the individual needs of students and how such differentiation will be monitored and supported. Include strategies for push-in, pull-out, or individual instructional opportunities.**
 - (3) **Describe the specific training and follow-up that will be provided to support the implementation of the Florida Continuous Improvement Model.**
- j) **Implement a schoolwide Response to Intervention/Instruction (Rtl) model. Describe how Rtl will be implemented and the professional development that will be provided to school staff.**
- k) **Implement a schoolwide Positive Behavior Support (PBS) model.**
- l) **Establish schedules and strategies that provide increased learning time. Include a description of extended learning opportunities, including after school remediation, or extended day and/or year programs for all students, the frequency and duration, the specific activities that will be carried out (i.e. remediation, enrichment, etc.), and how the LEA will facilitate contract negotiations or other strategies it will employ to expand the school day or year.**
- m) **Provide appropriate social-emotional and community-oriented services and supports that will be provided for students. Include information about how the school will partner with community-based organization and businesses to provide mentors, tutors, and volunteers. Identify the specific partnerships, their purpose, and the expected outcomes.**
- n) **The LEA will implement:**

- (1) **In secondary schools, increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, thematic learning academies, or career academies focused on STEM that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework. Describe the specific model(s) that will be implemented, the timeframe for implementation, how the model(s) will provide appropriate supports for low-achieving students, and the professional development that will be provided. Also describe programs that will be used to develop the college and career ready skills of at risk students especially those returning from Department of Juvenile Justice (DJJ). Note: Since some of the required activities take place throughout or at the end of the school year, the timeframe should capture planning and implementation steps for the entire grant period.**
- (2) **Improve student transition from elementary to middle and middle to high school through summer transitions programs or freshman academies. Describe the specific model to be implemented, the target population, design of the program, and the required staff qualifications.**

(3)

- o) **Describe how parents will be notified about the implementation of this model and involved in its implementation.**
- p) **Describe how parents will be offered multiple opportunities for parent/teacher conferences at various times and days during the school year beyond the traditional open house and parent-teacher conference events.**
- q) **Describe the specific professional development that will be provided to teachers for:**
- (1) **Positive Behavior Support**
 - (2) **Response to Intervention**
 - (3) **Lesson Study**
 - (4) **Effective Training of Reading and Mathematics Coaches**
 - (5) **New Standards**
- r) **Implement full day prekindergarten programs. Note. This does not apply to secondary schools.**
- s) **Placement of full-time reading, mathematics, and science coaches to build the capacity of teachers to analyze data to drive instruction and intervention, model effective instruction, teach the new standards effectively, and implement and facilitate the lesson study process.**

2. **Restart Model - For each school served by this intervention, the LEA must:**
- a. **Indicate the date each school will close.**
 - b. **Indicate the name of the charter school operator, charter or education management organization selected to operate the school.**
 - c. **Provide the date the new school will convert or open, the name of the new school, and new school number, as applicable.**

- d. **Provide the names of the converted or reopened schools and the percent of students that return.**
 - e. **Provide the names of the receiver schools options and the percent of students that will be transferred to each. Include the method of communication to parents and the community.**
 - f. **Describe the rigorous review process the LEA utilized to approve the management organization, including the criteria the LEA used to select the organization.**
 - g. **Describe the success record of the charter school operator or management organization in turning around similar low-performing schools.**
 - h. **Describe how the LEA will ensure that the operator or management organization hires effective administrators and instructional staff, provides common planning time for lesson study, and utilizes data for continuous improvement.**
 - i. Describe how the LEA will hold the charter school operator or management organization accountable for meeting the final requirements.
3. School Closure - For each school served by this intervention, the LEA must:
- a. **Indicate the date of closure for each school.**
 - b. **Describe the strategies implemented to close each school, including:**
 - a) How the LEA will ensure that students are transferred to other, high-achieving schools in the LEA. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. **Provide the school names and performance history of each school for the 2008-09 school year;**
 - b) **How the school closure will be communicated to the families and the community;**
 - c) **The transition and/or orientation activities that will be provided to reassigned students;**
 - d) **How the district will follow established procedures relating to attendance zone changes;**
 - e) **How the district will ensure that low-performing teachers from the school are reassigned to different schools than those that reassigned students attend; and**
 - f) **How the district will monitor the progress of reassigned students.**
4. Transformation Model - For each school served by this intervention, the LEA must:
- a) Develop and increase teacher and school leader effectiveness. The LEA must describe how it will:
 - (1) **In consultation with the Department**, replace the principal who led the school prior to commencement of the transformation model:
 - (a) **If this has already occurred, indicate the date the principal was replaced and his or her past record of turning around low-performing schools. The following guidelines must be considered determining if the principal can remain at the school:**
 - (i) **The school grade declines or there is consistent failure (D or F) under the same leadership for 2 years - The principal should be replaced.**

(ii) The school grade declines under the same leadership for 1 year and the percentage of Annual Yearly Progress (AYP) Criteria Met decreases - The principal should be replaced.

(iii) The school grade declines under the same leadership for 1 year but the learning gains in reading and mathematics increase - The principal has one more year to show growth.

(iv) The school grade declines under the same leadership for 1 year and the percentage of AYP Criteria Met increases - The principal has one more year to show growth.

(v) The school grade declines under the same leadership for 1 year and the learning gains in reading and mathematics declines - The principal should be replaced.

(b) If this has not occurred, indicate the LEA's plan for recruitment of a principal with a prior success record of turning around a low-performing school, the minimum qualifications that must be met by the new principal, and the timelines for placement. Principals who have exhibited performance outcomes specified in (i)-(v) can not be placed at the school.

(2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:

(a) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and

(b) Are designed and developed with teacher and principal involvement. Evaluations will be used that are based in significant measure on student growth to improve teachers' and school leaders' performance;

(3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(4) Provide staff ongoing, high-quality, job-embedded professional development (e.g. regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. **Include the frequency and duration of such professional development, including professional development on lesson study. Common planning time must be established within the master schedule to allow grade level meetings to occur daily in elementary schools and by subject area at the secondary level. It must be scheduled so that all grade level and subject area teachers participate at the same time and include lesson study implementation. If the master schedule prevents this from occurring, the district must**

lesson study implementation after school for a minimum of one hour a week on the same day by grade level or subject area.

(5) The LEA will implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

Include information on stipends for professional development, signing bonuses, performance pay, or other recruitment activities.

(6) **Implement performance pay for, at a minimum, reading and mathematics teachers in grades 4 – 10 based on Florida Comprehensive Assessment Test (FCAT) learning gains. Plans for administrators should include overall school-wide and Adequate Yearly Progress (AYP) performance of individual subgroups.**

(7) **If the LEA will be replacing instructors defined as teachers with one or more academic classes in the tested areas, (reading/language arts, mathematics, and science) include as attachments the:**

(a) **Instructor and instructional coach listing by content area with the percentage of students making learning gains in reading and/or mathematics averaged over the three most recent years and the number of years at the current school;**

(b) **Percentage of instructors that will be replaced;**

(c) **Percentage of instructional paraprofessionals that will be replaced;**

(d) **Percentage of administrative staff that will be replaced, including:**

(i) **Assistant principals**

(ii) **Instructional Coaches**

(iii) **Guidance Counselors**

(e) **Indicate the criteria that will be used to retain existing teachers and coaches.**

(f) **Indicate the criteria that will be used to recruit new teachers and coaches. NOTE: Reading and mathematics teachers and instructional coaches cannot be rehired at the school unless they are highly qualified and effective instructors and coaches, defined as 65% of their students achieving learning gains on average over a three year period. For special situations where teachers and coaches have demonstrated significant student achievement increases in the 2009-2010 school year, the individual can be considered for reassignment at the school through the demonstration of data. For teachers and coaches within their first or second year of teaching, learning gains are calculated according to the number of years taught. For teachers other than those of reading and mathematics, retention must be based on increased student achievement.**

(8) **The LEA will implement the following:**

(a) **Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school. Describe the compensation structure and the LEA's criteria for defining "high-quality educators". At a minimum, this should be defined as 65% of students achieving learning gains on average over a three year period. For teachers**

within their first or second year of teaching, learning gains are calculated according to the number of years taught. For teachers other than those of reading and mathematics, retention must be based on increased student achievement.

(b) Institute a system for measuring changes in instructional practices resulting from professional development. **Describe the monitoring and measurement system and how the LEA will work with the union to implement such system.**

(c) **Describe how the LEA will work with the union and the anticipated timelines for such negotiations.**

b) Describe the comprehensive instructional reform strategies that will be implemented. The LEA must describe how it will:

(1) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards. **Include a description of the research base that supports its effectiveness with high-poverty, at risk students and how school staff will be involved in the vertical and horizontal alignment of the instructional program.**

(2) Promote the continuous use of individualized student data (such as interim and summative assessments) to inform and differentiate instruction to meet the needs of individual students **though implementation of the Florida Continuous Improvement Model.** Describe how the school will use data to:

(a) Inform instruction: describe the interim and summative assessments that will be used, **the frequency of such assessments, how the data will be analyzed, and how changes in instruction will be monitored;** and

(b) Differentiate instruction: **describe how instruction will be differentiated to meet the individual needs of students and how such differentiation will be monitored. Include strategies for push-in, pull-out, and tutorials.**

(c) **Describe the specific training and follow-up that will be provided to support the implementation of the Florida Continuous Improvement Model.**

(3) The LEA **will** implement the following:

(a) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective. **Describe the frequency of such reviews and who will be responsible for monitoring implementation and conducting data analysis.**

(b) Implement a schoolwide Response to Intervention/Instruction (Rtl) model. **Describe how Rtl will be implemented and the professional development that will be provided to school staff.**

(c) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

(d) Use and integrate technology-based supports and interventions as part of the instructional program.

(e) In secondary schools, increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, thematic learning academies, **or career academies for STEM** that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework. **Describe the specific model(s) that will be implemented, the timeframe for implementation, how the model(s) will provide appropriate supports for low-achieving students, and the professional development that will be provided. Also describe the programs that will be used to develop college and career ready skills of at risk students especially those returning from Department of Juvenile Justice (DJJ).**

(f) In secondary schools, improve student transition from **elementary to middle** and middle to high school through summer transitional programs or freshman academies. **Describe the specific model to be implemented, the target population, design of the program, and the required staff qualifications.**

(g) Increase graduation rates through, for example, credit recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance assessments, and acceleration of basic reading and mathematic skills. **Identify the specific strategy (ies) to be implemented, how the strategy (ies) will be implemented, and the staff qualifications for providing instruction in such programs.**

(h) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

c) Describe the implementation of increased learning time and the creation of community-oriented schools. Increased learning time means a longer school day, week, or year schedule to significantly increase the total number of schools hours. The LEA must describe how it will:

(1) Provide more time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. **The LEA must identify the amount of time the school day or year will be expanded or the amount of instructional time that will be increased, identify the specific activities that will be carried out, and how the LEA will facilitate contract negotiations or other strategies it will employ to expand the school day or year.**

(2) Provide more time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations. **Describe the specific enrichment activities that will be offered, the community or business partnerships for mentoring,**

tutoring, and volunteering that will be negotiated, their purpose, and the expected outcomes.

(3) Provide more time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects. **Include the frequency and duration of such collaboration. Common planning time must be established within the master schedule to allow grade level meetings to occur daily in elementary schools and by subject area at the secondary level. It must be scheduled so that all grade level and subject area teachers participate at the same time and include lesson study. If the master schedule prevents this from occurring, the district must establish weekly lesson study implementation after school for a minimum of one hour a week on the same day.**

(4) Provide ongoing mechanisms for family and community engagement.

(5) The LEA **will** implement the following:

(a) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other state or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs. **Describe the specific partnership(s), their purpose, and the expected outcome(s).**

(b) Extend or restructure school day to add time for such strategies as advisory periods to build relationships between students, faculty, and other school staff at secondary schools. **Describe the structure of such advisory periods, the person responsible for the activity, the qualifications required, the specific activities to be implemented, and the expected outcomes.**

(c) Extend or restructure the school day to add time for parent conferences. **Identify the frequency and duration.**

(d) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment. **Describe how Positive Behavior Support will be implemented, the specific data that supports the implementation of such activities, professional development to be provided, and the expected outcomes.**

(e) Expanding the school program to offer full-day prekindergarten.

Note: This does not apply to secondary schools.

d) Describe how the LEA will provide operational flexibility and sustained support.

The LEA must describe how it will:

(1) Give the school sufficient operating flexibility, such as staffing, calendars/time, and budgeting to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates. **Describe how the LEA will provide flexibility to schools in staffing decisions, calendars/time, and budgeting.**

(2) Provide ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization, such as a school turnaround organization or EMO. **Identify the partner(s) and provide the qualifications of each in providing support to low-performing schools.**

(3) The LEA **will** adopt a new governance structure, which may include, but is not limited to:

- (a) Requiring the school to report to a new “turnaround office” in the LEA or SEA;
- (b) **Appointing** a “turnaround leader” **that the principal reports to and** who reports directly to the Superintendent or Chief Academic Officer; or
- (c) Entering into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability. In addition:
- (d) **Describe any additional strategies the LEA will implement to support the transformational model.**
- (e) **For each option chosen, describe the qualifications of the turnaround office/team, the specific activities that will be implemented, the frequency and duration of such activities, expected outcomes, and how the activities will be evaluated.**
- (f) **NOTE: Turnaround staff must meet monthly with the Regional Executive Director and various departmental staff to coordinate turnaround efforts.**
- e) Describe how parents will be notified about the implementation of this model and involved in its implementation.
- f) Describe how parents will be offered multiple opportunities for parent/teacher conferences and various times and days during the school year beyond the traditional open house event and parent-teacher conference.
- g) Describe the specific professional development that will be provided for:
 - (1) Positive Behavior Support
 - (2) Response to Intervention
 - (3) Lesson Study
 - (4) Effective Training of Reading and Mathematics Coaching
 - (5) New Standards
- h) Placement of full-time reading, mathematics, and science coaches build the capacity of teachers to analyze data to drive instruction and intervention, model effective instruction, teach the new standards, and implement and facilitate the lesson study process.

APPENDIX C: NOTICE OF WAIVER REQUESTS

From: Bacen, Lisa
Sent: Thursday, January 14, 2010 4:59 PM
To: 'TI-DIRECTORS-L@lserv.fldoe.org'
Cc: Asbury, Martha; Vitti, Nikolai
Subject: School Improvement Grant Waiver Request

Attachments: SIG Waiver Request.pdf

Dear Title I Directors,

The final requirements for the School Improvement Grants, Section 1003(g) of the Elementary and Secondary Education Act, invite state educational agencies (SEAs) to request waivers of certain requirements in order to allow local educational agencies (LEA) that receive those funds to use them in accordance with the final requirements and the LEA's application for such grant.

The Florida Department of Education will be soliciting the following waivers and is inviting comments on its request to:

- Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.
- Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.
- Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I school that does not meet the poverty threshold.
- Waive sections 1003(g)(1) and (7) of the ESEA that limit the use of school improvement funds to Title I schools in improvement, corrective action, or restructuring to permit LEAs to use school improvement funds to serve Tier II schools.

If you have comments on the proposed waiver request (attached), please submit them to TitleIStimulus@fldoe.org by January 29, 2010.

Thank you,

Lisa

Lisa Bacen
Chief, Bureau of Federal Educational Programs
Florida Department of Education
325 W Gaines Street, Suite 348
Tallahassee, Florida 32399-0400
850-245-0828 (p)
850-245-0683 (f)

FLORIDA DEPARTMENT OF EDUCATION
PLEASE SUBMIT COMMENTS TO: TitleIStimulus@fldoe.org
The final requirements for the School Improvement Grants, Section 1003(g) of the Elementary and Secondary Education Act, invite an SEA to request waivers of the requirements set forth below.

The Florida Department of Education requests a waiver of the requirements it has listed below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's persistently lowest-achieving schools.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I school that does not meet the poverty threshold.

The State assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with section I.A.7 of the final requirements.

The State assures that it will permit an LEA to implement the waiver(s) only if the LEA receives a School Improvement Grant and requests to implement the waiver(s) in its application. As such, the LEA may only implement the waivers(s) in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that it will ensure that any LEA implementing the waiver of sections 1003(g)(1) and (7) provides each Tier II school served through the waiver all of the State and local funds it would have received in the absence of being served with school improvement funds through the waiver.

The State assures that, prior to submitting this request in its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on this request and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding this waiver request to the public in the manner in which the State customarily provides such notice and information to the public (e.g., by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

The State assures that, if it is granted one or more of the waivers requested above, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver, including which specific waivers each LEA is implementing.

From: Bacen, Lisa

Sent: Wednesday, February 17, 2010 2:56 PM

To: 'TI-DIRECTORS-L@lserv.fldoe.org'

Subject: Additional Waiver Request to USED Regarding New Title I Schools for SIG

Attachments: SIG waiver template -- expand Tier II.doc

Dear Title I Directors,

The US Department of Education is inviting waiver requests from states to allow newly identified Title I secondary schools that are also the persistently lowest-achieving schools to participate in the School Improvement Grant Fund, Section 1003(g). These schools were previously included in Florida's lists of persistently lowest-achieving schools in anticipation of such waiver. We are inviting comments on the attached waiver request. Should you have any comments, please submit them to TitleIStimulus@fldoe.org by February 26, 2010.

Thank you,

Lisa

Lisa Bacen

Chief, Bureau of Federal Educational Programs

Florida Department of Education

325 W Gaines Street, Suite 348

Tallahassee, Florida 32399-0400

850-245-0828 (p)

850-245-0683 (f)

**FLORIDA DEPARTMENT OF EDUCATION
PLEASE SUBMIT COMMENTS TO: TitleIStimulus@fldoe.org**

**Request to Waive a Portion of the Definition of “Persistently Lowest-Achieving Schools” to Include Title I
Secondary Schools in Tier II**

Dear Assistant Secretary Meléndez:

I am writing to request a waiver of the definition of “persistently lowest-achieving schools” contained in section I.A.3 of the final requirements for the School Improvement Grants (SIG) program (74 FR 65618 (Dec. 10, 2009)) and incorporation of that definition in identifying Tier II schools under section I.A.1(b) of the final requirements, as amended (75 FR 3375 (Jan. 21, 2010)). Specifically, I am requesting a waiver of paragraph (a)(2) of the definition of “persistently lowest-achieving schools” to permit Florida to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the Elementary and Secondary Education Act that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined. Florida needs this waiver in order to capture, among its persistently lowest-achieving Tier II secondary schools, Title I secondary schools that are lower achieving than one or more Tier II schools but do not qualify as Tier II schools because they are receiving Title I, Part A funds and do not qualify as Tier I schools because they are not among the lowest-achieving five percent of such schools (or lowest achieving five such schools) in the State. Any Title I secondary school that is identified, through this waiver, as being among the persistently lowest-achieving schools in the State would be identified by Florida as one of the State’s Tier II schools. Concomitantly, this waiver would permit any local educational agency (LEA) with one of these schools that Florida identifies as a Tier II school to apply to the State to use SIG funds to implement in the school one of the school intervention models set forth in the SIG final requirements.

I believe that this waiver will increase the quality of instruction for students and improve the academic achievement of students in the Title I secondary schools that would be identified as persistently lowest-achieving Tier II schools and, therefore, would be eligible to receive SIG funds in order to implement one of the school intervention models in the SIG final requirements. Those models will help us turn around our State’s persistently lowest-achieving schools in order to raise student achievement substantially in those schools.

Florida assures that, if it is granted this waiver, it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not already identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined. Within that pool, Florida assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. Florida is enclosing the list of schools and their level of achievement (as determined under paragraph (b) of the definition of “persistently lowest-achieving schools”) that would be identified as Tier II schools without the waiver and those that would be identified with the waiver.

Florida assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

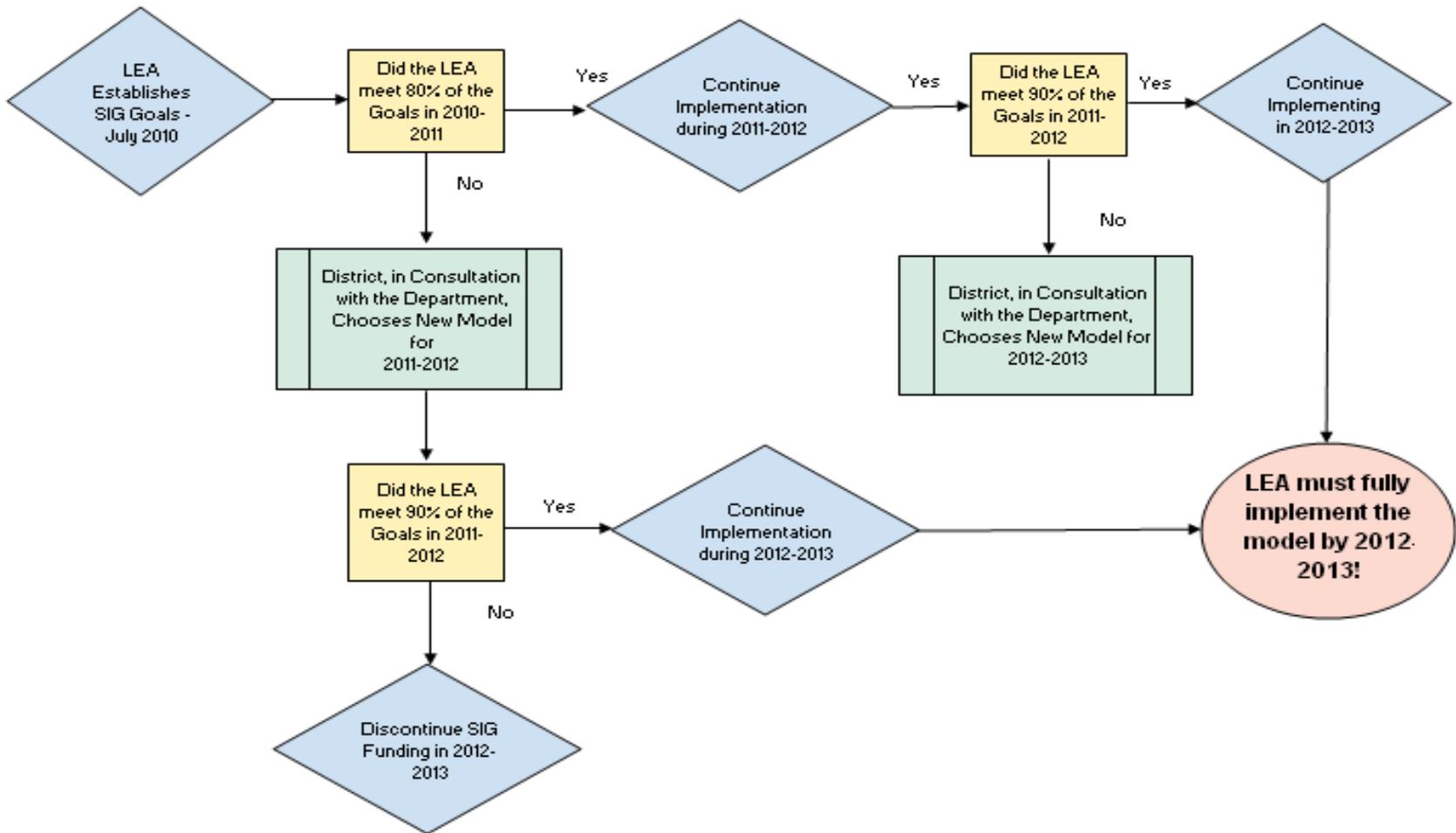
Florida assures that it provided all LEAs in the State that are eligible to receive a SIG grant with notice and a reasonable opportunity to comment on this request and has attached a copy of that notice. To expedite its waiver request, Florida will submit subsequently copies of any comments it receives from LEAs. Florida also assures that it provided notice and information regarding this waiver request to the public in the manner in which the State customarily provides such notice and information to the public (e.g., by publishing a notice in The newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice. Please feel free to contact Nikolai Vitti, Deputy Chancellor, by phone at (850) 245-0841, or email at: Nikolai.Vitti@fldoe.org if you have any questions regarding this request. Thank you for your consideration.

Public Notification of Waiver Requests Available at: <http://www.fldoe.org/bsa>.

APPENDIX D

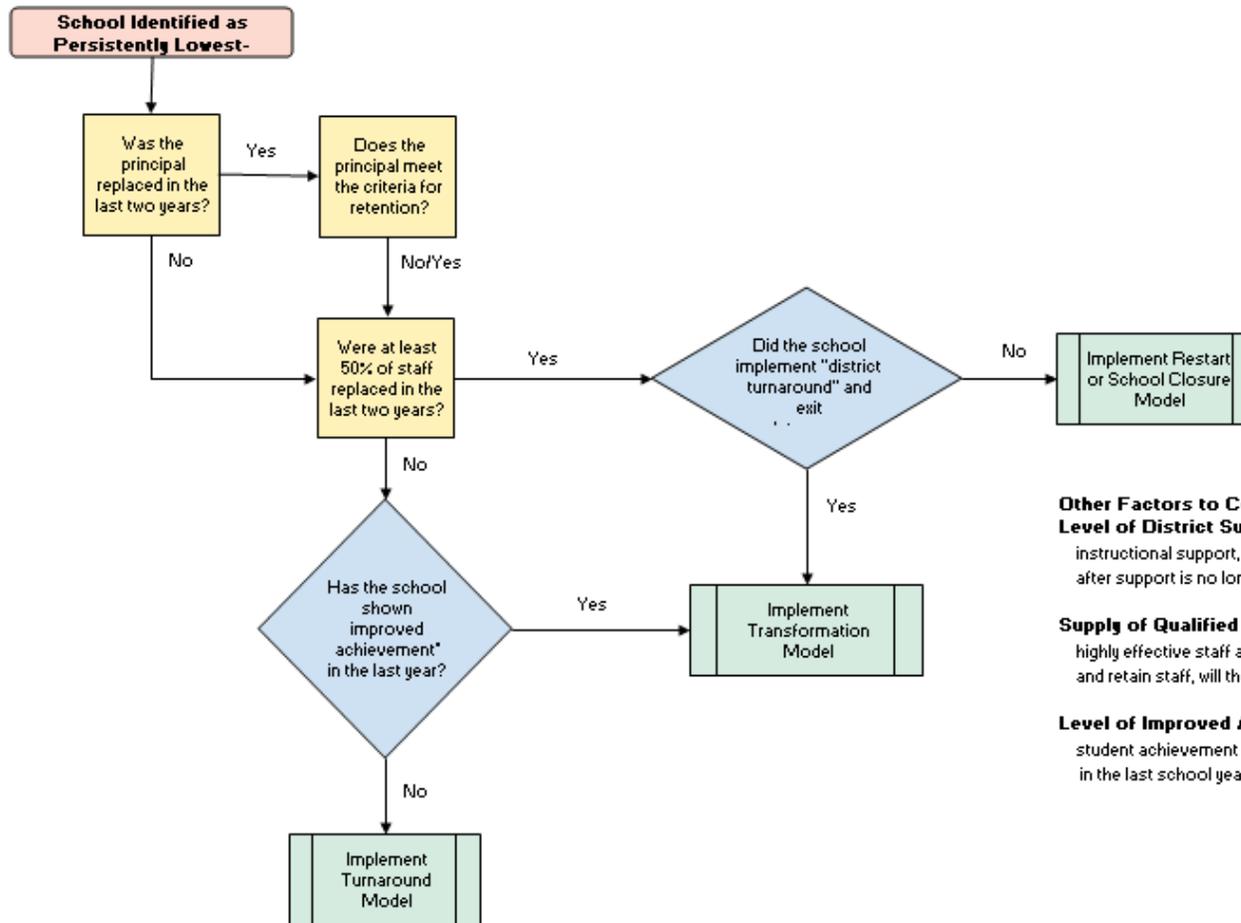
Performance Expectations for Intervention Model

LEAs and schools will create annual goals for the following areas: school grade; AYP status, overall AYP targets met; proficiency rates for all students in reading, mathematics, science, and writing; lowest 25% making learning gains in reading and mathematics; graduation rates; dropout rates; number minutes within the school year; student attendance rates; enrollment in advanced coursework, dual enrollment, and obtainment of industry certification; college enrollment rates; discipline referrals; suspensions; truancy rates; distribution of teachers by performance level based on LEA evaluation system and teacher attendance.



APPENDIX D (cont.)

Decision Tree for Selection of Intervention Model for Persistently Lowest-Achieving Schools



Other Factors to Consider:

Level of District Support - If the district provides a high level of instructional support, will improvements in achievement be sustainable after support is no longer provided?

Supply of Qualified Staff - If the district does not have access to a pool of highly effective staff and has previously offered sufficient incentives to attract and retain staff, will the turnaround model be feasible?

Level of Improved Achievement - Did the school significantly increase student achievement in the last two years but saw only incremental growth in the last school year?

*"Improved Achievement" means improved school grade, increased percentage of AYP criteria met, or increased proficiency rates of the "total" AYP subgroup.

APPENDIX D (cont.)

Transformation Model Work Plan

Steps for Implementing the Requirements	Narrative or bulleted list that explains how the LEA will meet each requirement	Time Line for Planning and Implementation <small>Note: Some of the required activities take place throughout or at the end of the school years; Florida's application includes timetables capturing planning and implementation steps for the entire grant period.</small>	Oversight	Monitoring Implementation	Monitoring Effectiveness
			<i>Who will take primary responsibility/ leadership? Who else will be involved?</i>	<i>What evidence will be collected to document implementation? How often? And By whom?</i>	<i>What evidence will be collected to access effectiveness? How often? And By whom?</i>
Replace the principal					
Use rigorous, transparent and equitable evaluation systems that take into account data on student growth					
Identify and reward school leaders, teachers and other staff who have increased student achievement and the graduation rate					
Provide high quality, job-embedded professional development					
Implement strategies to recruit, place and retain staff					
Other permissible activities as defined in the regulations (specify activities)					
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards					

Steps for Implementing the Requirements	Narrative or bulleted list that explains how the LEA will meet each requirement	Time Line for Planning and Implementation Note: Some of the required activities take place throughout or at the end of the school years; Florida's application includes timetables capturing planning and implementation steps for the entire grant period.	Oversight <i>Who will take primary responsibility/ leadership? Who else will be involved?</i>	Monitoring Implementation <i>What evidence will be collected to document implementation? How often? And By whom?</i>	Monitoring Effectiveness <i>What evidence will be collected to access effectiveness? How often? And By whom?</i>
Promote the continuous use of student data to inform and differentiate instruction					
Other permissible activities as defined in the regulations (specify activities)					
Establish schedules and strategies that provide increased learning time as defined by ED and create community-oriented schools					
Provide ongoing mechanisms for family and community engagement					
Other permissible activities as defined in the regulations (specify activities)					
Give schools operating flexibility to implement fully a comprehensive approach					
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA and/or the SEA					
Provide intensive technical assistance and related support from a designated external lead partnership organization					
Other permissible activities as defined in the regulations (specify activities)					

Turnaround Model Work Plan

Steps for Implementing the Requirements	Narrative or bulleted list that explains how the LEA will meet each requirement	Time Line for Planning and Implementation <small>Note: Some of the required activities take place throughout or at the end of the school years; Florida's application includes timetables capturing planning and implementation steps for the entire grant period.</small>	Oversight <i>Who will take primary responsibility/ leadership? Who else will be involved?</i>	Monitoring Implementation <i>What evidence will be collected to document implementation? How often? And By whom?</i>	Monitoring Effectiveness <i>What evidence will be collected to access effectiveness? How often? And By whom?</i>
Replace the principal					
Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment					
Screen all existing staff and rehire no more than 50 percent					
Select new staff					
Implement strategies to recruit, place and retrain staff					
Provide high quality, job-embedded professional development					
Adopt new governance structure					
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards					
Promote continuous use of student data to inform and differentiate instruction					

Steps for Implementing the Requirements	Narrative or bulleted list that explains how the LEA will meet each requirement	Time Line for Planning and Implementation <small>Note: Some of the required activities take place throughout or at the end of the school years; Florida's application includes timetables capturing planning and implementation steps for the entire grant period.</small>	Oversight <i>Who will take primary responsibility/ leadership? Who else will be involved?</i>	Monitoring Implementation <i>What evidence will be collected to document implementation? How often? And By whom?</i>	Monitoring Effectiveness <i>What evidence will be collected to access effectiveness? How often? And By whom?</i>
Establish schedules and implement strategies to increase learning time					
Provide appropriate social-emotional and community-oriented supports for students					
Additional options (specify): Any of the required and permissible activities under the transformation model or a new school model (e.g., themed, dual language academy)					

Restart Model Work Plan

Steps for Implementing the Requirements	Narrative or bulleted list that explains how the LEA will meet each requirement	Time Line for Planning and Implementation <small>Note: Some of the required activities take place throughout or at the end of the school years; Florida's application includes timetables capturing planning and implementation steps for the entire grant period.</small>	Oversight	Monitoring Implementation	Monitoring Effectiveness
			<i>Who will take primary responsibility/leadership? Who else will be involved?</i>	<i>What evidence will be collected to document implementation? How often? And By whom?</i>	<i>What evidence will be collected to access effectiveness? How often? And By whom?</i>
Convert or close school and reopen under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process.					
Enroll, within the grades it serves, any former student who wishes to attend the school.					

Closure Model Work Plan

Steps for Implementing the Requirements	Narrative or bulleted list that explains how the LEA will meet each requirement	Time Line for Planning and Implementation Note: Some of the required activities take place throughout or at the end of the school years; Florida's application includes timetables capturing planning and implementation steps for the entire grant period.	Oversight	Monitoring Implementation	Monitoring Effectiveness
			<i>Who will take primary responsibility/leadership? Who else will be involved?</i>	<i>What evidence will be collected to document implementation? How often? And By whom?</i>	<i>What evidence will be collected to access effectiveness? How often? And By whom?</i>
Close the school					
Enroll the students in other higher-performing schools in LEA					