

American Education with Common Core Documentation

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Heritage Foundation, NAFTA, School Choice and the Destruction of Traditional Education,

By Charlotte Iserbyt

July 31, 2012

NewsWithViews.com

Public and private school choice proposals, being promoted by the Obama Administration, the Council on Foreign Relations (CFR), and the neoconservative Trotskyite/corporate conglomerate, if implemented, will spell the end of traditional education in the United States.

Tax-supported school choice proposals affecting public, private, religious, and home school education are the vehicle to change not only the right of Americans to choose what kind of education they wish for their children, but may also result in changing our representative form of government to an unelected council form of government due to one form of school choice, charter schools, run by unelected councils."

Charlotte Thomson Iserbyt
Former Senior Policy Advisor
U.S. Department of Education

<http://www.deliberatedumbingdown.com>

<http://www.americandeception.com>

To order the updated abridged 2011 version of "the deliberate dumbing down of america", it is available from 3D Research at Amazon.com.

1. Proposal to Educate not indoctrination

If the only choice you have is Common Core, there is no choice

Flat SAT Scores and Higher Educational Standards

The class of 2011 experienced the highest number of students to take the SAT in the test's history. It is wonderful to know that more students are striving to become college bound every year. Unfortunately, even though the number of students taking the test has risen, the overall scores have significantly declined.

The average national score from 2010 in the three combined sections was 1,500, garnered from the average scores of 497 in critical reading, 514 in mathematics, and 489 in writing. In 2011, the average score was 1473. This is 27 points lower than the previous year.



This report is based on SAT scores not FCAT scores. FCAT score are not a true assessment of anything since all that is taught in school is how to take the test. (indoctrination)

- **Fact:** 30 years of liberal, value based education is failing Florida's students.
- **Fact:** Florida's Educational system is based on International Benchmarks, (provided by UNESCO) not American Benchmarks
- **Fact:** Florida assesses students not tests students. An assessment is a measure of value, who's value?
- **Fact:** FLDOE, School Boards do not monitor texts or charter schools. There are 5-6 Radical Islamic charter schools and 2 global schools paid by taxpayer dollars and one Communist Chinese Charter School.
- **Fact:** FLDOE or School Boards do not monitor the content of the curriculum
- **Fact:** The major beneficiary of school programs is the Gates, Kipp, Bush, Broad, Pearson, Achieve
- **Fact:** Common Core one size shoe fits all educational standards are sub-standard following this program will not benefit college bound students or any other student.
- **Fact:** American and Florida history are taught as nothing more than a conversation as history before 1865 is removed. See email from FL DOE
- **Fact:** The focus of education has become the environment not core disciplines
- **Fact:** The focus of education is the flawed science of man made global warming
- **Fact:** The FLDOE and school districts have no idea of the cost of IB or AICE
- **Fact:** The FLDOE or school districts have no idea of the value or progress or rating of IB, AICE compared to AP.
- **Fact:** Islamic biased texts are used in Florida schools
- **Fact:** Inaccurate texts written by European socialists are used in Florida Schools
- **Fact:** Florida students graduate Florida schools without knowing how to read, write, do math, learn history and science.
- **Fact:** School Board members earn more than teachers. FLDOE workers earn more than teachers. When funds come into the state or districts, only a small proportion get to the students.
- **Fact:** Teachers spend more time teaching students how to pass the FCAT or other tests than teaching
- **Fact:** School to work programs are not a measure of education
- **Fact:** No line items are used in budget information making evaluation of the scope and value of programs impossible.
- **Fact:** UNESCO should not be dictating courses or curriculum
- **Fact:** The quality of education is a direct reflection of the businesses that will relocate to Florida

- **Fact:** More money, tenure, class size, technology, teacher merit pay will not improve education. Only content of curriculum will make any difference.
- **Fact:** There are too many redundant programs costing too much money.
- **Fact:** Schools no longer teach cognitive thinking skills
- **Fact:** There are too many outsiders in decision making positions. Teachers are often ignored. Instead they are instructed how to feel and what to do.
- **Fact:** Skinner and Pavlovian methods of conditioned responses found in Common Core are not education, they are behavior modification.
- **COMMON CORE promotes communism.**

“Why are the Florida Taxpayers continuing to do the same thing over and over while expecting different results? Why will business relocate to a state with inferior education. The “fix” to Florida’s education problem will save the state about 25% of budget while producing a student who can graduate knowing how to read, write, do math, understand history and science and is intellectually capable of understanding individual liberty and American nationalism while competing in a global society.

Schools: The problem with education is not where they learn; it is what they learn and how they learn. Kids are not learning about America, Freedom and Liberty. They are learning how to be global citizens and communists.!!! Examples:

- James Clavell – The Children’s Story Brainwashing.
http://www.youtube.com/watch?v=_ZzNVx4ZN9A
- **School Choice/Charter Schools, Race to the Top - Elite implement communism/ called Social Justice.** Youtube: Who Is Behind The Privatization Of Education: Gates, Broad, KIPP, Pearson, EdWest & The Gulen Schools
<http://www.youtube.com/watch?v=JAeRbh1KVkg> **MUST WATCH VIDEO (even just the first 15 min).** Who controls the schools? They are all the same people one goal in mind: NEW WORLD ORDER, Global Governance

Recommendation: Create a task force team to go directly into the schools. It is impossible to know the truth if you don’t ask the right questions.

- Read the Common core curriculum – what are the kids actually learning?
- Directed questioning and conversations with teachers, parents and students.
- Regardless of public or private education, unless there is oversight and the curriculum is a solid factual American education, nothing will change. See Bill item # 8
- Standards must reflect factual, knowledge based academic education. Tests that measure knowledge of fact will give a true picture of the student’s ability. Assessments will not.
- Fact based standards must be created for every discipline. Each discipline must contain factual information and skills for logic, reason, critical thinking, individual exceptionalism, morality, free market and American nationalism.
- Standards in all grade levels including LARS, Math, Social Studies, Science must be developed as the core curriculum. Once mastered, all other subjects are electives so regardless of the career path, the student will have enough skills to change into handle and change with confidence. We must go back to basics and teach factual information not value or opinion. Skills promoting: reasoning, logic, cognitive thinking, individual responsibility must be taught enabling students to make individual choices in their daily life.
- Replace the FLDOE with educators who understand the difference between education and indoctrination. Eliminate many bureaucratic and administration positions. Put monitoring

mechanisms in place to review texts and schools and charter schools. Close duplicate departments.

- Strive and reward American exceptionalism while promoting competition and creativity. Eliminate “international global citizenship” focusing on opinion based environmental issues.
- Testing not assessing – politically correctness eliminates responsibility and creates mediocrity. American texts promoting American way of life, government, history, civics and values with competition must replace the International anti-American rhetoric.
- Assessments are used as tools to indoctrinate students as the majority of the school year is based on focusing on the test. How can a student succeed if the majority of their time is spent on learning to take a test?
- The FLDOE and school administrators can be scaled back as administrative work can be done on line. Why are there more administrators than teachers?? Administrators making more money than teachers????
- Create a review committee of educators (former and present) not bureaucrats to monitor the curriculum.
- Good News: Texas has completed a complete overhaul of education. They have offered assistance, a place to start. Once in place, education can be fine tuned to meet the needs of Florida.
- The UN Globalists run education in America. They are involved in the Florida’s education as well. Nothing is more visible than the fact that Florida is 48 in the country for education for the last 30 years. What company will move to a state that continues to promoting a failing education?
- The amount of money spent has nothing to do with student excellence. Any medium of education can be used, public, private, home school, distant learning as long as the core standards are factual and not value based. Truth is the best tool for excellence. Oversight is a the only tool that will level the playing field
- Use the FL TV station to talk to the parents and explain changes.
- Use the FLDOE station to offer “brush up” classes to try to capture some lost citizens.
- IT IS NOT WHERE THEY LEARN, IT IS WHAT THEY LEARN and How they learn.
- Outcome Based Education using Skinner and Pavlovian methods are focused on mind controlled behavior modification not learning.
- Eliminate Outcome Based Education
- Communism in communism out.

NAEP Scores – Minimal change, How many \$\$\$ Billions?

4th and 8th grade Math results of SAT scores

<http://nces.ed.gov/nationsreportcard/pdf/stt2011/2012451FL4.pdf>

<http://nces.ed.gov/nationsreportcard/pdf/stt2011/2012451FL8.pdf>

Miami-Dade, the most liberal city in FL

<http://nces.ed.gov/nationsreportcard/pdf/dst2011/2012453XI4.pdf>

<http://nces.ed.gov/nationsreportcard/pdf/dst2011/2012453XI8.pdf>

Reading

<http://nces.ed.gov/nationsreportcard/pdf/stt2011/2012454FL4.pdf>

<http://nces.ed.gov/nationsreportcard/pdf/stt2011/2012454FL8.pdf>

Miami-Dade, the most liberal city in FL

<http://nces.ed.gov/nationsreportcard/pdf/dst2011/2012456XI4.pdf>

<http://nces.ed.gov/nationsreportcard/pdf/dst2011/2012456XI8.pdf>

Hillsborough Co – Liberal stronghold

<http://nces.ed.gov/nationsreportcard/pdf/dst2011/2012456XO4.pdf>

<http://nces.ed.gov/nationsreportcard/pdf/dst2011/2012456XO8.pdf>

State Profile

<http://nces.ed.gov/nationsreportcard/states/>

<http://nces.ed.gov/nationsreportcard/statecomparisons/withinyear.aspx?usrSelections=0%2cMAT%2c0%2c0%2cwithin%2c0%2c0>

<http://nces.ed.gov/nationsreportcard/statecomparisons/withinyear.aspx?usrSelections=1%2cMAT%2c0%2c0%2cwithin%2c0%2c0>

Please contact us. We will be happy to meet with you and discuss our findings.

Sincerely,

Karen Schoen, 954-864-0530

Agenders, Assessment Committee on Education

2. Education 2010 Florida statutes and Race to The Top Grant

Education 2010 Florida Statutes (including Special Session A)

Title XLVIII K-20 EDUCATION CODE	Chapter 1003 PUBLIC K-12 EDUCATION

1003.42 Required instruction.—

(1) Each district school board shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.

(2) Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:

(a) The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.

(b) The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government.

(c) The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.

(d) Flag education, including proper flag display and flag salute.

(e) The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.

(f) The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.

(g) The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

(h) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(i) The elementary principles of agriculture.

(j) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.

(k) Kindness to animals.

(l) The history of the state.

(m) The conservation of natural resources.

(n) Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; nutrition; personal health; prevention and control of disease; and substance use and abuse. The health education curriculum for students in grades 7 through 12 shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

(o) Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law.

(p) The study of Hispanic contributions to the United States.

(q) The study of women's contributions to the United States.

(r) The nature and importance of free enterprise to the United States economy.

(s) A character-development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature. Beginning in school year 2004-2005, the character-development program shall be required in kindergarten through grade 12. Each district school board shall develop or adopt a curriculum for the character-development program that shall be submitted to the department for approval. The character-development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

(t) In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veterans' Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable.

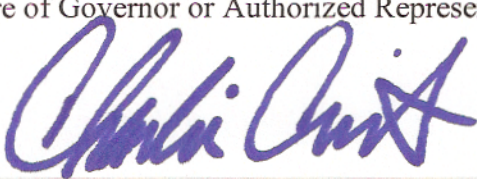
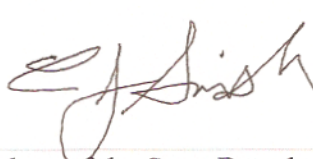
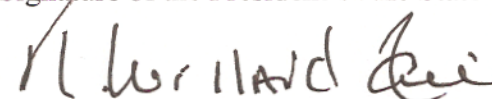
The State Board of Education is encouraged to adopt standards and pursue assessment of the requirements of this subsection.

(3) Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. Course descriptions for comprehensive health

education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns.

History.—s. 131, ch. 2002-387; s. 22, ch. 2006-74; s. 13, ch. 2010-154; s. 1, ch. 2010-217.

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

Legal Name of Applicant (Office of the Governor): Executive Office of the Governor	Applicant's Mailing Address: 400 South Monroe Street Tallahassee, Florida 32399-0001
Employer Identification Number: 596001874	Organizational DUNS: 809559248
State Race to the Top Contact Name: Dr. Eric J. Smith	Contact Position and Office: Commissioner, Florida Department of Education
Contact Telephone: [REDACTED]	Contact E-mail Address: Eric.Smith@fldoe.org
Required Applicant Signatures: To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation:	
Governor or Authorized Representative of the Governor (Printed Name): Charlie Crist, Governor	Telephone: [REDACTED]
Signature of Governor or Authorized Representative of the Governor: 	Date: 5/28/10
Chief State School Officer (Printed Name): Eric J. Smith, Commissioner	Telephone: [REDACTED]
Signature of the Chief State School Officer: 	Date: 5/28/10
President of the State Board of Education (Printed Name): T. Willard Fair, Chairman	Telephone: [REDACTED]
Signature of the President of the State Board of Education: 	Date: 5/28/10

State Attorney General Certification

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

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

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

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

Telephone:

Signature of the State Attorney General or Authorized Representative:

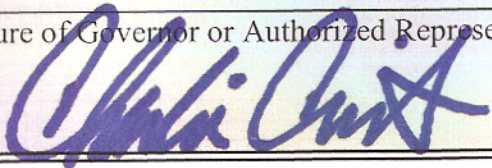


Date:

05/25/10

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

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL

Governor or Authorized Representative of the Governor (Printed Name):	
Charlie Crist, Governor	
Signature of Governor or Authorized Representative of the Governor:	Date:
	5/28/10

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

**SUBMITTED TO THE UNITED STATES DEPARTMENT OF EDUCATION
ON JUNE 1, 2010**

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

Legal Name of Applicant (Office of the Governor): Executive Office of the Governor	Applicant's Mailing Address: 400 South Monroe Street Tallahassee, Florida 32399-0001	
Employer Identification Number: 596001874	Organizational DUNS: 809559248	
State Race to the Top Contact Name: Dr. Eric J. Smith	Contact Position and Office: Commissioner, Florida Department of Education	
Contact Telephone: (850) 766-6988	Contact E-mail Address: Eric.Smith@fldoe.org	
Required Applicant Signatures: To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation:		
Governor or Authorized Representative of the Governor (Printed Name): Charlie Crist, Governor		Telephone: (850) 488-2272
Signature of Governor or Authorized Representative of the Governor:		Date:
Chief State School Officer (Printed Name): Eric J. Smith, Commissioner		Telephone: (850) 766-6988
Signature of the Chief State School Officer:		Date:
President of the State Board of Education (Printed Name): T. Willard Fair, Chairman		Telephone: (850) 245-9661
Signature of the President of the State Board of Education:		Date:

State Attorney General Certification

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

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

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

State Attorney General or Authorized Representative (Printed Name):

Bill McCollum, Attorney General

Telephone:

(850) 245-0158

Signature of the State Attorney General or Authorized Representative:

Date:

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

Accountability, Transparency and Reporting Assurances

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

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

Other Assurances and Certifications

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

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

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

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL

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

III. ELIGIBILITY REQUIREMENTS

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

Eligibility Requirement (a)

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

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

Eligibility Requirement (b)

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

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

(Enter text here.)

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

(A) State Success Factors (125 total points)

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

The extent to which—

(i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; (5 points)

(ii) The participating LEAs (as defined in this notice) are strongly committed to the State's plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D)^{1[1]} or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— (45 points)

- (a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State's plans;
- (b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State's Race to the Top plans; and
- (c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers' union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and

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

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

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

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

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

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

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

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

narrative. In addition, describe what the goals would look like were the State not to receive an award under this program. Evidence for (A)(1)(ii) and (A)(1)(iii):

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

Recommended maximum response length: Ten pages (excluding tables)

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

Application Overview. Florida's people are as diverse as its landscape, and this is the state's greatest strength. We take pride in the remarkable student achievement gains our students have made over the last decade. Under the leadership of Governor Charlie Crist, Commissioner Eric Smith, and the State Board of Education, the state, motivated by Race to the Top (RTTT), has engaged in a bold reform agenda on behalf of Florida's children. Whether in small towns, growing suburbs, or bustling metropolitan areas, Florida's over 2.6 million public school students will receive an education that prepares them to lead their generation across the entire nation into the global economy. Florida will use RTTT funds to identify and support highly effective teachers and school leaders to provide world class instruction to an internationally diverse student population and ensure their capacity to move our country to the top academically and economically. We do not accept the status quo. We use our diversity as an asset, and as a nationally-recognized leader in education reform and closing the achievement gap over the past decade, we are better poised than other states to implement RTTT successfully. But we won't be doing it for our students alone. As the fourth largest state with students who represent over 300 home languages, what happens here can be a necessary solution for the entire country.

To plan for RTTT, Florida has set ambitious, yet achievable student achievement goals and is pursuing them based on research, experience, and our theory of reform, which is grounded with a conviction that effective teachers and effective leaders have the ability to yield college- and career-ready students. Our strong history of reform has established a firm foundation and led to groundbreaking results

that have garnered national recognition. Coupled with our current Strategic Plan that provides specificity, definition, and benchmarking to ensure accountability for our theory of reform, Florida is completely aligned with the principles of Race to the Top. We look back to the success and lessons of our prior reforms and have built a valuable knowledge base to implement and sustain our comprehensive RTTT agenda. We look forward with an RTTT State Plan and robust Memorandum of Understanding (MOU) for participating LEAs that demonstrate Florida's commitment to bold innovation. Ninety-six percent of LEAs are participating, and 79 percent of local teachers unions have signed on. Florida's capacity and resolve to succeed is further cemented with a united spirit that is energizing education stakeholders across the state. If Florida receives an award, Governor Crist will appoint a Race to the Top Task Force, representing teachers, administrators, LEA leadership, school boards, teachers' unions, parents, higher education, and the business community, to advise collaboratively. Additionally, Commissioner Smith will establish implementation committees for the reform assurance areas.

We did not start our reform efforts with Race to the Top and we will not finish them with Race to the Top, but we will seize this opportunity, coupled with the enthusiasm and support of all involved parties, to broaden and accelerate our reforms and increase student achievement for our state. In doing so, Florida will raise the education bar for the United States of America.

Florida's RTTT Student Achievement Goals lead to College and Career Readiness and reflect the collective outcome of the four education goals described in ARRA. Florida's RTTT investments will assure the realization of increased student achievement in an expedited time frame. Florida's RTTT plan builds toward the goal of preparing our students to graduate high school and succeed in college and career. Explained in additional detail in Section (A)(1)(iii), Florida's Key Goals for student achievement are the following:

- 1. Double the percentage of incoming high school freshmen who ultimately graduate from high school, go on to college, and achieve at least a year's worth of college credit;**
- 2. Cut the achievement gap in half in 2015; and**
- 3. Increase the percentage of students scoring at or above proficient on NAEP by 2015, to or beyond the performance levels of the highest-performing states.**

Florida's RTTT Theory of Reform: *Highly effective teachers and leaders make the difference.* Human capital is the core of Florida's

RTTT theory of reform. Florida will **change the culture of the profession** by ensuring that all teachers and school leaders are well selected, prepared, supported, respected, and accountable for their students' achievement. It is the state's responsibility to be strategic and intentional in providing teachers and leaders with the support system they need to make instructional decisions that result in students who are internationally competitive. Florida envisions a student-centered school environment where all teachers are engaged in peer collaboration around using data analysis to improve teaching and learning, and where teachers are consistently guided and supported by effective instructional leaders. As a result of RTTT, teachers in Florida will enter the classroom each day energized by a level of ownership, responsibility, and pride in their students' outcomes.

In every school, teachers will:

- Set high expectations and provide a “culture of rigor” for their students using curricular tools that are informed by internationally-benchmarked standards;
- Differentiate instruction through rich learning experiences informed by results from aligned formative and interim assessments;
- Continuously improve their practice by engaging with other teachers in lesson study and other job-embedded, data-drive professional development; and
- Access compensation and career opportunities that reflect the value of effective teaching and leadership.

As a result of RTTT, school principals and leadership teams will be instructional leaders for every child in the school community. **Every school will have a leader who:**

- Insists on a rich curriculum and balanced assessment program for all students based on internationally-benchmarked standards;
- Uses a variety of student data indicators to make strategic instructional and management decisions;
- Hires, retains, develops, and promotes the most effective teachers for his/her students;
- Demonstrates commitment to the continuous improvement of everyone in the school community by supporting common planning time, job-embedded professional development, and attention to his/her own leadership development; and
- Is respected, supported, and included in district decision-making, and whose compensation and advancement opportunities reflect

the value of his/her leadership.

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

Florida's unparalleled history of reform has created the foundation for strong student achievement. The following list of historical reforms has set the foundation for continued improvement in all four RTTT reform assurance areas:

- Adopting internationally-benchmarked student standards aligned to college and career readiness;
- Setting high standards for student achievement (Florida Comprehensive Assessment Test, grades 3-10) several years before the passage of *No Child left Behind (NCLB)*;
- Instituting a strong school accountability system (grading public schools "A" through "F" on performance, learning gains, learning gains of lowest 25% of students, high school graduation rate, college readiness);
- Building a longitudinal database and reporting system and PK-20 data warehouse;
- Emphasizing student learning in educator evaluations and reward systems, and in teacher preparation;
- Chosen as one of six states for a flexibility waiver to implement a differentiated accountability system for struggling schools;
- Providing state support and assistance, rewards and sanctions (School Recognition Program);
- Emphasizing reading (state-funded LEA comprehensive reading plans and thousands of teachers, principals, and reading coaches trained in research-based reading instruction);
- Creating a vibrant charter school system and scholarship programs to enable school choice;
- Establishing the Florida Virtual School, recognized as the #1 virtual school in the nation for the past two years; and
- Initiating a statewide voluntary prekindergarten program that serves 63% of all four-year-olds in the state.

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

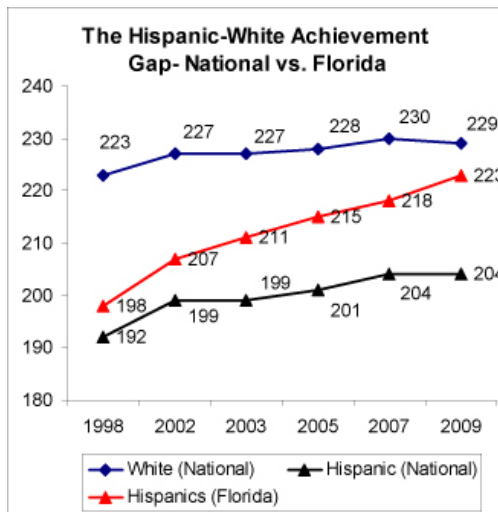
- Florida's percentage of 4th grade students performing at or above basic soared 20 percentage points between 1998 and 2009 in reading.

- The gains of Florida's reading average scale scores and the percentage of students scoring at or above basic for 4th and 8th grade were more than twice that of the nation.
- Florida's 4th grade students improved their mathematics results from scoring at the national average in 2003 to above the national average in 2009.
- In 2009, the average scale scores of all of Florida's 4th grade subgroups were significantly higher than those of their national counterparts.

NAEP data from 2009 shows impressive success for Florida's minority students:

- The achievement gap between Florida's white and African-American students in grades 4 and 8 in mathematics and reading significantly narrowed between 2003 and 2009. Florida was among the nation's leading states in closing the gap.
- Florida's 4th grade African-American students did as well or better in reading than *all* students in eight states.
- Florida's 4th grade Hispanic students continue to outperform the nation's 4th grade Hispanic students in reading and mathematics.
- Florida's 4th grade Hispanic students did as well or better in reading than *all* students in over 30 states.

Figure A1-1: Florida's Hispanic Students Outperform the Nation's Hispanics on 2009 NAEP



Florida's bold educational reforms and demonstrated leadership have garnered national recognition. For over a decade, Florida has taken a leadership role in advancing national education reform. Florida established a student-centered accountability program and a PK-20 data warehouse before these became part of the national education agenda. Currently, Florida is taking a lead in developing the Common Core State Standards and Common Core assessments. These provide clear evidence that Florida has the capacity to implement comprehensive reforms. As a result, Florida's education performance has risen to 8th place in the nation in the *2010 Quality Counts: Fresh Course, Swift Current* report, representing a drastic improvement from 31st in the nation in 2006, a two-spot jump from last year's 10th place ranking, and the second highest ranking for a large state. The report, issued annually by *Education Week*, tracks state policies and performance across key areas of education. Additionally, the report ranks Florida:

- 4th in the nation for the Teaching Profession (Florida was the highest-ranked large state).
- 5th in the nation for Standards, Assessment, and Accountability (Florida was the highest-ranked large state).
- 7th in the nation for K-12 Achievement (Florida was the highest-ranked large state).
- 9th in the nation in terms of math progress (Florida was the highest-ranked large state).
- 1st in the nation (tied with New York) in closing the math poverty gap over the last seven years.

The historical accomplishments, as recognized by this report, provide leverage for future success. Most importantly, Florida has learned from implementing its own past reforms and does not have to rely solely on learning from other states.

While Florida has seen impressive student performance results, it has also learned valuable lessons from its earlier reform efforts.

Florida began the development of its RTTT plan after reflecting upon lessons learned that include:

- Standards must have specificity and clarity;
- Capacity has to be built at the LEA level;
- Summative assessments must be anchored by strong diagnostic interim assessments;
- Accountability has to focus not just on the whole group but on subgroups as well;
- Performance pay programs must be based on valid growth measures, assessments, and observation instruments/evaluations;

- Longitudinal data systems cannot reach potential without customer-friendly access and high-quality training; and
- State assistance has to be delivered at the LEA level for struggling schools.

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

Florida’s 2009-10 Next Generation PreK-20 Strategic Plan identifies the state’s student achievement goals and is structured around guiding principles, priorities, objectives, and projects that support Florida's education mission. Even prior to the RTTT program, the four reform areas specifically addressed in the RTTT application have been integrated into Florida’s strategic plan over the past decade. This application reflects a natural extension, alignment, and deepening of the Strategic Plan. The State Board of Education has identified six strategic areas of focus for Florida’s education system that can be clearly identified within Florida’s RTTT initiatives (refer to Table A1-1). See Appendix A1-1 for a copy of Florida’s Strategic Plan.

Table A1-1: Florida’s RTTT Agenda Aligns and Deepens the State Board of Education Strategic Reform Plan

State Board of Education Strategic Plan *	Examples of Florida’s RTTT Initiatives
1. Strengthen Foundational Skills	• Standards and Assessments: Adopt Common Core State Standards; develop interim and formative assessments; provide curricular tools and professional development to enable teachers to implement new standards • Turning Around the Lowest-Achieving Schools: Support Struggling Schools and LEAs through turnaround; expand targeted interventions for at-risk populations • Great Teachers and Leaders: Evaluate professional development based on student outcomes and changes in classroom practice using improved evaluation systems and new student growth model; make adjustments to professional development (PD) based on results
2. Improve College and Career Readiness	• Turning Around the Lowest-Achieving Schools: Sustain and introduce proven programs to develop college- or career-ready skills for at-risk students • Standards and Assessments: Broaden STEM course enrollment and career & technical programs • Great Teachers and Leaders: Evaluate STEM professional development based on student outcomes and changes in classroom practice using improved evaluation systems and new student growth model; make adjustments to PD based on results
3. Expand Opportunities For Postsecondary Degrees and Certificates	• Turning Around the Lowest-Achieving Schools: Expand career and professional academies to allow more students to achieve secondary degrees, thus preparing additional students for postsecondary education
4. Improve Quality of Teaching in the Education System	• Data Systems: Provide access to student data linked to diagnostic and intervention tools; provide robust training to

	LEAs on how to leverage data • Great Teachers and Leaders: Raise standards for entry into teaching and school leadership and for preparation programs; strengthen connection between teacher effectiveness and student performance through new student growth model and improved evaluation systems; support continuous improvement of instruction with sustained, job-embedded professional development targeted to new student standards and using data to differentiate instruction; better identify, retain, and compensate high-performing educators; create conditions in schools and school districts to attract and retain effective educators in high-need schools and subject areas; evaluate programs in educator quality based on student outcomes to continuously improve the system • Turning Around the Lowest-Achieving Schools: Provide professional development for teachers and leaders in persistently lowest-achieving schools and their feeder patterns through the Differentiated Accountability Summer Academy
5. Improve K-12 Educational Choice Options	• Turning Around the Lowest-Achieving Schools/General: Flood the feeder pattern of our lowest-performing schools with high-quality charter options
6. Align Resources to Strategic Goals	• All Assurances: Focus RTTT, other ARRA funding, and other state and federal dollars to Florida's highest strategic priorities [See Section (A)(3)(ii) and budgets for supporting detail]

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

Florida's RTTT Plan is reflective, bold, and sustainable. Building upon the annual strategic planning process, Florida conducted a RTTT-specific gap analysis to identify areas for accelerated improvement. The gap analysis was conducted by reviewing each RTTT reform area, identifying previous reforms, identifying the existing gaps, and then creating a RTTT initiative to address the gap. Over a decade of experience in major education reforms provides Florida a well-defined set of "lessons learned" and a knowledge base from which to build. Florida has learned that, to be successful in reaching student achievement goals, the Florida Department of Education (FDOE) must set clear expectations for LEAs, build LEA capacity, and ensure that reform focuses on the educator and instruction. Through RTTT, Florida will implement six strategies, supported by numerous initiatives, to create an empowering environment for educators as described below (see Table A1-2). See Appendix A1-2 for Florida's RTTT timeline.

Table A1-2: Florida's Progression of Reform and RTTT Initiatives

Strategy #1: Standards and Assessments: Increase student achievement in reading/language arts, mathematics, and science by implementing the internationally benchmarked Common Core State Standards and Next Generation Sunshine State Standards, which build toward college- and career-readiness by the time of high school graduation; measure achievement of the Common Core Standards through a high-quality system of formative, interim, and common summative assessments.		
Previous Florida Initiatives	Gap Analysis	New RTTT Supporting Initiatives
Next Generation Standards process legislated; internationally-benchmarked research-based content; fewer concepts driving more in-depth instruction	Variation across states No instructional materials evaluation based on improved student performance	• Adopt Common Core State Standards (CCSS) • Adopt CCSS-based courses • Establish a Highly Effective Teacher Instructional Materials database
Instructional materials written for Florida standards	Lack of support systems for differentiated instruction and assessment	• Adopt instructional materials specific to the implementation of instruction on the CCSS • Provide Web-based resources for teachers • Build STEM program for gifted students, including use of virtual coursework • Increase/develop access to STEM courses • Build student tutorial for CCSS • Support lesson study with provision of professional development toolkits
Added tests for reading and math to allow vertical scale and student growth measure. Supplementing summative system with interim and formative systems	Interim only for K-12 reading; formative only for K-3 math. More support for monitoring and measuring student progress throughout the school year and throughout grant period	• Adopt a common system of aligned assessments • Develop or adopt formative assessment systems for CCSS • Develop item banks for use in constructing interim measures for core academic areas • Support enhanced measures of student achievement in other subject areas • Participate in international assessments to measure state progress (TIMSS, PISA, and PIRLS)
Strategy #2: Data Systems to Support Instruction: Provide easier access to state and local data that support the continuous improvement of instruction, policy, operations, management, and resource allocation, contributing to the effectiveness of teachers and leaders and increased student achievement.		
Previous Florida Initiatives	Gap Analysis	New RTTT Supporting Initiatives
Implemented the PK-20 Education Data Warehouse in 2003, which meets the 12 requirements for a Statewide Longitudinal Data System (SLDS) as described in the America COMPETES Act.	Centralized access to data and reports Providing data to LEAs to supplement local instructional improvement systems High-quality professional development to support teachers, principals, administrators, and parents in their access and use of data	• Develop a centralized, customer-friendly portal to access dashboards and actionable reports • Provide single sign-on access to restricted data and resources • Provide LEAs data to incorporate into local instructional improvement systems • Provide professional development for teachers, principals,

		administrators, and parents on how to access and use data • Make current and longitudinal data available for state and national research
Strategy #3: Great Teachers and Leaders: Engage teachers in evidence-based, job-embedded professional development that supports continuous instructional improvement and results in students prepared to succeed in college and the workplace, and to compete in the global economy.		
Previous Florida Initiatives	Gap Analysis	New RTTT Supporting Initiatives
Adoption of State Protocol Standards for Professional Development and comprehensive review process	LEAs' ability to meet standards due to a lack of clarity of expectations and LEA-level capacity building	• Provide LEAs with expertise and follow-up support in building systematic evaluation practices for professional development MOU sets very clear expectations for evaluation practices
Strategy #4: Great Teachers and Leaders: Systematically implement human capital practices that improve individual and overall teacher and school leader effectiveness, measured primarily by student performance.		
Previous Florida Initiatives	Gap Analysis	New RTTT Supporting Initiatives
Statute changed to require student performance as the "primary" factor in LEAs' teacher and principal evaluations	LEAs lack comparable and timely measures of student performance for individual teachers Statute would have been bolstered by increased levels of clarity of expectations	• Secure a robust measure of student growth associated with the state assessment and provide LEAs with models for measuring growth for other core courses • Develop a core of competencies to be incorporated in LEA observation tools • Provide LEAs with on-the-ground technical assistance in developing and implementing better evaluations
Instituted a number of statewide performance pay programs, initially LEA-funded, then funded through state appropriation.	Low uptake by LEAs, as LEAs were unable to measure student performance adequately; bonus funding has deteriorated; LEA salary schedules still invest significant resources in increases for degrees and years of experience	• Invest in more robust growth measures; MOU requires changes to salary schedule that significantly rewards effectiveness measured by student performance
Allowing passing score on the subject area test to qualify for initial certification to recognize content knowledge gained through avenues other than college credit	Some certification exams not rigorous enough (in content or passing score)	• Increase level of content knowledge required for passing exams that include STEM and reading content
Strategy #5: Great Teachers and Leaders: Ensure an equitable distribution of effective teachers and principals, particularly in high-poverty, high-minority schools and in hard-to-staff subjects and specialty areas, by strengthening the pipeline of effective educators and investing in actionable performance data.		
Previous Florida Initiatives	Gap Analysis	New RTTT Supporting Initiatives
State's HQT plan focused data analysis, professional development and LEA Title II, Part A resources on improving teacher's HQ status.	HQT status has improved, but teachers in high-poverty/minority schools exhibit half the learning gains of teachers in low-poverty/minority schools	• Invest in better measures of identifying teacher effectiveness; hold LEAs accountable for equitable effective teacher distribution through MOU requirements and improved public reporting

Remove barriers to enter teaching by creating innovative alternative certification programs	While new programs are in use and Florida's numbers of program completers has risen, performance of completers varies widely	• Raise standards for entry into teaching through more rigorous certification examinations and enforced performance standards for teacher preparation programs
Strategy #6: Turning Around the Lowest-Achieving Schools: Provide persistently lowest-achieving schools and their feeder pattern schools with the tools, resources, and support to successfully turn around.		
Previous Florida Initiatives	Gap Analysis	New RTTT Supporting Initiatives
FDOE implemented USDOE Differentiated Accountability (DA) pilot in 2008-2009 and later received statutory authority to make DA its official system of school improvement Expanded the identification of low-performing schools to include subgroup performance in Title I and non-Title I schools Identified chronically low-performing schools and required improvement Combined federal and state requirements for school improvement under one coherent system Created 5 FDOE DA Regional Teams led by change agents who have a strong record of turnaround to directly assist low-performing schools and LEAs in the turnaround process	Regional Teams provide direct support only to individual schools, not feeder patterns. Limited time and funding to provide instructional coaches and teachers with professional development to improve the quality of instruction Limited number of effective administrators and teachers Lack of LEA capacity to drive the turnaround process DA requirements do not address parents and the greater community Funding to drive DA requirements and turnaround effort is limited Limited charter options in feeder patterns of persistently lowest-achieving schools	• RTTT initiatives and programs target persistently lowest-achieving schools and their feeder patterns • Provide DA Summer Academy to train master teachers and leaders in the persistently lowest-achieving schools and their feeder patterns • Train, recruit, and retain highly effective administrators and teachers through incentives and rewards • Build LEA capacity to drive and sustain the turnaround effort • Through RTTT initiatives, instill a sense of urgency for academic success in communities with low-performing schools • Combination of RTTT and SIG funds will provide adequate funding to implement RTTT, SIG, and DA requirements to ensure turnaround effort • Expand the number of charter options in the feeder patterns of persistently lowest-achieving schools

(ii) The participating LEAs (as defined in this notice) are strongly committed to the State's plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D) or other binding agreements between the State and its participating LEAs (as defined in this notice)

Florida's commitment to innovative reform to improve student achievement is evident by its robust, comprehensive RTTT Memorandum of Understanding (MOU) and Preliminary Scope of Work description for participating LEAs. In evaluating Florida's application, it is important to recognize that Florida strengthened the standard MOU in a number of ways. First, Florida's MOU requires that participating LEAs implement all applicable elements of the plan – not merely significant portions of the plan. Second, the elements of the state's reform plan found in Exhibit I of the MOU are specific and detailed. Third, a collective bargaining provision was added explicitly providing that the failure to negotiate any term or condition in a collective bargaining agreement necessary for full implementation will result in termination of the grant. These changes are designed to ensure that the agreement of Florida LEAs to

participate is meaningful and informed. Meaningful and informed LEA agreement is essential to ensure that Florida's proposed reforms are actually implemented in this state. In fact, the commitment to reform evidenced by signing Florida's MOU was recognized in the United States Department of Education April 21, 2010, technical assistance workshop for Phase 2, where language from Florida's MOU was displayed as an MOU that required "a serious commitment to agree to be a participating LEA" (see page 26 of USDOE Technical Assistance).

For Phase 2 of RTTT, Governor Crist issued Executive Order 10-94, to establish a Race to the Top Working Group to facilitate stakeholder participation and to review and garner agreement on the elements of the MOU. School boards, superintendents, the teachers' union, teachers, legislators, parents, students with disabilities, and the business community were represented in this well-rounded group. After lengthy and cordial discussion, all parties agreed on changes for Phase 2 that maintained the scope, specificity, and level of commitment required of participating LEAs, while increasing local flexibility. The high number of participating LEAs and union signatures is a direct result of the efforts of the Working Group. See Appendix A1-3 for a copy of the Governor's Executive Order on the Working Group.

(a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State's plans
Each participating LEA understands the stringent terms and conditions of the grant and has acknowledged that it will develop a plan to implement each required element. The MOU communicates what is required of an LEA in significantly more detail than was required by the grant application in order to provide clear direction to LEAs in terms of what is expected in their plans. This reflects our learning that a high level of clarity is essential to drive real change as part of these reforms. Given that all elements of the MOU must be implemented and given the scope and detail of those elements, the fact that an LEA executed the MOU provides evidence of its strong commitment to the terms of the grant. The participating LEAs have agreed to tackle difficult issues such as basing 50% of teacher and principal evaluations on student growth, with an implementation schedule outlined in the MOU, and using these evaluations to inform professional development, compensation, promotion, retention, and tenure, as well as transforming their school schedules to accommodate innovative teacher improvement methods, such as lesson study. To appreciate the detail and specificity of Florida's MOU, reference

should be made to Appendix A1-4, which is the MOU that was signed by participating LEAs.

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

Florida's MOU states that "in order to participate, the LEA must agree to implement all applicable portions of the State Plan" (see MOU at page 1, paragraph 3). An element would be inapplicable only if the LEA has already accomplished the requirements of an element; or if an element does not pertain to the LEA; for example, if no persistently-lowest achieving schools are located in the jurisdiction of a participating LEA.

The requirement that LEAs implement all elements of the State Plan and not merely significant portions of the State Plan, is designed to ensure that Florida's proposed reforms are implemented. It is expected that certain elements of Florida's plan will be more difficult to implement than other elements. For example, it is expected that designing and using student achievement or growth as the basis for at least 50% of a LEA's teacher evaluation system will be one of the more difficult elements for LEAs to implement. However, because Florida's vision of reform requires implementation of all elements of Florida's plan, even the most difficult elements of the proposed reform elements must be implemented by the LEAs.

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

Ninety-six percent of LEAs have executed compliant MOUs signed by superintendents and school boards, representing 93% of the state's students. Seventy-nine percent of the MOUs included a signature from the local teachers union. Some of the elements of Florida's plan are dependent upon successful negotiation between LEAs and their local unions [see Detailed Table for (A)(1)]. Three LEAs (Hardee, Hendry, and Marion) included in their submission agreements between the LEA and the local teachers union which establish that the parties will not impose any bargainable issues. These LEAs could participate only if the parties reach agreement. Florida's MOU provides significant incentive for the parties to reach agreement by making participating contingent upon the LEA being

able to implement every applicable element of the MOU. FDOE continues its commitment to work collaboratively with union representatives and to encourage participating LEAs to make every effort to work with teachers unions to achieve negotiated agreements. The access and involvement of the Florida Education Association, the Florida School Boards Association, and the Florida Association of District School Superintendents in RTTT considerations is unprecedented, and this collaborative process will continue throughout the grant period. Note: In Florida, LEAs with Title I allocations eligible to participate in Race to the Top include school districts (67), developmental research schools run by universities (4), and the Florida School for the Deaf and the Blind.

In addition to the goodwill of the parties, Florida’s collective bargaining laws and practices at the local level provide the structure to ensure that necessary actions will be completed so that LEA plans may be fully implemented. Unlike any other state, in Florida, the right to collectively bargain is enshrined in the state constitution (Article I, Section 6). Public employers and public employee unions are required to engage in good-faith bargaining to determine wages, hours, and terms and conditions of employment [s. 447.309, Florida Statutes (F.S.)]. Both parties have an obligation “to participate actively in the negotiations with an open mind and a sincere desire, as well as making a sincere effort, to resolve differences and come to an agreement” [s. 447.203(17), F.S.]. While Florida law provides that the ultimate resolution of LEA-teacher union disputes that reach impasse is by the LEA school board [s. 447.403, F.S.], Florida’s MOU limits the use of impasse to those matters that are required by existing law. There are many elements of the MOU that are required by law; for example, the requirement that the evaluation of instructional personnel be based primarily upon student performance [s. 1012.34, F.S.]. There are also many elements of the MOU that do not impact wages, hours, and terms and conditions of employment; for example, the elements addressing Data Systems to Support Instruction. Further, there are also elements of the MOU aimed at principals. Implementation of these three types of elements of the MOU is not dependent upon collective bargaining. However, where an element in the MOU is beyond that required by law and impacts wages, hours, and terms and conditions of employment for an employee covered by collective bargaining, implementation will be by agreement, with the details worked out between the LEA and the union.

Florida has the ability to implement difficult issues through negotiation. The most recent example of this is in Hillsborough County, Florida, (Tampa) – the eighth largest school district in the United States. During the application development phase of its recently

awarded Empowering Effective Teachers grant from the Bill & Melinda Gates Foundation, the district and the Hillsborough Classroom Teacher Association successfully negotiated all aspects of the project's design through collective bargaining, including a new teacher evaluation system, a new teacher induction and teacher support program, an enhanced approach to teacher recruitment and retention, and a new performance-based career ladder. The award of the RTTT grant will allow Florida to expand this collective bargaining success statewide.

Florida is confident that the opportunities the grant promises will be fulfilled. The degree of support for Florida's application is unprecedented. As more fully described in Section (A)(2), there is significant support in both the public and private sectors. Among the 85-plus letters of support from interested organizations, FDOE has heard from such diverse groups as the Florida Education Association, the Florida PTA, the Florida Chamber of Commerce, and the Florida State Conference NAACP Branches. Charter school, principal, superintendent, school board, higher education, business, and community organizations support Florida's application. In the political arena, the will for Florida to participate in RTTT is strong and includes current and future leaders. The President of the Florida Senate and Speaker of the Florida House of Representatives have pledged combined support. In April 2010, the Florida Legislature passed Senate Bill 4 in alignment with RTTT goals, dramatically increasing high school graduation requirements during the grant period. Two state legislators played an active role in the Governor's Working Group. The Governor's Working Group recommended the creation of a Task Force to monitor the implementation of the grant and MOU and Governor Crist is committed to its establishment if Florida receives an RTTT award (see Appendix A1-5 for the Group's recommendation). Members of the Florida Congressional Delegation from both parties also support RTTT and understand the role it will play in the upcoming ESEA reauthorization. While the state plays a key role in setting and measuring progress, creating legislative and policy framework, and providing infrastructure, real reform happens at the LEA and classroom levels with support and reinforcement from FDOE.

(A)(1)(iii) The LEAs that are participating in the State's Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup

Key Goals – Florida's goals for student achievement are three-fold and focus on college and career readiness:

- 1. Double the percentage of incoming high school freshmen who ultimately graduate from high school, go on to college, and achieve at least a year's worth of college credit;**
- 2. Cut the achievement gap in half by 2015; and**
- 3. Increase the percentage of students scoring at or above proficient on NAEP by 2015, to or beyond the performance levels of the highest-performing states.**

Key Goal 1: Double the percentage of incoming high school freshmen who ultimately graduate from high school, go on to college, and achieve at least a year's worth of college credit. Florida's educational reform success can most succinctly be represented by one essential indicator: the percent of freshmen who enter a Florida high school and subsequently graduate, go on to college, and attain at least a year's worth of college credit. Most recent data shows that only 22% of high school freshmen from the graduating class of 2005 eventually earned at least a year's worth of college credit by 2009. That is unacceptably low. **Through the reforms of Race to the Top, Florida seeks to double that percentage from 22% to 44% for the high school graduating class of 2015 – the first high school class to fully reap the benefits of Race to the Top during its entire high school career.**

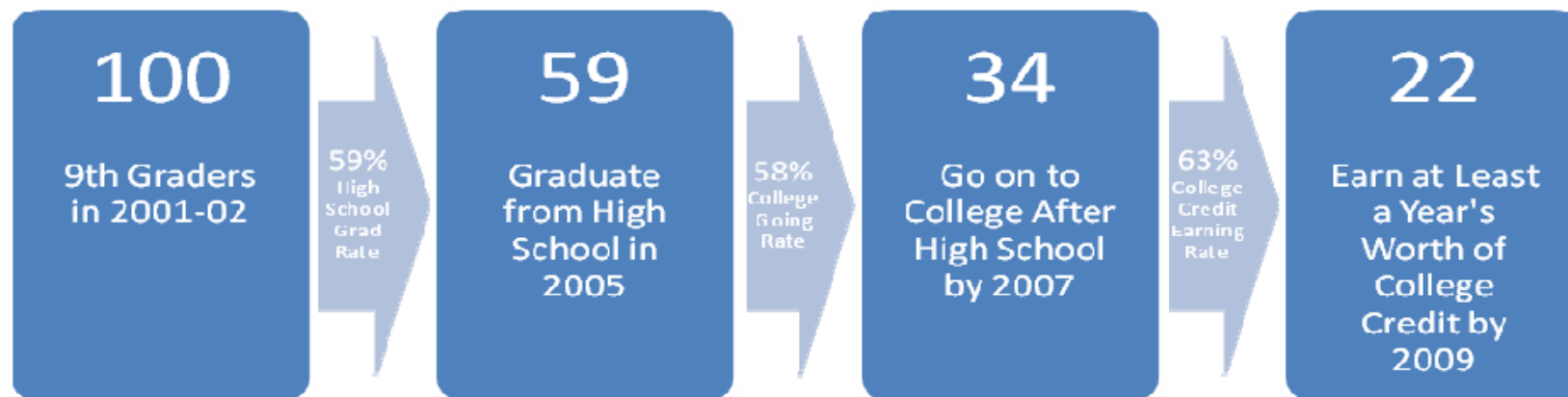
For the class of 2005, Florida's high school graduation rate was 59%, the rate at which those high school graduates enrolled in college was 58%, and the rate at which those college enrollees actually earned at least a year's worth of college credit was 63%. As Figure A1-2 demonstrates, those rates depict the following progression for entering high school freshmen in 2001-02.

For every 100 high school freshmen,

- Fifty-nine eventually graduated from high school.
- Of the 59 who graduated, 34 (or 58%) went on to college within two years of high school graduation.

- Of the 34 who went on to college, 22 (or 63%) earned at least a year's worth of college credit within two years of enrollment in college.

Figure A1-2. High School Graduation, College Enrollment, and College Credit Earning of Florida's High School Freshmen – Class of 2005



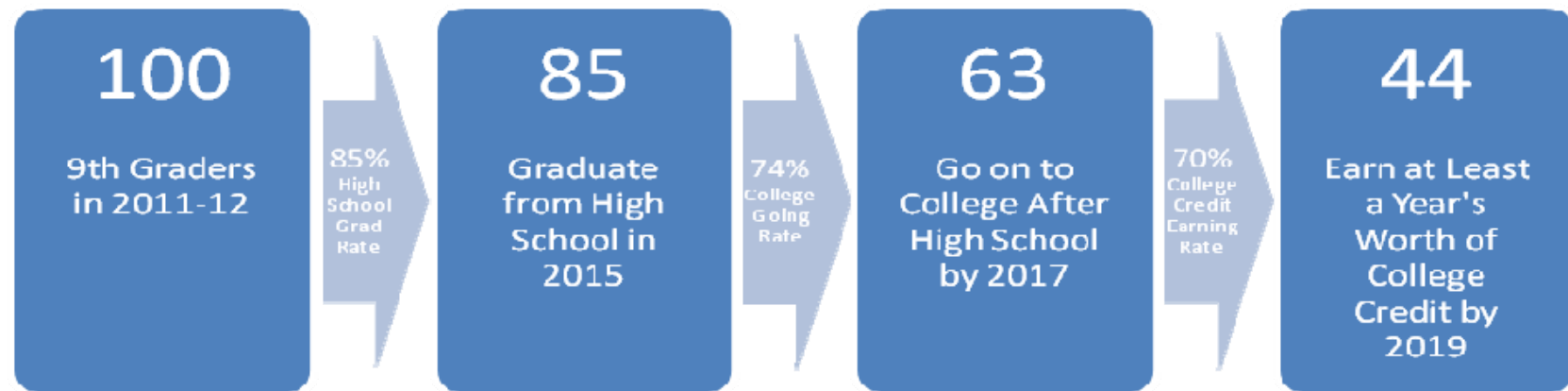
Through Race to the Top, Florida seeks to dramatically change this scenario! It is Florida's goal to increase the high school graduation rate from to 85% in 2015, increase the college-going rate to 74% for the class of 2015, and increase the college credit earning rate to 70% for the class of 2015. When Florida achieves these targets, the future opportunities for Florida's incoming high school freshmen will expand exponentially, yielding the following improved progression:

For the every 100 incoming high school freshmen in 2011-12,

- Eighty-five **will** graduate from high school in 2015.
- Of the 85 students who graduate, 63 (or 74%) **will** go on to college by 2017.
- Of the 63 students who went on to college, 44 (or 70%) **will** earn at least a year's worth of college credit by 2019 (Figure A1-3).

This is Florida's future. The ever-growing and diverse global economy demands it, and Florida is ready to act.

Figure A1-3. High School Graduation, College Enrollment, and College Credit Earning of Florida's High School Freshmen – Class of 2015 (Goal)

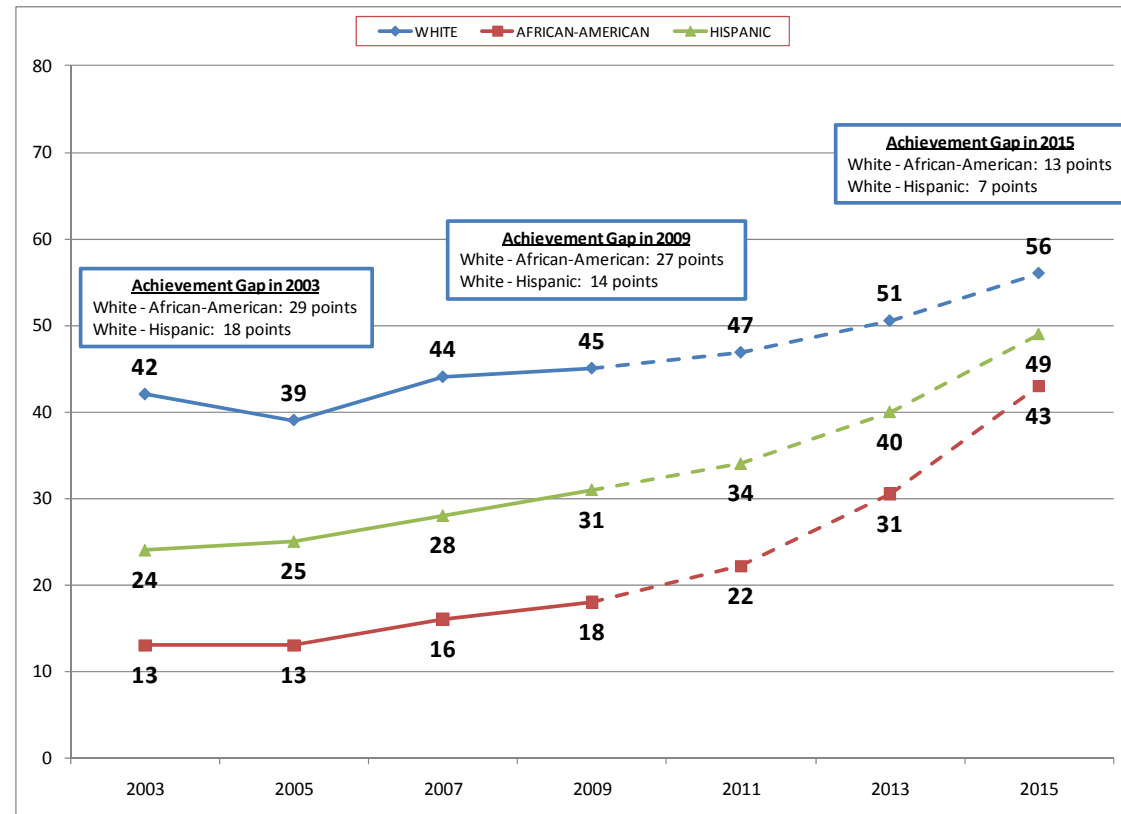


The increase in the percentage of high school freshmen who eventually graduate, go to college, and earn college credit from 22% to 44% for the class of 2015 is driven predominately by growth in the high school graduation rate and increases in college enrollment and postsecondary credit accumulation rates. However, Florida's capacity to deliver on this goal is ultimately driven by *greater college and career preparation throughout the K-20 educational pipeline*. Florida has demonstrated recent progress in improving college and career readiness as evidenced by a 66 percent growth in the number of students taking accelerated exams [Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certification of Education (AICE), Industry Certification] or courses (Dual Enrollment) from 2004 to 2009. This growth in participation has also translated into gains in performance, specifically on AP. Florida is currently tied for fifth in the nation in the percentage of graduating seniors who passed an AP exam (scored a 3 or higher) in high school. According to the College Board, Florida continues to have the greatest number of African-American AP test takers and the greatest number of African-American students who score 3-5 on AP exams when compared to all other states. Florida also ranks third among all states in the number of Hispanic AP test takers and the number of Hispanic test takers scoring a 3-5. Additionally, SAT participation has increased 12% and ACT participation has grown over 50% in the last decade.

Key Goal 2: Cut the achievement gap in half by 2015. Florida's goal to cut the achievement gap in half by 2015 after a decade of educational reform is accelerated by and made achievable by RTTT. Over the last decade, Florida's student achievement has grown steadily, overall and across subgroups. However, while Florida has made remarkable progress in closing the achievement gap between wealthier, non-minority students and low-income, minority students, the gap remains too large. **Therefore, Florida is setting the bold goal to cut the gap in half by 2015 in terms of student achievement; and to cut the gap in half for the high school graduating class of 2015 in terms of the graduation rate, college-going rate, and college credit earning rate.** Florida's goals for student performance take into account 96% of LEAs, 94% of schools, 93% of students, and 94% of students in poverty in participating LEAs. All students in all LEAs will still recognize the benefits of RTTT through statewide initiatives such as Common Core State Standards, improvements of data tools, and strengthening of teacher preparation programs.

For each performance metric, annual subgroup growth targets were set to cut the achievement gap in half by 2015. These targets account for relatively slower growth through 2011 and more moderate growth through 2013, as RTTT initiatives are implemented across the state. More accelerated growth is projected through 2015 as Florida achieves its goal of cutting the achievement gap in half by 2015. Through RTTT and beyond, Florida's concerted effort will be to improve the lowest-achieving subgroups to eliminate the achievement gap. Goals for achievement growth in these lower-performing subgroups look to growth that is substantially higher than has occurred historically. Under the belief that every child can learn, Florida will rely upon RTTT reforms, particularly accurate measures of student growth and a professional environment focused on improved student learning, to meet these ambitious goals. Florida's achievement goals are minimum targets; Florida expects all groups to meet or exceed the stated achievement targets. Florida will continue to support and demand higher achievement from all students, no matter their subgroup or historical levels of achievement.

Figure A1-4. Florida's Achievement Gap Between White and African-American Students and White and Hispanic Students, Percentage of Students Scoring At or Above Proficient, NAEP Grade 4 Reading

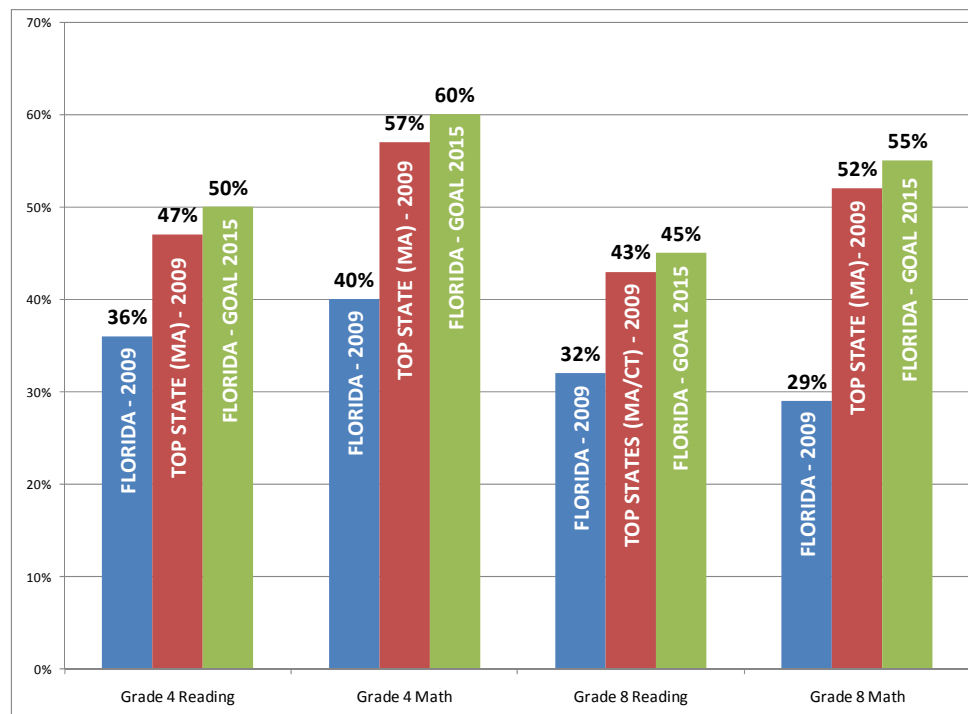


Key Goal 3: Increase the percentage of students scoring at or above proficient on NAEP by 2015, to or beyond the performance levels of the highest-performing states. Florida seeks to be a national leader in moving students to proficiency and beyond.

Embodied in Florida's Next Generation PreK-20 Strategic Vision, Florida seeks "to change the culture of our schools from PreK to postsecondary by raising the ceiling and raising the floor to better enable students for success in the 21st century." Florida aims to go

beyond setting goals for moving students to basic levels on NAEP, focusing on moving more students to proficiency and advanced levels. These goals were set by identifying the highest-performing state in each subject and grade, and establishing Florida's goal to exceed that level of performance by 2015.

Figure A1-5. Florida's 2015 NAEP Goals Compared to the 2009 Performance of Florida and the Top Performing States, Percentage of Students Scoring At or Above Proficient, All Students, by Subject and Grade Level



For example, in 2009, Massachusetts was the top state in terms of the percentage of students scoring at or above proficient in Grade 4 Reading (47%). Therefore, Florida's goal for Grade 4 Reading in 2015 was set at 50% (the performance of the highest-performing state, rounded up). The goals for student subgroups followed a similar logic. For example, in 2009, Massachusetts was the top state in

terms of the percentage of white students scoring at or above proficient in Grade 4 Reading (56%). Therefore, Florida's goal for white students in Grade 4 Reading in 2015 was set at 56% (the performance of the highest-performing state) up from Florida's current standing of 45% of White students scoring at or above proficient. Once the overall goal and goal for the highest-performing group were set, the goals for all other subgroups were established adhering to Florida's other key goal of cutting the achievement gap in half by 2015. For example, currently on NAEP Grade 4 Reading, Florida has an achievement gap of 27 percentage points between its White students and African-American students (45% vs. 18%). Florida's 2015 goal is to reduce that gap to 13 percentage points (one-half of 27), so that when 56% of Florida's White students are scoring at or above proficient, 43% (up from 18% in 2009) of Florida's African-American students are scoring at or above proficient on NAEP Grade 4 Reading.

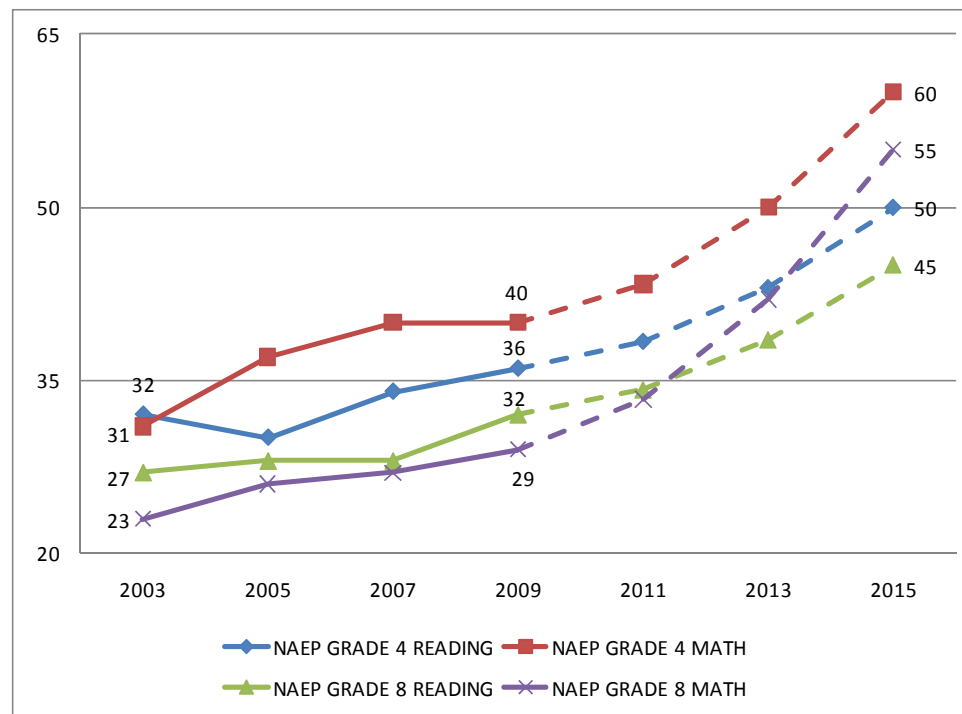
Should Florida not win a RTTT grant, our goals will remain the same. The unprecedented resources that RTTT provides would allow Florida to broaden its reform efforts to include new and innovative practices that will ensure the achievement of Florida's ambitious goals in an expedited fashion. Without the RTTT funds, Florida will maintain its strong focus on achieving these necessary goals; however, the path by which Florida would get there would be longer, more incremental, likely less innovative, and would leave significant gaps (for example, the number and quality of student assessments would be severely limited; see Table A1-2). Consequently, given Florida's size, diversity, and capacity for national leadership, the race to the top for the United States will also take longer.

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

NAEP Proficient and Advanced Achievement. Florida's goal is to increase the percentage of students scoring at or above proficient on NAEP by 2015 in the following grades and subjects: Grade 4 Reading, from 36% to 50%; Grade 4 Mathematics, from 40% to 60%; Grade 8 Reading, from 32% to 45%; and Grade 8 Mathematics, from 29% to 55% (Figure A1-4). As evidenced by Florida's key goal of doubling the percentage of high school freshmen who graduate from high school, go on to college, and earn at least a year's worth of

college credit, Florida is committed to preparing students for college and career readiness. To that end, Florida recognizes that improvement in the percent of students who are proficient and advanced as measured by 4th and 8th grade NAEP is a critical indication of achievement toward college and career ready high school graduation. See Appendix A1-6 for all of Florida's NAEP goals and complete subgroup detail.

Figure A1-6. Florida's NAEP Trends to 2009 and Goals to 2015, Percentage of Students Scoring At or Above Proficient, All Students, by Subject and Grade Level



Florida’s statewide assessments required under the ESEA. Beginning in the 2010-11 school year, Florida is transitioning to revised statewide assessments – the Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) and end-of-course assessments in high school (eventually including exams in Algebra I, geometry, and biology). These assessments are designed to measure more rigorous, internationally-aligned content standards. We have not included assessment data for FCAT 2.0 and the new end-of-course assessments in these goals because accurate comparisons between the current assessments (FCAT) and the new assessments (FCAT 2.0 and end-of-course assessments) are not possible across years. As the new assessments are put into place, we will establish a baseline for them and track improvements, both overall and by student subgroup.

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

As stated previously, Florida aims to reduce the achievement gap in half by 2015. That goal yields the following growth targets:

NAEP Grade 4 Reading, percentage scoring at or above proficient:

- Reduce the gap between White and African-American students from 27 percentage points to 13 percentage points
- Reduce the gap between White and Hispanic students from 14 percentage points to 7 percentage points
- Reduce the gap between low-poverty and high-poverty students from 24 percentage points to 12 percentage points

NAEP Grade 4 Mathematics, percentage scoring at or above proficient:

- Reduce the gap between White and African-American students from 33 percentage points to 16 percentage points
- Reduce the gap between White and Hispanic students from 20 percentage points to 10 percentage points
- Reduce the gap between low-poverty and high-poverty students from 26 percentage points to 13 percentage points

NAEP Grade 8 Reading, percentage scoring at or above proficient:

- Reduce the gap between White and African-American students from 25 percentage points to 12 percentage points
- Reduce the gap between White and Hispanic students from 13 percentage points to 6 percentage points
- Reduce the gap between low-poverty and high-poverty students from 21 percentage points to 10 percentage points

NAEP Grade 8 Mathematics, percentage scoring at or above proficient:

- Reduce the gap between White and African-American students from 26 percentage points to 13 percentage points
- Reduce the gap between White and Hispanic students from 17 percentage points to 8 percentage points
- Reduce the gap between low-poverty and high-poverty students from 22 percentage points to 11 percentage points

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

Florida seeks to increase college and career readiness by increasing the high school graduation rate, college enrollment, and college credit attainment through RTTT efforts to improve K-12 college readiness. Florida's most aggressive goals to improve the percentage of incoming high school freshmen that ultimately attain college credit are predominately reflected by a significant increase in the high school graduation rate, as high school performance is in the purview of the K-12 reforms reflected in Florida's RTTT plan. **Florida seeks to substantially increase the high school graduation rate by the end of RTTT, moving from 66% of high school seniors graduating in 2009 to 85% of high school seniors graduating in 2015.** FDOE will rely upon increased college preparation in K-12 through RTTT to increase college enrollment and credit accumulation, realizing that RTTT reforms will have a more direct initial impact on high school graduation. Florida expects to see enrollment and credit accumulation ramping up in the later years of the grant and subsequent years as more K-12 students are affected by RTTT reform and move through postsecondary education. Recognizing that, Florida expects greater growth in the college enrollment and credit accumulation measures beginning with the high school

graduating class of 2015 – the first high school class to fully reap the benefits of Race to the Top during its entire high school career. Hence, **Florida’s two postsecondary goals are to increase the percentage of high school graduates who enroll in college within two years of graduation from 60% for the class of 2007 to 74% for the class of 2015, and to increase the percentage of college enrollees who earn at least one year’s worth of college credit within two years from 63% for the class of 2005 to 70% for the class of 2015 (Table A1-3).** Given the inherent time lags in these measures (i.e., two years following high school graduation and two years following college enrollment), all data for the class of 2015 will not be available until 2019 (2017 for the college enrollment measure and 2019 for the credit attainment measure). Florida will continue its long history of collaboration between its K-12 education sector and its community colleges, technical centers, and universities to ensure that progress is made to meet these cross-sector goals.

Table A1-3. Florida’s Trend and Goals for High School Graduation, College Enrollment, and College Credit Attainment

High School Graduating Class	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Graduation Rate	57	59 59	59 60 63	66				<i>68</i>	<i>69</i>	<i>72</i>	<i>76</i>	<i>80</i>	<i>85</i>
College Going Rate	57	58 58	58 60			<i>61</i>	<i>62</i>	<i>63</i>	<i>64</i>	<i>65</i>	<i>67</i>	<i>71</i>	<i>74</i>
College Credit Earning Rate	64	64	63	<i>63</i>	<i>64</i>	<i>64</i>	<i>64</i>	<i>65</i>	<i>65</i>	<i>66</i>	<i>67</i>	<i>68</i>	<i>70</i>
Percent of 9 th Graders Who Eventually Earn at Least a Year’s Worth of College Credit	21 22		22	<i>22</i>	<i>23</i>	<i>25</i>	<i>26</i>	<i>27</i>	<i>29</i>	<i>31</i>	<i>34</i>	<i>39</i>	<i>44</i>

*Goals identified in shaded cells and italics above

Because we cannot predict population changes, for college enrollment and credit accumulation goals, Florida is holding itself to the percentage of graduates that it educates, rather than an absolute number. Please see Appendix A1-7 for complete subgroup detail on Florida’s high school graduation, college enrollment, and credit accumulation goals, including cutting the achievement gap in half by the class of 2015.

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

Elements of State Reform Plans	Number of LEAs Participating (#)	Percentage of Total Participating LEAs (%)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	69	100%
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	69	100%
(ii) Professional development on use of data	69	100%
(iii) Availability and accessibility of data to researchers	69	100%
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	69	100%
(ii) Design and implement evaluation systems	69 (68 conditional)	100% (98.6% conditional)
(iii) Conduct annual evaluations	69 (68 conditional)	100% (98.6% conditional)
(iv)(a) Use evaluations to inform professional development	69	100%
(iv)(b) Use evaluations to inform compensation, promotion and retention	69 (68 conditional)	100% (98.6% conditional)
(iv)(c) Use evaluations to inform tenure and/or full certification	69 (68 conditional)	100% (98.6% conditional)
(iv)(d) Use evaluations to inform removal	69 (68 conditional)	100% (98.6% conditional)
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	69 (68 conditional)	100% (98.6% conditional)
(ii) Hard-to-staff subjects and specialty areas	69 (68 conditional)	100% (98.6% conditional)
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	69	100%
(ii) Measure effectiveness of professional development	69	100%

E. Turning Around the Lowest-Achieving Schools	69	100%
(E)(2) Turning around the lowest-achieving schools	69	100%

Florida required participating LEAs to address all applicable portions. One participating LEA does not have a teachers union.

Summary Table for (A)(1)(ii)(c)			
Signatures acquired from participating LEAs:			
Number of Participating LEAs with all applicable signatures			
	Number of Signatures Obtained (#)	Number of Signatures Applicable (#)	Percentage (%) (Obtained / Applicable)
LEA Superintendent (or equivalent)	69	69	100%
President of Local School Board (or equivalent, if applicable)	67	67	100%
Local Teachers' Union Leader (if applicable)	54	68	79.4%

The number of applicable union signatures is 68 because Calhoun County School District does not have a union. The number of applicable school board signatures is 67 because two LEAs are university lab schools without a board.

Summary Table for (A)(1)(iii)			
	Participating LEAs (#)	Statewide (#)	Percentage of Total Statewide (%) (Participating LEAs / Statewide)
LEAs 69		72	95.8%
Schools 3,	574	3,804	94.0%
K-12 Students	2,453,612	2,634,042	93.2%
Students in poverty	1,322,732	1,406,883	94.0%

The number 72 represents total Title I-eligible LEAs.

Detailed Table for (A)(1)

This table provides detailed information on the participation of each participating LEA (as defined in this notice). States should use this table to complete the Summary Tables above. (Note: If the State has a large number of participating LEAs (as defined in this notice), it may move this table to an appendix. States should provide in their narrative a clear reference to the appendix that contains the table.)

	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion															
Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board	President of Local Teachers Union	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3) (iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2) (iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Alachua	60	27,757	13,483	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Bay	40	25,893	12,966	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Bradford	10	3,275	2,021	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Brevard	110	72,402	28,249	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Broward	301	256,175	135,312	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Calhoun	6	2,233	1,346	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Charlotte	23	16,935	9,758	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Citrus	25	16,083	8,316	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Clay	42	35,998	12,141	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Collier	62	42,714	23,032	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Columbia	16	10,096	6,214	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Dade	459	345,766	235,144	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Desoto	13	4,989	3,563	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Dixie	5	2,110	1,528	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Duval	180	122,649	59,032	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Escambia	72	40,610	24,126	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Flagler	15	13,138	6,682	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Franklin	3	1,295	743	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y

Gadsden	21	6,331	5,465	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Gilchrist	5	2,737	1,648	Y	Y	N	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Glades	6	1,429	860	Y	Y	N	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Gulf	6	2,031	986	Y	Y	N	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Hamilton	7	1,818	1,354	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Hardee	8	5,032	3,706	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Hendry	13	6,902	5,245	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Hernando	23	22,893	12,711	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Highlands	20	12,141	8,179	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Hillsborough	275	193,239	103,815	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Holmes	9	3,382	2,150	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Indian River	29	17,750	8,936	Y	Y	N	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Jackson	19	7,337	4,221	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Jefferson	5	1,192	942	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Lafayette	2	1,163	657	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Lake	53	41,099	20,713	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Lee	114	80,470	48,078	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Leon	56	32,708	13,307	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Levy	16	5,929	3,853	Y	Y	N	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Liberty	8	1,497	867	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Madison	10	2,736	2,132	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Manatee	76	42,922	22,249	Y	Y	N	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Marion	61	42,040	26,273	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Martin	34	18,024	6,569	Y	Y	N	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Monroe	18	8,278	3,935	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Nassau	19	11,116	4,695	Y	Y	N	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Okaloosa	52	28,887	9,628	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Okeechobee	16	6,963	4,639	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Orange	229	173,021	88,148	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Osceola	63	52,142	33,559	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Pasco	90	67,143	33,613	Y	Y	N	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Pinellas	150	105,176	50,689	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Polk	154	94,577	59,640	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Putnam	20	11,418	8,387	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y

St. Johns	43	29,822	6,120	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
St. Lucie	52	38,930	23,265	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Santa Rosa	37	25,667	9,396	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Sarasota	62	41,281	19,015	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Seminole	72	64,460	25,260	Y	Y	N	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Sumter	11	7,554	4,441	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Suwannee	10	6,129	4,053	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Taylor	9	3,179	2,063	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Union	6	2,339	977	Y	Y	N	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Volusia	90	62,329	32,487	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Wakulla	13	5,244	2,376	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Walton	18	7,114	3,713	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
Washington	9	3,486	2,176	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
FL School for the Deaf and the Blind	9	641	526	Y	Y	Y	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
FAU Lab School	2	2,113	900	Y	NA	N	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
FAMU Lab School	1	544	284	Y	NA	N	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y
UF Lab School	1	1,139	175	Y	Y	N	Yes	Y	Y	Y	Y	Y	C	C	Y	C	C	C	C	C	Y	Y	Y

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

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

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

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

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

- (a) The State's teachers and principals, which include the State's teachers' unions or statewide teacher associations; and

- (b) Other critical stakeholders, such as the State’s legislative leadership; charter school authorizers and State charter school membership associations (if applicable); other State and local leaders (e.g., business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (e.g., parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.

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

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

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

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

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

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

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

Florida has the capacity to implement its RTTT proposed plan based on the tenets of strong leadership and dedicated RTTT implementation teams. FDOE will provide strong leadership throughout the four-year grant period, led by the Commissioner of Education and Chancellor of Public Schools. The State Board of Education (the body that appoints the Commissioner) will hold FDOE leadership accountable for the implementation of RTTT by reviewing progress against benchmarks annually. Florida believes in using an integrated

project management system rather than creating additional unnecessary bureaucracy that could not be sustained at the end of the grant period. FDOE currently relies on an established project management system to track and monitor the results of education reform initiatives. This system includes project charters that detail the scope, deliverables, stakeholders, constraints, and timelines for projects. Projects are then managed on a weekly basis through status reports and team meetings led by the Commissioner of Education. RTTT initiatives will be incorporated into this project management system and the RTTT infrastructure will be institutionalized within the FDOE organization to support future sustainability. Additionally, Florida has recently been reorganized into five regions with Regional Executive Directors and program staff to assist with a successful implementation at the local level, specifically with the lowest-achieving schools.

Florida will enhance its existing infrastructure by creating an RTTT team that will be comprised of the Commissioner of Education, Chancellor of Public Schools, Chancellor of Career and Adult Education, Chief Financial Officer, Regional Executive Directors, RTTT overall lead project manager, and the team leaders of each of the four reform assurance areas. Specifically, each assurance team will be comprised of the assurance team leader, a RTTT assurance project manager, and the program specialists needed to implement the specific initiatives. The assurance team leader will coordinate and lead his/her team's efforts to implement the activities designed to achieve the desired implementation outcomes and be held accountable for the successful implementation of each initiative. The assurance project managers will use the project management system and provide the assurance lead with detailed implementation information on the status and challenges of implementing the initiative. The program specialists will provide the needed expertise to identify and direct the type of technical assistance that the participating LEAs may need to implement each initiative. FDOE will provide on-the-ground technical assistance to participating LEAs. The RTTT team will be supported at a minimum by a project management specialist; procurement, grants, contract, and fiscal specialists; and a project monitoring staff. Additionally, the FDOE will develop a detailed project management plan and performance evaluation system for its RTTT initiatives. The formative and summative performance evaluations will be used as one component of Florida's continuous improvement efforts to monitor and manage its RTTT grant activities.

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

Race to the Top is an unprecedented opportunity for FDOE to provide extensive support to LEAs to ensure successful implementation. Florida's high-quality plan to support its participating LEAs is proactive and provides support to participating LEAs in a variety of ways that range from on-the-ground support of struggling schools to customer-friendly, Web-based access to a variety of digital resources. As part of the development of the state's RTTT plan, specific attention was given to identifying resources to ensure that LEAs are provided the necessary support to be successful.

Specifically, types of support that will be provided to LEAs include (see Appendix A2-1 for a detailed list by reform area on the support that the FDOE will be providing the LEAs):

- ***Regional low-performing schools support:*** e.g., additional support from Differentiated Accountability (DA) Regional Teams that will be expanded to include all persistently lowest-achieving schools; participation in a select leadership preparation program; participation in the summer DA Academy; provision of STEM and reading coordinators to persistently lowest-achieving schools and their feeder schools
- ***Standards, assessments, and data support:*** e.g., formative and interim assessments to LEAs; updated state resources to support implementation of the CCSS; provide a centralized, customer-friendly portal with single sign-on access to a variety of digital resources and actionable reports; definition of core components of effective instructional materials and development of an instructional materials database to track what type of materials are most effective in certain situations; an item bank infrastructure for district-designed assessments of academic contents

- ***Florida's Teacher Standards Instructional Tool*** will be updated to include CCSS: This current tool is a comprehensive, Web-based, database-driven repository that provides teachers easy access to resources that include: standards including access points for Students With Disabilities (SWD), English Language Proficiency standards, cognitive complexity ratings, performance descriptions with exemplars, and glossaries; Florida's approved courses descriptions and the standards included in each course; teacher certification requirements; reporting tools; related courses that include like standards; links to model lessons; and an electronic course builder for school districts to build, propose, and submit new or revised courses into the system. As of April 11, 2010, this tool had more than 17.3 million hits, the majority from Florida, including hits from 166 countries and 49 other U.S. States (with New York having the most hits.)
- ***Training and professional development support on the use of data analysis for teacher and student needs:*** e.g., Data Coaches to train teachers, principals, administrators, and parents how to access and use data; multi-media professional development materials for teachers, principals, administrators, and parents; training for teachers on lesson study and training for leaders on using evaluation data; institute leadership academies that focus on lesson study and use of data for improving classroom instruction and student performance; training for school boards in successful practices in school improvement and education human capital
- ***Implementation and process support:*** e.g., a transparent process for districts to use the student growth measure, along with implementation support and models for measuring student growth in courses and grades not included in the state student assessment system; contract with national experts in teacher evaluation to provide face-to-face support to participating LEAs in redeveloping their evaluation systems; support to districts in restructuring compensation, employment, professional development, and leadership opportunities
- ***Fiscal planning and management:*** e.g., fiscal consultants for selected LEAs (small, medium, and large) to assist in development of compensation models using existing fiscal resources. RTTT funds will be used by LEAs to support transition to new models and best practices developed through this means will be made available to other LEAs for implementation. This activity is critical to

sustaining reforms after the end of the RTTT grant period.

Ongoing progress and fiscal monitoring will be an integral part of the project management plan. Detailed scopes of work submitted by the participating LEAs will form the basis for identifying appropriate benchmarks and related deliverables. These deliverables, along with funding needs identified in the project budgets, will be used to establish schedules and mechanisms for the release of funds to participating LEAs. Project monitoring staff will use these measures to identify situations in which intervention may be necessary. Intervention may take the form of strategies and more restrictive conditions such as more frequent and targeted technical assistance, required revisions to the project scopes of work, more frequent or detailed reporting, increased monitoring, and adjustments in the schedules for release of funds.

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

FDOE's current organizational structure is ideal for integration of the RTTT functions and responsibilities. Within the Division of Public Schools, there are three Deputy Chancellors managing the areas of Educator Quality; School Improvement and Student Achievement; and Curriculum, Instruction, and Student Services. These three areas align closely with the assurances of Great Teachers and Leaders, Struggling Schools, and Standards and Assessments, respectively. The Division of Accountability, Research, and Measurement will take the lead on Data Systems and shares responsibility with the Division of Public Schools for Standards and Assessments. Our proposed integrated management structure will ensure that effective and efficient operations and processes are in place to implement the grant. The overall leadership and dedicated teams addressed in Section (A)(2)(i)(a) will be supplemented and enhanced by highly skilled and experienced staff to support the functions necessary for successful implementation of RTTT, including grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement. These staffs fall into two categories: program and operations.

Program Staff. FDOE proposes to employ nine additional program staff: A lead project manager (and a support staff member) who will

report directly to the Chancellor of Public Schools and seven project managers who will report to assurance leads as follows:

- *Project Manager – Standards.* Will report to the Deputy Chancellor for Curriculum, Instruction, and Student Services and be responsible for all contracts and subgrants addressing standards initiatives.
- *Project Managers (2) – Assessment.* Will report to the Assistant Deputy Commissioner for Accountability, Research, and Measurement and be responsible for all activities related to RTTT assessment initiatives.
- *Project Manager – Data.* Will report to the Deputy Commissioner for Accountability, Research, and Measurement and be responsible for all activities addressing data systems initiatives.
- *Project Managers (2) – Great Teachers and Leaders.* Will report to the Deputy Chancellor for Educator Quality and be responsible for all activities addressing standards initiatives.
- *Project Manager – Struggling Schools.* Will report to the Deputy Chancellor for School Improvement and Student Achievement and be responsible for all activities addressing struggling schools initiatives.

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

- *Procurement Specialists (2)* – Located in the Bureau of Contracts, Grants, and Procurement, will report to the Director of Administrative Services and be the primary staff members responsible for working with program staff on the numerous competitive procurement solicitations specific to RTTT initiatives. These staff will also provide expertise in the development of contracts and will assist in monitoring activities.
- *Grants Specialist (1)* – Located in the Bureau of Contracts, Grants, and Procurement, will report to the Director of Administrative Services and be the primary staff members responsible for working with program staff to award RTTT subgrants as indicated in the budget narrative. These staff will also assist in subgrant administration and monitoring.
- *Monitoring Specialists (3)* – Located in the Bureau of Contracts, Grants, and Procurement, will report to the Director of Administrative Services and be the primary staff members responsible for working with program staff to monitor subgrant and

contract progress and compliance.

- *Contract and Fiscal Specialists (2)* – Located in the Comptroller’s Office, will report to the Chief Comptroller and work with other RTTT team members to ensure proper invoicing, advances (as appropriate), payments, and accounting for all RTTT contracts and subgrants.

Legal Staff. FDOE also proposes to employ an additional attorney within the Office of the General Counsel. This attorney will report to the Department’s General Counsel and will provide advice to the Department on all legal issues related to implementation of the RTTT grant.

All staff as identified above will also work closely with other FDOE staff to develop capacity to ensure that effective reforms will continue to be supported as RTTT funding and activities are phased out. Organizational charts are provided in Appendix A2-2 to illustrate the staff plans outlined above. These organizational charts identify key existing personnel, personnel to be hired using RTTT funds, and the organizational relationships supporting the RTTT effort.

FDOE has a strong existing infrastructure for quarterly reporting of American Recovery and Reinvestment Act (ARRA) funds as prescribed by the Office of Management and Budget (OMB) guidance. These existing Web-based infrastructure and procedures will be used to accomplish the RTTT reporting and monitoring as well.

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

Note: Florida has very comprehensive and detailed procurement statutes and rules (see specifically Chapter 287, Laws of Florida). These state requirements exceed the federal procurement requirements and direct FDOE to engage in a formal procurement – competitive solicitation – for any purchase of \$25,000 or more. Thus, it appears that most of the contracted services specified in this application will need to be procured through the use of a Request for Proposals (RFP) or an Invitation to Negotiate (ITN), and specific partners are not

identified in this application. Should the FDOE wish to procure services from State Universities, State Colleges, or LEAs, the law provides that these entities may be exempted from the formal procurement processes. There are also circumstances under which the FDOE may procure services under “sole source” provisions; however, the requirements for a sole source procurement are quite stringent and it is unlikely that any of the RTTT procurements would be eligible for a sole source procurement. A summary of the procurement requirements is included as Appendix A2-3. When reviewing cost estimates for various activities in the budget, it is important to note that these are estimates based on our experience with similar procurements; the actual cost will depend on the results of the procurement processes.

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

The funds requested in the budget for this grant emphasize the state’s intent to build capacity at both the state and the local level to initiate the bold reforms detailed in the proposal and to maintain those reforms that prove successful after the grant has ended. Significant features of the budget proposal, in addition to the 50% that will flow through to the 69 participating LEAs, include:

- Over \$125 million in investments in the area of Standards and Assessments. These dollars will be used for student and teacher support tools to implement the Common Core State Standards, development of high-quality interim and formative assessment tools, increased access to STEM courses, and classroom support for lesson study.
- In Data Systems, the proposal requests more than \$25 million. These funds will be focused on initiatives designed to make accessing and using state data easier for educators while emphasizing the use of data to improve instruction. Again, the initiatives are designed to access and use the wealth of data available through the state’s existing longitudinal data system and the enhancements to be provided through the successful Statewide Longitudinal Data Systems proposal. Funds will also be used to support expansion of technology capacity for small and rural districts.

- Over \$65 million will be devoted to initiatives in the area of Great Teachers and Leaders. Funds will be used for development of tools and resources for LEAs to use in the transition to rigorous, transparent, and fair evaluation systems; incorporation of evaluation results into career decisions; improvement of districts' ability and accountability for assigning effective teachers and principals to high-need schools; improving contributions of teacher and principal preparation programs; and improving districts' ability to provide effective professional development.
- For Turning Around the Lowest-Achieving Schools and LEAs, the proposed budget requests \$86 million. These funds will be used to not only address the turnaround needs of the identified schools, but also to build capacity at the local level. The activities include development of a leadership pipeline for turnaround principals and assistant principals, provision of summer academies for persistently lowest-achieving schools and schools within their feeder patterns, improvement and expansion of STEM career and professional academies, and implementation of a community compact in a selected district.

Of the total budget, the request for funds for oversight and management at the state level is less than 3%. The funds requested will be used to ensure the highest quality of project implementation both programmatically and operationally. Much of the state-level funding will be used to outsource developmental and technical assistance work through competitively procured contracts and subgrants to LEAs, universities, and/or community-based organizations. Funds expended through contracts, in particular, will be used to expand the capacity of the state to provide support and assistance to the participating LEAs.

In addition to the funds requested in this budget proposal, funds from other federal sources will be used to accomplish the RTTT goals and objectives. In fact, Florida has been doing this for the past several years. Specifically, the School Improvement Grant (SIG) funds (both ARRA and non-ARRA) are being used at the state and local levels to provide additional support to the lowest performing schools closely aligned to the RTTT goals and objectives. Districts will be encouraged to use flow-through funding from other federal formula programs (e.g., Title I, Title II, Title III, Title IV, and IDEA) in alignment with RTTT activities and to assist in ensuring that successful reforms can be sustained after the end of the grant period. State-level set-asides from all of these programs will also be targeted

to activities aligned with RTTT. For example, Title II state-level set-aside funds are currently being used to address STEM initiatives as well as activities for recruitment and retention of high-quality educators at all levels.

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

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

The state will continue to support, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success by using its fiscal, political, and human capital resources. "Success" is a key word in this item. The data collection and analysis to which the state has committed will permit the identification of those initiatives included in the application that prove to be successful. In addition to the evaluation efforts to be conducted by the USDE, the FDOE intends to fully evaluate all aspects of the RTTT implementation. This intent is demonstrated by funds set aside in the budget for evaluation, both in the FDOE's management section of the budget and in the Great Teachers and Leaders section of the budget.

With respect to sustainability, there are several features of the plan that are worthy of note:

- The groundwork for many of the activities detailed in this plan has already been laid through existing state law and initiatives and use of RTTT resources will accelerate and broaden implementation; therefore, it can be inferred that fiscal, political, and human capital resources are to some extent already committed to sustaining the initiatives after the end of the funding period.
- Many of the initiatives either directly or indirectly address building capacity at both the state and local levels to ensure that successful reforms can be continued. For example, for many years, Florida has invested heavily in the development and implementation of standards and assessments. For the CCSS and the aligned assessments developed with RTTT funds, the infrastructure already exists to continue to support implementation at the end of the grant period.

With respect to other initiatives, FDOE will continue to reprioritize and repurpose existing funding streams at both the state and local levels as needed to ensure sustainability. Sections (B), (C), (D), and (E) describe in detail the policies and procedures to which the State of Florida and Florida LEAs commit in the RTTT application. The Florida Education Finance Program (FEFP) described in Section (F)(1) and supplemental federal and local funds will be reprioritized and repurposed to sustain the commitments made in the application. In the past three years, the Florida Legislature has authorized school districts to have budget flexibility in the expenditure of operating funds. It is expected that the budget flexibility policy will continue. In essence, the RTTT application is a plan for the prioritization of financial resources on the initiatives as described in the application. An example of the redirection of current state resources in school districts is the Differentiated Accountability (DA) program implemented in 2008-09. The DA program detail is referenced in Section (E)(1).

State and local education policy makers are committed to supporting the funding of data-driven education practices that result in improved performance and success for students. Florida has been able to harness the fiscal, political, and human capital resources in the past to initiate successful reforms and there is every reason to believe that this support will continue.

Florida educators and policymakers have established a legacy of leadership in accepting and implementing reform initiatives. The RTTT agenda to which the State of Florida has committed in this application is consistent with the State Board of Education's Strategic

Plan and state policy, and RTTT will enable Florida to accelerate and strengthen its reform agenda. The infrastructure and successful reforms developed and implemented under the RTTT grant will be sustained using all available resources and become the way of work in Florida.

Detailed plans for sustaining successful reform efforts at the end of the funding period are provided within each assurance area section of this application.

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

The Florida Education Association (FEA) represents over 250,000 teachers and education support personnel across Florida. **In a letter of support from FEA President Andy Ford to Governor Crist**, Mr. Ford writes, “I am committed to moving reform forward...My goal is to encourage each local union...to sign the Phase 2 Race to the Top MOU...I hope that my commitment and the commitment of Florida’s teachers in helping to craft this application will position Florida not only at the top of educational reform, but as a model for deliberative conversations, sustainable funding along with focused and research based reforms that truly make a difference in helping all students learn.”

The Florida Association of School Administrators (FASA) is an association of over 10,000 administrators, LEA superintendents, principals, supervisors, and other individuals who support the public schools of Florida. **FASA supports Florida’s RTTT grant application and believes that no state in the nation is better positioned than Florida to take advantage of this unique funding opportunity as evidenced by its statements:** “Our members clearly understand the leadership commitment required to successfully implement the ambitious goals outlined in our Race to the Top application and we stand ready to do our part...We believe that no state has done more to prepare the policy and legislation required to implement [RTTT] effectively and that no state has gone further in holding its schools accountable for the achievement of every student.”

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

The FDOE received over 85 letters from a variety of stakeholders to express their support to participate in the federal RTTT competitive funding process. The magnitude of support for Florida’s application was rallied by Governor Crist and Commissioner Smith engaging stakeholders in the development of Florida’s application. For example, each RTTT reform area was supported by a group of advisors representing LEAs of various sizes. Information was shared during monthly conference calls with LEA superintendents, and presentations were made to many groups, including the Florida Association of District School Superintendents, the Florida School Boards Association, the Florida Education Association, and House and Senate legislative committees, just to name a few. There was always an opportunity for input, and FDOE also established an e-mail and phone hotline to answer questions in addition to publishing an FAQ document.

Florida has support from a broad group of stakeholders who will all work collaboratively to ensure the implementation of Florida’s RTTT plan. Specifically, Florida has received letters of support from key stakeholders such as:

- Florida’s legislative leaders (members of the Florida Congressional Delegation from both parties, President of the Florida Senate, Speaker of the Florida House of Representatives, and the chairs of the state legislative committees primarily responsible for education).
- Florida Consortium of Public Charter Schools, Florida Network of Public Charter Schools, and Florida Charter School Alliance.
- State and local leaders including Associated Industries of Florida, Florida Association of District School Superintendents, Florida School Boards Association, Florida Association of School Administrators, Florida Chamber of Commerce, Florida Council of 100, Florida Education Association, Florida Education Foundation, Florida Philanthropic Network, Space Florida, and Workforce

Florida, Inc.

- Parent and community organizations including the Consortium of Florida Education Foundations, Florida After School Network, Florida PTA, Southern Poverty Law Center, and the Florida State Conference NAACP Branches.
- Institutions of higher education from across the state that include universities, state colleges, community colleges, colleges of education, and Educator Preparation Institutes.

See Appendix A2-4 for evidence that includes summary statements or actions by all supporting stakeholders.

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

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

- (i) Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms; (5 points)
- (ii) Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to — (25 points)
 - (a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;
 - (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and
 - (c) Increasing high school graduation rates.

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

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

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

Recommended maximum response length: Six pages

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

Aggressive education reform is not new to Florida. For the past decade, Florida has been making progress in each RTTT education reform area as highlighted in **Figure A3-1** below:

Standards & Assessments	Data Systems to Support Instruction	Great Teachers & Leaders	Turning Around Lowest-Achieving Schools	Other
• Adopted nationally and internationally-benchmarked standards as Next Generation Sunshine State Standards • (NGSSS) Adopted college-ready competencies aligned with American Diploma Project (joined 2008); revising college-placement test to reflect college- and career-ready requirements • Measure math and reading statewide in grades 3-10, including a vertical scale that allows cross-years analysis of growth in achievement • Provides interim assessments in K-12 reading (Florida Assessments for Instruction in Reading) • Aligning summative assessments to NGSSS • Developing a formative assessment system for K-3 Mathematics • Increased high school graduation requirements	• Developed and instituted longitudinal data system that includes all of the elements specified in section 6401(e)(2)(D) of the America COMPETES Act • Recognized as first in the nation to meet the 10 elements necessary to build a longitudinal data system by the Data Quality Campaign (DQC) • Incorporated Facilities and Finance data into Florida's statewide longitudinal data system with funds from a federal SLDs grant	• Created high-quality pathways for aspiring teachers and principals • Passed statute for annual teacher and principal evaluations based on student achievement • Instituted statewide requirement for performance pay in 1998 based primarily on student achievement, and appropriated funds to support a redesigned (Merit Award) program since 2007 • Require teacher preparation programs to consider impact on student learning for continued approval	• One of six states to receive a federal waiver to implement the Differentiated Accountability (DA) program in 2008-09 to identify and support turnaround of lowest-achieving schools - AYP is currently used to place all Florida schools in DA - Evidence of effective turnaround in 79% of our lowest performing schools • Identify lowest-performing schools and require them to improve or face closure • Relocated support teams directly in five geographic regions	• Charters: - Adopted legislation to support charter growth, which includes no charter caps, equitable funding, and facilities funding support for charters after 3 years • STEM: - Increasing student participation and achievement in STEM subjects through statewide, multi-stakeholder planning - Two Florida universities offer a program modeled after the UTeach program at UTexas-Austin - Science added to statewide assessment; (grades 5, 8, 11) - Added 4th credit in math, including Algebra I, required for high school graduation

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

ARRA and other federal and state funding have been aligned to support Florida's strategic priorities.

Standards and Assessments. The development of college- and career-ready state standards (Sunshine State Standards and Next Generation Sunshine State Standards) has been accomplished using state funds nearly exclusively. The state funds have been minimally supplemented with the state's consolidated administrative funds under No Child Left Behind (NCLB).

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

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

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

Another component of the state's data systems resources includes the Portal to Exceptional Education Resources (PEER), a Web-based

application for LEAs to use for implementation of federal and state requirements related to education of students with disabilities. This application was funded primarily from state resources, supplemented by funding through the Individuals with Disabilities Education Act (IDEA).

Great Teachers and Leaders. Florida has implemented a number of innovative programs to support human capital development.

Examples of state-funded initiatives in this area include:

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

appropriate rigor and complexities. School administrators are required by Florida law to take and pass the Florida Educational Leadership Examination (FELE) to demonstrate knowledge and competency in the areas of instructional leadership, operational leadership, and school leadership. This exam is fully aligned to the Florida Principal Leadership Standards as approved in State Board Rule.

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

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

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

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

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

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

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

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

Florida’s comprehensive education reform efforts since 1999 have established the infrastructure, expectations, and support mechanisms for our students and educators to be successful in our schools and classrooms. Beginning with the A+ Plan for Education in 1999, Florida has enacted a series of reforms that have been signed into law, including the 2006 A++ Plan, the 2009 Florida’s Equal Opportunity in Education Act, and the 2010 Senate Bill 4 to align high school graduation requirements with college and career readiness standards. These laws have continued to build upon Florida’s progress in numerous areas and demonstrate Florida’s commitment to systemic and bold education reform. As a result of these reforms, over a quarter of a million additional students are performing on grade level than before the reforms began.

The increases in student achievement, the narrowing of the achievement gap, and increased high school graduation rates are the result of a concerted and comprehensive approach rather than a single initiative.

Accountability and Transparency: **The 1999 Legislature passed legislation creating Florida’s A+ Plan to ensure that schools would**

be held accountable for the education of *all* students. The A+ Plan:

- Provided that annual student learning gains would be measured.
- Expanded the student assessment program to include more grade levels, science, and criterion-referenced assessments based on state standards.
- Graded schools “A” through “F” based on:
 - Annual learning gains of each student toward achievement of Florida’s academic standards.
 - Progress of the lowest quartile of students.
 - The meeting of proficiency standards.
- New high school formula that included graduation rates and added measures of college readiness. The January 2010 Education Sector Report, *College and Career-Ready: Using Outcomes Data to Hold High Schools Accountable for Student Success*, praises Florida’s new high school accountability system. The report notes that Florida is currently following high school graduates into both college and careers. Now Florida uses the data to evaluate high schools and hold them accountable for preparing their students to succeed.

The school grading system has motivated high-performing schools to sustain their student achievement and low-performing schools to improve. The highest-achieving schools are publicly and financially recognized through the School Recognition Program, and Florida’s best educators have been recognized with monetary incentives through a performance pay system primarily based on student achievement.

- **School Choice: Increased school choice has provided families with unprecedented educational options among public and private schools.** These options include two scholarship programs. The *John M. McKay Scholarships for Students with Disabilities Program* (s. 1002.39, F.S.):
 - Was established in 2000-01 to allow parents of students with disabilities to choose the best academic environment for their children in a participating private school or another public school.

- Served 20,926 students in 2009-10.
- Was expanded by the 2010 Legislature to increase McKay opportunities for four-year-olds with disabilities beginning in 2012.

The *Florida Tax Credit Scholarship Program*:

- Was established in 2001 to encourage private, voluntary contributions from corporate donors for scholarships to children from low-income families.
- Awarded scholarships totaling \$88.6 million to 24,871 students enrolled in 1,002 participating Florida private schools in 2008-09.

In addition to these scholarship programs, growth in charter schools, virtual education, and career and technical education have provided greater educational options to students.

- Florida has over 400 operating charter schools educating approximately 135,000 students.
- The Florida Virtual School boasts the largest enrollment of any state virtual school in the nation by a wide margin (154,125 course enrollments compared to 28,014 for the state with the second highest enrollment in 2008-09).
- The growth of career and technical education has provided students opportunities outside of the traditional educational setting to prepare for rewarding careers.

[See Appendix A3-1 for a copy of “Florida School Choice Options,” April 2009; see Section (E)(2)(ii) for additional detail on career and technical education and Section (F)(2) for detail on charters and virtual education.]

- *College and Career Readiness*: **Florida has continually demanded more rigorous courses for students.** The 2006 A++ plan:

- Established new middle school promotion requirements.
- Required each middle school to offer at least one high school-level mathematics course.
- Created more stringent graduation requirements for students.

Florida has also increased focus on career and technical education to prepare students for rewarding careers through:

- The development of Career and Professional Academies in schools
- The Florida Ready to Work Certification Program

- A strategic partnership with the College Board in 2000 to better prepare students for success in college and the workforce. To increase the availability of Advanced Placement courses, especially in low-performing schools, the partnership trains teachers in higher-level coursework and provides up to \$2,000 annual bonuses for teachers whose students successfully pass an AP exam. In 2010, legislation was signed into law that will phase in additional college- and career-ready high school graduation requirements. Specifically, the law:

- Adds geometry, Algebra II, biology, chemistry or physics, and a third rigorous science course to course requirements for graduation.
- Requires students to pass statewide end-of-course assessments for Algebra I, geometry, and biology to earn credit for these courses.
- Requires all high schools to offer specified advanced courses or programs.

- *School and LEA Structure and Support:* **The 2006 A++ plan increased focus on developing strong teachers and leaders.** The law:
 - Established the William Cecil Golden Professional Development Program for School Leaders to provide sustained support for principals as instructional leaders
 - Provided that LEAs may not assign a higher percentage of first-time teachers, temporarily certified teachers, teachers in need of improvement, or out-of-field teachers to schools with greater than the LEA average of minority and economically disadvantaged students or the poorest performing schools.

Under the 2009 Equal Opportunity in Education Act, Florida's System of School Improvement and Accountability was aligned with the education accountability provision of the federal ESEA (s. 1003.88, F.S.). As of July 1, 2009, the FDOE has been implementing the provisions of this Act, commonly known as Differentiated Accountability (DA), to identify and support turnaround of Florida's lowest-achieving schools.

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

The successes of Florida’s previous reform efforts have been validated externally. The Goldwater Institute published a policy report in September 2008 titled “*Demography Defeated: Florida’s K-12 Reforms and Their Lessons for the Nation.*” This study examined the ten-year impact of Florida’s reforms and found remarkable improvement in Florida’s test scores. Specifically, the authors stated, “Policymakers across the country should look to Florida as a model of education reforms that can improve student learning among all students, including disadvantaged students,” and concluded, “Florida’s success proves that demography is not destiny in K-12 education, with the right set of reforms.” Florida’s comprehensive effort to reform has proven successful, as evidenced by Table A3-1 which depicts Florida’s stronger progress compared to the national average:

Table A3-1: Florida vs. Nation Performance Measures

	Florida Then	Nation Then	Florida Now	Nation Now	Florida’s Change	Nation’s Change
NAEP Grade 4 Reading; % at or above Basic	63% (2003)	62% (2003)	73% (2009)	66% (2009)	+7% +4%	
NAEP Grade 4 Math; % at or above Basic	76% (2003)	76% (2003)	86% (2009)	81% (2009)	+10% +5%	
NAEP Grade 8 Reading; % at or above Basic	68% (2003)	72% (2003)	76% (2009)	74% (2009)	+3% +1%	
NAEP Grade 8 Math; % at or above Basic	62% (2003)	67% (2003)	70% (2009)	71% (2009)	+8% +4%	
SAT Total # of Test Takers	83,574 (2003)	1,416,859 (2003)	100,179 (2009)	1,530,128 (2009)	+16,605 +1	13,269
SAT Reading Mean Score	498 (2003)	507 (2003)	497 (2009)	501 (2009)	-1 -6	
SAT Math Mean Score	498 (2003)	519 (2003)	498 (2009)	515 (2009)	No Change	-4
ACT Percent of Graduates Tested	41% (2003)	40% (2003)	62% (2009)	45% (2009)	+21% +5%	
ACT Average Composite Score	20.5 (2003)	20.8 (2009)	19.5 (2009)	21.1 (2009)	-1 +0.	3

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

NAEP

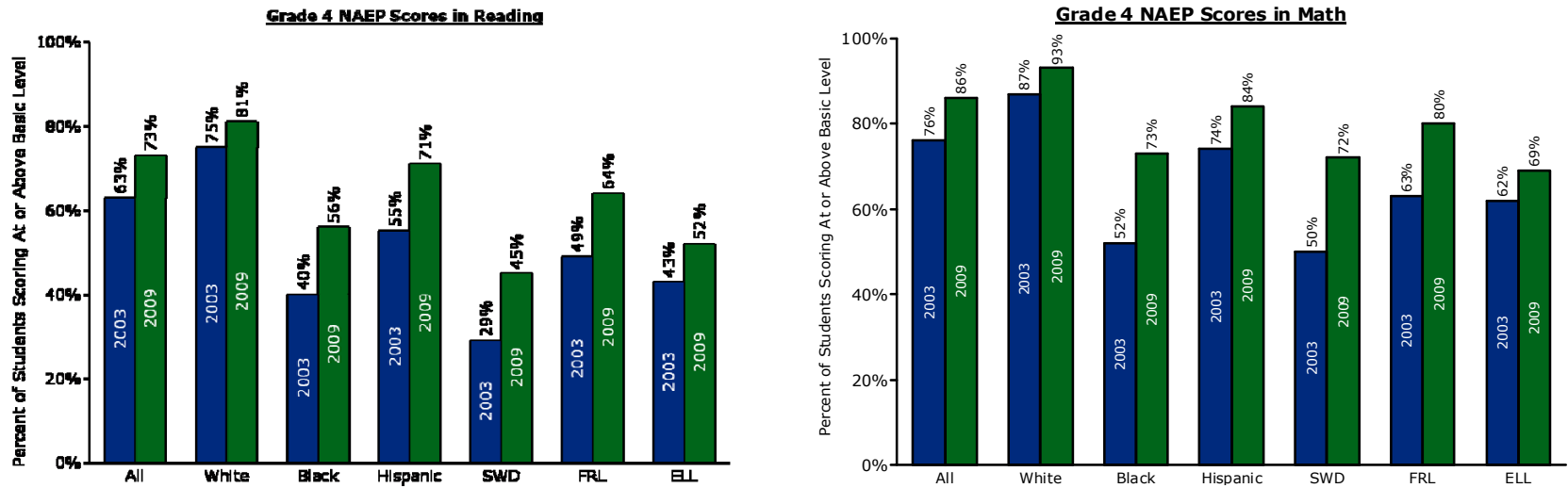
Florida's students have performed well compared to the national average on the NAEP assessments. At the 4th grade level for the most recent NAEP assessments (2009 in reading and 2009 in mathematics), all Florida student subgroups performed above the national subgroup averages. While 8th grade NAEP results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

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

Florida's 4th grade NAEP performance in reading and in mathematics has improved, moving from below the national average to above the national average, and specific improvement is described below. See Appendix A3-2 for additional subgroup detail.

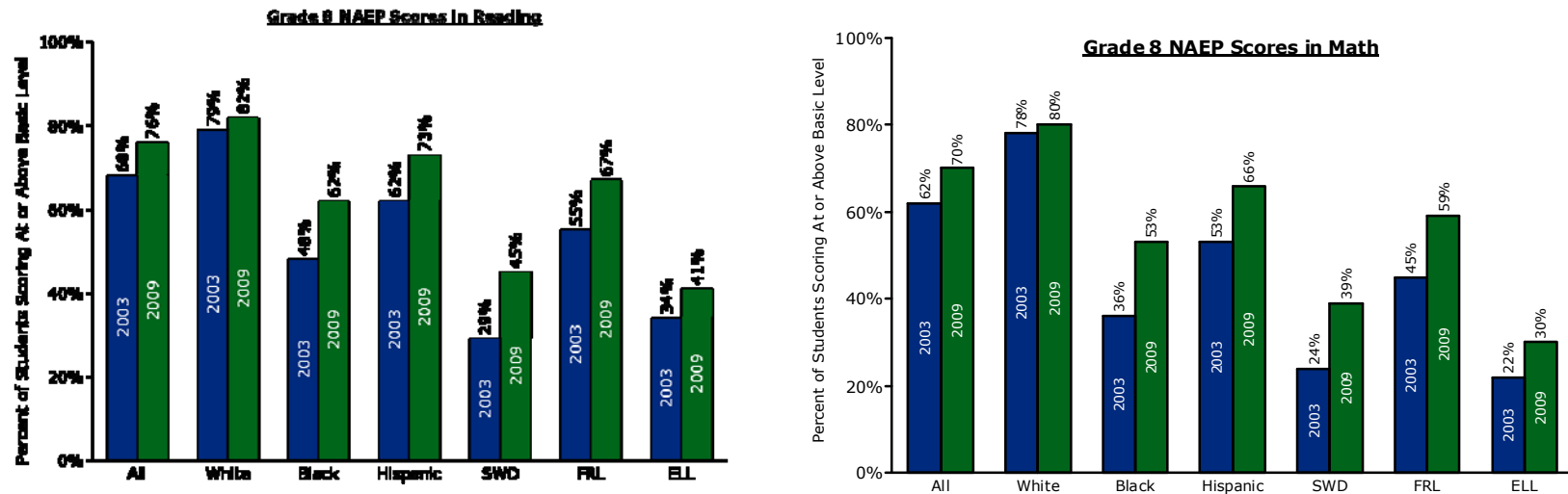
- *Grade 4 NAEP Reading:* The percent of Florida students scoring at or above basic has increased from 63 percent in 2003 to 73 percent in 2009
 - White students improved from 75 percent in 2003 to 81 percent in 2009
 - Black students improved from 40 percent in 2003 to 56 percent in 2009
 - Hispanic students improved from 55 percent in 2003 to 71 percent in 2009
- *Grade 4 NAEP Mathematics:* The percent of Florida students scoring at or above basic has increased from 76 percent in 2003 to 86 percent in 2009
 - White students improved from 87 percent in 2003 to 93 percent in 2009
 - Black students improved from 52 percent in 2003 to 73 percent in 2009
 - Hispanic students improved from 74 percent in 2003 to 84 percent in 2009

Figure A3-2: Grade 4 NAEP Results



- *Grade 8 NAEP Reading:* The percent of Florida students scoring at or above basic has increased from 68 percent in 2003 to 76 percent in 2009
 - White students improved from 79 percent in 2003 to 82 percent in 2009
 - Black students improved from 48 percent in 2003 to 62 percent in 2009
 - Hispanic students improved from 62 percent in 2003 to 73 percent in 2009
- *Grade 8 NAEP Mathematics:* The percent of Florida students scoring at or above basic has increased from 62 percent in 2003 to 70 percent in 2009
 - White students improved from 78 percent in 2003 to 80 percent in 2009
 - Black students improved from 36 percent in 2003 to 53 percent in 2009
 - Hispanic Students improved from 53 percent in 2003 to 66 percent in 2009

Figure A3-3: Grade 8 NAEP Results



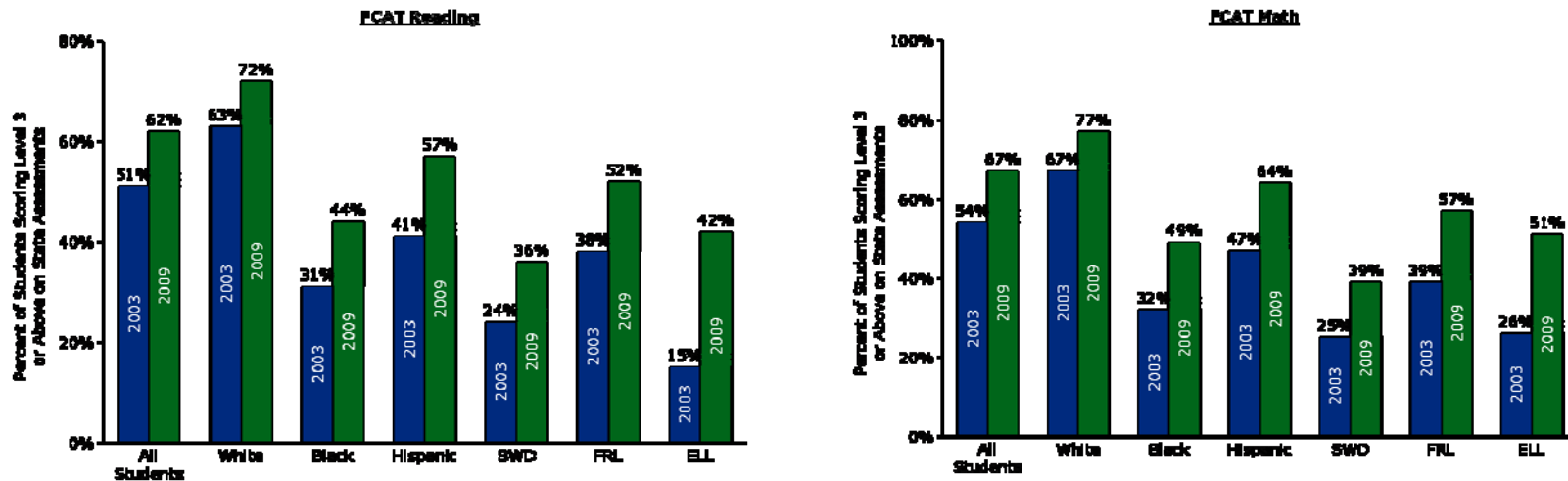
State Assessments under ESEA (FCAT) and Florida Alternate Assessment for Students with Disabilities

Student achievement in both reading and mathematics has also steadily improved since 2003 as measured by Florida's State Assessment under ESEA, the FCAT. See Appendix A3-3 for additional subgroup detail.

- *Grades 3-10 FCAT in Reading:* The percent of Florida students scoring at or above basic has increased from 51 percent in 2003 to 62 percent in 2009
 - White students improved from 63 percent in 2003 to 72 percent in 2009
 - Black students improved from 31 percent in 2003 to 44 percent in 2009
 - Hispanic students improved from 41 percent in 2003 to 57 percent in 2009
- *Grades 3-10 FCAT in Mathematics:* the percent of Florida students scoring at or above basic has increased from 54 percent in 2003 to 67 percent in 2009
 - White students improved from 67 percent in 2003 to 77 percent in 2009

- Black students improved from 32 percent in 2003 to 49 percent in 2009
- Hispanic students improved from 47 percent in 2003 to 64 percent in 2009

Figure A3-4: FCAT Results



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

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

Both 4th and 8th grade NAEP assessments and FCAT in reading and math show that the achievement gap in Florida has decreased steadily since 2003 between white versus black and white versus Hispanic students. On the 4th grade NAEP assessment, the gap between white and black student achievement has decreased by nine percentage points in reading and 15 percentage points in math between 2003 and 2009. During the same time period, the gap between white and Hispanic students has decreased by eight percentage

points in reading and four percentage points in mathematics. The trends in narrowing the achievement gap as measured by the 8th grade NAEP assessment are also very similar. As measured by the FCAT, the achievement gap has fallen for black students by four percentage points in reading and seven percentage points in math between 2003 and 2009. The Hispanic student achievement gap has fallen seven percentage points in both reading and mathematics. The following graphs show the narrowing in the achievement gap.

Figure A3-5: Grade 4 NAEP Achievement Gap in Reading and Mathematics, 2003-2009

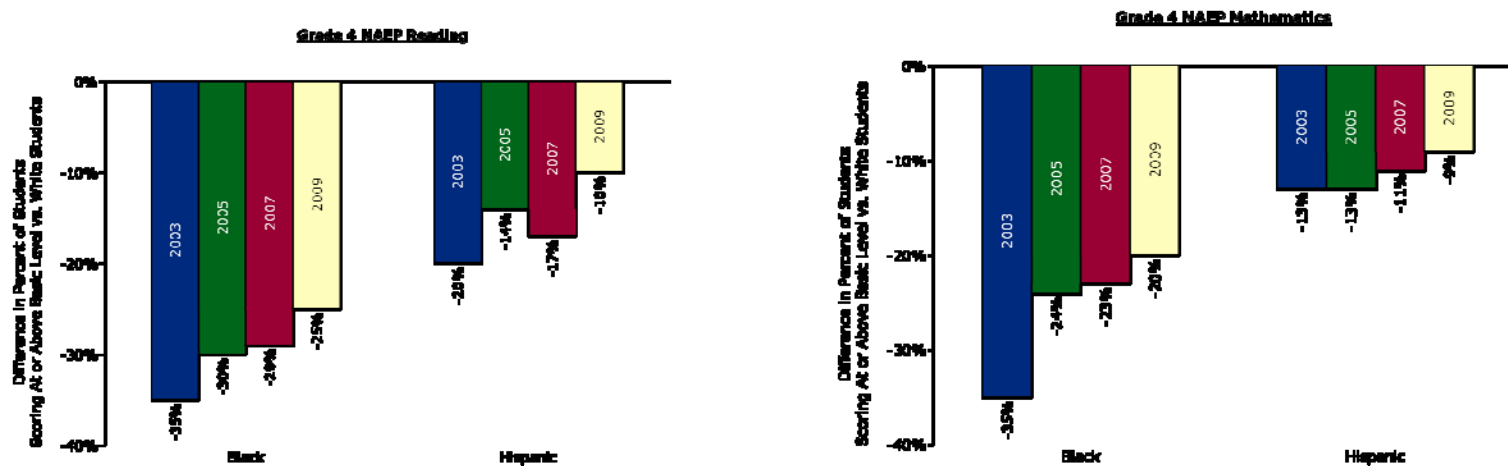


Figure A3-6: Grade 8 NAEP Achievement Gap in Reading and Mathematics, 2003-2009

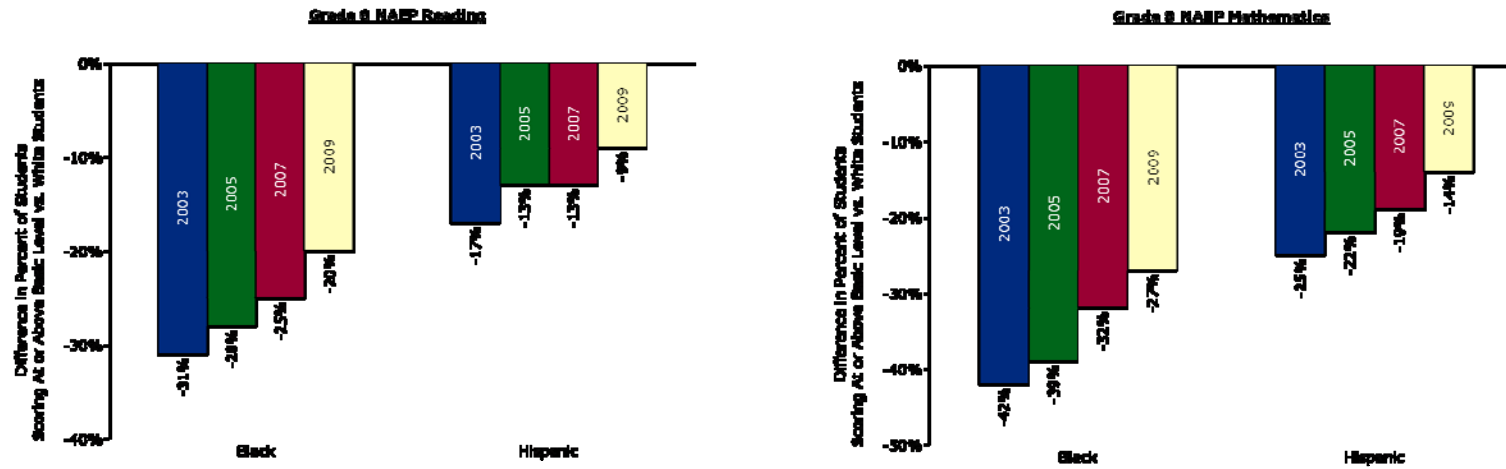
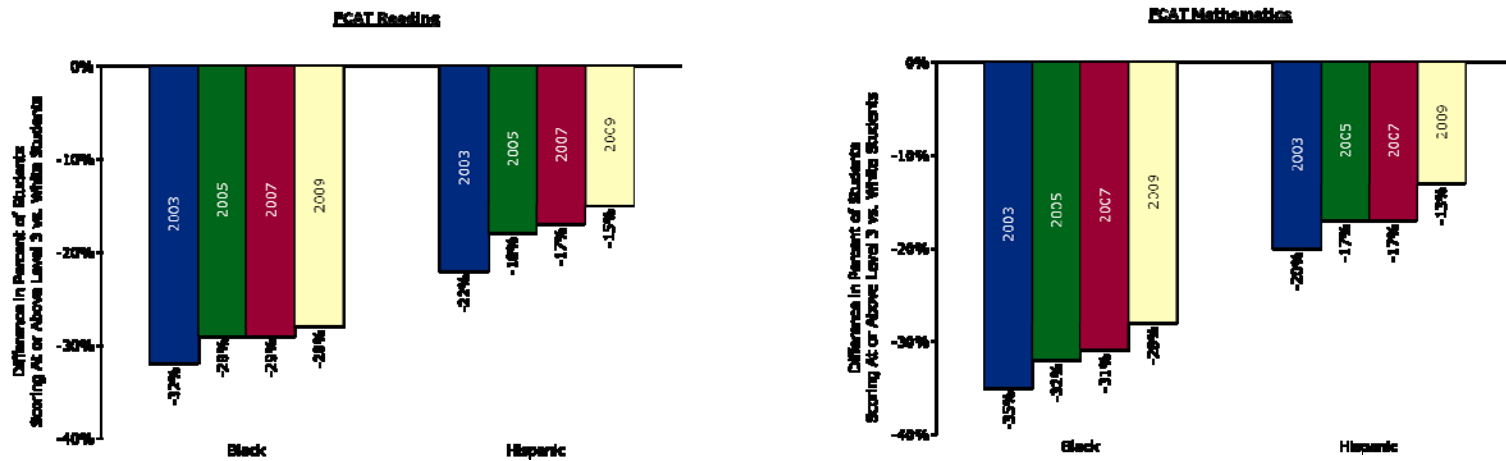


Figure A3-7: Grade 3-10 FCAT Achievement Gap in Reading and Mathematics, 2003-2009

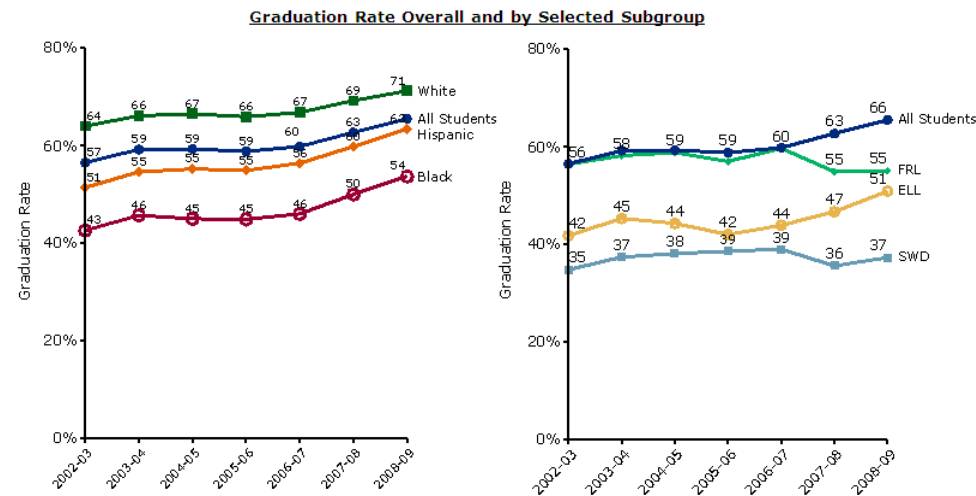


(c) Increasing high school graduation rates

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

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

Figure A3-8: Graduation Rate



Florida's NAEP exclusion rate for students with disabilities and exclusion rate for English language learners. In 2008, Florida transitioned from the Florida Alternate Assessment Report (FAAR) to the Florida Alternate Assessment (FAA) for testing students with disabilities. This transition was made to ensure full alignment with newly developed state academic standards for students with disabilities at all levels. In 2009, Florida discontinued the use of locally-administered alternate assessments for English language learners (ELLs) in calculating mathematics and reading proficiency outcomes for the ELL subgroup. In 2009, Florida was also approved for the flexibility that

allows states to exempt recently-arrived ELLs from one administration of the state’s comprehensive examination in reading (FCAT), provided that these students are tested on the Comprehensive English Language Learning Assessment (CELLA). In 2009, as approved by the U.S. Department of Education, Florida did not include the test results of recently arrived ELLs in reporting mathematics and reading proficiency results for the ELL subgroup. See Appendix A3-4 for evidence of Florida’s policies and practices for determining whether a student with a disability or an English language learner should participate in the NAEP and whether the student needs accommodations.

(B) Standards and Assessments (70 total points)

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

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

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

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

(ii) — (20 points)

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

by the State, and to implementing the standards thereafter in a well-planned way; or

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

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

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

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

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

For Phase 1 applicants:

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

For Phase 2 applicants:

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

Recommended maximum response length: Two pages

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

(B)(1) – Key Highlights

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

Florida will adopt and implement the internationally benchmarked CCSS in all state public school classrooms. Florida’s Governor and Education Commissioner have signed a Memorandum of Agreement (MOA) for the CCSS jointly led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) in partnership with Achieve, Inc., ACT, and the College Board. Florida’s education leaders have been strong advocates in national and state forums for the benefits of multi-state work on high-quality, clear, and rigorous standards. Florida’s full commitment is also demonstrated by the active participation of FDOE staff members on the CCSS work group. Florida was also one of three states invited by CCSSO to provide guidance and comments to the writers during standards development, and Florida’s NGSSS were cited as a resource for the development of the Common Core College- and Career-Readiness Standards.

Of the three largest states (others are Texas and California), Florida is the only one with a statewide K-12 instructional materials adoption process to actively promote the movement to common standards and to support the Common Core Standards in the public arena. As a prominent textbook adoption state, Florida’s use of the CCSS will contribute nationally to cost efficiencies and bring more value to the investment of public funds in instructional resources. In addition, Florida is one of only four states selected by the National Parent Teacher Association to organize parental support for more uniform academic expectations and adoption of the CCSS with support from the Bill and Melinda Gates Foundation. With this assistance from the national PTA, Florida’s active parent organizations will assist in building broad-based understanding and support for the CCSS.

Strong leadership commitment, Florida’s involvement in the development of the CCSS, the statewide process for adoption of standards

and standards-specific instructional materials, and broad-based and grassroots support for the transition ensure Florida's success in effectively and efficiently adopting and implementing the CCSS.

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

As indicated in the CCSSO and NGA CCSS MOA Florida will adopt the internationally-benchmarked CCSS in K-12 English/language arts and mathematics that are aligned with college and work expectations. These standards are informed by the content, rigor, and organization of standards of high-performing countries and states to ensure that all students receive instruction that prepares them for success in a global economy and society in the 21st century. See Appendix B1-1 for the Common Core State Standards Initiative MOA.

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

On September 1, 2009, the CCSSO and NGA announced that 51 states and territories, including Florida, had joined the Common Core State Standards Initiative. Specifically, 48 states are participating in this initiative. See Appendix B1-2 for the number and names of states participating in the standards consortium; Appendix B1-3 for documentation that the standards are internationally benchmarked and that, when well-implemented, will help to ensure that students are prepared for college and careers; and Appendix B1-4 for the final CCSS.

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

Florida's State Board of Education will adopt the CCSS in July 2010 and provide evidence to USDOE before August 2, 2010. The state adoption process will begin as soon as the final CCSS are released (estimated in the first week of June). The process for standards adoption, delineated below, is clearly defined in Florida law (s. 1003.41, F.S.). Upon the release of the CCSS:

1. The Standards will be submitted to the Speaker of the House, President of the Senate, Governor's Office, and the State Board of Education for review and comment.

2. The Florida State Board of Education will be presented information on the development of the CCSS demonstrating fulfillment of the requirements of Florida law, evidence of rigor, and international benchmarking.
3. The State Board will convene in July 2010 for the formal adoption of the CCSS as Florida's standards in English/language arts and mathematics.
4. Also in July, the Commissioner of Education will submit these new Florida standards for review and comment to Florida educators, school administrators, representatives of colleges and universities who have expertise in the content knowledge and skills necessary to prepare a student for postsecondary education, and leaders in business and industry, who may identify up to an additional 15% of content specific to Florida.
5. The Commissioner, after considering any comments regarding additions to the proposed standards, will submit the standards for written evaluation by national and international experts on K-12 curricular standards and content.
6. The Commissioner will resubmit the standards, including any additional content and written evaluations, to the Governor, the President of the Florida Senate, the Speaker of the Florida House of Representatives, and to the public via Florida's standards review website (www.flstandards.org).
7. The Commissioner will present a final draft of Florida's CCSS for State Board of Education adoption in November 2010, after which the CCSS will become Florida's NGSSS in language arts and mathematics.
8. Florida, working with other states as possible, will develop CCSS for students with disabilities and CCSS for English language learners.

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

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

Timeline for Florida’s Adoption of the CCSS:

June 2010	July 2010	September 2010	November 2010	January 2011	July 2011
Submission to the State Board of Education, Governor; and Legislature; standards reviewed by expert panel to identify up to 15% of additional content	State Board of Education adopts the CCSS verbatim; continue standards review by expert panel to identify up to 15% of additional content	CCSS with up to 15% additional content posted for public review; submission to the State Board of Education, Governor, and Legislature	State Board of Education adopts the CCSS with up to 15% additional content in each content area that is specific to Florida	Process to identify aligned standards for students with disabilities and English language learners initiated	State Board adoption of CCSS for Florida students with disabilities and English language learners

(B)(2) Developing and implementing common, high-quality assessments (10 points)

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

- (i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the

consortium's common set of K-12 standards (as defined in this notice); and

(ii) Includes a significant number of States.

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

Evidence for (B)(2):

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

Recommended maximum response length: One page

(B)(2) – Key Highlights

- Florida developed high-quality summative assessments even before required under ESEA regulations and has been proactive in updating assessments to align with evolving standards.
- Florida is a governing state and the fiscal agent for the common assessment consortium called the Partnership for Assessment of Readiness for College and Career (Partnership). The Partnership is comprised of **26 states**, including eight governing states, whose leaders have signed an MOA.

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

Florida is working toward jointly developing and implementing common, high-quality assessments of the CCSS as evidenced by **Florida's leadership role in a consortium of 26 states** whose K-12 education chiefs have signed an MOA. In September 2009, Florida

took the lead to invite 12 states with existing, high-quality assessment systems to join Florida in forming a consortium. In February 2010, the Florida-led consortium merged with the Achieve, Inc.-led partnership of states to form the Partnership for Assessment of Readiness for College and Career (Partnership). Florida is one of the three founding states, including Louisiana and Massachusetts, and one of eight governing states. Other governing states are Indiana, New York, Rhode Island, Tennessee, and the District of Columbia.

The Partnership will submit an application for a Race to the Top Assessment Competition award in June 2010 to develop high-quality measures of the Common Core State Standards. The Partnership proposes to develop an assessment system including *common summative assessments* that:

- Have a common definition of proficiency and college-readiness for all Partnership states.
- Measure and report a clear, grade-by-grade progression towards college and career readiness.
- Will culminate in a college-ready assessment allowing entry into credit-bearing courses in colleges of Partnership states.
- Include valid, fair, and stable measures of annual gains in achievement for each student.
- Have defensible measurement qualities that allow for use in accountability and teacher effectiveness systems.
- Are built upon technology systems for efficiency of delivery and scoring.
- Are cost-efficient, particularly in terms of ongoing administration costs.
- Will provide verified student results in time for use in accountability systems, including for student progression and teacher effectiveness metrics.
- Incorporate significant innovations in educational measurement during the course of the four-year award, allowing technically sound and instructionally informative measurement of typically hard-to-measure standards.

The Partnership has the extensive commitment and involvement of institutes of higher education. In Florida, leaders from the Florida Division of Colleges and the State University System are participating in the design of the assessment system to ensure that college-ready indicators are aligned with the expectations of their institutions. The Chancellors of these systems have signed letters of intent to work with the Partnership toward common college-ready assessments.

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

Twenty-seven (27) states have signed the Partnership's Memorandum of Agreement. See Appendix B2-1 for Florida's signed copy of the Memorandum of Agreement and Appendix B2-2 for a list of member states.

Timeline for Common Assessments:

2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Form Consortium; Consortium identifies management entity; consortium submits RTTT Common Assessment application	Common Assessment Award; finalize test design; release RFPs and award contract(s); begin item and technology system development	Test item review and piloting; test item bank and delivery system user acceptance testing	Test item bank and delivery system completion; field test	Baseline year of operational tests	All grades and subjects of Common Assessment are operational with common proficiency standards

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

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

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

Recommended maximum response length: Eight pages

(B)(3) – Key Highlights

- Florida will expand teacher capacity to use college and career-ready standards, multiple types of assessment (summative, formative, and interim), and lesson study to drive continuous improvement of instructional practices.
- FDOE will align technology-based Curricular Tools to the CCSS and will provide LEAs and schools with assessment and lesson study resources, among other supports. As required by Florida’s MOU, LEAs must:
 - “Modify school schedules to accommodate lesson study” in persistently lowest-achieving schools and may do so in other schools. The planning time may be “focused on instructional quality, student work, and outcomes”
 - “Ensure that professional development programs at all schools focus on the new common core standards, including assisting students with learning challenges to meet those standards... Such professional development will employ formative assessment and the principles of lesson study.”

Florida starts from a strong foundation of **internationally benchmarked NGSSS** and an assessment system that includes: **a K-12 computer-based interim assessment system for reading**, a **K-3 formative assessment system for mathematics** (in field testing), and a summative assessment system that includes **vertically-aligned tests for grades 3 through 10 reading and grades 3 through 8 mathematics**. The summative system is transitioning in 2010-2011 to measure the revised state standards and to incorporate end-of-course high school assessments for mathematics and science. Although the assessment system provides a strong foundation, Florida needs to revise and modify the system to incorporate CCSS, link supports to current research-based teaching and learning resources, and provide easier daily access for all. Through RTTT, Florida will more fully realize the potential of existing efforts by updating and expanding digital resources, increasing the reach of interim and formative assessments, providing resources for use in lesson study, and increasing students’ and teachers’ access to technology. These state- and LEA-supported initiatives are thoughtfully designed from experience with previous and existing reforms and are elements in an articulated system to raise student achievement.

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

standards through four initiatives.

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

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

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

Initiative 1: Curricular Tools

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

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

- *Student Standards Tutorial:* Provided as a free, online educational program that reinforces reading, mathematics, and science skills in accordance with state standards and helps students practice these skills. <http://www.fcatexplorer.com/>
- *Teacher Standards Instructional Tool:* Comprehensive, Web-based, database-driven repository provides easy access to a number of resources. <http://floridastandards.org/>
 - *NGSSS:* Standards information, access points for students with disabilities, English Language Proficiency standards, cognitive complexity ratings, performance descriptions with exemplars, and glossaries.
 - *Course Code Directory:* Course details; standards included in the courses; links to model lessons; certification requirements; reporting tools; related courses that include similar standards; and an electronic course builder for LEAs to build, propose, and submit new or revised courses into the system.
 - *Resource Repository:* Educator-submitted, NGSSS-aligned instructional resources reviewed by content specialists.

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

RTTT Activities: To support teachers in developing the most effective instruction and learning experiences, **Florida will expand, update, and connect existing resources, creating a single sign-on, customer-friendly, Web-based interface for teachers and other educational stakeholders to access research-based, state-of-the-art educational tools.** The Standards Instructional Tool website will be redesigned and enhanced with resources structured around learning progressions within the CCSS and supportive of lesson study and formative assessment. The Standards Tool resources will contribute to the identification of differentiated curricular pathways based upon students' strengths and weaknesses as revealed through interim and classroom-level formative assessments. The standards, arranged in

visual maps, will serve as graphical “menus” for accessing benchmark resources, formative assessment tasks, and associated supports. The existing application will be enhanced to incorporate an interactive map of benchmarks linked according to cross-grade learning progressions. Once completed, each benchmark will be “clickable” and lead to aligned resources, including summative assessment item specifications, sample classroom tasks and rubrics, and other assessment information.

Florida’s plans include the following:

- **Provide a Web-based interface** with single sign-on access and customer-friendly navigation to a variety of digital resources including, but not limited to: multiple educational tools, student achievement data, and a list of instructional materials used by teachers whose instruction results in the greatest student achievement gains.
- **Update Florida’s Teacher Standards Instructional Tool to CCSS:** The Teacher Standards Instructional Tool will be enhanced, in part through collaboration with other states working on CCSS and common assessments. The design of the system will allow this open educational resource to expand and improve through contribution of resources, high-quality review of contributed resources, and a user-rating system that will suppress ineffective resources.
 - Populate standards database with CCSS.
 - Add CCSS skills-level information, including cognitive complexity rating, access points for students with disabilities, English Language Proficiency standards, and performance descriptions.
 - Revise course descriptions and the course code directory to align with CCSS and NGSSS.
 - Provide access to skills-level resources, including formative assessment tasks/scoring rubrics, interim assessment items, and exemplars of student work, through a graphical learning progressions menu of CCSS and NGSSS.
 - Add Web links to quality-reviewed model lessons.
 - Add lesson study toolkits to support embedded professional development focused on (1) use of assessment data in instructional improvement and (2) research-based formative assessment practices.
 - Incorporate a user-submission and quality-review process for formative assessment tasks, model lessons, and lesson study resources.
 - Incorporate a user-rating system that filters out consistently low-rated resources and highlights resources that users have rated

as effective.

- **Update Student Standards Tutorial** for instructional support aligned to CCSS and NGSSS Science.
- **Post-secondary Text Demand Study:** The reading materials that teachers use in their classrooms need to prepare students for the reading that will be required of them when they enter postsecondary and career environments. To ensure alignment of the text demand of instructional materials used at the high school level in preparation for progression to the college level, Florida will conduct a survey comparing high school textbooks in English, mathematics, and science courses with textbooks being used in typical entry-level courses in Florida's postsecondary institutions. This survey will analyze the alignment of text complexity and quantity, and identify any gaps in student texts in high school that could affect students' success in entry-level college courses. This information will be used to define requirements for instructional materials specifications and guide textbook adoption in the high school courses in the study.
- **Develop the Highly Effective Teacher Instructional Materials Report:** FDOE will augment the existing data systems with the collection of instructional materials used in the classroom. FDOE has already identified major tools for instruction and will begin collecting information on which tools are used by teachers in the classroom. The *Highly Effective Teacher Instructional Materials Report* will be generated annually to identify the instructional materials used in classrooms of highly effective teachers. This information will be available via the portal [refer to (C)(2)] to guide LEAs and schools in making instructional materials decisions.
- **Teacher Professional Development Tools:** Through contract, FDOE will procure instructional technology specialists to oversee the technological integrity of the inclusion of the data and teacher resources into the teacher standards instructional tool, and provide the technology necessary to increase the statewide capacity of the system. In the third year of this funding period, a postsecondary institution or partnership of postsecondary institutions will be awarded through the competitive bid process a two-year grant to develop, pilot, and provide professional development to LEAs and preservice programs on the use of all of the data and tools available to teachers through the Teacher Standards Instructional Tool.

Responsible Parties: FDOE Division of Public Schools, Bureau of Curriculum and Instruction, Division of Accountability, Research, and Measurement, Office of Assessment.

Timeline:

2010-11	2011-12	2012-13	2013-14
Conduct expert and alignment study for State Board of Education adoption of CCSS that includes up to 15% of content specific to Florida	Transition implementation of CCSS; develop learning progressions, performance descriptions, and exemplars	Transition implementation of CCSS; complete learning progressions development, performance descriptions, and exemplars for the CCSS	Implementation of CCSS
Revise the student tutorial content in Algebra, geometry, and 10 th grade reading to reflect CCSS	Revise the student tutorial content to reflect CCSS in reading and mathematics in grades 3-5	Revise the student tutorial content to reflect CCSS in reading and mathematics in grades 6-8	Revise the student tutorial content in mini-assessments of CCSS for all grades in reading and mathematics
Place the CCSS in Florida's standards database paired with related NGSSS and rate each for level of complexity; add K-3 math formative assessment resources	Build course descriptions to reflect CCSS aligned to Florida's current approved courses; add lesson study toolkits	Begin adding formative assessment resources for remaining grades in math and reading	Complete formative assessment resource loads, to include validated scoring guidelines/sample work; include links to interim test items
Survey high school texts and postsecondary texts to determine alignment for college readiness	Survey high school texts and postsecondary texts to determine alignment for college readiness	Align textbook adoption specifications to findings of postsecondary Text Demand Study	
Develop the highly effective teacher instructional materials report			
Procure, through contract, an instructional technology specialist to oversee the integrity of the inclusion of data and teacher resources into the Teacher Standards Instructional Tool; procure the technological tools required to increase the capacity of the statewide system	Procure, through contract, an instructional technology specialist to oversee the integrity of the inclusion of data and teacher resources into the Teacher Standards Instructional Tool; including the procurement of the technological tools required to increase the capacity of the statewide system	Procure, through contract, to a Florida postsecondary institution or partnering institutions the development and piloting of school-level training materials and "Help" tutorials for teachers and pre-service programs on accessing the resources and assessments available on the Teacher Standards Instructional Tool	Provide teachers and preservice program participants professional development on all of the teacher resources available through the Teacher Standards Instructional Tool

Initiative 2: Supporting the Transition to High-quality Assessments

Outcome: By 2013-2014, interim and formative assessment resources will be available in all Florida schools to support instruction of, and measure student progress in, CCSS in language arts and mathematics and NGSSS in other subject areas.

Background/Rationale: Florida has made effective use of high-quality summative assessments since 1998. In recent years, progress has been made toward providing resources for teachers to conduct ongoing assessment of student learning in order to modify and improve the effectiveness of their instruction. The intent of building substantive resources and support for interim and formative systems is to increase student achievement and not simply report outcomes at the end of the year. Effective implementation of these systems helps teachers and students understand the specific and measurable targets for learning and also address the existing gaps in learning. As Florida reforms its education system to allow students to reach levels of international competitiveness, participating in international benchmarking studies will help identify state-level gaps. A balanced system of high-quality assessments supporting achievement of internationally-benchmarked standards will lay a solid foundation for Florida's reform plan.

Summative Assessments. Florida is currently reforming its statewide standards-based summative assessment system (Florida Comprehensive Assessment Tests or FCAT) to align with the NGSSS. This work includes an increase of cognitive rigor, deployment of computer-based testing, and transitioning from comprehensive to end-of-course assessments in high school. Over the period of time for reform in RTTT, Florida will work with a consortium of states to implement the CCSS in mathematics and language arts, and will work with Assessment Partnership states, as funds are available, to build common assessments in these content areas. Provided adequate support and resources, Florida will join other Partnership states and administer common operational tests of the CCSS no later than 2014-15.

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

and excel in advanced coursework.

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

Interim Assessments. Interim assessments are typically administered LEA- or school-wide and, unlike classroom-based formative assessments, interim assessments can be aggregated and reported beyond the classroom level. Interim assessments provide teachers a valid and reliable way to predict difficulties, diagnose strengths and weaknesses, set instructional goals, and monitor learning.

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

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

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

- **Providing information that allows international comparisons of student achievement in STEM and literacy.** Prior to full implementation of the CCSS and aligned common assessments, Florida will seek reliable system-level data on how achievement compares internationally in reading, mathematics, and science through participation in international linking and benchmarking studies. Florida will participate in benchmarking studies for Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS), and the Program for International Student Assessment (PISA). Areas of need revealed by these measures will allow Florida to adjust priorities for development of resources and strategies prior to the initiation of the internationally-benchmarked common summative assessments of the CCSS.
- **Providing LEAs and schools with formative assessment systems** in reading K-8 and in mathematics K-3. This technology-based system will be designed using the model of Florida's K-3 Mathematics Formative Assessment System, currently under development, which includes extensive support for embedded professional development through lesson study toolkits. This lesson study support is further described under *Standards and Assessments Initiative 4 – Classroom Support*. Resources to be developed include classroom assessment tasks for each content objective and with varying difficulty, type, and cognitive rigor; scoring guidelines; and sample student work. Florida intends to collaborate with other states in the common assessment consortia to expand the formative assessment resources beyond these targeted grades and content.
- **Using a competitive procurement process to provide LEAs and schools with interim assessment item banks/test platforms** for K-8 mathematics, Algebra I, geometry, and Algebra II; Grades K-12 English/language arts; Grades K-8 science, biology, earth/space science, physics, and chemistry; Grades K-8 social studies, U.S. history, World history, U.S. government, and economics; and Spanish. Florida will contract out to develop these banks/test platforms and involve representative groups of educators and other citizens in the design and item development/review process. The technology-based system will include item/task banking, test builder, fixed form or adaptive test-delivery; and computer or paper-based functionality. This system will be available to state and regional Differentiated Accountability leaders to develop common interim assessments for use in

struggling schools. LEAs may also employ this system in designing pre- and post-test measures for use in teacher evaluation systems as evidence of effectiveness. The interim assessment item banks will be available by 2012-13, and the technology platform is planned for the 2013-2014 school year.

- **Providing competitive awards to partnerships of LEAs for design and development of assessments for hard-to-measure content areas.** While Florida provides support for assessment in primary academic areas, there is an increased interest in and need to expand access to high-quality and balanced assessment systems in other areas. Through guidance of the Governor's Race to the Top Task Force and the Standards and Assessments Implementation Committee, criteria will be established and resources will be provided for LEAs that collaborate on well-designed proposals for design and development of assessments for such areas as health, music, and art that are more difficult to objectively measure. Florida has done this in the past by supporting the Florida Music Education Association in the creation of an elementary music test. A request for proposals will be released in 2011 with awards and work commencing in the fall of that year. Up to seven awards will be made for this work. Resulting measures would be ready for field testing in participating LEAs by 2013-2014.

These ambitious initiatives will be supported by focused project management to ensure success. The implementation committee will work in collaboration with the Governor's Race to the Top Task Force, content advisory groups, a technical advisory panel, statewide professional organizations, and postsecondary faculty. In addition to project managers for standards and for assessment, a balanced assessment team will be led by a FDOE-funded director working with a team of five content experts funded through this award. The content experts will represent the fields of mathematics, English/language arts, science, social studies, and Spanish. This team will remain in place during the four-year period of Race to the Top and will be responsible for coordination of work with LEA representatives, advisory groups, and contractors. The director will provide monthly reports of progress to the Commissioner of Education and meet monthly with FDOE leadership to address progress, concerns, and suggested actions. Recognizing the exceptional value and contributions of the experts on this team, the FDOE is confident that positions within the agency will be available to continue

their employment after the end of the grant period.

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

Responsible Parties: FDOE Division of Public Schools, Bureau of Curriculum and Instruction; Division of Accountability, Research, and Measurement, Office of Assessment.

Timeline:

2010-11	2011-12	2012-13	2013-14
Participate in TIMSS and PIRLS benchmarking study			
	Register for special administration of PISA	Administer PISA to 15-year-old students	
	Revise reading interim assessment system to align with CCSS	Continue alignment of reading interim assessment with CCSS	Field-test and statewide rollout of reading interim assessment
Release and award RFP; begin development of interim assessment item banks; begin work on technology platform	Complete development and begin field testing of interim test items; work on technology platform	Complete field test and develop additional items as needed; items available for state/LEA/school use; work on platform/user testing	Develop additional interim assessment items as needed; finalize and roll out platform
Develop and award RFP for reading formative assessment system; design system, revise learning progressions, begin task develop.	Continue development of reading formative assessment tasks; create model for scoring of tasks and decision trees	Finalize development of reading tasks, including scoring rules and decision trees; pilot in volunteer schools	Revise as needed; statewide rollout
Develop and award RFP for mathematics formative assessment system; K-3 math: finalize development of tasks; pilot in volunteer schools	K-3 math: revise as needed, statewide rollout		
Identify and hire balanced assessment team members; begin monthly progress reports; implement actions to remedy concerns identified as barriers to successful	Continue monthly progress reports; implement actions to remedy concerns identified as barriers to successful implementation	Continue monthly progress reports; implement actions to remedy concerns identified as barriers to successful implementation	Continue monthly progress reports; implement actions to remedy concerns; transition team members into permanent positions in the FDOE

implementation;			
Develop proposal criteria; release RFP for partnerships of LEAs to design and develop assessments for hard-to-measure subject areas	Award grants to LEA partnerships; awardees convene educators and other experts to begin design and development work	Development and review of assessments	Assessments are field tested in participating LEAs

Initiative 3: Increase Access to STEM Courses

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

Background/Rationale: Florida graduates must be prepared for rigorous college programs and high-wage, high-skill careers. Therefore, we have existing state initiatives to support improved instruction and increased student achievement in mathematics and science, increase the number and percentage of females and minority students enrolling in and successfully completing mathematics and science courses, and encourage high schools to blend rigorous academic studies in the STEM areas with intellectually demanding career and technical education (CTE) courses. After joining the American Diploma Project, the 2010 Florida Legislature passed Senate Bill 4, which includes the following college- and career-ready requirements:

- Increased college- and career-ready high school graduation requirements in the areas of mathematics and science, phased in over a seven-year period, requiring students to earn credits in geometry, biology, Algebra II, chemistry or physics, and an equally rigorous third credit in science;
- Personalized academic and career plan that informs students of these new requirements, high school assessment and college entrance test requirements, Florida's scholarship program requirements, state university and college admissions requirements, and programs through which a student can earn college credit; and
- Beginning with the 2011-2012 school year, each high school shall offer an International Baccalaureate Program, an Advanced International Certificate of Education Program, or a combination of at least four courses in dual enrollment or Advanced Placement, including one course each in English, mathematics, science, and social studies.

Support for STEM in Florida over the past several years is demonstrated by the following efforts:

(1) The Adoption of Internationally Benchmarked Science Standards

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

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

(2) The Establishment of the Florida Center for Mathematics and Science Education Research

The Florida Center for Mathematics and Science Education Research was established by the 2006 Florida Legislature to provide technical assistance, conduct research, develop course frameworks, disseminate information, report information, and establish partnerships to support improved instruction and increased student achievement in mathematics and science (s. 1004.86, F.S.). The Florida Center for Research in Science, Technology, Engineering, and Mathematics (FCR-STEM) at Florida State University is guided by an advisory board that includes national and international researchers in the STEM fields and its Director, Nobel Prize recipient in Chemistry, Harold Kroto, Ph.D. FCR-STEM will play a vital role in the implementation of Florida's Adopted Common Core Mathematics Standards by researching instructional materials that support the implementation of the standards, building teacher tools, and providing professional development. The center has also conducted a review of research on formative assessment for Florida and initiated the development of the K-3 Mathematics Formative Assessment System. See Appendix B3-1 for FCR-STEM Overview and Appendix B3-2 for FCR-STEM Projects.

(3) Increased Emphasis of Career and Technical Education and Programs

Florida recognizes that a valuable way to improve student achievement, raise high school graduation rates, and prepare more students for college and a career is to encourage high schools to blend rigorous academic studies in the STEM areas with intellectually demanding CTE courses. By creating career pathways and rigorous programs of study designed to help students apply academic knowledge and

skills to real-world problems and projects, Florida will enable more students to be adequately equipped to be successful in STEM-related college majors and careers. CTE makes college-preparatory academics available to students who have not experienced academic success by embedding and teaching rigorous academic content in the context of real-world problems, projects, and activities. See Appendix B3-3 for list of approved CTE STEM programs for RTTT.

(4) The Middle School Course Technology Integration Project

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

(5) Alternative Credit Pilot

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

(6) The Florida Career and Professional Education Act (CAPE)

CAPE was created to provide a statewide planning partnership between business and education communities in order to attract, expand, and retain targeted, high-value industry and to sustain a strong, knowledge-based economy. The CAPE Act improves middle and high school academic performance by providing rigorous and relevant curriculum opportunities and career-themed courses that articulate to postsecondary-level coursework and lead to industry certification. Beginning with the 2009-2010 school year, industry certification attainment is a component of the accountability calculation of each Florida high school's school grade.

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

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

All products and processes used to implement the plan will be replicable across the state and nationally. Once these products and processes are established, the models for serving gifted and talented students will be available through education consortia, regional service providers, and LEA service providers throughout the state.

Responsible Parties: Participating LEAs; regional educational consortia; and FDOE, Division of Public Schools

Timeline:

2010-11	2011-12	2012-13	2013-14
Develop and release an RFP for the STEM Program for Gifted and Talented Students	Competitive grants are awarded to up to 3 consortia; model programs are initiated	Consortia develop and refine model program processes and products	STEM Program for Gifted and Talented Students results disseminated for replication

Initiative 4: Classroom Support/Professional Development

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

Background/Rationale: Although enhanced curricular tools, a balanced assessment system, and increased access to STEM courses are important elements of education reform, teachers and school leaders must also have research-based, job-embedded professional

development and sufficient access to technology in order to effectively use the information and tools provided to them. Currently, professional development in Florida is primarily provided at the LEA level, and typically does not adequately support critical, collaborative reflection on teachers' instructional practice and the ongoing use of data to inform lesson planning and instruction. These habits can be developed through targeted professional development on lesson study and formative assessment.

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

Essential to the success of lesson study teams is the effective use of evidence of student learning: formative assessment information collected day by day, interim assessment data collected periodically, and success verified through end-of-year summative assessments. All of these assessments will work together as a system that will increase student achievement if they are conducted with fidelity to research-based models. Educators will require continual support through resources and embedded professional development opportunities in order to effectively use lesson study.

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

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

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

- Formative Assessment Systems for K-8 mathematics, Algebra I, and geometry; and K-8 reading.

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

- Use of Assessment Data for K-12 reading and language arts, K-8 mathematics, Algebra I, geometry, Algebra II, K-8 science, biology, physics, chemistry, earth/space science, K-8 social studies, U.S. history, world history, U.S. government, economics, and Spanish.

Lesson study resources will include: background study materials to understand types and valid uses of data, identification of tools available to collect and display data, activities that contribute to deep understanding of measurement error, lesson study practices that assist teams to connect lesson design and teacher behaviors to student outcomes as evidenced by data, and protocols for use of "moderation" to ensure comparable scoring of student work.

As a result of this initiative, a comprehensive system of supports for lesson study will be available through the Web-based Teacher

Standards Instructional Tools for continued deployment beyond the period of this award.

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

Timeline:

2010-11	2011-12	2012-13	2013-14
Begin development of K-3 Math Formative Assessment Lesson Study Toolkit	Finalize K-3 Math Formative Assessment Lesson Study Toolkit; begin development of Math Formative Assessment Lesson Study Toolkits for grades 4-5, 6-8, Algebra I, and geometry; and reading Formative Assessment Lesson Study Toolkits for grades K-3, 4-5, and 6-8	Finalize development of Reading and Math Formative Assessment Lesson Study Toolkits	
Development of competitive application for production of Lesson Study Toolkits	Research and design of toolkits	Development and pilot of toolkits	Full implementation and support of toolkits

See Appendix B3-4 for a detailed Initiative Summary Chart for this assurance.

Summary of Initiative Outcomes:

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

Sustainability:

- Legislation that requires statewide assessment in the areas of reading, mathematics, and science that assesses Florida's standards
- Legislation that requires LEAs to implement a curriculum that includes Florida's adopted standards and course descriptions that are written based on these standards
- Accountability system that supports schools for student success in accelerated course work, college readiness, and on-time graduation

- Legislation that requires accelerated course work in all Florida high schools in all core areas
- Implementation of Common Core State Standards and aligned summative assessments by the end of the grant period
- Full development and launch of interim and formative assessments, with system for continued expansion beyond grant period
- Longitudinal database that brings on-time student data to the classroom to drive improved differentiated instruction
- Replicable STEM program for Gifted and Talented Students
- Transition of balanced assessment team members into FDOE

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

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

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

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

Evidence:

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

Recommended maximum response length: Two pages

FDOE has a comprehensive statewide longitudinal data system, the PK-20 Education Data Warehouse (EDW), which meets each of the 12 America COMPETES Act elements. The EDW was deployed in 2003, and by assigning a unique ID, it tracks students through the PK-20 education pipeline and into the workforce dating back 15 years to 1995. Florida was the first, and is currently one of only 11 states, to be recognized by the Data Quality Campaign for including all the elements essential to a longitudinal data system. Florida is the only large state with a PreK-20 statewide longitudinal data system.

Student-level data in the EDW includes, but is not limited to, demographics, enrollment, course and grades information, assessment

scores, financial aid, completion information (diplomas, certificates, and awards), and employment information (including teacher certification paths). The EDW links teachers to students. Consistent with **RTTT Invitational Priority #4** - Expansion and Adaptation of Statewide Longitudinal Data Systems, **the EDW also includes data from special education programs, English language learner programs, early childhood programs, and at-risk and dropout prevention programs**, as well as information on **student mobility, human resources, school finance, and postsecondary** information. See Appendix C1-1 for a Fact Sheet on Florida's EDW.

Table C1-1 demonstrates how Florida meets all 12 America COMPETES Act elements.

**Table C1-1: Florida has a Statewide Longitudinal Data System
Including the 12 Elements as Required by the America COMPETES Act
(Detailed Evidence Provided in Appendix C1-2)**

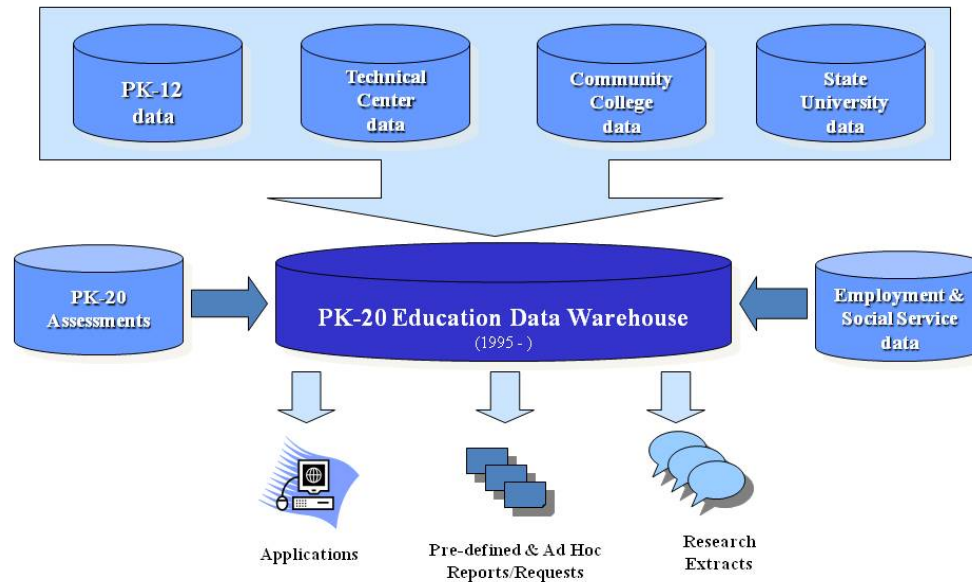
FDOE Match with Elements of America COMPETES Act			
	Element	Status	Description
<i>With respect to preschool through grade 12 education and postsecondary education:</i>			
1	A unique statewide student identifier that does not permit a student to be individually identified by users of the system (except as allowed by federal and state law).	Yes	The EDW assigns each student a unique student identifier that does not permit a student to be individually identified by users of the system (except as allowed by federal and state law). Florida has a data element known as the K20_EDW_ID that is a unique, anonymous, internally assigned identifier to the student records in the PK-20 Education Data Warehouse.
2	Student-level enrollment, demographic, and program participation information.	Yes	The EDW contains student-level enrollment, demographic, and program participation information at the PK-12, community college, and university levels dating back to 1995.
3	Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs.	Yes	The EDW tracks students within and across LEAs in Florida, including the points at which students exit, transfer in, transfer out, drop out, or complete P-20 education programs. Exit codes are assigned to all PK-12 students. The EDW tracks graduation/program completion for postsecondary programs.
4	The capacity to communicate with higher education data	Yes	The EDW communicates with higher education data systems by linking PK-12 data to higher education data.

	systems.		
5	A State data audit system assessing data quality, validity, and reliability.	Yes	The FDOE PK-12, community college, and workforce education data systems validate the data collected from the LEAs prior to storage in the EDW. The State Auditor General's office reviews the data to assess quality, validity, and reliability.
<i>With respect to preschool through grade 12 education:</i>			
6	Yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act of 1965.	Yes	The EDW contains test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act of 1965 after each test administration.
7	Information on students not tested, by grade and subject.	Yes	The EDW stores information on all PK-12 students related to enrollment and assessments. Information for this element is derived by matching the enrollment data to the assessment data. Those students in the enrollment data that are not in the assessment data were not tested, by grade and subject.
8	A teacher identifier system with the ability to match teachers to students.	Yes	The EDW matches teachers to students and has successfully run analyses on this topic. FDOE is participating in a Gates Foundation Teacher-Student Data Link Project.
9	Student-level transcript information, including information on courses completed and grades earned.	Yes	The EDW stores student-level high school transcript information including courses completed and grades earned. Information about the courses taken includes the academic year and term in which the course was taken, the amount of credit attempted and the amount earned, the school in which the student was enrolled for graduation and the school at which the student took the course, the grade earned in the course, and the subject area for which the course is applicable for graduation requirements.
10	Student-level college readiness test scores.	Yes	The EDW stores student-level college readiness test scores including the SAT, ACT, and Florida's College Placement Test (CPT).
<i>With respect to postsecondary education:</i>			
11	Data that provide information regarding the extent to which students transition successfully	Yes	The EDW follows students' successful transition from PK-12 to postsecondary institutions, including students that enroll in remedial coursework.

	from secondary school to postsecondary education, including whether students enroll in remedial coursework.		
12	Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education.	Yes	The EDW follows students from PK-12 to postsecondary institutions. This includes information necessary to address alignment and adequate preparation for postsecondary education.

Florida's Intentions: The EDW serves as the cornerstone resource of data for Florida's education reform efforts, reporting requirements, research, and the technical operation of applications. The EDW and its major source data systems are established in Florida law and in the Florida Administrative Code. Researchers use anonymized unit record data from the EDW to conduct approved longitudinal research projects that study the effects of education programs and policies across educational sectors. Florida legislators use data from the EDW for data-driven decision making including decisions regarding annual funding. FDOE leadership use data from the EDW to evaluate the implementation of education programs and policies, and for school and teacher accountability. FDOE program and policy staff use data from the EDW to provide understandable statistics and reports to the general public, including parents and schools. FDOE uses data from the EDW to ease the burden on LEAs by fulfilling state and federal reporting requirements on their behalf. Data from the EDW feeds technology resources (applications) that serve teachers and students (See Figure C1-1). Using the EDW as a resource for longitudinal data has become a foundational part of Florida's educational culture.

Figure C1-1: FDOE's EDW Collects PK-20 and Workforce Data for Reporting and Research, and to Feed Applications



FDOE is equipped to support education and related research. FDOE established the Division of Accountability, Research, and Measurement (ARM) to collect and consolidate PreK-20 data; incorporate data from external resources including workforce and social services; analyze data regarding educational policy for use by state and local decision makers; publish reports and information for internal and external stakeholders; and provide anonymized student- and staff -level data for research. FDOE's major source data systems and statewide longitudinal data system are all operated within this division.

Data is a priority for Florida as evidenced by FDOE's organization and its collection of data. FDOE recognizes the need to go beyond the collection of data for reporting and research purposes and broaden access for parents, students, teachers, principals, policy makers, and the public. Through RTTT, Florida will expand and enhance data access and usability by centralizing access to applications through a user-friendly portal and by improving the usability of data with actionable information through dashboards and customizable reports [refer to (C)(2)]. These enhancements will ensure that Florida's education data are accessible and usable by all education stakeholders to support informed decision-making in classrooms and schools, in homes, and at the state level.

Florida will leverage current statewide technology efforts and the momentum generated by improvements in access to and availability of the data and applications to promote the acquisition, adoption, and use of local instructional improvement systems (Local Systems) and to provide professional development by:

- Facilitating the acquisition and implementation of Local Systems through collaboration and exchange of ideas, systems, and implementation services by creating the Local Systems Exchange [refer to (C)(3)(i)]; and
- Expanding proven professional development processes that teach stakeholders how to access and use data to inform instruction and decision-making [refer to (C)(3)(ii)].

These initiatives will equip LEAs with the resources and the expertise needed at the local level to ensure understanding of how to access data and applications, what the data mean, and how to adjust instructional or operational activities accordingly.

FDOE's Research Consortium will engage LEAs and parents to define a research agenda aimed at evaluating the success of Florida's student achievement goals and the initiatives implemented through RTTT. FDOE and the LEAs, when necessary, will provide the data to researchers in an easily manipulated format [refer to (C)(3)(iii)].

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

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

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

Recommended maximum response length: Two pages

(C)(2) – Key Highlights

- Centralize access to data and applications through a user-friendly portal.
- Deliver just-in-time, actionable information to education stakeholders for analysis and decision-making.

Outcome: By 2012, create a centralized portal to serve as the gateway to publicly accessible information, and to secure confidential applications via single sign-on.

Introduction: For the last 35 years, Florida has been committed to the collection, analysis, and reporting of data to reform education policy, inform the public, promote research, and support teachers and principals in the state’s schools and postsecondary institutions. In the process, Florida deployed the PK-20 Education Data Warehouse (EDW) and several teacher and student technology resources (“applications”) that use the resources of the EDW and its source data systems. These applications include K-12 Assessment tools, a Teacher Standards Instructional Tool, Teacher and Principal Leadership tools, college and career advising tools, and Exceptional

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

Education Resources.

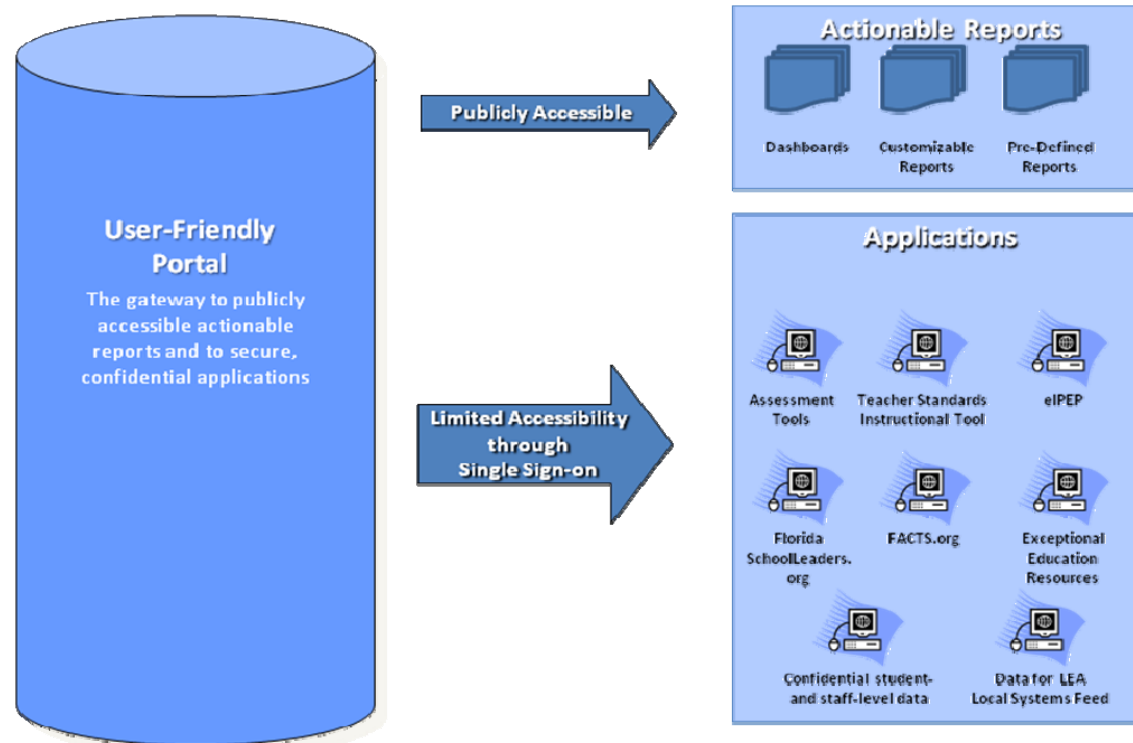
In consultation with LEAs, **FDOE created a high-quality, four-step plan to modernize and expand access to its data and applications** by education stakeholders and successfully secured the funding and resources to implement three of the steps. The crucial fourth step will be realized with funds from RTTT. The plan was created to address the fact that Florida's data source systems, data sharing, and reporting capabilities were all built on legacy technologies and are unable to support a student-centered environment. The outcome of the plan will be the creation of a student-centered environment where teachers and principals can easily integrate data analysis and applications in the classroom to improve teaching and learning. In this environment, teachers and principals will have just-in-time access to *actionable information* about assessments, standards, instructional resources, evaluations, and professional development in the form of dashboards, customizable reports, and applications to make decisions. *Actionable information* is easily accessible, timely, relevant to the user, and complete. The four-step plan will enable FDOE to leverage the foundation of the EDW, applications, and the existing technology environment to provide this actionable information to teachers, principals, LEA leaders, parents, and education community members. The sources FDOE will use to fund the four-step plan include the continued financial support of the Florida Legislature, Federal Statewide Longitudinal Data Systems grants, and RTTT. Florida's high-quality four-step plan consists of:

- Step 1 – Modernizing Florida's vital data source systems to enable more timely access to the data for analysis and reporting through the EDW and by applications.
- Step 2 – Implementing Information Governance to encompass data, program, and technology governance to ensure data quality.
- Step 3 – Automating the process for gaining access to student- and staff-level data by researchers.
- Step 4 – **Creating a centralized, user-friendly portal with single sign-on access** to serve teachers in the classroom, principals, students, parents, guidance counselors, LEA leaders, unions, researchers, policy makers, education community members, and the public.

The combined results of FDOE's four-step plan will be a modernized and accessible student-centered environment that provides

actionable information to inform and engage Florida’s education stakeholders. Steps 1, 2, and 3 are being completed with funding from the Florida Legislature and the aforementioned grant source. Step 4 of the the plan will be the focus of FDOE’s RTTT efforts. FDOE will centralize acces to its data, reports, and applications for stakeholders by creating a user-friendly portal. The portal will be available to all users and will vary the level of access to confidential data and applications by implementing a single sign-on solution [Initiative 1]. FDOE will also redefine the data and reports currently provided into actionable information for users in the form of dashboards, pre-defined and customizable reports, and data for direct feed to LEA Local Instructional Improvement Systems (Local Systems) [Initiative 2; refer to Figure C2-1]. The following sections address each RTTT initiative in Step 4 of the plan.

Figure C2-1: FDOE will Provide A Portal for Central Access to Actionable Information



Initiative 1: Create a centralized, user-friendly portal to enhance accessibility to data and applications for teachers, students, parents, principals, guidance counselors, LEA leaders, unions, researchers, policy makers, education community members, and the public.

Background/Rationale: Florida's comprehensive statewide longitudinal data system and applications are being used by teachers, principals, LEA leaders, and policy makers. These data and applications have bolstered Florida's nationally recognized accountability system as evidenced by rising student performance and the narrowing of the student achievement gap. To increase use of these data and applications by users, FDOE will centralize access by creating an engaging and informative user-friendly portal.

The **portal will be open to anyone with a standard Web browser and Internet access**, making it widely available and accessible to teachers, students, parents, principals, guidance counselors, LEA leaders, unions, researchers, policy makers, education community members, and the public. The design of the portal will be intuitive, with simple navigation that does not require special training or software to use. The portal will provide a central location through which data and applications containing confidential student and staff information will be available to teachers, principals, and LEA leaders through a **secure, single sign-on**. FDOE data and applications comply with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232(g) and its implementing regulations, 34 CFR Part 99, as well as state and local requirements regarding privacy.

The result of this initiative will be the return of valuable instructional and operational time through the efficiencies gained from the portal and single sign-on access to applications. This will ensure that data from Florida's statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders. Table C2-1 is a summary of the data and applications that will be accessible through the portal for each stakeholder group.

Table C2-1: Summary of Data and Applications Accessible via the Portal

Stakeholder Level	Level of Access	Access Type	Sample of Accessible Data
Public Aggregate	– information available at the school, LEA, or state level; information will comply with FERPA regulations	Dashboards Pre-defined Reports Customizable Reports	Teacher data (certification, highly qualified) Assessment data (interim and summative) Demographic data (English Language Learners, Exceptional Education) School Indicators data (graduation rate, dropout rate)
Students/ Parents	Confidential – Individual student information accessible to students and their parents only Plus access to aggregates identified for “Public”	Single sign-on access to applications	FACTS.org (college and career plans)
Teachers Confidential	Confidential – All students in teacher’s assigned classroom Plus access to aggregates identified for “Public”	Single sign-on access to applications	Assessment Tools [refer to(B)(3)] Confidential student- and staff-level data Standards Instructional Tool [refer to(B)(3)] Exceptional Education Resource www.FloridaSchoolLeaders.org
Principals Confidential	Confidential – All students in school Plus access to aggregates identified for “Public”	Single sign-on access to applications	Assessment Tools Confidential student- and staff-level data Standards Instructional Tool Exceptional Education Resource www.FloridaSchoolLeaders.org
LEA Confidential	Confidential – LEA-wide Plus all access identified for “Public” and for “Teachers”	Student and staff level data to feed Local Instructional Improvement Systems (Local Systems)	Assessment Tools Confidential student- and staff-level data Standards Instructional Tool Exceptional Education Resource Acceleration coursework (AP, IB, AICE, dual enrollment) College readiness exam scores
Guidance Counselors	Confidential – All Students in school Plus access to aggregates identified for “Public”	Single sign-on access to applications	FACTS.org (college and career plans) Confidential student- and staff-level data Exceptional Education Resource Acceleration coursework (AP, IB, AICE, dual enrollment) College readiness exam scores
Researchers	Restricted Confidential Plus access to aggregates identified for “Public” [Refer to (C)(3)(iii) for information on researcher access]	Access to approved data prepared for a specific research purpose per FERPA	Anonymized student and staff level data

RTTT Activity: FDOE will complete two major tasks to provide central access to data and applications through the portal. First, **the user-friendly portal will be established.** The portal design will be intuitive by allowing users to easily navigate to their desired resources without requiring any special training or tools. The portal will also be fresh and sustainable, allowing for frequent updates to the content, data, reports, and resources available to users both quickly and inexpensively.

Second, **single sign-on access will be provided** to authorized users for confidential data and applications. FDOE will implement an identity management component to manage user information from across the state. The identity management component will handle additions, deletions, and updates to user accounts and allow the assignment of role-based access to applications on the portal. The other component to single sign-on is secure integration of the applications with the portal. The portal and single sign-on solutions will be created and housed in an existing FDOE technology environment to reduce implementation time and long-term support costs, and to leverage existing resources and expertise, ensuring sustainability at the state and LEA levels.

FDOE will integrate a total of six applications into the portal for single sign-on access through RTTT. The applications listed were chosen based on LEA feedback and to implement RTTT initiatives in other assurance areas. They include:

1. Teacher Standards Instructional Tool – Web-based access to standards information, course details, and standards-aligned instructional resources [refer to (B)(3)]
2. K-12 Interim Assessment System for Reading – K-12 computer-based interim assessment system for reading [refer to (B)(3)]
3. FACTS.org – online college and career advising tool for students and parents
4. Interim Assessment Item Banks and Test Platform – computer-based system to include item/task banking, test builder, fixed form or adaptive test-delivery; and computer or paper-based functionality [refer to (B)(3)]
5. eIPEP – Web-based collection and analysis of candidate and completer performance data from educator preparation institutions [refer to (D)(4)]
6. FloridaSchoolLeaders.org – Web-based interactive tools and resources for teacher and principal leadership development [refer to (D)(5)]

The single sign-on solution will have capacity to manage centralized access to additional applications identified in the future.

FDOE will formalize the process used to collaborate with LEAs on the RTTT application by creating the Data Implementation Committee. This committee will be comprised of LEA subject matter experts in the areas of technology, assessment, curriculum, research, and leadership to provide critical input about the implementation of all data and technology initiatives proposed through RTTT. Membership on the Data Implementation Committee will mirror the characteristics of Florida's LEAs and include representatives from large, medium, small, urban, and rural LEAs to ensure that the state's diverse data and technological needs are considered in the implementation plans. Key members of FDOE's PK-20 leadership, data, and technology staff will routinely engage with the Data Implementation Committee to collect requests and provide feedback during design and implementation to ensure that they are delivered to the LEAs' satisfaction.

Timeline: During Year 1 of the grant, FDOE will establish the Data Implementation Committee to provide critical input throughout the design and implementation phases of the portal and single sign-on solution. FDOE will augment its existing technology environment by completing the system installations and support processes required to implement the portal and single sign-on. Single sign-on will be implemented with maximum consideration of the input from the Data Implementation Committee. This will ensure that the solution is implemented to support the different sizes and capacities of Florida's LEAs. The result of Year 1 activities will be a stable, scalable, sustainable technology environment within which to develop the portal and integrate the applications that will be available through it.

During Year 2 of the grant, FDOE will use feedback from the Data Implementation Committee to design and implement the portal. Once the portal is implemented, FDOE will integrate LEA user account information and the applications accessible via single sign-on in a phased approach. Refer to the timeline table below for the timing of each application's integration with the portal and the addition of LEA user account information in Years 2-4.

LEA staff will be trained on how assigning role-based access at the LEA level helps the user navigate through the portal to the appropriate applications. Throughout the implementation of this initiative, FDOE and the Data Implementation Committee will identify opportunities for improvement and implement any necessary revisions.

2010-11	2011-12	2012-13	2013-14
Establish Data Implementation Committee	Design and implement portal		Revisit and improve portal
Implement identity management enhancements	Integrate the user account information for 33% of LEAs	Integrate the user account information for 67% of LEAs	Integrate the user account information for the remaining LEAs
Implement single sign-on solution	Integrate two applications for single sign-on access via portal: 1. Teacher Standards Instructional Tool 2. K-12 Interim Assessment System for Reading	Integrate two applications for single sign-on access via portal: 3. FACTS.org 4. Interim Assessment Item Banks and Test Platform	Integrate two applications for single sign-on access via portal: 5. eIPEP 6. FloridaSchoolLeaders.org

Responsible Parties: The Division of Accountability, Research, and Measurement will be responsible for providing project management and implementation of the grant activities per the timeline. FDOE will augment existing technical staff with contractors to complete ongoing operational responsibilities and to assist with RTTT activities. The emphasis will be for FDOE personnel to complete and/or materially participate in all RTTT activities to ensure that the solutions implemented are sustainable long-term. Responsibility for the design, content, and policy decisions for the centralized portal will be held by the Division of Public Schools, with significant and meaningful contributions from the Data Implementation Committee.

Performance Measures: The following are performance measures for (C)(2) Initiative 1.

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

Initiative 2: Develop dashboards, customizable reports, and data downloads for access through the centralized, user-friendly portal to better meet the information needs of Florida’s education community stakeholders.

Background/Rationale: FDOE is unique in its ability to analyze data longitudinally across the PreK-20 education pipeline and has used this ability extensively and successfully to deliver critical reports and information to education stakeholders including teachers, students, parents, principals, guidance counselors, LEA leaders, unions, researchers, policy makers, education community members, and the public. These reports and analyses are currently driven based on statewide policy initiatives and presented in a spreadsheet format. However, FDOE recognizes a growing need for access to student-centered information in a variety of formats.

Through RTTT, **FDOE will create a student-centered environment by expanding access to its PK-20 statewide longitudinal data and broadening the view by creating dashboards, pre-defined and customizable reports, and data downloads for secure feed to LEA’s local instructional improvmenet systems (Local Systems).** Providing actionable information in these formats will allow users greater flexibility to define what data is included in each report and how the data are presented. Table C2-2 provides a definition for each of the actionable information formats FDOE will offer through the centralized portal.

Table C2-2: Expanded Actionable Information Formats Defined

Actionable Information Format	Description
Dashboards	An integrated view of a group of related metrics. Users can drill down on a particular metric to access customizable reports and further detail. Reports will be exportable into Excel, XML, CSV, TIFF, or PDF format.
Pre-defined reports	A fixed, frequently accessed view of data. Reports will be exportable into Excel, XML, CSV, TIFF, or PDF format.
Customizable reports	A single, parameter-driven report that allows users to specify the elements and types of data included in the final output. Reports will be exportable into Excel, XML, CSV, TIFF, or PDF format.
Data downloads for LEA local instructional improvement systems (Local Systems)	Data downloads intended for secure, direct feed into LEA Local Systems per an agreed-upon format and frequency.
Data downloads of specified data elements for researchers	Expansive longitudinal data downloads intended for secure transmission to researchers regarding approved educational research studies. Researchers will be required to destroy the data after a pre-determined period of time per FERPA [refer to (C)(3)(iii)].

Teachers need access to interim and summative assessment data to determine the need for instructional intervention. As discussed in

Section (B)(3), FDOE will implement computer-based testing that will decrease the time between test taking and receipt of results, making the data more useful to teachers in the classroom. FDOE currently provides teachers access to longitudinal summative scores for each of their students. Through RTTT and the implementation of computer-based testing, FDOE will add interim assessment data for each of a teacher's students. In compliance with FERPA, teachers will be provided access to data only for the students they teach.

Schools and LEAs need access to information about the effectiveness of instructional materials, the ability to demonstrate effectiveness in teacher evaluation systems, and the success of principal preparation programs. FDOE will identify the effectiveness of instructional materials by collecting data from schools about their use in the classroom [refer to (B)(3)]. This new data on instructional materials will be combined with existing data on student achievement and highly effective teachers to produce reports. LEAs and schools will have access to a system that will include item banking, test builder, and adaptive test-delivery platform functionality to assist in administering interim assessments. LEAs may also employ this system in designing pre- and post-test measures that result in reports demonstrating effectiveness for use in teacher evaluation systems [refer to (B)(3)]. FDOE will publish reports using both qualitative and quantitative data that evaluates the success of the principal preparation programs [refer to (D)(4)].

LEAs will have access to student- and staff-level data transferred via a secure mechanism that will allow the LEAs to feed the information directly to their Local Systems. LEAs will use this data for local research and to further enhance Local Systems for teachers in the classroom. Through RTTT, FDOE will make the following data available for secure download and feed to LEA Local Systems:

1. Assessment data – interim and summative
2. Student performance data – elementary, middle, and high school
3. Acceleration data – Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, and Dual Enrollment
4. College Readiness data – SAT, ACT, and Florida Postsecondary Education Readiness Test
5. Postsecondary outcomes data – postsecondary enrollment, persistence, and completion
6. Teacher certification data – certification and highly qualified

Parents, students, and guidance counselors need access to information that links student secondary coursework with postsecondary goals. FDOE has an online student college and career advising system known as FACTS.org, which is unique among state advising systems. FACTS.org allows students to create an education plan to achieve their college and career readiness goals. The system also allows students to access their transcripts and compare them against scholarship and university requirements. Through RTTT, FDOE will build on the success of FACTS.org by implementing three new features to expand access to data by students, their parents, and guidance counselors. They are:

1. A college and career readiness evaluation for students and parents;
2. A communication module that will send messages to students and parents regarding individual student status, important dates/events, and general advising information; and
3. An early intervention alert system incorporating an expanded and holistic view of student performance data that will notify teachers and guidance counselors when secondary students are not on target to meet their college and career readiness goals.

Parents, the public, policy makers, unions, and education community members need access to school- or LEA-level aggregate data about students and teachers for general information purposes and to inform decision-making. FDOE provides all public stakeholders with a variety of reports aggregated at the school, LEA, and state level including, but not limited to, trends information on statewide summative assessment, graduation rate, dropout rate, and performance on college readiness tests. Through RTTT, examples of reports FDOE will provide include:

1. Student performance data including high school graduation rates, college enrollment, and the number of students who complete at least a year's worth of college credit [refer to (A)(1)(iii)(c)-(d)],
2. Teacher and principal salary schedules for participating LEAs [refer to (D)(2)(iv)(b)],
3. Teacher and principal effectiveness [refer to (D)(3)(i)],
4. Teacher and principal departures (for ineffectiveness or resignation) [refer to (D)(2)(iv)(c)],
5. Teacher, principal, and supervisor evaluation results analyzed against student performance data [refer to (D)(2)(iii)], and

6. Reports recommended by LEAs and the Data Implementation Committee to assist teachers, principals, and LEA leaders to make informed decisions regarding instructional interventions.

RTTT Activity: FDOE will use a development process to create the dashboards, pre-defined reports, and customizable reports that allows for more frequent releases on the portal. These frequent releases will ensure FDOE is able to incorporate important feedback from stakeholders and ensure the final results are student-centered and meet user expectations and information needs.

FDOE will engage the Data Implementation Committee, parents, unions, researchers, policy makers, and education community members to collect requests and complete the analyses and planning. This will provide critical input and direction to the development process. During design and implementation, FDOE will provide an evaluation mechanism to collect feedback from the Data Implementation Committee and any user of the portal to identify opportunities to improve the look and feel of the interfaces, the data available, and usability of the portal and its resources. FDOE will augment its existing technology environment to reduce implementation time and long-term support costs.

Timeline: During Year 1 of the grant, FDOE will collaborate with the Data Implementation Committee, parents, unions, researchers, policy makers, and education community members to collect requests for the reports, data downloads, and FACTS.org. Once all requests have been collected, FDOE will design the various reporting templates and determine the appropriate format for universal, secure transference of data to the LEAs to feed into their Local Systems. The FACTS.org college and career readiness evaluation for students and parents will be developed and implemented. The data for secure, direct feed into Local Systems will be prepared and made available. The necessary upgrades to FDOE's existing technology environment to address (1) increased access to data by LEA Local Systems, (2) security, and (3) long-term sustainability will also be completed.

During Year 2 of the grant, FDOE will develop and implement the FACTS.org communication module to send messages to students and parents and continue the development process to deliver dashboards, pre-defined reports, and customizable reports. During Year 3 of the grant, the FACTS.org early intervention alert systems will be developed and implemented. The development process to deliver dashboards, pre-defined reports, and customizable reports will continue through Year 4. The evaluation process will be routinely

revisited to glean suggestions for improvement on future development activities.

2010-11	2011-12	2012-13	2013-14
Upgrade FDOE's technology environment to address increased access, security, and sustainability	Perform annual security audit of FDOE's technology environment		
Develop and implement the FACTS.org college and career readiness evaluation	Develop and implement the FACTS.org communication module	Develop and implement the FACTS.org early intervention alert systems	Evaluate and incorporate feedback on FACTS.org
Collect requests and develop templates for reports	Design and implement dashboards, pre-defined reports, and customizable reports		
Determine format for Local Systems data downloads	Evaluate and incorporate feedback on dashboards, pre-defined reports, and customizable reports		
Prepare data and make available for secure, direct feed into LEA Local Systems	Update data available for secure, direct feed into LEA Local Systems		

Responsible Parties: The Division of Accountability, Research, and Measurement will be responsible for providing project management and technical services to complete the grant activities per the timeline. FDOE will augment existing technical staff with contractors to complete ongoing operational responsibilities and to assist with RTTT activities. The emphasis will be for FDOE personnel to complete and/or materially participate in all RTTT activities to ensure that the solutions implemented are sustainable long-term. Responsibility for the design, content, and policy decisions for FACTS.org, all dashboards, pre-defined and customizable reports, and data downloads for secure direct feed to LEA Local Systems will be held by the Division of Public Schools, with significant and meaningful contributions from the Data Implementation Committee and education community stakeholders.

Performance Measures: The following are performance measures for initiative 2.

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

Summary of Implementation Outcomes:

- By 2012, create a centralized portal to serve as the gateway to publicly accessible information, and to secure confidential applications via single sign-on.

Sustainability:

- Section 1008.31(3), F.S., establishes the EDW and requires that all data collected from state universities and public educational institutions be provided to the EDW.
- The EDW plays an essential role in fulfilling FDOE's state and federal reporting requirements.
- The Florida Legislature funded the creation of the EDW in 2003 and remains committed to providing support annually.
- FDOE currently provides financial and technical resources for its technology environment and will augment this environment to provide the centralized portal, actionable information, and single sign-on access to confidential applications.

FDOE will use existing staff to implement RTTT initiatives to ensure that the solutions are sustainable long-term.

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

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

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

language learners, students whose achievement is well below or above grade level).

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

Recommended maximum response length: Five pages

(C)(3) – Key Highlights

- Equip every LEA in Florida with Local Systems.
- Train every school in Florida on the state’s proven Data-Driven Instructional Process.
 - Focus research on how highly effective teachers and leaders make the difference in student achievement.

Introduction: Florida is committed to providing stakeholders the information and resources they need to evaluate the effectiveness of instructional materials, strategies, and approaches for educating all students. This commitment is evidenced by FDOE’s high-quality four-step plan to modernize and expand access to its data [(C)(2)], the State Board of Education Strategic Plan, statutory requirements, and the RTTT MOU with participating LEAs [Refer to Appendix A1-4 for FDOE’s MOU with participating LEAs].

In November 2009, the State Board of Education adopted a Next Generation PreK-20 Strategic Plan, including a comprehensive, statewide Instructional Technology Plan. The Instructional Technology Plan charts a coordinated path to creating an engaging learning environment, expanding access to data and technology resources, and supporting the use of local instructional improvement systems (Local Systems). During the 2010 legislative session, House Bill 5101 passed, encouraging LEAs to provide access to Local Systems for teachers, students, and parents. FDOE’s RTTT MOU with participating LEAs is equally bold in requiring LEAs to acquire a Local System if they do not currently have one. Section 1008.35(1)(a), F.S., makes the Commissioner of Education is responsible for “sponsoring research and development activities designed to provide information about educational needs and the effect of alternative

educational practices.”

These bold, statewide plans and laws provide vital energy and direction to FDOE’s efforts to expand access to and use of its data and applications [(C)(2); (C)(3)(i) and (iii)] and to provide professional development to teachers, principals, and administrators on the use of these systems and the resulting data to support continuous instructional improvement [(C)(3)(ii)]. The following sections expand on how FDOE is working on these plans and how RTTT will accelerate our progress and broaden our vision.

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

Initiative: Increase acquisition and implementation of Local Systems that meet minimum standards.

Outcome: By 2014, equip all participating LEAs with Local Systems that meet minimum standards.

Background/Rationale: Florida envisions a student-centered school environment where all teachers are engaged in peer collaboration around integrating data analysis to improve teaching and learning. This means LEAs in Florida must be equipped with Local Systems that provide data to support the peer collaboration process. Florida’s LEAs have already begun this initiative through a grassroots movement to collaborate with each other and exchange components of (or entire) existing Local Systems. The goal is to replicate successful systems and practices across LEA boundaries with minimal up-front purchase and implementation costs. A recent example of the success of this exchange took place when an LEA provided its student dashboard to another LEA in exchange for a human resources component at no purchase cost to either entity.

RTTT Activity: Through RTTT, FDOE will accelerate and enhance the ongoing grassroots movement by providing direction and resources to LEAs to acquire, adopt, and use Local Systems. FDOE will work with the Data Implementation Committee to develop a set of minimum standards for Local Systems to ensure that LEAs implement systems that meet stakeholder needs for access to and use of data to inform instruction in the classroom, operations at the school and LEA, and research. These standards will establish a baseline of features and functionality the system must have and will provide valuable guidance and direction to LEAs during the acquisition (exchange, development, or procurement) and implementation processes.

Based on LEA feedback, FDOE will **create the Local Systems Exchange to formalize** the grassroots movement initiated by the LEAs into an established community. The Local Systems Exchange will be developed within an existing online FDOE resource that is currently limited to teachers. Through RTTT, FDOE will expand its existing online resources to include the Local Systems Exchange resources for additional users representing LEA technology, leadership, and research staff. The Local Systems Exchange will be an LEA driven forum that will encourage and facilitate the acquisition and implementation of Local Systems through **collaboration and exchange of ideas, systems, and related implementation services on a statewide basis**. The Local Systems Exchange will be created and supported by FDOE and will serve as the electronic gathering place to:

- Inventory Local Systems in LEAs across the state;
- Publish the minimum standards for Local Systems;
- Negotiate exchanges and/or installation services for Local Systems; and
- Share best practices regarding the acquisition, adoption, and comprehensive use of Local Systems.

Recognizing that Florida's **small or rural LEAs** will need additional financial support to acquire and implement Local Systems, FDOE will administer a **needs-based grant** from its portion of RTTT funds to help cover initial purchase, installation, and training costs. The structure of the grant will encourage LEAs to select a solution that they will be able to sustain long-term, both technically and financially.

Timeline: During Year 1 of the grant, FDOE will engage extensively with the Data Implementation Committee to develop and publish a set of minimum standards for Local Systems. The Local Systems minimum standards will balance the need to equip teachers, principals, LEA leaders, students, parents, and education community members with a robust tool set to access and use data with an LEA's ability to sustain the solution long-term. The diverse data and technology representation from LEAs of varying sizes on the Data Implementation Committee will ensure that this balance is appropriately achieved. The minimum standards will be published on the Local Systems Exchange, and the FDOE website, and will be distributed directly to LEAs. The Data Implementation Committee will also convene to plan the organization and operation of the Local Systems Exchange. The results of this planning will include leadership

and governance of the exchange, how exchanges will be encouraged and supported, communications, collection of information about LEA local systems, and design of the website features (e.g. Wikis, contact information, etc.). Based on requests collected from the Data Implementation Committee and leadership of the Local Systems Exchange, the website for the exchange will be designed and implemented.

During Year 2 of the grant, full operation of the Local Systems Exchange will commence. The LEAs will drive communications, activities, and exchanges for Local Systems or related services, and FDOE will provide administrative and technical support for the exchange. FDOE will engage the Data Implementation Committee to design the requirements for the needs-based grants to small or rural LEAs, with an emphasis on supporting the initial implementation and training costs. FDOE will monitor implementation of Local Systems through an annual technology survey and grant reporting from the LEAs. This will allow FDOE to determine compliance with the terms of the grant, the RTTT MOU, and the impact of the Local Systems Exchange.

During Years 3-4 of the grant, FDOE will continue to provide administrative support for the Local Systems Exchange; monitoring of the needs-based grants; and monitoring of the implementation of Local Systems per the RTTT MOU. During Year 4 of the grant, FDOE will revisit the minimum standards for Local Systems with the Data Implementation Committee to reflect lessons learned through RTTT.

2010-11	2011-12	2012-13	2013-14
Determine and publish minimum standards for Local Systems			Update minimum standards for Local Systems
Plan organization and operations of the Local Systems Exchange	Commence Local Systems Exchange operations		
Expand existing FDOE online resource to include Local Systems Exchange resources	Maintain and update Local Systems Exchange resources		
	Monitor implementation of Local Systems per RTTT MOU		
	Determine requirements for and release needs-based grants to small or rural LEAs	Monitor costs and progress on needs-based grants	

Responsible Parties: The Division of Public Schools will facilitate the administrative aspects of the Local Systems Exchange including the initial implementation and ongoing administration of the exchange resources. Responsibility for the organization, governance, and success of the exchange will be held by the LEAs. The Division of Accountability, Research, and Measurement will be responsible for the needs-based grants to small or rural LEAs. The Division of Public Schools will be responsible for monitoring the implementation of Local Systems in all LEAs per the RTTT MOU.

Performance Measures:

Baseline and annual goals will be determined once the minimum standards for Local Systems are established in Year 1. Performance measures will be based on the number of Local Systems meeting minimum standards.

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

Initiative: Leverage and expand proven, ongoing efforts to provide professional development to teachers, principals, and administrators on how to access and use data to inform instructional practices and decision-making.

Outcome: By 2014, provide professional development to all schools in all LEAs on how to access and use data.

Background/Rationale: Florida is already tackling the need to prepare its educators to access and use data to inform instructional practices and improve decision-making. In 2009, the Florida Legislature passed House Bill 991 to implement the Differentiated Accountability (DA) program enabling FDOE to intervene in persistently low-achieving schools [refer to (E)(1) and (E)(2)]. FDOE staffed five DA Regional Teams throughout the state with accomplished leaders, specialists, and coordinators who have a demonstrated record of turning around low-performing schools. The DA Regional Teams work directly with teachers, principals, and LEA leaders to build leadership and instructional capacity through professional development, with emphasis on the use of data to improve instruction and evaluate the effectiveness of strategies for educating different types of students (e.g., students with disabilities, English language learners, students whose achievement is well below or above grade level). Their focus is to equip local educators with a proven Data-

Driven Instructional Process that analyzes student data to determine the individual academic needs of students. In 2008-09, DA Regional Teams successfully used this Data-Driven Instructional Process to increase student achievement in Florida's lowest-performing schools.

Another method for delivering professional development is through the Florida Digital Educator program established in 1998. Through this program, Master Digital Educators have been certified to deliver training to teachers, principals, and administrators on how to access and integrate technology in the classroom and school. There are currently 93 Master Digital Educators in 42 of 72 LEAs who work directly in classrooms and schools to provide hands-on workshops and mentoring for teachers, principals, and administrators. These workshops and mentoring activities provide training on specific technology programs (e.g. word processing, spreadsheets, presentation software), best practices on using technology, and creation of online "how-to's" for accessing data and technology resources. Through an Educational Technology ARRA grant, 30 additional Master Digital Educators are being trained and, beginning with the 2011-12 school year, will be located in those LEAs that currently do not have one. This training will allow more than 170,000 teachers, principals, and administrators in every LEA access to a Master Digital Educator.

RTTT Activity: Through RTTT, FDOE will marry the professional development activities around **how to access** data and technology resources provided by the Master Digital Educators with the professional development around **how to use** data provided by the DA Regional Teams to deliver coordinated, comprehensive professional development. This strategy will foster a culture of inquiry among LEAs as they access and use data to measure progress towards Florida's student achievement goals.

FDOE will hire a Data Captain who will create and execute an all-inclusive plan that expands use of the Data-Driven Instructional process beyond the lowest-performing schools **to include all schools** and leverages the statewide network of Master Digital Educators to train teachers, principals, and administrators on how to access data and resources from the centralized, user-friendly portal [refer to (C)(2)]. The Data Captain will be aided by Data Coaches located in each of the five DA Regions and the Master Digital Educators located in all of Florida's LEAs. Special emphasis will be placed on serving small or rural LEAs by placing two Data Coaches in the three regions that align with the LEA consortia. These extra Data Coaches will further facilitate **partnership with the LEA consortia**

and help account for the resource and geographic challenges faced by these LEAs. The plan will also include coordinated delivery of sessions by Data Coaches and Master Digital Educators on **accessing and interpreting data from the portal for parents**. Parent sessions will coincide with open house, parent-teacher association meetings, or other similar events at schools.

Supplementing the plan will be a collection of multi-media professional development materials created to reinforce learning, usage, and full adoption of the new skills and abilities around accessing and using data. The Data Captain, with feedback from the Data Coaches, Master Digital Educators, LEAs, and consortia, will direct creation of **multi-media materials that will be accessed from the centralized, user-friendly portal 24 hours a day, 7 days a week with a standard Web browser and Internet access**. They will include **courses, podcasts, presentations, and technical assistance papers**. The courses will be self-paced and organized into small, manageable units to ensure that users fully understand each concept.

Timeline: During Year 1 of the grant, the Data Captain and Data Coaches will be hired and trained on the Data-Driven Instructional Process by FDOE. The Data Captain will work with the Data Coaches, Master Digital Educators, and LEA consortia to develop a coordinated, comprehensive plan for delivering professional development to teachers, principals, administrators, and parents in all schools in all LEAs in Florida. The plan will outline the content, delivery approach, and timeline for reaching all intended audiences.

During Years 2-4 of the grant, the Data Captain will manage execution of the plan with the team of Data Coaches, Master Digital Educators, LEA consortia, and DA Regional Teams. The multi-media professional development materials will be generated to supplement the plan activities and the resources on the centralized portal [refer to (C)(2)].

2010-11	2011-12	2012-13	2013-14
Hire and train Data Captain and Data Coaches	Execute coordinated, comprehensive plan to deliver professional development statewide		
Create coordinated, comprehensive plan to deliver professional development statewide	Create multi-media professional development materials and make them available on the centralized, user-friendly portal		

Responsible Parties: The Division of Accountability, Research, and Measurement will be responsible for the Data Captain, Data Coaches, and successful execution of the professional development plan, with significant participation from the Division of Public Schools. The Division of Accountability, Research, and Measurement will collaborate with the Division of Public Schools to create the multi-media professional development materials. The Division of Public Schools, through the Educational Technology ARRA grant and RTTT, will be responsible for the Master Digital Educators.

Performance Measures:

Performance Measures	Actual Data: Baseline	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Hire and train Data Captain	0 1		n/a	n/a	n/a
Hire and train Data Coaches	0	8	n/a	n/a	n/a
# Schools receiving professional development per the plan	0	0	TBD*	TBD	TBD
# Multi-media professional development materials created and made available on the portal	0	0	TBD*	TBD	TBD

*The number of schools reached and multi-media materials created per year will be determined during year one of the grant and included in the plan.

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

Initiative: Provide data from the state and Local Systems for approved educational research studies.

Outcome: By 2011, establish a research agenda consistent with Florida's RTTT initiatives and student achievement goals and make relevant data available to the research community from state and Local Systems.

Background/Rationale: FDOE takes pride in its commitment to making data from the statewide longitudinal data system (EDW) available and accessible to researchers. FDOE has a history of providing researchers access to its data, including student assessments, student course-taking patterns, a student-teacher link, and teacher certification. FDOE has an established, rigorous research request process that balances the need for access to student-level data with the need to protect student privacy (see Appendix C3-1 for the

research request process).

The Division of Accountability, Research, and Measurement (ARM), FDOE's hub of data and research, has oversight responsibility for the research request process and the FDOE Research Consortium. **FDOE's Research Consortium** is comprised of staff from each of FDOE's educational sectors (PK-12, technical centers, and community colleges) and the Board of Governors (state universities). The FDOE Research Consortium meets weekly to discuss research requests received and carries out the requirements defined in the research request process.

By capitalizing on the EDW, FDOE has provided data to researchers to answer such questions as, "What is the effect of principals and their policy choices on student learning?" and "What high school courses prepare students for success in postsecondary education?" As part of the research request process, the FDOE Research Consortium works with researchers to ensure that questions are defined explicitly and information requested adequately addresses the research topic.

When necessary, FDOE works with the LEAs to supplement data already collected by FDOE to assist researchers in their study. For example, Florida is engaged in a project through the Bill and Melinda Gates Foundation as one of three states piloting the development and distribution of analyses and reports to support educational systems. This project, the National Student Clearinghouse Student Data for High Schools Pilot, provides data on students' college outcomes to the individuals in the K-12 system who need it most – students, parents, high school teachers, principals, LEA leaders, and state education leaders. Eight LEAs of varying size, including rural and urban LEAs, are involved in this project and are providing data to the National Student Clearinghouse in addition to the data FDOE is providing. This project is significant because it expands FDOE's ability to provide relevant and specific feedback to high schools on how well they prepared students for college by including students not attending a Florida public postsecondary institution. These expanded results will further inform adjustments to early warning reports and recommended interventions. Florida's RTTT MOU reiterates the need for participating LEAs to share data from Local Systems with the state in response to research requests: "The LEA will provide requested data from local instructional improvement and longitudinal data systems to the Department to support the Department's efforts to make data available to researchers for the purpose of evaluating the effectiveness of instructional materials,

strategies, and approaches for educating different types of students and to help drive educational decisions and policies.”

FDOE is currently automating the research request process to make it more clear and user-friendly for researchers to access data. The work will be funded through a Federal Statewide Longitudinal Systems grant and will improve researchers’ access to state data by automating the approval process for gaining access to student-level data; enhancing the tool that describes and defines the available data; and implementing self-service, restricted access to the data repository by authorized users to download the requested data. Access to confidential data will not require the researcher to obtain specialized equipment and will allow the researcher to download the data via a secure mechanism in a format that can be easily uploaded to the researcher’s preferred statistical software. Building the described environment will result in improved efficiency and timelier access to restricted data for approved researchers.

Through RTTT, **Florida will establish a focused research agenda** consistent with the other three assurances: Standards and Assessments, Great Teachers and Leaders, and Turning Around the Lowest-Achieving Schools. The FDOE Research Consortium will collaborate with stakeholders (such as District Accountability Coordinators, teachers, and principals) to define the research agenda that would focus efforts on evaluating the effectiveness of instructional materials, strategies, and approaches for educating students.

RTTT Activity: The FDOE Research Consortium will collaborate with LEA staff representatives to define an appropriate research agenda that will further the work of the RTTT initiatives and will evaluate the work already accomplished. FDOE will publish the research agenda on the centralized, user-friendly portal [refer to (C)(2)]. FDOE will capitalize on its established relationships with nationally recognized researchers and organizations to conduct studies related to the research agenda. Researchers from across the nation will be given access to the necessary data to conduct studies recommended on the research agenda. All data used for research will be compliant with the Family Educational Rights and Privacy Act (FERPA) (see Appendix C3-2 for FDOE research partnerships).

FDOE will continually communicate to the LEAs the progress of the research agenda via announcement posting to the portal and will work with the LEAs to encourage data sharing with researchers. FDOE will work to alleviate the burden on LEAs by providing any data FDOE already collects from LEAs to researchers, requiring LEAs to provide only supplemental information as necessary.

Timeline: During Year 1 of the grant, the FDOE Research Consortium will collect feedback from stakeholders, then use it to define the

research agenda. During Years 2-4, FDOE will continue its work through the FDOE Research Consortium to refine the research agenda and will invite national researchers to submit proposals for access to the necessary data. All research conducted will be compliant with FERPA.

2010-11	2011-12	2012-13	2013-14
Collect Stakeholder Feedback			
Define research agenda and make publicly available	Refine research agenda and make publicly available		
	Invite national researchers to conduct studies consistent with the research agenda		

Responsible Parties: The Division of Accountability, Research, and Measurement will be responsible for the coordination and sustainability of the FDOE Research Consortium, managing the development of the research agenda, inviting national researchers to submit proposals, and providing the necessary data.

Summary of Implementation Outcomes:

- By 2011, establish a research agenda consistent with Florida's RTTT initiatives and student achievement goals and make relevant data available to the research community from state and Local Systems.
- By 2014, equip all Florida LEAs with Local Systems that meet minimum standards.
- By 2014, provide professional development to all schools in all LEAs on how to access and use data.

Sustainability:

- FDOE will build onto an existing online resource to provide a forum for the Local Systems Exchange.
- FDOE will leverage an existing network of technology and data specialists to implement the proven Data-Driven Instructional Process statewide.
- FDOE will partner with the LEA consortia to deliver professional development to small or rural LEAs.
- Florida will capitalize on existing relationships with national researchers to evaluate the success of RTTT initiatives and promote the research agenda.

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

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

The extent to which the State has—

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

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

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

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

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

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

Recommended maximum response length: Two pages

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

Florida's Alternative Routes to Certification for Teachers

Florida's commitment to authentic choice in delivery systems for teacher preparation is evident in a number of statutory provisions that allow alternative routes to certification (specifically as defined in this notice) for teachers and principals, including providers other than institutions of higher education. In addition to Florida's Initial Teacher Preparation (ITP) programs ("traditional" programs), there are three pathways authorized by the Florida Legislature and State Board of Education that teacher candidates can pursue to earn a Professional Certificate. In 2008-09, a full 37% of the 9,705 teacher preparation program completers came through one of these alternative routes, described below.

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

Passport to Teaching: In 2004, as a result of major legislation on educator quality, two new routes were added. The State Board of Education approved (under new statutory authority in s. 1012.56, F.S.) the *Passport Certificate* issued by the American Board for Certification of Teacher Excellence (ABCTE) as a route to full state certification. Individuals who earn a "Passport to Teaching" certificate from ABCTE meet requirements for a Florida Temporary Certificate. Then, when the individual becomes employed in a Florida LEA and demonstrates the state's professional teaching competencies in the classroom, the individual is issued a Florida Professional Certificate.

Educator Preparation Institutes (EPIs): The Florida Legislature also provided an option for postsecondary institutions to create Educator Preparation Institutes (EPIs). EPIs offer competency-based alternative certification programs specifically designed for baccalaureate degree holders who did not major in education to meet requirements for full state certification. While EPIs are institution-based, they are unique in that community colleges were also permitted to offer the program through non-college credit, module-based delivery, including both online and face-to-face instruction. [Refer to s. 1004.85, F.S., and Rule 6A-5.066(2)(c), F.A.C.]

Florida’s Alternative Routes to Certification for Principals

In 2004 the Florida Legislature gave school boards the authority in s. 1001.42, F.S., to appoint an individual as a school principal who does not hold a traditional certificate in that area and to design a special alternative training program for those school leaders. While this option is not widely used, several LEAs have used this opportunity successfully to place individuals from nontraditional backgrounds who possess strong leadership skills that meet the needs of a specific school environment.

State Board of Education Rule 6A-5.081 adopted in 2007 allowed for approved alternative programs for school leaders that culminate in full state certification in Educational Leadership. Under the rule, **a Florida LEA** may offer an approved certification program in Educational Leadership to its employees who already hold a master’s degree in another subject through professional development rather than through college credit. One LEA (Duval County) has already received approval for, and is implementing, an approved Educational Leadership program; in 2008-2009, the LEA reported 43 program completers.

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

The following tables identify each of Florida’s alternative certification programs for teachers and principals and indicate how each program meets the criteria used in this notice to define “alternative routes to certification.” All programs are required in their authorizing regulations to be competency-based and, therefore, by design significantly limit the amount of coursework required. Additionally, the table includes the number of completers and the number of teachers and principals certified as a result of completion of the programs. All school LEAs are required by law to have a state-approved district alternative certification program. See Appendix D1-1 for a list of specific institutions offering an EPI.

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

Alternative Certification Pathways for Teachers							
Pathway to Certification	Number of completers in 2007-2008	Number of Completers Certified	Qualified Providers	Selection Criteria	School Based Experiences	Ongoing Support	Level of Certification Awarded upon Completion
District Alternative Certification Programs	1,716	1,634	Florida Public LEAs, including a partnership with an outside agency	Earned accredited bachelor's degree; demonstrates mastery of subject knowledge; holds a Temporary Certificate; employed as a teacher of record in the LEA	Participants are employed as teachers of record in the LEA during the program.	LEAs are required to provide experienced peer mentors for participants.	Professional, when all Florida Teacher Certification Examinations have been passed.
American Board for Certification of Teaching Excellence	Not available by specific year completed	169 Am	merican Board for Certification of Teaching Excellence	Earned accredited bachelor's degree	Participants must complete a LEA Beginning Teacher Program to earn a Professional Certificate	ABCTE provides an advisor /mentor for each participant	Temporary Certificate. The Professional Certificate is issued when the school-based experience is completed.
Educator Preparation Institutes	1, 287	1,136	Public and private colleges and universities, community colleges	Earned accredited bachelor's degree; demonstrates mastery of subject knowledge for a Temporary Certificate	A supervised field experience to "fully demonstrate" the ability to teach the subject area	None Pro	Professional, when all Florida Teacher Certification Examinations have been passed.
Alternative Certification Pathways for Principals							
District Educational Leadership Program	Program approved in 2008; no completers reported. 43 completers in 2009	37 Fl	orida Public LEAs	Earned accredited master's degree; employed by the LEA	Supervised field experiences in K-12 public schools	Program provided as professional development with supervision by selected school leaders	Professional

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

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

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

Based on these criteria, the following critical teacher shortage areas have been identified for 2010-11: middle and high school level mathematics, science, and English/language arts; reading; all exceptional student education programs; English for speakers of other languages (ESOL); foreign languages; and technology education/industrial arts.

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

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

A report is submitted and approved by the State Board of Education, and the data are used to implement these financial aid programs and as a basis for statewide efforts to assist LEAs in recruiting teachers in these areas, such as the Great Florida Teach-In

annual statewide job fair; www.teachinflorida.com, the state's online interactive recruitment center; and the FDOE's Transition to Teaching federal grant program. (The annual report issued November 2009, *Critical Teacher Shortage Areas 2010-2011*, is included in Appendix D1-2.)

Principals. Florida has taken a deliberate and systemic approach in addressing its principal shortage. In 2005-06, Florida used the research issued by the Wallace Foundation and the Southern Regional Education Board (SREB) to examine the issues surrounding the preparation of its school leaders, including principals and assistant principals. Florida's data on principals and assistant principals reflected national trends projecting increasing retirements of individuals currently serving our schools. Due to retirement programs and stronger accountability, the number of principals retiring during the 2002-03 school year was 75% higher than in the previous year, and the number of new principals each year has remained around 600 or greater. Following a statewide leadership meeting to deal with the issue, it was determined that Florida's leadership pool was lacking specifically in the number of **high-quality** candidates. In addition to the turnover rate, LEAs raised serious issues about whether individuals certified in Educational Leadership possessed the leadership characteristics and school-based training needed to be ready for these administrative positions in the 21st century, especially given Florida's environment of accountability for student learning. Even during 2007-08, of the 27,923 individuals who held a school leadership certificate, only 37% were employed in a school-level administrative position.

Acting on this information, **Florida embarked on and completed in 2008 a comprehensive revision of its school leadership certification programs to focus on candidates' performance relative to the new leadership standards.** First, the Florida Educational Leadership Examination (FELE) was revised by selected groups of high-performing principals, superintendents, and university faculty to include all scenario-based questions and performance items. New State Board of Education Rule 6A-5.081 (adopted in 2007) required all Level I Educational Leadership programs (typically preparation for Assistant Principal positions) delivered by universities and alternative programs delivered by school LEAs to be competency-based, designed and delivered with university and LEA collaboration, and grounded in field experiences in public schools. Level II School Principal Programs (delivered by school LEAs as job-embedded training for newly assigned principals) also require coordination with universities to ensure a

continuum of development, must include performance tasks with professional development based on the Florida Principal Leadership Standards, and must be aligned to the LEA's principal evaluation system.

Florida is tracking specific data that are part of the Standards for Continued Approval adopted under the new Rule, including:

- Placement and retention rates of completers in school-based administrative positions (including the number of years between certification and placement),
- Performance of their completers on the certification exam,
- Performance of the students in the school (including by subgroup) under their leadership, and
- Satisfaction of their employers with their performance based on demonstration of the leadership standards in annual evaluations.

In addition, programs are also required to collect and analyze candidate performance data on each of the Leadership Standards and document specific program improvements based on the connections between candidate performance and subsequent completer data. The 2009-2010 school year was the first in which individuals completed new LEA and university programs and performance standards. Programs will be judged on how well they improve in these factors, which will be weighted as new performance measure are developed [see discussion of this in Section (D)(4)]. The state will be reporting annually on how well programs perform under the new Approval Standards and to what extent these standards have improved the success of leaders in our public schools. See Appendix D1-3 for the Florida Principal Leadership Standards and Appendix D1-4 for the Standards for Continued Approval of School Leadership Programs.

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

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

- (i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; (5 points)

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

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

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

To significantly raise the achievement and the readiness of **all students** for postsecondary education and the workforce, Florida must increase both the **overall and individual effectiveness** of teachers and school leaders. Florida is committed to significantly improving teacher and principal effectiveness based on performance, primarily defined through improved student learning. To accomplish this, **the state will focus its human capital policies and practices squarely on its students** and proceed with

1. **Strategies that create the professional environment** necessary for teachers and principals to succeed.

- Saturate the LEAs with tools and knowledge to build, monitor, analyze, and sustain effective professional development and support systems that build capacity in every school.
- Setting clear standards and expectations for teacher and school leader performance

2. **Ensuring success** by defining, developing, and implementing critical human capital components with teacher, principal, legislative, and LEA buy-in.

- Incorporate strategies from the Governor’s Working Group, which represented all major stakeholders in the state, into the MOU and the RTT Grant.
- Work with the Governor’s Task Force to provide comprehensive advisement and oversight as the grant’s action steps are defined, implemented, analyzed, and monitored.
- Appoint specialized implementation committees with LEAs and colleges of education to develop the recommendations for targeted areas such as growth formulas, clear standards for teacher and school leader performance, and evaluation systems.

3. **Maximizing on Florida’s unparalleled history** of bold human capital reform legislation and robust longitude data system.

- Align all education human capital policies to improving effectiveness and base them on evidence of successful classroom and school practices (including preparation, recruitment, placement, tenure, career options, performance appraisal, professional development, and compensation).
- Institute a continuous improvement feedback loop by evaluating strategies and policy actions with performance measures related to student growth and achievement, to inform educators, administrators, the profession, and the public.

Florida’s MOU and state-level initiatives combine to form a collaborative, ambitious, and achievable plan to intensify reforms and ensure that they are sustained beyond the timeframe of the grant. Ninety-six percent of LEAs are participating and 79% have union support. Florida’s RTTT plan, and unmatched experience in education reform and longitudinal data systems, places Florida in a position to make a significant contribution to the nation through research, evaluation, and reporting of student achievement and human capital activities associated with this grant. From these results, **Florida will become the state for teaching and learning** and its progress will move the entire nation forward in providing a world-class education to every student.

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

(D)(2)(i) – Key Highlights

Working through a collaborative process and advisory body:

- Florida will adopt an accurate calculation for measuring individual student growth in courses associated with the state student assessment program and will support LEAs in developing valid and reliable assessments of student achievement in grades and courses not measured by the state assessment system.
- FDOE will provide for LEAs and teachers a transparent process and professional development surrounding the state measure, and models for LEAs to measure student growth in courses and grades not included in the state student assessment system.
- FDOE will ensure accurate data reporting, improve analysis capabilities and leverage the new portal and performance results at all levels (teacher, principal, school, LEA) to realize both system-wide and student-level success.

Introduction, Successes, and Gaps: Supported by substantial data and statewide assessment systems, Florida measures growth and proficiency annually for each student (learning gains) in reading and mathematics in grades 4 through 10 and reports these data at the school level as part of the state's accountability system. The state's longitudinal database links students with their teachers and courses, and teachers to teacher preparation programs and professional development. This linkage is currently used statewide to report individual teacher performance in the aggregate by school type, subgroup, and preparation program, but only cautiously, based on the knowledge that a more sophisticated measure of student growth is needed to further examine individual teacher performance.

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

teachers or teacher education programs.

One of the most important revelations from the implementation of the statewide performance pay program was the lack of comparable student learning measures for courses and grades outside the state assessment system, leaving LEAs unable to discern whether students were receiving comparable instruction across classrooms. On average, about 35% of Florida's teachers are assigned courses that include reading and/or mathematics in grades 4 through 10. While some LEAs made progress in identifying learning measures for the remaining 65%, this has not yet translated into statewide implementation.

RTTT Activities: There are two components to measuring student growth: (1) the assessments of student learning and (2) the calculation of the differences in learning between two points in time. Regarding the calculation, Florida will select a statewide measure of student growth that takes into account multiple years of performance and unique student characteristics. At the same time, the FDOE and LEAs together will invest in more informative and balanced assessments for students and methods of calculating student growth that are applicable to more subjects and grades outside those included in the current state assessment system. Transparent and clear communication of calculation processes and expected outcomes is essential, so that teachers, principals, and administrators can use the results of these measures to improve student performance. To ensure statewide implementation and impact, **Florida's MOU states**, *"The Department will collaborate with an advisory body representing all stakeholders to develop a fair and transparent student growth model that takes into consideration unique student characteristics, challenges, and other factors that affect student performance."*

Improving Assessments of Student Learning. As specified in the MOU, participating LEAs will be required to measure student growth "based upon the performance of students on state-required assessments and, for content areas and grade levels not assessed on state-required assessments, the LEA will use state assessments or district-selected assessments that are aligned to state standards and developed or selected in collaboration with LEA stakeholders, or will use valid, rigorous national assessments." To assist districts in implementing a balanced and informative student assessment system, FDOE will form an implementation team to work in collaboration with the Governor's Race to the Top Task Force, content advisory groups, a technical advisory panel, statewide

professional organizations, and postsecondary faculty, on the following activities, which are described in more detail in Section (B)(3):

- **Provide LEAs and schools with formative assessment systems** in Reading K-8 and in Mathematics K-3. These technology-based systems will be designed using the model of Florida's K-3 Mathematics Formative Assessment System, currently under development, which includes extensive support for embedded professional development through lesson study toolkits. This lesson study support is further described under *Standards and Assessments Initiative 4 – Classroom Support*. Resources to be developed include classroom assessment tasks for each content objective and with varying difficulty, type, and cognitive rigor; scoring guidelines; and sample student work. Florida intends to collaborate with other states in the common assessment consortia to expand the formative assessment resources beyond these targeted grades and content.
- **Use a competitive procurement process to provide LEAs and schools with interim assessment item banks/test platforms** for K-8 Mathematics, Algebra I, Geometry, and Algebra II; Grades K-12 English Language Arts; Grades K-8 Science, Biology, Earth/Space Science, Physics, and Chemistry; Grades K-8 Social Studies, U.S. History, World History, U.S. Government, and Economics; and Spanish. Florida will contract out to develop these banks/test platforms and involve representative groups of educators and other citizens in the design and item development/review process. The technology-based system will include item/task banking, test builder, fixed form or adaptive test-delivery; and computer or paper-based functionality. This system will be available to state and regional Differentiated Accountability leaders to develop common interim assessments for use in struggling schools. Assessments developed through this system may also be employed by LEAs in teacher evaluation systems as evidence of effectiveness. The interim assessment item banks will be available by 2012-13, while the technology platform is planned for the 2013-2014 school year.
- **Establish performance measures for performance-based courses.** In addition to use of an item bank and additional end-of-course assessments, efforts are needed to include teachers whose course content does not lend itself solely to traditional assessments for measurement of student growth, such as teachers in the performing and visual arts, physical education, and career and technical education. The FDOE will enlist participating LEA representatives and representatives of state

associations for these content areas to develop appropriate performance and peer-reviewed student assessments and will facilitate the incorporation of these assessments in participating LEA assessment programs (and for involved LEAs who wish to do so). The Florida Music Teachers' Association voluntarily developed a grade 4 music assessment several years ago for this purpose, and, following this example, FDOE will collaborate with associations to develop such assessments.

Calculating Student Growth. During the 2009-10 school year, the FDOE contracted with a national expert through a National Governors Association grant to educate leadership and education stakeholders in the types and functionality of student growth models that are available and in use. The state's robust data system allowed for modeling of various algorithms and methods using multiple years of student performance data.

- **Student Growth for State-Assessed Subjects and Grades.** Based on what was learned, the FDOE proposes to contract with an expert in value-added calculation to work with the guidance of the Governor's Task Force and with a specialized implementation committee to select a statewide student growth measure for courses associated with the state assessment system (reading and mathematics in grades 4-10). Together with representatives from participating LEAs, teachers, principals, colleges of education, and the Commissioner's Teacher Advisory Council, the State Board of Education will adopt a statewide measure of student growth for courses related to the state assessment system during the 2010-11 school year. This will afford LEAs time to integrate the measure locally into their teacher and principal evaluation system revisions. By the last year of the grant, the contractor will have trained FDOE permanent staff to run the calculation, and the process will be integrated into the state's annual reporting processes. In addition, each teacher and principal will be able to access his/her growth data through the state's new portal [see Section (C)(2)], so that these data can inform other decisions educators make about instruction and professional development.
- **Student Growth for non-State-Assessed Subjects and Grades.** The terms of the student growth contract will also include development of a method to calculate growth assessed by selected national assessments, such as tests required by advanced courses (Advanced Placement, International Baccalaureate, etc.) where no pretest is available and in courses for which the

LEA has developed its own end-of-course assessment. Student growth models will be available by the second year of the grant, so that LEAs can use them with their existing assessments, making them rigorous and comparable across classrooms. Details of each participating LEA's process for developing assessments will be reflected in the LEA work plans submitted prior to the distribution of grant funding.

- Data Quality and Statewide Implementation.** As important as the calculation and assessments themselves, the scope of activities for implementing the new growth measure will include state-level work plans for professional development, data quality training, controls, communication, and monitoring. This will ensure that LEAs are accurately and consistently collecting and reporting data; that there is transparency at all levels, especially the teacher level; and that stakeholders are confident in the process and the results. Florida's current participation with other states in Bill and Melinda Gates Foundation grants for establishing "student teacher data links" and "teacher of record," directly supports these efforts. The state's work plan will also include annual evaluations with all participating LEAs, and their teachers and principals, as to the success and needed changes in the growth model as it is used in instructional decisions and in teacher and principal evaluation systems. Evaluation of LEA work plans will also include their efforts in this regard. FDOE will continue throughout the grant to engage the advisory body, participating LEAs, educators, and the public in extensive and transparent dialogue around the state's selected student growth measure, to ensure that the results are meaningful and useful in improving human capital decisions and student achievement.

Responsible Parties: Division of Accountability, Research, and Measurement; Educator Quality section of the Division of Public Schools; participating LEAs; content and assessment experts; university faculty; and contracted student growth experts.

Timeline:

2010-11	2011-12	2012-13	2013-14
FDOE with advisory body input selects new statewide measure for student growth in FCAT-associated courses that is attributable at the teacher level; FDOE provides LEAs	FDOE provides LEAs with growth models for use with standardized assessments and existing LEA-developed assessments; FDOE provides LEAs with FCAT	LEAs create/select some assessments from items used in state interim assessments; LEAs pilot performance measures in performance-based courses;	Additional LEA-developed/selected assessments for core and high-incidence courses are shared among participants; FDOE adopts recommendations for performance

with baseline data for these students and teachers and communication materials explaining the calculation; FDOE issues grants to professional associations to develop measures for performance-based courses; see timeline for (B)(3) for detailed activities surrounding student assessments	performance data using new growth measure; professional development is provided on use of growth measure results for classroom instruction; see timeline for (B)(3) for detailed activities surrounding student assessments	adjustments made (if any) to growth measure based on evaluation and statewide communication around changes is provided; see timeline for (B)(3) for detailed activities surrounding student assessments	measures in performance-based courses; see timeline for (B)(3) for detailed activities surrounding student assessments

Outcomes:

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

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

(D)(2)(ii) – Key Highlights

- The FDOE will support LEAs in executing evaluation systems that contribute to improved teaching and leadership by measuring effectiveness that is primarily based upon student outcomes and providing timely feedback to teachers and principals that clearly differentiates performance.
- Florida's approach is to provide LEAs with the framework for the system, which includes (1) comparable student growth measures, (2) a core of well-defined instructional practices (the *Florida Educator Accomplished Practices*), (3) professional development and support for evaluation system design, and (4) a timeline for the process, which is outlined in the MOU.

Introduction, Successes and Gaps: Section 1012.34, F.S., requires annual evaluations for all teachers and school-based

administrators, and has, since 1999, required that those evaluations be “primarily based” on the performance of their students. Florida also adopted the *Florida Educator Accomplished Practices* (hereafter, *Accomplished Practices*) in 1997 as the state standards for instructional performance. While all LEAs have some indicator(s) of student performance in teacher and principal evaluation systems, the majority of Florida’s LEAs have demonstrated neither the capacity to reliably measure student learning in courses outside the state assessment system nor the effective use of available student performance data in evaluation systems. As evidence of this, LEAs reported in 2008-09 that 99.97% of teachers were rated as satisfactory during the 2008-09 school year, while fewer than 70% of teachers in reading and mathematics have 50% or more of their students make learning gains across the state. Regarding the other metrics for measuring teacher performance, LEAs’ use of the *Accomplished Practices* in evaluation systems is inconsistent, and many systems do not characterize evaluation results in categories other than “satisfactory” and “unsatisfactory.”

Teacher effectiveness is described in two essential parts: (1) teacher effects on student performance and (2) observable, measurable characteristics of personnel and classroom practices that are highly correlated to student performance. **Principal effectiveness** must be based on (1) performance results for all students in the school, (2) the effectiveness level of the teachers in the school, and (3) leadership actions that are linked to student outcomes (*Principal Effectiveness*, New Leaders for New Schools, 2009). To support and check effectiveness ratings, teacher and principal evaluations will also take into account multiple data sources, which may take the form of a variety of knowledgeable observers or other types of input from parents, students, or peers. The previous section [(D)(1)(i)] described the plan for improving the state’s ability to measure student performance across various content areas and grade levels. This section focuses on the use of student growth measures and essential components in teacher and principal evaluations that allow for differentiation of individual effectiveness levels.

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

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

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

- Design and implement with teacher and principal involvement a **teacher evaluation system** that:
 - Utilizes the state-adopted teacher-level student growth measure cited in (D)(2)(i) as the primary factor of the teacher and principal evaluation systems. **Student achievement or growth data as defined in the grant must account for at least 50% of the teacher's evaluation as follows:**
 - By the end of the grant, the LEA shall include student growth as defined in (D)(2)(i), for at least 40% of the evaluation, and student growth or achievement as determined by the LEA for 10% of the evaluation. The LEA may phase in the evaluation system but will use, at a minimum, student growth as defined in (D)(2)(i) for at least 35% of the evaluation and student growth or achievement as determined by the LEA for 15% of the evaluation. Implementation of the requirements for the LEA evaluation systems beginning in the 2011-12 school year applies, at a minimum, to teachers in grades and subjects for which student growth measures have been developed by the FDOE in collaboration with the advisory body as described in (D)(2)(i)
 - Includes the **core of effective practices** determined by the FDOE in collaboration with stakeholders for the observation portion of the teacher evaluation. The principal, direct supervisor, and any other individual performing observations will use, at a minimum, these same core practices.
 - Includes at least one additional metric to combine with the student performance and principal observation components to **develop a "multi-metric" evaluation system** for teachers in the year prior to a milestone career event, such as being awarded a multi-year contract, a promotion, or a significant increase in salary.
- Design and implement with teacher and principal involvement a **principal evaluation system** that:
 - Uses the state-adopted teacher-level student growth measure cited in (D)(2)(i) as the primary factor of the teacher and principal evaluation systems. **Student achievement or growth data as defined in the grant must account for at least 50% of the principal's evaluation as follows:**
 - By the end of the grant, the LEA shall include student growth as defined in (D)(2)(i), for at least 40% of the evaluation,

evaluation system but will use, at a minimum, student growth as defined in (D)(2)(i) for at least 35% of the evaluation and student growth or achievement as determined by the LEA for 15% of the evaluation. Implementation of the requirements for the LEA evaluation systems applies, at a minimum, to grades and subjects for which student growth measures have been developed by the FDOE in collaboration with the advisory body as described in (D)(2)(i).

- Uses the **Florida Principal Leadership Standards** (Rule 6A-5.081, F.A.C.)
- Places an emphasis on **recruiting and retaining effective teachers** for the remaining portion of the evaluation.
- Include a comprehensive range of ratings beyond a simple satisfactory or unsatisfactory, which must include “effective” and “highly effective.”

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

With the *Accomplished Practices* revised, the FDOE will begin in the fall of 2010 to invest significant resources in supporting LEAs to develop meaningful, consistent evaluation systems. The state will contract in Year 1 with national experts in teacher evaluation to provide face-to-face support to personnel in each participating LEA in re-developing its evaluation systems. National experts will have knowledge of effective practices for teaching and leadership and will assist participating LEAs with providing professional development for principals and other evaluators who will be using these new systems. In Years 2-4, experts will continue supporting their LEAs with monitoring and feedback in the implementation of their evaluation systems, and results will be reported to the state for ongoing analysis and evaluation of progress. This feedback loop will be coordinated with the implementation of additional teacher effectiveness measures in Year 2 [described in (D)(2)(i)] and will be a key component of the Great Teachers and Leaders grant section evaluation.

Florida's MOU also includes requirements that support continuous improvement and sustainability. Specifically, the MOU requires each participating LEA to:

- Submit teacher and principal evaluation systems to the FDOE for review and approval.
- Use student performance data on statewide assessments as a significant factor in the annual evaluations of LEA-level staff with supervisory responsibilities over principals, curriculum, instruction, or any other position directly related to student learning.
- Report the results of evaluations of each teacher, principal, and LEA-level supervisor [as described in (D)(2)(ii)] to the FDOE annually during the July Student and Staff Survey.

State law (s. 1012.34, F.S.) already provides the FDOE with the authority to approve instructional personnel evaluation systems for all LEAs. Work plans for FDOE and participating LEAs will focus on data-rich evaluation instruments, consistent implementation, and timely feedback. LEA work plans will include timelines showing incorporation of new statewide and LEA-adopted assessments of student learning, so that the appraisal is always directly aligned to student learning expectations.

Initial approval requirements will include whether and the extent to which the LEA teacher and principal evaluations:

- Assess performance based on:
 - Valid and reliable assessments of student learning and the comparable student growth data that are available, and
 - The appropriate performance standards and criteria (*Accomplished Practices, Principal Leadership Standards*, etc.)
- Were developed with teacher and principal involvement.
- Provide timely feedback to educators being evaluated.
- Include multi-metric evaluation components as described in the MOU.
- Incorporate consistent training for teachers, principals, and evaluators, and institute a system of continuous feedback on and improvement of the system.

Each subsequent year, the FDOE will review LEA evaluation systems to determine three specific components: (1) whether new student assessments and growth measures have been incorporated, (2) whether system training updates have continued, and (3) whether system improvements have been made based on the LEAs' review of data.

Florida has set a target that participating LEAs will implement high-quality evaluations that include at least 80% of their teachers by the end of the grant period. Based on current data, about 35% of Florida’s teacher workforce is teaching courses associated with the state assessment system. Expanding student growth measures to grades 1-3 and to advanced courses in high school (AP, IB, AICE) will bring the percentage of teachers with valid student growth measures to as high as 65% in some LEAs. When all activities described in Sections (B)(3) and (D)(2)(i) have been implemented, it is estimated that most participating LEAs will reach the goal of high-quality evaluations that include 80% or more of the teachers in each LEA. Given the relatively short timeline of the grant and Florida’s experience in the time it takes to develop, pilot, and implement new examinations that educators will view as valid and reliable, the 80% goal is both bold and attainable. This does not remove the requirement for an individual teacher’s evaluation to be based primarily on improved student performance; rather, the goal addresses teachers whose evaluations include measures of student growth that are “comparable across classrooms.”

Responsible Parties: Educator Quality section in the Division of Public Schools, the Commissioner’s Teacher Advisory Council, contracted expert in education personnel evaluation implementation and/or training, Florida LEAs, Florida teachers and principals, and teams of Florida educators to review LEA evaluation systems.

Timeline:

2010-11	2011-12	2012-13	2013-14
LEAs revise teacher and principal evaluations based on core practices and baseline teacher effectiveness data; state provides national expertise and support	LEAs implement new teacher and principal evaluations to incorporate statewide student growth measure; LEA systems incorporate student performance data as 50% of the evaluation (with at least 35% using a value-added calculation based on state assessments); LEAs pilot additional teacher-level student growth measures	LEAs implement new evaluations to incorporate statewide and Year 2 piloted student growth measures; LEAs pilot additional teacher-level student growth measures	LEA systems incorporate student performance data as 50% of the evaluation (with at least 40% using a value-added calculation based on state assessments); LEAs implement new evaluations for all teachers that incorporate statewide and comparable local student growth measures to cover at least 80% of teachers and 100% of principals

Outcomes:

- By the end of the 2011-12 school year, each participating LEA will have designed evaluation systems for teachers and principals that weight student growth as the largest combined factor, assess performance of the state's *Accomplished Practices*, and include a rating system that differentiates performance.
- By the 2011-12 school year, LEA evaluation systems will incorporate student performance data as 50% of the evaluation, with at least 35% using a value-added calculation based on state assessments.
- By the end of the 2013-14 school year, each participating LEA will incorporate comparable student growth results into the evaluations of 80% of teachers and 100% of principals.
- By the 2011-12 school year, LEA evaluation systems will incorporate student performance data as 50% of the evaluation, with at least 40% using a value-added calculation based on state assessments.

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

(D)(2)(iii) – Key Highlights

Section 1012.34, F.S., requires annual evaluations for all teachers and school-based administrators (in place since 1999). With this regulation already in place, outcomes for this section of the grant will result in:

- Feedback to all teachers and principals from their evaluations that is timely and meaningful in improving student learning.
- Evaluations conducted with additional measures and feedback for, at a minimum, early career teacher and teachers with pending milestone career events.

Introduction, Success and Gaps: The considerable percentage of Florida teachers in 2008-09 who did not reach the first threshold of 50% of students making gains (Appendix D2-1) is an indicator that whole segments of students are struggling to make gains, especially at particular levels and in particular subject areas. More importantly, it reveals that underachieving students are not only distributed throughout Florida's schools, but they are also distributed throughout classrooms. These data illustrate the need to measure effectiveness at the teacher and classroom level through annual evaluations, and provide teachers with constructive feedback on these results, so that achievement for all students can be successfully addressed. Further, some collective bargaining agreements prevent

classroom walkthrough and other information collected throughout the year to be considered in evaluations, while others prevent evaluation results from being used to inform professional development. Therefore, LEA systems meet the letter of the law to implement annual evaluations, but have not always succeeded in using evaluation results to inform teaching practice.

RTTT Activities: Florida’s collaborative and thorough MOU builds on existing law by supplying the framework for ensuring that participating LEAs provide timely and constructive feedback through the annual evaluation system. **In the MOU, participating**

LEAs will submit work plans to implement:

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

State Level Support. In addition to support for measuring student growth and developing quality evaluations, as described in (D)(2)(i) and (ii), the state will continue to support participating LEAs in Years 2-4 in *implementing* their evaluation systems. This feedback loop for LEAs will be coordinated with the implementation of additional teacher effectiveness measures and new student assessments. National experts will assist participating LEAs with providing professional development for principals and other evaluators who will be using these new systems. LEA work plans and evaluation systems submitted for review must describe how feedback on student learning outcomes, as well as the additional measures of effectiveness will be provided to teachers and principals throughout the evaluation system. Additional metrics may include, but are not limited to, reviews of student work, rigor of lessons, peer reviews or input, student feedback, and observations by knowledgeable educators. Equally important, each LEA system must include a description of how and when decisions are made on performance levels, and the indicators used.

Program Monitoring and Evaluation. FDOE will collect data from LEAs on evaluation results of teachers, principals, and

supervisors and analyze these data against student performance data, and will provide the results to participating LEAs for improvement and to the public for awareness. Data anomalies will be used as trigger points to set in motion additional monitoring or review of LEA practices so that the experts supporting LEA implementation of evaluation systems can help them improve. By the end of the grant it is expected that LEAs' evaluations of teachers in reading and mathematics, grades 4 through 10, and principals will correspond much more closely to student performance in those areas. It is also anticipated that the relationship of the evaluation results of other teachers in the LEA to student performance will improve in association from the previous year. The external evaluator of the Great Teachers and Leaders portion of the grant will include annual assessment and analysis of data from teacher and principal evaluations and will compare these data with assessed perceptions of relevance of new LEA evaluation systems to teachers and principals. This unique analysis of qualitative data in comparison with quantitative data on actual student performance and classroom practices will provide the state with rich feedback on the effects of new evaluation systems on student performance, teacher and principal performance, and school climate, as well as identify best implementation practices at the local level. As results are analyzed, FDOE will report these results through the new data portal [Section (C)(2)], adjust improvement targets to meet the goals established for the end of the grant period, and facilitate sharing of best practices through the RTTT Community of Practice network [Section (D)(5)].

Responsible Parties: Educator Quality section of the Division of Public Schools, Florida LEAs, contracted team for monitoring LEA implementation of evaluation systems, and the contracted Great Teachers and Leaders grant evaluator.

Timeline:

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

Outcomes:

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

iv. Use these evaluations, at a minimum, to inform decisions regarding—**(D)(2)(iv) – Key Highlights**

Florida is combining a collaborative and thorough MOU with existing state laws and FDOE support to ensure that participating LEAs use the results from their improved teacher and principal evaluations to:

- Provide relevant and effective professional development, including for beginning teachers.
- Restructure salary schedules to reflect significant gains based on the level of teacher and principal effectiveness.
- Make decisions about contract renewal (retention) and transfers.
- Fairly and consistently implement removal of ineffective teachers and principals, holding accountable all administrators with responsibilities for this process.

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

Introduction, Successes and Gaps: Section 1012.98, Florida Statutes, provides systems to use student performance results for professional development, including the Individual Professional Development Plans for teachers and use of evaluation data to plan

professional development at the LEA level. Recent State Board Rules provide specific connections to individual leadership development plans for leaders in schools included in the lowest categories of the Differentiated Accountability program. However, the connection between the formal evaluation process and daily instructional practice decisions has been minimal, with a conscious effort being made in some LEAs to clearly separate “supportive” feedback and “formal” feedback, keeping professional development and evaluation apart. This sometimes results in feedback to teachers and principals being irrelevant and inconsistent, even contradictory, to evaluation results.

RTTT Activities: Florida’s MOU builds on current laws and rules to ensure that timely and constructive feedback reaches each teacher. This section is supported by initiatives in other sections, including:

- Improving the feedback loop in evaluation systems for all teachers and principals [see (D)(2)(ii)],
- Requiring frequent feedback and assistance at a minimum for specific populations of teachers: teachers who are in their first and second year of teaching and those teachers who are in the year prior to being considered for a milestone career event [see (D)(2)(iii)], and
- Requiring the evaluation systems for new teachers to be integrated with the LEA’s beginning teacher program [see (D)(5)(i)].

Building on these initiatives and as specified in the MOU, participating LEAs will:

- Use results from teacher and principal evaluations as described in (D)(2)(ii) in their professional development system to:
 - Determine in part an Individual Professional Development Plan (IPDP, s. 1012.98, F.S.) for each teacher that is based in part on an analysis of student performance data and results of prior evaluations.
 - Individualize the support and training provided to first- and second-year teachers, and determine the effective teachers who will provide coaching/mentoring in the LEA’s beginning teacher support program.
 - Determine in part an Individual Leadership Development Plan (ILDLP) for each principal that is based in part on an analysis of student performance data and the results of prior evaluations.

The FDOE expects participating LEAs to capitalize on the RTTT funding, the additional expertise in evaluation system development provided by the FDOE (see (D)(2)(ii), and data from the state’s new portal (see (D)(C)(2)) to make direct connections between evaluation information, including student growth data, and professional development for teachers and principals. The FDOE will evaluate each participating LEA’s work plan based on whether it reflects this direct connection and feedback loop through formal and informal evaluation results for all teachers and principals, lesson study and instructional coaching, and the LEA’s beginning teacher program.

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

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

Introduction, Successes and Gaps: The boldness of Florida’s plan for focusing human capital practices on students’ learning is apparent in the area of compensation. For the last nine years, Florida’s laws have reflected required or optional bonus programs for teachers that reward their “performance” as defined in a variety of ways. These include the Dale Hickam Excellent Teaching Program (s. 1012.72, F.S.) for National Board certified teachers; the Teacher of the Year program (s. 1012.77, F.S.); bonuses for teachers in Advanced Placement, International Baccalaureate, and American International Certificate of Education courses whose students pass required exams (s. 1011.62, F.S.); the Florida School Recognition Program (s. 1008.36, F.S.); and the Merit Award Program (s. 1012.225, F.S.), the most recent rendition of the statewide performance pay program. Additionally, Florida’s regulations require all LEAs to provide differentiated pay (s. 1012.22, F.S.) based on factors such as teaching in critical shortage and high-need subject areas or under challenging circumstances. At present, while LEA programs in these areas are implemented at the “compliance” level, system-wide expectations and awards are not fully aligned to improving student performance. For example, LEA collective bargaining agreements still reflect the “step and lane” arrangement of teacher compensation, awarding increases in teachers’ salaries based on years of service, additional degrees obtained, and performance of additional duties (supervising extracurricular activities, serving on committees, etc.). Despite significant resources dedicated to some programs, no statistically significant learning gains have

resulted for Florida teachers who hold the National Board certificate or an advanced degree.

RTTT Activities: For the public education system to be student-focused and performance-driven, educators' compensation should reflect achievement of significant gains with their students rather than being based primarily on inputs with "extra credit" bonuses for student learning results. In addition, compensation programs that only provide bonuses are subject to budgetary fluctuations and are difficult to sustain. Therefore, FDOE is requiring participating LEAs to make the most significant increases in *salary based on effectiveness*. Because it will take time in the first two to three years of the grant to establish confidence in new student growth measures and effectiveness data from evaluations, the FDOE anticipates that LEA work plans that include salary decisions using these data will be one of the last components instituted through this process; while promotions, incentive bonuses, and additional responsibilities would be related to effectiveness data sooner for certain types of positions.

As specified in the MOU, participating LEAs have agreed to institute ground-breaking performance-driven compensation systems as described below:

- **For teachers:**

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

- **For principals:**

- Tie the most **significant gains in salary to effectiveness** demonstrated by annual evaluations as described in (D)(2)(ii), rather than to degree level or years of experience.
- Implement statutory requirements of **differentiated pay** in s. 1012.22(1)(c)4., F.S., through bonuses or salary supplements. Categories for differentiated pay are: additional academic responsibilities, school demographics, critical shortage areas, and

level of job performance difficulties (including working in high-need school).

It is important to note that, according to the MOU, LEAs are not required to base salary, promotion, and other decisions “solely” on effectiveness. **Unlike other state MOUs, Florida’s participating LEAs will institute compensation and promotion policies that make effectiveness the *first* consideration.** Florida is changing the compensation process statewide by building on the earned experience and capacity of the state and its participating LEAs through the collaborative and thorough MOU.

State Level Support, Monitoring and Evaluation. Funds from RTTT will be used to support the infrastructure for and transition to a new compensation system for teachers and school leaders. Because these funds are nonrecurring, participating LEAs will identify recurring fund sources that will allow reforms to be sustained. To facilitate the process, funds in the state’s portion of the grant will be used to contract with financial consultants to assist LEAs with operational efficiency reviews. Through a process of redirection and reprioritization of existing funds, LEAs can ensure the sustainability of reforms put into place during the four-year RTTT period. To monitor the use of compensation systems, the FDOE has required LEAs to submit salary schedules annually and will annually publish this information in a manner easily accessible by the public. LEAs that do not meet targets will have grant funds that are applicable to these projects withheld. In addition, this will be an important subject in the Great Teachers and Leaders assurance evaluation, to comprehensively document LEA compensation system components, how systems are developed and implemented, and, where possible, whether any that are instituted in Years 2-3 of the grant had any effects on the culture of the school or LEA or on student learning outcomes.

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

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

Introduction, Successes, and Gaps: Florida Statutes do not specifically address the term “tenure” relating to teachers employed in public school systems; however, s. 1012.33, F.S., outlines the requirements for a Professional Service Contract (PSC), which each LEA must issue and to which each teacher who meets minimum requirements is entitled. The minimum requirements for a PSC are

that the teacher hold a Professional Certificate; have completed three years of service; and be recommended by the superintendent, if he/she has fulfilled his/her duties in a competent manner. Also, renewal of other employment contracts, such as annual contracts for early career teachers and multi-year contracts for principals, is not tied specifically to evaluation results.

RTTT Activities: Florida's proposal in this grant seeks to strengthen the LEAs' use of evaluation data (based primarily on student performance) to determine whether teachers and principals are awarded an employment contract, which includes the PSC. As specified in the MOU, LEAs will make these decisions based on effectiveness as demonstrated on annual evaluations as described in (D)(2)(ii).

Participating LEAs have agreed to submit work plans that outline the process for using evaluation data to make PSC awards and principal contracts, and show that the first consideration is the teacher's or principal's level of effectiveness, before considering other factors for awarding the contract. It is anticipated that LEAs will implement their new evaluation systems for at least one year before using the results for making these decisions. The state will monitor the awarding of PSCs and compare these awards with the effectiveness data reported and collected from participating LEA evaluations. The overall evaluation of the Great Teachers and Leaders outcomes will analyze the extent to which improved evaluations influenced decisions regarding the issuance of the PSC and principal contracts in participating LEAs.

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

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

Background/Rationale: Currently in Florida, our data show that nearly 10% of the Florida teaching population leaves the profession annually; however, the lowest-performing teachers do not exit at a higher rate than their higher-performing peers (see Appendix D2-2). In 2008-09, LEAs reported 99.97% of teachers as satisfactory or higher (the remainder were reported as unsatisfactory) despite clear variances in student performance. This indicates that the evaluation system, student performance results, and teacher exit rates are not currently aligned. Sections 1012.34 and 1012.33, F.S., outline the process for using evaluation results to determine unsatisfactory

performance, and the timeline for improvement that must be instituted for teachers on a PSC. These teachers are provided a 90-day period of support and additional evaluation to improve their performance before the superintendent makes a recommendation to begin the process to remove the teacher. Based on the evaluation data collected for 2008-09, this process is not contributing to a higher-performing teacher workforce.

RTTT Activities: Building on existing statutes, Florida has incorporated ground-breaking accountability at all levels for dismissal of ineffective teachers and leaders into the MOU, so that all participating LEAs will:

- **Base decisions surrounding reductions in staff, including teachers and principals holding employment contracts, on their level of effectiveness** as demonstrated on annual evaluations as described in (D)(2)(ii). When this factor yields equal results, seniority or other factors may be used in decisions.
- **Hold principals, their supervisors, and all LEA staff who have a responsibility in the dismissal process accountable** for using the process and timeline in statute (ss. 1012.33 and 1012.34, F.S.) to move ineffective teachers from the classroom.
- Report annually to the FDOE through the July Student and Staff Survey the teachers and principals who were dismissed for ineffective performance as demonstrated through the LEA's evaluation system.
- Report annually to FDOE teachers and principals who have resigned or who are no longer employed by the LEA.

State Level Support, Monitoring and Evaluation. FDOE will annually report teacher effectiveness data based on evaluation results, the number of individuals dismissed for unsatisfactory performance, and the percentage of teachers and principals exiting the system voluntarily. In addition, based on input from LEAs around the state, FDOE will work closely with participating LEAs to refine the reporting system to capture teachers who are “counseled out” of the system prior to the full dismissal process taking place, to ensure that this strategy is captured in the reporting system. These data will be available longitudinally through the new portal [see Section (C)(2)]. The evaluation of the Great Teachers and Leaders section will include these data in determining the effects that the new evaluation system and student growth measure have on the dismissal process and in terms of equitable distribution of effective teachers and principals.

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

Timeline: See Appendix D5-1 for a detailed Initiative Summary Chart for (D)(2). Estimated timelines of activities are provided in the chart; however, because the implementation of new evaluation systems and decisions based on that information will be bargained in each LEA, the FDOE has not set “deadlines” for each type of decision that must be made based on evaluations. The outcomes below provide milestones and expectations for how participating LEAs will progress throughout the grant:

Outcomes:

- By the end of the 2011-12 school year, 75% of participating LEAs will use evaluation results to inform retention decisions (retention = annual contract) and professional development.
- By the end of the 2012-13 school year, all LEAs will use evaluation results for retention and professional development purposes; 50% of LEAs will use evaluation results to inform promotion decisions and any bonus compensation plans that are in place.
- By the beginning of the 2013-14 school year, 75% of participating LEAs will have board policies in place to use evaluation results to inform professional development, salary compensation, promotion, retention, professional contract, and removal decisions; 100% of participating LEAs will have board policies in place to use evaluation results to make decisions in most of these areas.

Performance Measures Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).		Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Criteria	General goals to be provided at time of application:	Baseline data and annual targets				
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice).*	0 0%		0%	50%	90%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.**	0 0%		50%	80%	95%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.***	0 0%		50%	95%	100%
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:					
(D)(2)(iv)(a)	Developing teachers and principals.	0 0%		25%	50%	95%
(D)(2)(iv)(b)	Compensating teachers and principals.	0 0%		0%	30%	90%
(D)(2)(iv)(b)	Promoting teachers and principals.	0 0%		25%	50%	95%

(D)(2)(iv)(b)	Retaining+ effective teachers and principals.	0 0%		25%	50%	95%
(D)(2)(iv)(c)	Granting tenure++ and/or full certification (where applicable) to teachers and principals.	0 0%		0%	30%	90%
(D)(2)(iv)(d)	Removing ineffective tenured and untenured teachers and principals.	0 0%		25%	50%	90%

* measuring growth for 80% of teachers

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

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

+ retaining = reissuing annual contract

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

General data to be provided at time of application:

Total number of participating LEAs.	69		
Total number of principals in participating LEAs.	3,578		
Total number of teachers in participating LEAs.	156,576		
The number of teachers and principals are from Fall 2008.			

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

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

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

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

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

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

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

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

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

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

Recommended maximum response length: Three pages

(D)(3) – Key Highlights

- Florida’s uniquely strong and collaborative MOU demonstrates that participating LEAs and the FDOE have committed to a clear set of human capital strategies that will ensure that in each LEA all students have access to highly effective teachers and principals, particularly in our most vulnerable schools, and in hard-to-staff subjects and specialty areas.
- Using Florida’s one-of-a-kind P-20 longitudinal data system, the state will track, evaluate, and report progress and lessons learned to the entire nation, closing the gap of effective teachers and principals for all students.
- Building on the demonstrated commitment of Florida’s postsecondary institutions to revamp their preparation programs to meet LEA needs for effective teachers and principals, FDOE will support targeted model programs in these areas.

Introduction, Successes, and Gaps:

Florida has demonstrated extraordinary commitment to the equitable distribution of teachers over the last decade. Since 2001, Florida has increased its overall percentage of core courses taught by highly qualified teachers from 89.6% in 2005-06 to 93.04% in 2008-09. This includes increases for our most vulnerable populations: highly qualified teachers in high-poverty schools increased from 87.1% to 92.8%, highly qualified teachers in high-minority schools increased from 88.3% to 92.55%, and highly qualified teachers in exceptional student education courses in high-minority schools dramatically increased from 73% to 88.8%. With a student population of over 2.6 million, these increases benefit tens of thousands of children.

In addition, in 2007 the Florida Legislature passed and Governor Bush signed legislation requiring that LEAs certify each year that they have not employed a higher percentage in high-minority, high-poverty, or low-performing schools a higher percentage of teachers holding a Temporary Certificate, out-of-field teachers, first-year teachers, or teachers in need of improvement than are employed in low-minority, low-poverty, high-performing schools (s. 1012.2315, F.S.). The data below show how the state has been analyzing and reporting the equitable distribution of its teachers under this statute using definitions consistent with USDOE definitions to meet state and federal reporting requirements.

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

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

While the improvements are remarkable, gaps remain. Based on a review of the percentage of teachers in Florida with 80% or more of students making learning gains in 2008-09, the teacher effectiveness levels in low-poverty/minority schools are double those in high-poverty/minority schools (see Appendix D2-1 for specific percentages by school type, subject, and grade level). In fact, a breakdown by subject and grade level reveals differences as great as 30 percentage points (elementary reading). A 2008-09 review of the top 20% of high-performing teachers in the state shows a difference of nearly 10 percentage points (17% and 26.4%, respectively) between teachers in Title I schools versus teachers in non-Title I schools (see Appendix D3-1). Yet, in the same 2008-09 school year, LEAs reported that 99.97% of teachers in the state were rated as satisfactory or higher on their evaluations, showing a clear disconnect between student learning outcomes and both evaluation results and teacher assignment practices.

Remaining gaps in results have stemmed from inconsistencies in policy, practice, and actionable information. While some LEAs have instituted incentives for attracting high-performing teachers into hard-to-staff schools, collective bargaining agreements still support an emphasis on seniority for decisions regarding transfers and other placements, rather than a priority on student learning. Preparation programs have not produced enough teachers in critical shortage subjects or school leaders for hard-to-staff schools. Perhaps most importantly, while Florida's focus on student growth (learning gains) over the last decade has produced nation-leading results, a calculation sophisticated enough to examine those gains at the classroom level is what is needed to take Florida's students to the next level. Florida is committed to addressing student growth and effectiveness first as described in Sections (D)(2)(i-ii).

RTTT Activities: Staffing decisions are made at the LEA level and supported by statewide policies and contributions from postsecondary institutions. Therefore, Florida's comprehensive approach is cemented through a combination of (1) a specific MOU that has garnered considerable LEA and union support, (2) detailed data collection, analysis, and monitoring at the state level, (3)

support for focused preparation programs for teachers and principals, and (4) support for recruitment and placement of effective teachers with targeted student populations.

(1) Florida's MOU. Few, if any, other states have shown a commitment from its LEAs (96%) and their unions (79%) to use effectiveness data to restructure the staffing of their schools, including the recruitment, development, and retention of individual teachers and principals. As specified in Florida's MOU, participating LEAs will:

- Develop a plan, with timetables and goals, **that uses effectiveness data from annual evaluations as described in (D)(2)(ii) to attract and retain highly effective teachers and principals** to schools that are high-poverty, high-minority, and persistently lowest-achieving. The plan may also be designed to attract and retain new teachers from **high-performing teacher preparation programs** as defined by FDOE in the grant to these schools.
- Implement **a compensation system** as described in (D)(2)(iv)(b) to provide **incentives for effective teachers and principals** to work in these schools.
- Present a plan that includes strategies in addition to compensation to **staff these schools with a team of highly effective teachers led by a highly effective principal**, including how the success of these individuals will be supported by the LEA.
- Report the effectiveness data of all teachers and principals annually during the August Student and Staff Survey.
- Implement **a compensation system** as described in (D)(2)(iv)(b) to provide incentives for the **recruitment of effective teachers in hard-to-staff subjects and areas**.
- Implement recruitment and **professional development strategies to increase the pool of teachers available in the LEA** in these subject areas.

(2) Data collection, analysis and monitoring. When the state has instituted its more robust measure of student growth and LEAs have revised their evaluation systems, FDOE's equitable distribution reporting will be based on the percentage of effective and highly effective teachers. Florida will continue to track current input characteristics alongside effectiveness to analyze data and determine if certain characteristics become associated with effective teachers, thereby improving hiring decisions when effectiveness data are not available. LEAs in Florida have reported significant use of federal Title II, Part A funds in the last several years to improve the percentages of their courses taught by Highly Qualified teachers. The FDOE will require each participating LEA's RTTT work plan and its application for annual Title II, Part A distribution to show the use of Title II, Part A funds to support the equitable distribution

of effective teachers. The Great Teachers and Leaders evaluator will conduct a review and analysis of the effectiveness of the hiring and placement practices instituted by LEAs in their work plans in the categories specified in the MOU.

(3) Support for Focused Teacher and Principal Preparation Programs. While the state will hold LEAs accountable, it will also support their efforts to meet these goals for all students. To support the pipeline of highly **effective teachers in hard-to-staff subjects** and specialty areas, the FDOE will institute a competitive grant program for eligible Florida teacher preparation programs that implement dual major programs in STEM areas. There are two institutions within the state (Florida State University and University of Florida) that are currently implementing the UTeach program through another federal grant with remarkable success. While this competition will not require the UTeach model specifically, the principles of that program, particularly the dual major in content and education and the extensive field experiences with expert mentor teachers beginning in the freshman year, have garnered success in recruitment and retention and would be replicated through this competitive grant program.

The state is also issuing a competitive grant for specific residency programs in teacher preparation. This grant competition is explained further in Section (D)(4)(ii).

To address the gap that exists in recruiting and effectively **preparing high-performing individuals for the principalship**, the FDOE will seek to award two to three entities that have proven records in improving leadership in schools to implement streamlined, intensive, job-embedded school leadership preparation programs that will result in dual Level I and Level II school leadership certification for the completers. Because these programs are job-embedded, this will provide an opportunity for interested LEAs to benefit from a partnership with an outside entity with proven expertise in results-oriented leadership development. These partnerships will then inform the state in improving program approval requirements and standards for performance [discussed further in Section (D)(4)(ii)].

(4) Recruitment and Placement of Effective Teachers with Special Populations. The FDOE will support the pipeline of effective teachers through three specific recruitment efforts. The first effort focuses on increasing the number of teachers with a broad, diverse background, particularly **male teachers, among the state's high-poverty/high-minority elementary schools**. The FDOE will seek

to develop a partnership for a scholarship program with interested community colleges and/or state universities and one or more private organizations to recruit non-traditional students into the state's public education system. This program will lead the candidates to state certification and will include an agreement that candidates will teach in a Florida public school and teach one year for each year financial support is received. Secondly, the state will leverage the **Florida Virtual School to provide effective teachers in specific courses currently not available to students in small and rural LEAs**. The Florida Virtual School (the nation's first virtual high school of its kind) is considered a separate LEA in the state and has been a full participant in the state's performance pay program, making this institution poised to assist specifically with this capacity issue. Using its detailed longitudinal data system, the state will analyze student course access and will work with participating small and rural LEAs and the Florida Virtual School to provide students with access to needed courses and effective teachers. The third effort is an enhancement to the state's online, interactive recruitment site, www.teachinflorida.com. Specifically, the FDOE will develop in Year 2 and implement by Year 3 of the grant a method by which **teachers seeking employment in Florida may include their effectiveness data as part of their online resume**. This will further highlight the value of student performance in teacher recruitment and provide Florida LEAs with access to this vital information, just as they now access candidates' certificate and experience information.

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

Timeline:

2010-11	2011-12	2012-13	2013-14
All participating LEAs examine current policies, practices and baseline student growth data and begin negotiations to change policies (some will complete); STEM and residency teacher preparation program grants issued; principal preparation program grants issued;	All participating LEAs implement new evaluation systems and complete negotiations of new policies; FDOE begins reporting data by school on evaluation results and student growth; specialized teacher and principal preparation programs implemented; continue	All LEAs will implement board policies to use evaluation results for determining assignment of teachers; first completers of residency and principal preparation programs; continue minority teacher recruitment program; implement enhancement to recruitment center	Schools in participating LEAs reflect the appropriate balance of effective and highly effective staff in high-poverty/minority schools continue minority teacher recruitment program; first completers of STEM teacher preparation programs; GTL

institute recruitment efforts for effective minority teachers; data analysis for FL Virtual School placements	minority teacher recruitment program; develop enhancement to recruitment center for addition of effectiveness measure	for addition of effectiveness measures	evaluator conducts final review of effects of LEA hiring and placement practices

See Appendix D5-1 for a detailed Initiative Summary Chart for this assurance.

Outcomes:

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

Performance Measures for (D)(3)(i)	Actual Data: Baseline (Current school year or most recent)		End of SY 2010- 2011		End of SY 2011- 2012		End of SY 2012- 2013		End of SY 2013- 2014	
<i>Note: All information below is requested for Participating LEAs.</i>										
General goals to be provided at time of application:	Baseline data and annual targets									
<i>R=Reading; M=Math</i>	R	M	R M		R M		R	M	R	M
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	15	22 15		22 22		30 26		37 30		45
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	29	40 29		40 31		41 33		43 35		45
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	36	35 37		35 32		28 24		18 14		7

Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	23	15	22		15	20		10	18		8	14		7
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	TBD* TBD* TBD*						35			45				
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	TBD* TBD* TBD*						40			45				
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	TBD* TBD* TBD*						19			0				
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	TBD* TBD* TBD*						9			5				
Goals for highly effective teachers target of 50% teachers in high poverty/minority schools as in low poverty/minority schools being identified as highly effective. Absent the new student growth measure and accompanying trend data, with year one of the grant devoted to new teacher evaluation systems, and considering the state’s student achievement targets, the state expects to reach this goal by 2015-16. Goals for year four of RTTT reflect progress toward that end.														
*Baseline data for principal effectiveness is not available; however, targets will be set when principal evaluations have been revised after year one of the grant. Goals for highly effective principals are targeted to the same rates as teachers in these schools, since two of the three components of principal evaluations will be student performance and teacher effectiveness. Baseline data for principals does not exist, but targets have been set for years three and four. Data and annual targets will be set for years one and two when student growth measures are available (by the end of Year 1).														
General data to be provided at time of application:														
Total number of schools that are high-poverty, high-minority, or both* (as defined in this notice).										460				
Total number of schools that are low-poverty, low-minority, or both** (as defined in this notice).										340				
Total number of teachers in schools that are high-poverty, high-minority, or both* (as defined in this notice).										18,028				
Total number of teachers in schools that are low-poverty, low-minority, or both** (as defined in this notice).										15,334				
Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice).										460				
Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice).										340				
*Numbers reflect only schools that are both high-poverty and high-minority **Numbers reflect only schools that are both low-poverty and low-minority														
Data to be requested of grantees in the future:														
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.														

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

Performance Measures for (D)(3)(ii) <i>Note: All information below is requested for Participating LEAs.</i>	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of mathematics teachers who were evaluated as effective or better.	73	73	77	80	90
Percentage of science teachers who were evaluated as effective or better.	N/A	N/A	N/A *		*
Percentage of special education teachers who were evaluated as effective or better.	41	41	46	52	60
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.	65	65	68	72	80
Although baseline data using the state’s new student growth measure are not available at this time, estimates are based on data from Appendix D-3. *The state does not have growth data for science at this time (only achievement data at grades 5, 8, and 11). When interim science assessments are implemented, baseline data will be established and a target set for Year 4.					
General data to be provided at time of application:					
Total number of mathematics teachers.	28,081				
Total number of science teachers.	9,370 *				
Total number of special education teachers.	16,671 *				
Total number of teachers in language instruction educational programs.	35,416				
*Numbers are for the entire state.					

Data to be requested of grantees in the future:	
Number of mathematics teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of science teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of special education teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of teachers in language instruction educational programs in participating LEAs who were evaluated as effective or better in the prior academic year.	

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

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

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

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

Recommended maximum response length: One page

(D)(4) – Key Highlights

Florida will improve teacher and principal preparation content, delivery, and performance measures in collaboration with teacher educators and school leaders to prepare high-performing individuals for Florida schools and support them in early career success. Activities include:

- Improve the rigor of certification examinations.
- Set outcome-based performance standards for continued approval of teacher and principal preparation programs.
- Institute a competitive grant for residency programs for job-embedded teacher preparation and induction.
- Use the results from the competitive grant program for principal preparation programs [see Section (D)(3)] to provide models and improve school leadership programs, especially in human capital management.
- Fully implement an electronic data collection, analysis, and reporting tool, the electronic Institution Program Evaluation Plan application (eIPEP).

Introduction, Successes and Gaps: The Florida State Board of Education changed significantly the requirements for initial and continued approval of **teacher preparation programs**, both traditional and alternative, with a revision of Rule 6A-5.066, F.A.C., in 2006. New requirements eliminated course credit counts and required demonstration of specific competencies for program completion. Institutions and LEAs must now focus on whether a candidate can demonstrate teaching ability and must address both candidates' and completers' "impact on student learning" in their continuous improvement process. Based on student learning gains data provided to teacher preparation programs this summer, none of Florida's four approved teacher preparation program routes show consistent results in the student performance of first-year teachers placed in reading and mathematics. (See Appendix D4-1 for data on student performance of completers of Florida's teacher preparation programs.) There are some areas of success, but overall results are mixed and vary widely within program routes and among institution and LEA programs.

Section (D)(1)(ii) of this application discussed in detail the history of **school leadership preparation** reform that Florida is undertaking. Even though we are in the early stages of collecting and reporting results on completers of the new system (program revisions were completed in August 2008 and the new Florida Educational Leadership Examination was offered in January 2009), there are gaps that can be pursued now through this application. Needs exist to expand alternative delivery systems for high-performing individuals, provide training specifically for individuals to work in high-need schools, and ensure that all leadership

training focuses on the principal's role in successfully managing human capital in the school. The training for leadership in high-need schools will be addressed primarily through the Academy described in Section (E). The other initiatives are described in this section.

RTTT Activities: To accomplish system-wide improvements while preserving true alternatives from which individuals can choose, Florida must make the requirements to enter the profession rigorous enough to attract and admit only potentially high-performing individuals and set performance standards that relate directly to the needs of our schools. Florida needs true program performance standards that directly relate to the academic and demographic needs of schools to determine continued operation of programs, and flagship programs that can spur both reform and system-wide improvement. FDOE will build on its strong relationship with teacher and principal preparation program providers, the state's innovative history in alternative certification and data reporting, and the collaborative MOU process to establish a working group that will oversee the activities of (D)(4) to ensure that, at the end of the RTTT grant, Florida is leading the nation in effective teacher and school leader preparation and development.

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

1. Improve the rigor of **teacher certification examinations**, both content and cut scores, focusing on examinations that include STEM subject content and reading.
2. Set outcome-based **performance standards**, building on the state's new student growth model to be used under current State Board of Education authority for continued approval (and denial) of teacher and principal preparation programs.
3. Institute a competitive grant program for flagship teacher preparation programs to implement model **residency programs for job-embedded teacher preparation**.
4. Use results from a competitive grant program for principal preparation programs [see Section (D)(3)] to **set performance targets for continued approval** and to provide models with **improved content of school leadership certification programs**.
5. Fully implement an **electronic data collection, analysis, and reporting tool**, the electronic Institution Program Evaluation Plan application (eIPEP), which will enable institutions to track and monitor candidate and completer performance data, and will enable more meaningful analysis and reporting of program performance by the state for the public and policy makers.

Teacher Preparation

- Increase the Rigor of Certification Exams. Florida has begun the process of raising the bar for earning a teaching certificate through review and development of more rigorous certification examinations. The K-6 Elementary Education subject area

exam, previously revised to add rigor to the instruction in reading section, has been revised to include more in-depth content area knowledge in mathematics and in the diagnosis and remediation of students' mathematics performance. Grant resources will be focused on continuing this review and revision of other examinations in certification areas that include reading, mathematics, and science to ensure that Florida's standards for entry into the profession in core areas are strong.

- Set Performance Standards for Continued Program Approval. Decisions on the continued approval of teacher preparation programs must be made based on their impact on students and schools, rather than on numbers of credit hours and syllabi content. The Florida State Board of Education currently holds the authority to set program approval standards and requirements. Under current authority, programs that fail to meet standards for continued approval are denied approval and are no longer permitted to endorse candidates as approved program completers (reference Rule 6A-5.066, F.A.C.) Florida will set expectations for new outcome-based continued approval requirements using the new student growth model described in (D)(2)(i), so the improvement process will take place in collaboration with colleges of education, LEAs, and schools. Based on analysis of data, Florida will set performance measures for continued program approval and define "high-performing" programs based on:
 1. The impact of program completers on student achievement specifically using the state's new student growth measure.
 2. Meeting LEA and state needs for new and retained effective teachers, especially in hard-to-staff subjects and schools.
 3. The program's contribution to the induction and professional development of completers.
- Flagship and model programs. FDOE will institute a competitive grant program for eligible Florida teacher preparation programs that implement a residency program for job-embedded teacher preparation. Through the grant program, the state will seek to improve the teacher preparation processes so that they begin later in the bachelor's degree and extend into the first two years of teaching. This model has been implemented by Florida's LEA alternative certification programs with success, but not

by institutions. These programs will build on what has worked in LEA programs by grounding the learning in real work and will provide new teachers with the support they need from effective teachers and teacher educators. The program will also leverage the Florida Virtual School, where a partnership currently exists with the University of Central Florida to provide a student teaching experience in its virtual environment to candidates in teacher preparation programs. The budget reflects support for two new programs in each of these two competitive areas.

Principal Preparation

- **Intensive Preparation Programs for High-Performing School Leaders.** To close gaps in principal preparation, the FDOE will seek two to three entities with proven records in improving leadership in schools to implement school leadership preparation programs that will result in dual Level I and Level II school leadership certification for the completers. These programs will be run in partnership with one or more LEAs, as they must be job-embedded. Results from these programs will be used to improve the training and certification processes for all school leaders and improve the state's ability to measure candidate and program performance outcomes based on student learning, teacher effectiveness, and school success. The FDOE will collect and publish qualitative and quantitative program evaluation data and use these data to inform standard setting for performance measures to meet continued approval requirements for all school leadership certification programs statewide [also discussed in Section (D)(3)].
- **Performance Targets for Continued Approval.** The Commissioner holds the authority for initial and continued approval of school leadership certification programs as described in State Board Rule 6A-5.081, F.A.C. This rule was adopted in 2007 and revised certification programs were implemented in the fall of 2008. Data will be reported from these programs for the first time during the summer of 2010. Capitalizing on the data reported from these new leadership programs, the state's new student growth model, improved LEA principal evaluations, and the results from the Intensive Preparation Programs described above, Florida will set performance targets for the continued approval standards for school leadership preparation programs in the third and fourth years of the grant. An implementation committee will be established to include principals, assistant

principals, LEA leaders, and university leadership faculty to analyze data and recommend performance targets, which will be piloted and proposed for adoption during the 2013-14 school year. These measures will also be used to revise the requirements for initial program approval for any new programs, including core curriculum and standards for program providers. Continued approval data currently collected and for which performance targets will be established includes:

1. Placement and retention rates of completers in school-based administrative positions (including the number of years between certification and placement),
2. The performance of completers on the certification exam,
3. The performance of the students in the school (including by subgroup) under their leadership, and
4. The satisfaction of employers with completers' performance based on their demonstration of the leadership standards in annual evaluations.

- **Academy for Leadership in High-need Schools.** An Academy for training teacher leaders and school leaders specifically for success in struggling schools is being implemented in LEAs with persistently lowest-achieving schools [See Section (E)(2)].

System-wide Reporting and Improvement

To continuously improve program performance, Florida needs an electronic system for detailed data reporting and analysis to support approved programs in meeting and exceeding standards and to inform policy makers and the public about program progress and performance. Therefore, funding is included in the state's plan for an electronic Institution Program Evaluation Plan (eIPEP) application. Initial work on this application has progressed to the level of beta testing of core functions by selected postsecondary teacher preparation programs. This application will be interactive with institutions and state data in real time and will be the central access point in the state's portal for teacher preparation performance data collection and reporting. The system will assume current basic functions, including collection of the date each program candidate is admitted, enrolled, and completed; and certification examination results.

The enhanced system will also include:

- The date each candidate achieves benchmark and mastery of each of the state’s teaching or leadership competencies.
- Tracking of new performance measures for teacher and principal preparation programs.
- Integration with the state’s Education Data Warehouse (longitudinal data system), where program candidates can be tracked as completers and then as teachers and administrators. Although this association is possible in the current system, the eIPEP will make these reports automated with direct access to timely data for teacher educators, providing unprecedented opportunities for analysis of programs based on performance of teachers, principals, and their students. Efficient program review and reporting features for use by FDOE staff will allow for timely feedback to institutions on their performance on continued approval standards described earlier in this section.

Responsible Parties: Educator Quality section of the Division of Public Schools; teams of Florida educators to monitor LEA implementation; the Division of Accountability, Research, and Measurement to ensure fidelity of data reporting; LEAs, Florida postsecondary institutions with approved teacher and principal preparation programs; and outside entities with proven records of producing successful school leaders.

Timeline:

2010-11	2011-12	2012-13	2013-14
Job-embedded program grants issued; principal program grants issued; program evaluation process developed based on new state student growth model; baseline data provided to existing programs	Partner institutions admit first new program teacher candidates; first reporting through eIPEP system using new performance measure categories for continued program approval; improvements to system made based on initial study and review	LEAs hire first job-embedded teacher prep program candidates; first principal program cohort completed; reporting continues through eIPEP; preliminary ratings of teacher preparation programs published	First completers of STEM teacher education programs and principals employed in LEAs; first candidates in job-embedded programs completed; data from partner programs used to revise initial program approval requirements and establish performance measures for continued program School Leadership approval requirements; student growth results from common LEA assessments introduced into teacher preparation performance measures

See Appendix D5-1 for a detailed Initiative Summary Chart for this assurance.

Outcomes:

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

Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0%	0%	100% 10	0% 10	0%
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0%	0%	100% 10	0% 10	0%
General data to be provided at time of application:					
Total number of teacher credentialing programs in the State.*	132				
Total number of principal credentialing programs in the State.**	68				
Total number of teachers in the State.	168,917***				
Total number of principals in the State.	3,160****				

*number of institutions and districts granting teacher preparation programs **number of districts granting Level II school principals certification programs *** # of classroom teachers in the state, Fall 2008 ****# of principals in the state, Fall 2008	
Data to be requested of grantees in the future:	
Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported.	
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.	
Number of principal credentialing programs in the State for which the information (as described in the criterion) is publicly reported.	
Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.	
Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.	
Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.	

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

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

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

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals,

activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Five pages

(D)(5) – Key Highlights

- Ensure that teachers and principals have access to expert subject knowledge and lesson development by supporting LEA professional development systems that (1) provide sustained, job-embedded delivery models (such as lesson study), (2) support access to and use of student learning data, and (3) are informed by appraisal results.
- Support beginning teachers through new LEA beginning teacher support programs (see MOU) and by instituting standards for beginning teacher programs and instructional coaches.
- Provide specific professional development through RTTT in three categories: (1) building teacher and school leader effectiveness, (2) sustaining effective LEA and school implementation, and (3) continuous system-wide improvement.
- Improve evaluation of professional development at all levels through expert assistance to LEAs on professional development data reporting and analysis, and sharing successful evaluation practices through the new portal.

Introduction, Successes and Gaps: Florida has been recognized by the National Staff Development Council as a leader in implementing consistent standards and statewide monitoring for high-quality LEA professional development systems through Florida's Protocol Standards for High-Quality Professional Development (adopted in 2001). An independent review of this system, conducted by the Florida House of Representatives in 2007, revealed highly positive findings for efficiency and effectiveness in improving the delivery of professional development at the LEA, school, and faculty levels across the state. Furthermore, an analysis of LEA implementation of those standards and student achievement results reveals that LEAs that receive high ratings on the Protocol Standards show a statistically moderate correlation to increased student achievement, as evidenced through the state accountability system. During the 2009-10 school year, FDOE conducted a statewide revision of the Protocol Standards, which resulted in an even

greater focus on improving student achievement, student content standards, job-embedded professional development, and evidence-based evaluation methods (reference State Board Rule 6A-5.071, F.A.C.).

Florida's unprecedented capacity to ensure that every teacher and school administrator has access to relevant, effective professional development focused on student learning is demonstrated in:

- National leadership in professional development standards,
- Nationally recognized experience in implementing reading coaches through Read First and the state's Just Read, Florida! Office and now through the Differentiated Accountability Program [see Section (E)] for struggling schools,
- Experience and lessons learned in implementing beginning teacher programs through federal grants,
- A nationally recognized longitudinal data system and a commitment to developing a sophisticated student growth model,
- Productive and progressive partnerships with colleges of education and school leadership programs, and
- A national model for a thorough and collaborative RTTT MOU.

RTTT Activities:

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

Teacher and Principal Access to High-Quality Professional Development. Florida's strong and well-supported MOU builds on the state's laws, expertise, experience, and leadership to ensure that teachers and principals in each and every LEA have access to high-quality professional development. Specifically, the MOU requires participating LEAs to:

- Implement a LEA professional development system that uses the state's protocol standards for effective professional development as follows:
 - Modify school schedules to allow for **common planning time** by grade level (elementary) or subject area (secondary) for

lesson study focused on instructional quality, student work, and outcomes, without reducing time devoted to student instruction. This is required by LEAs with persistently lowest-achieving schools and is optional in their other schools.

- Ensure that professional development programs in all schools **focus on the new Common Core Standards**, while employing the principles of lesson study and formative assessment.
- Implement **Individual Professional Development Plans for teachers** based on analysis of student performance data and results of prior evaluations as described in (D)(2)(ii).
- Implement a **beginning teacher support program** for teachers in the first and second year that integrates data from multiple evaluations, **coaching/mentoring**, and assistance on **using student data** to improve instruction; builds in time for observation of effective teachers; includes **collaboration with colleges of education**, as appropriate; and defines a clear process for selecting and training coaches/mentors.
- Implement **Individual Leadership Development Plans for principals** based on analysis of student performance data and results of prior evaluations as described in (D)(2)(ii).
- **Evaluate professional development based on student results** and changes in classroom/leadership practice (as appropriate for the teacher/principal).
- Coordinate the use of **Title II, Part A funds**, as well as appropriate IDEA and Title I funds, to support:
 - **Evaluation of teacher professional development** based on change in classroom practice and student learning outcomes.
 - **Training for teachers and principals in lesson study**, coaching, and classroom observations, and use of student data to drive instruction.
 - **Training for teachers, principals, and evaluators on the use of data from evaluations** to guide professional development.

Through this powerful MOU, well-executed LEA professional development systems ensure relevant training for teachers and school leaders LEA-wide, as well as individualized professional development plans that meet the needs of the educators and their students using results from improved evaluation systems and the student growth model.

High-quality Beginning Teacher Support and Instructional Coaching. Florida will set expectations for implementation of **beginning teacher support programs** and partner with LEAs and colleges of education in this critical area of teacher effectiveness and retention. Through Florida's collaborative MOU, participating LEAs have agreed to:

“Implement a beginning teacher support program for teachers in the first and second year that integrates data from multiple evaluations, coaching/mentoring, and assistance on using student data to improve instruction; builds in time for observation of effective teachers; includes collaboration with colleges of education, as appropriate; and defines a clear process for selecting and training coaches/mentors.”

Each LEA’s program must be designed to meet the varying needs of each teacher, taking into consideration the teacher’s route to certification and teaching assignment. Programs must integrate the components listed in the MOU, which are known to improve the performance and retention rates of new teachers. The induction program must be incorporated into the LEA’s alternative certification program, appraisal process, and individual professional development plans to act on data from these programs and to prevent disjointed and irrelevant work for the participating teacher. In addition, the MOU reflects the enhanced collaboration among LEAs and colleges of education in the delivery of induction programs; and Section (D)(4) describes competitive grants that will be issued to institutions to develop model job-embedded teacher preparation programs.

FDOE will institute supports and structures to ensure that participating LEAs are deliberate in implementing beginning teacher programs, as well as in **selecting and assigning instructional coaches** to work with beginning teachers and in other professional development programs. The FDOE will work with participating LEAs and the Commissioner’s Teacher Advisory Council to recommend standards for selecting and setting the performance expectations for both beginning teachers programs and instructional coaches. Such standards will then become part of the state’s Protocol Standards for Professional Development. Professional development materials on the new standards will be disseminated digitally and will include best practices for principals in supporting beginning teachers and in the role of the instructional coach in the school.

Targeted Professional Development. Specific professional development activities are provided through Florida’s RTTT grant in three categories: (1) building teacher and school leader effectiveness, (2) sustaining effective LEA and school implementation, and (3) continuous system-wide improvement.

(1) Building Teacher and Leadership Effectiveness. FDOE will provide teachers and principals with tools and resources to

improve instructional decisions and delivery, which are described in Sections (B) and (C). Accompanying these new assets will be professional development and follow-up resources for teachers and school leaders to sustain continuous improvement:

- Tool kits for teachers and leaders in data analysis and lesson study based on the newly-developed formative and interim assessments [See Section (B)] and on effective use of data gleaned from the state’s new student growth model
- Centralized and convenient access to follow-up training and trainer materials (including videos, pod-casts, etc.) for professional development in Common Core Standards, instructional coaching, beginning teacher support, and methods of evaluation of professional development [See Section (C)]
- Multi-media professional development materials that encourage understanding and use of the new portal and state data resources [See Section (C)(3)(i)], supported locally by data coaches and Master Digital Educators
- Summer leadership academies that focus on lesson study and use of data for improving classroom instruction and student performance for school and teacher leaders in Differentiated Accountability schools [Section (E)]
- Digital resources and online professional development for school leaders that supports effective leadership actions, including master schedule training for implementing common planning time and lesson study

Lesson study and its closely related variations provide a method for teachers to study effective lesson development and delivery, based on analysis of curriculum and student responses to the lesson through a cycle of teaching, refinement, and re-teaching the lesson. Lesson study is being implemented now in Florida through a train-the-trainer approach and with coaching guidance in schools in Correct II and Intervene status under Differentiated Accountability. Resources are allocated within Section (B) that will specifically support lesson study in the common core areas through tool kits that will help teachers and teacher leaders use data from formative and interim common core assessments to enhance lesson study activities. Also, a detailed description is found in Section (E) of the summer Leadership Academy for school leaders in Differentiated Accountability schools that will provide extensive training for principals on how to engage teachers in, support, and monitor lesson study. This training will then be developed into modules that can

be delivered online or face-to-face to other principals and school leaders.

(2) Effective LEA and School Implementation. Section 1012.98, F.S., is clear that the responsibility for providing a high-quality professional development system rests with each LEA and Florida's thorough MOU builds on that foundation. FDOE will provide the additional essential element to ensure sustained implementation of high-quality professional development at the school and LEA levels with three specific initiatives:

1. Data coaches and Master Digital Educators in small and rural LEAs
2. Training for school boards in successful practices in school improvement and education human capital
3. The Commissioner's Leadership Academy to build capacity for leadership at the LEA, region, and state levels

First, as more fully described in Section (C)(2), the state is building upon successful programs, the regional support through Differentiated Accountability, and the Master Digital Educator program implemented through federal Title II, Part D Technology funds to **assist small and rural LEAs in particular with the use of student data and integrated technology to improve instruction**. These data coaches will be dispatched and organized through the regional support system. They will be supported by the Master Digital Educators in accessing the technology of the new portal [see Section (C)(2)], using technology to enhance classroom instruction, and analyzing and applying data results to improve instructional practices.

The second initiative is **leadership training for school board members** in successful school improvement and human capital practices. These leadership positions throughout school LEAs are a significant leverage point for advancing education reform and student success, and decisions made by board members must be informed ones. Ongoing training will be research- and evidence-based, incorporating the results obtained by LEAs and the state from activities associated with the RTTT Grant.

The third initiative is the **Commissioner's Leadership Academy**, a year-long institute to recruit individuals who have successfully done the work of school reform at the school level and provide them with broader leadership experiences to prepare them for work at the LEA, regional, or state levels. Experiences will include face-to-face interaction with national and international education and

school reform experts and training in state policy development and implementation practices and strategies.

Principals and other school leaders need **tools and resources to support effective leadership actions**. Through the William Cecil Golden Professional Development Program for School Principals, the FDOE and statewide partners established the www.FloridaSchoolLeaders.org website, which provides interactive tools and resources for leadership development. This site will continue to support and provide access to professional development and follow-up resources that are created by LEAs, consortia, and other leadership programs implemented through the RTTT grant.

(3) Continuous System-wide Improvement. LEA capacity to implement effective professional development programs is key to the sustainability and continued improvement of student achievement. This is where the FDOE is building on the collaborative MOU and focusing its improvement efforts in quality control and support. The FDOE is undertaking several initiatives described elsewhere in this section that support building and sustaining LEA capacity to implement professional development that directly affects teachers, principals, and their students in identified key leverage areas:

- Provide training and support for LEAs to improve evaluation of professional development based on changes in teaching/leadership practices and student outcomes (discussed in (D)(5)(ii)).
- Improve the accuracy and usefulness of our reporting of and dissemination of results from professional development associated with each teacher and school principal (discussed in (D)(5)(ii)) using the new portal system.
- Develop and publish guidelines for LEA beginning teacher support programs (described earlier in this section), which will be disseminated through face-to-face delivery and online modules for follow-up and continued training in LEAs and schools.
- Develop and publish guidelines for instructional coaches (described earlier in this section), which will be disseminated through face-to-face delivery and online modules for follow-up and continued training in LEAs and schools.

As will all other facets of Section (D), the Great Teachers and Leaders evaluator will track, analyze, and report results from each of the initiatives from the MOU and state initiatives to determine their effects on student learning outcomes, teacher and principal retention, and school climate.

(ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice)

Significant resources, tools, and training will be provided to participating LEAs that will improve their ability to evaluate the professional development delivered through this grant, as well as build their capacity to evaluate all of the professional development in which their educators engage. Florida's Protocol Standards for Evaluating Professional Development devote an entire strand to evaluating professional development at the LEA, school, and individual teacher/principal levels. Improving LEA capabilities in this area will first require **increasing the knowledge and tools available in each LEA and school**. In addition, regular **data collection and reporting practices for professional development will be adapted** so that results may be used for decision-making at the LEA, school, and faculty levels.

Increasing LEA Knowledge and Tools. The FDOE will engage an appropriate entity with expertise in evaluation of professional development to work with LEAs and professional development providers in colleges of education over the entire four years of the grant, to provide knowledge and assistance as well as the necessary follow-up and feedback on implementation. In addition, these experts will train FDOE staff and the state's cadre of professional development reviewers in the best methods of monitoring these processes, so that they become embedded in the state's evaluation of LEA professional development systems through the State Protocol Standards. Through the state's data portal [see Section (C)(2) for full portal description], digital resources and the evaluation results from all of these activities will be provided to LEAs, administrators, and teachers for use in their ongoing professional development. FDOE will also publish LEAs' best practices in conducting successful evaluations of professional development, and provide opportunities for LEAs to share them through the communities of practice sessions. LEAs will then be evaluated through the state's existing Protocol Standards reviews as to the decisions they made about continuing or discontinuing professional development activities based on the evaluation results.

Data Collection and Reporting. Evaluation criteria will be established in three areas: (1) student learning outcomes using the

state's and LEA's new growth measure, where appropriate, (2) changes in classroom or leadership practices based on criteria in revised teacher and principal evaluation systems, and (3) cost-effectiveness. The latter will provide a basis for educators interested in replicating professional development activities to assess the feasibility of implementing some or all of them in their settings. Since data elements are currently collected annually from LEAs on delivery and evaluation of professional development, enhancing this process will not place a significant additional burden on LEA staff. As described above, LEAs, teacher educators, principals, and teachers will have access to the professional development evaluation data to improve their practice and to make informed decisions about professional development offerings to continue, modify, or discontinue based on the evaluation results.

Responsible Parties: Educator Quality section of the Division of Public Schools; teams of Florida educators to monitor LEA implementation; the Division of Accountability, Research, and Measurement to ensure fidelity of data reporting; Florida school LEAs; Florida postsecondary institutions with approved teacher and principal preparation programs; Florida school board members; the Commissioner of Education; and national experts in evaluation, beginning teacher support, and lesson study.

Timeline:

2010-11	2011-12	2012-13	2013-14
Provide LEAs with training on methods of evaluating professional development and lesson study; develop school board training; LEAs develop components of beginning teacher support programs; data elements for professional development evaluation are instituted in the state's annual reporting system	Assist LEAs with implementing evaluation of professional development provided on Common Core Standards and lesson study; develop state standards for instructional coaches; post digital resources for follow-up and continued training on common core and lesson study; LEAs incorporate teacher evaluation results into professional development systems; begin delivery of school board training; LEAs begin implementing beginning teacher support programs; initial reporting on professional development evaluation begins through the state's online portal	Provide LEAs with training and trainer materials on instructional coaching standards; continue follow-up support on evaluation of professional development; implement statewide reporting of professional development evaluation results; LEAs incorporate evaluation data into beginning teacher support programs; continue to refine and improve data reporting on professional development; LEAs begin to make decisions about keeping, changing, removing professional development offerings based on new data reporting	Adopt instructional coaching standards statewide; disseminate successful practices in professional development evaluation through state's online portal

See Appendix D5-1 for a detailed Initiative Summary Chart for this assurance.

Outcomes:

- Beginning in 2011-12, participating LEAs will have reports on professional development that will allow administrators and staff to evaluate professional development offered through RTTT.
- By the beginning of 2012-13, participating LEAs will have instituted policies to make decisions about professional development offerings based on evaluation data.
- By the beginning of 2012-13, participating LEAs will implement state standards for instructional coaches.
- By the beginning of 2013-14, participating school LEAs, principals, and teachers will have methods and data to evaluate professional development based on changes in classroom practices and in student outcomes.

(E) Turning Around the Lowest-Achieving Schools (50 Points)**(E)(1) Intervening in the lowest-achieving schools and LEAs (10 points)**

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

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

Evidence for (E)(1):

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

Recommended maximum response length: One page

(E)(1) – Key Highlights

- In 2008, Florida was approved to implement the Differentiated Accountability (DA) pilot by the USDOE, and revamped its statewide system of support to directly support LEAs and schools in the turnaround effort through the creation of five regional offices.

- During the DA pilot in the 2008-09 school year, 79% of the state’s lowest-performing schools identified at that time increased one or more letter grade and improved their percentage of Adequate Yearly Progress (AYP) criteria met.
- In 2009, building on the success of the DA pilot, the Florida Legislature codified the DA program into state law to allow the state to intervene in its lowest-performing schools.

Introduction: The State of Florida has a documented history of assisting its low-performing schools (see Appendix E1-1 “Data on Historic School Improvement Prior to DA Pilot”). However, as the data indicate, these efforts provided modest and inconsistent improvement. Florida used the USDOE’s invitation to implement a Differentiated Accountability (DA) pilot program in 2008-2009 to address the flaws of its former school improvement policy. The first year of the DA pilot brought unprecedented results, with 79% of the state’s lowest-performing schools that were identified at that time to improve one or more letter grade and improve their percentage of overall AYP criteria met. Based on these results, the Florida Legislature passed House Bill 991 in 2009, which codified the DA program into state law and gave Florida’s State Board of Education specific statutory and administrative rule authority to require specific, whole-school, or subgroup interventions designed to address systemic issues in Florida’s persistently lowest-achieving schools (*as defined in the notice*) and in LEAs that are in improvement or corrective action status (see Appendix E1-2 “Section 1008.33, F.S., *Authority to Enforce School Improvement*” and Appendix E1-3 “Rule 6A-1.099811, F.A.C., *Differentiated Accountability State System of School Improvement*”).

Intervening in the Lowest-Achieving Schools: Prior to the implementation of DA, Florida’s approach to school improvement did not address key elements that impact school reform including collective bargaining; consequences for continued low performance such as closure; data disaggregation; differentiating instruction related to subgroup performance; deep teaching of the standards and benchmarks; job-embedded professional development; instructional leadership at the principal and LEA level; instructional coaches; and the need for a highly effective statewide system of support led by turnaround experts to assist low-performing schools and LEAs. DA also streamlined and aligned various school improvement requirements at the federal and state levels to develop a coherent and consistent approach to reform.

In DA’s pilot year, 39 schools were identified as low-performing. Spearheaded by the work of the five Regional Teams that

represented the newly developed statewide system of support, 79%, or 31 of the 39 schools, increased academic achievement as evidenced by an increase of one or more letter grade and improvement in their overall percentage of Adequate Yearly Progress (AYP) criteria met. Thirty-eight percent of those schools improved more than two or more letter grades, and six improved from an “F” to an “A” and met AYP. When the Florida Legislature voted to give greater statutory authority for the Florida Department of Education (FDOE) to implement DA, they also created six categories of schools: Not in DA, Prevent I, Prevent II, Correct I, Correct II, and Intervene. Schools are categorized based on their school grade, overall AYP criteria met, and historic AYP performance. See Appendix E1-4 “2009-2010 Differentiated Accountability School Categories” to see how Florida schools are placed in DA.

Building on the success of the DA pilot and the codification of the DA program into state law, direct support by the five Regional Teams was expanded to 50 schools including Intervene, Correct II “F,” and Correct II “D former F.” Although final school results have not been determined for the 2009-2010 school year, interim assessment data and instructional walkthroughs indicate the success of the DA pilot year will continue into its second year. For the 2010-11 school year, FDOE has identified its persistently lowest-achieving Title I Schools in Need of Improvement (SINI) and Title I-eligible secondary schools as a requirement of the Race to the Top (RTTT) and School Improvement Grants (SIG). Fifty-two Title I schools that are Intervene, Correct II “F,” Correct II “D former F,” and Correct II “D” for two consecutive years, as well as 19 Title I-eligible secondary schools that were Correct II “F” and “D” for two consecutive years, were identified as the state’s persistently lowest-achieving schools, for a total of 71 schools.

These schools have the lowest proficiency rates in reading and mathematics, respectively, and the lowest proficiency rates when reading and mathematics are combined. The high schools identified also have the lowest graduation rates throughout the state and have had a consistent record of yielding the lowest proficiency rates in both reading and mathematics over the past decade. School rankings were generated in each of these areas to ensure that schools with the most recent and historic low level of proficiency in reading and mathematics were also identified as the lowest-achieving schools in DA. See Appendix E1-5 “Persistently Lowest-Achieving Title I-Eligible Schools” and Appendix E1-6 “Persistently Lowest-Achieving Title I Schools” for the list of Florida’s persistently lowest-achieving schools. Fifty of the 71 schools were provided direct support this school year and an additional 21 will

be supported next year. Florida's persistently lowest-achieving list includes its most chronically low-performing schools and schools that are near that point. Florida believes that, by building on the infrastructure and success of the DA pilot, using the requirements of the four intervention models, and filling its remaining gaps through RTTT initiatives, it is well positioned to effectively turn around all of its identified persistently lowest-achieving schools.

As a requirement of the MOU, LEAs must select one of four intervention models: (1) Turnaround (2) Restart (3) Closure, and (4) Transformational for each school identified as persistently lowest-achieving. The transformational model is only available for half of the schools in LEAs with nine or more persistently lowest-achieving schools. As LEAs implement the chosen intervention model, they are also meeting the DA requirements set forth in state statute and state board rule (see Appendix E1-7 "Comparison of Turnaround Options and Florida Differentiated Accountability Requirements"). This ensures that Florida provides the legal, statutory, and regulatory authority to implement the intervention models with fidelity and effectiveness in its persistently lowest-achieving schools. The greatest opportunity rests with the fact that DA's most intensive interventions within the category of Intervene will now be expanded from 16 schools to 71. It's important to note that not all of the lowest-achieving schools fall into the Intervene category of DA, but all will now receive the same level and intensity of intervention and support.

Under DA, Intervene schools are those that have received:

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

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

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

After implementing the selected reconstitution option for one school year, FDOE expects each Intervene school to achieve a “C” letter grade and meet the state AYP proficiency targets with one subgroup that did not make AYP the previous year in reading and one subgroup that did not make AYP the previous year in mathematics in order to exit Intervene status. If a school does not reach this goal after the first year, the LEA must submit a plan, which is subject to approval by the State Board of Education, for implementing a different option at the beginning of the next school year. Each time the “exit Intervene” criteria are not met, the school must implement the remaining option(s) until it eventually closes and students are reassigned.

DA further defines extensive interventions for both Intervene schools and the persistently lowest-achieving schools that will lead to increased student achievement. Some of these interventions include:

- Removing the principal, assistant principal, instructional coaches, and teachers who have failed to increase student achievement and replacing them with individuals who have demonstrated a record of turning around or increasing student achievement in high-poverty, low-performing schools.
- Offering performance and incentive pay to recruit and retain the highest-performing administrators and teachers.
- Hiring instructional coaches in the areas of reading, mathematics, and science to assist teachers in the classroom with the planning and delivery of effective instruction and data analysis.
- Developing Individualized Professional Development Plans for teachers that address student learning goals.
- Creating and implementing administrator and teacher evaluations that rely primarily on student achievement.

- Requiring the use of interim assessments in reading, mathematics, science, and writing throughout the school year.
- Developing Instructional Focus Calendars that align curriculum, assessments, and intervention schedules that include the implementation of the Florida Continuous Improvement Model, which focuses on data analysis and instructional intervention.
- Creating a School Improvement Plan, a District Improvement and Assistance Plan, and a follow-up, mid-year report that identifies instructional goals and strategies to improve student learning that are aligned to professional development and the school's budget.
- Establishing Community Assessment Teams that consist of parents, teachers, community, and business partners to assist in the school improvement process.
- Implementing lesson study to provide teachers with onsite and sustained professional development that focuses on common and rigorous lesson plan development and peer classroom observations. See Appendix E1-9 "Strategies and Support for Differentiated Accountability" for a comprehensive description of what school improvement interventions are required for DA schools.

Effective implementation of these requirements does not happen overnight. LEAs, schools, administrators, and teachers have an established pattern of behavior and practices before the state intervenes. With DA, adults are required to embrace a new set of high expectations for student achievement and a different way of work to improve the schools they serve. This requires a shift in school culture and adult behavior. Once the right team is constructed at a school, relationships are developed between the FDOE, school, and LEA. In schools that were successfully turned around during the DA pilot, the principal is an instructional leader who actively supports teachers while holding them accountable to high expectations for student learning. Classroom instruction is consistently rigorous, engaging, purposeful, and well planned. The standards are deeply taught at multiple entry points. Intervention and enrichment occur regularly during school, after school, or on the weekends and are based on the results of progress monitoring tools that are aligned to the standards. Students are recognized and rewarded for making the right decisions and teachers meet regularly through the lesson study process to analyze data, share effective instructional strategies, and to observe one another teach. Parents are well informed regarding the development of their children and parent-teacher meetings occur consistently even beyond the regular school day. These characteristics represent the culture of a dynamic learning environment that will be present in all of our

persistently lowest-achieving schools. However, in the event that efforts to implement requirements fail, the State Board of Education has the authority to intervene in LEA operations; withhold state funds; report non-compliance to the state legislature with recommended legislative action; place conditions on Title I or Title II grant awards; redirect Title II, Part A funds; and/or place schools in a more severe category (i.e., from Correct I to Correct II).

Intervening in the Lowest-Achieving LEAs: How do DA and the Regional Teams work? The answer to this question starts with the FDOE's belief that LEAs, not schools, fail. With that in mind, the identification of strategies and interventions at the school level will not necessarily lead to all schools improving, or for improvement to be sustained, without LEA support. To accomplish this goal, LEAs must possess the capacity to lead, support, and monitor the school improvement process. To better support the LEAs and their schools, Florida has been split into five regions for the purposes of school improvement. Each region is led by a turnaround agent called a Regional Executive Director (see Appendix E1-10 "Regional Executive Director Job Description") who has a proven record of increasing student achievement in low-performing schools. The Regional Executive Director guides the work of a team of instructional specialists who also have demonstrated success in low-performing schools. The Regional Team is responsible for supporting the LEA and schools in implementing DA (the work of the Regional Team is explained in greater detail in E-8 "Annual DA Regional Support Timeline"). Regional Executive Directors also possesses the legal, statutory, and regulatory authority to recommend that principals, assistant principals, instructional coaches, and faculty be replaced, and that instructional programs be replaced or revamped.

DA requirements define the level of regional intervention in the improvement process. Category I (Correct I and Prevent I) schools have greater flexibility in determining interventions and strategies, with varying levels of LEA intervention and support. For Category II (Correct II and Prevent II) schools, interventions are directed by the LEA in coordination with the FDOE. As performance improves (moving from Category II to I), autonomy is granted at the school and LEA level. As performance declines (moving from Category I to Category II or from Correct II to Intervene), school and LEA autonomy is reduced until improvement is demonstrated. For additional details on the requirements for the lowest-achieving schools, see Appendix E1-9 "Strategies and

Support for Differentiated Accountability.”

Although Regional Teams work directly with the lowest-achieving schools, the strategies and interventions are used by LEAs to sustain the turnaround efforts and implement reforms to a wider array of schools without state intervention. The interventions delineated in DA are not intended to be a “one-size-fits-all” approach. Rather, they are designed to address root causes of student performance and are tiered to address schools that have relatively few subgroups that are not making AYP and those schools with widespread performance issues. In addition, the intensity of interventions increases as the percent of AYP criteria met and school grades decline. With the assistance of the Regional Teams, LEA capacity is developed and the culture of schools and LEAs moves toward one that fosters improvement and higher expectations for student achievement. The state legislature has realized the importance of this capacity building while directing interventions in the lowest-achieving schools in the state and has created the statutory authority to ensure it is accomplished. This authority positions Florida to effectively intervene in the lowest-performing schools and LEAs and ensures that the four school intervention models specified in the notice are implemented with fidelity and effectiveness.

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

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

- (i) Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and *(5 points)*
- (ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools). *(35 points)*

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

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

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

Recommended maximum response length: Eight pages

(E)(2) – Key Highlights

- Of the 25 participating LEAs with a persistently lowest-achieving school, 23 returned an MOU with union support.
- With systems already implemented statewide that are closely aligned with the requirements in the notice and signaling to be effective by the success of the DA pilot, Florida is well positioned to support its lowest-achieving LEAs and schools in implementing one of the four school intervention models.
- While supporting the implementation of one of the four intervention models, Florida believes that, in order to sustain improvement, the state must also build on the current strategies developed for its lowest-performing LEAs and schools through 10 state and three LEA-led initiatives so that 1) the instructional capacity of LEA and school leaders and teachers is developed through a feeder pattern approach to sustain the turnaround and school improvement effort; 2) the number of educational options for parents and students in low-performing feeder patterns is increased; 3) communities and parents are engaged to support the turnaround effort.

Introduction: Florida’s response to (E)(2) addresses its strategy to successfully turn around each of the persistently lowest-achieving schools by 2014, with each school raising its school grade; meeting overall AYP criteria; demonstrating proficiency rates for all students in reading, mathematics, science, and writing; obtaining learning gains in reading and mathematics; increasing graduation rates; decreasing dropout rates; extending the learning day; increasing student attendance rates; enrollment in advanced coursework, dual enrollment, and obtainment of industry certification; college enrollment rates; decreasing discipline referrals, suspensions, and truancy rates; and increasing teacher attendance. As a requirement of the MOU and School Improvement Grant (SIG), LEAs and schools will define goals for each of these indicators for each of the next three years. Final goals include persistently lowest-achieving schools obtaining a school grade of “B,” increasing overall AYP criteria met, and raising graduation rates to 80%.

Florida has implemented a process to identify and support its lowest-achieving schools, as evidenced by the passage of House Bill 991 in 2009, which introduced the DA Plan and the Regional Teams to support low-performing schools and LEAs in the turnaround effort. (See Appendix E2-1 “2008-2009 Progress in Targeted Schools” to see gains in the DA schools that were served by the Regional Teams.) As a result, the state is well positioned to expand its support to all of the schools identified as persistently lowest-achieving and address existing gaps that are still present in its approach to school improvement through 10 state-led and three LEA-led initiatives.

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

As detailed in E1, Florida’s DA program places all Florida schools in one of six categories based on student performance. (See Appendix E1-4 “2009-2010 Differentiated Accountability School Categories” to see how Florida schools are placed in DA.) The lowest-achieving schools are classified as Intervene and Correct II schools within this model.

Through DA’s process of identifying Florida’s lowest-achieving schools and as a requirement of the RTTT and SIG application, FDOE identified 71 persistently lowest-achieving Title I Schools in Need of Improvement (SINI) and Title I-eligible secondary

schools. Fifty-two Title I SINI schools that are Intervene, Correct II “F,” Correct II “D former F,” and Correct II “D” for two consecutive years, as well as 19 Title I-eligible secondary schools that were Correct II “F” and “D” for two consecutive years, were identified as the state’s persistently lowest-achieving, for a total of 71 schools.

These schools have the lowest proficiency rates in reading and mathematics, respectively, and the lowest proficiency rates when reading and mathematics scores are combined. The high schools identified also have the lowest graduation rates in the state and a consistent record of low achievement in both reading and mathematics over the past decade. Schools were ranked in each of these areas to ensure that those with persistently low proficiency rates in reading and mathematics were targeted as the lowest-achieving schools. Once the ranking was confirmed, the final list of Florida’s persistently lowest-achieving schools was created to match the guidelines set forth by the USDOE. See Appendix E1-5 “Persistently Lowest-Achieving Title I-Eligible Schools” and Appendix E1-6 “Persistently Lowest-Achieving Title I Schools” for the list of Florida’s persistently lowest-achieving schools.

As a requirement of the MOU between FDOE and participating LEAs, RTTT, SIG, and Title I funds will be used to assist LEAs in implementing one of four school intervention models – (1) Turnaround (2) Restart (3) Closure (4) Transformational – for each persistently lowest-achieving school, with the transformational model only available for half of the schools in LEAs with nine or more schools among the persistently lowest-achieving schools. The process for selecting an intervention model is facilitated through a series of questions and answers that may be viewed on the “Decision Tree” diagram in Appendix E2-2.

As noted in (E)(1), the four school intervention models closely align with DA requirements. Thus, Regional Teams are experienced in facilitating the implementation of the intervention models’ requirements, giving our persistently lowest-achieving schools and LEAs the advantage of an experienced support system. When selecting an intervention model, LEAs will be required to describe the intervention model and requisite data to support their choice of a particular model, the annual goals they expect to achieve as a result of implementation (see Appendix E2-3 “Performance Expectations for Intervention Model”), and the strategies they will carry out to ensure increased student achievement. Applications must also describe the timelines for implementation, persons responsible, and budget estimates with funding sources.

Regional Executive Directors, leading each of the Regional Teams, will work closely with LEAs to ensure that the most effective intervention model is selected to meet the needs of students, not adults. The selection of an intervention model will rely on the implementation level of recent strategies and supports required under DA, such as personnel changes at the principal and faculty level, and recent academic performance, further ensuring alignment between the intervention models and DA. The “Decision Tree” diagram in Appendix E2-2 depicts the process by which Florida’s persistently lowest-achieving schools select the intervention model.

Regional Executive Directors and the FDOE’s Title I staff will review intervention model plans and budgets to ensure that plans are focused and rigorous in August 2010 as part of the SIG application. During the 2010-11 school year, the Regional Executive Directors will ensure that the intervention models are implemented with fidelity through ongoing, onsite monitoring and technical assistance. If an LEA does not abide by its implementation plan, funding will be discontinued. After the first year that the school intervention model is implemented, the Regional Executive Director, FDOE, and the LEA will review student performance data and the outcomes of leading indicators to determine if the implementation of the school intervention model was effective (see Appendix E2-3 “Performance Expectations for Intervention Model”). If the LEA and school do not meet their performance goals, then they will be required to select a new intervention model and develop a new plan to receive continued funding (see Appendix E2-4 “RTTT Persistently Lowest-Achieving Schools Timeline”).

The process whereby low-performing schools are identified, support is provided, interventions implemented, and the process evaluated has been the foundation of DA that has led to Florida’s recent success. Florida’s commitment to establishing a sound system of improvement and expanding its partnerships with LEAs is a steady way to ensure continued success. To support our efforts at continuous improvement, we have developed state-led and LEA-led initiatives to sustain and support the successful implementation of the four intervention models and DA through the guidance and support of the five Regional Teams.

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

As mentioned in E(2)(i), Florida will successfully implement the four school intervention models through the following 10 state-led and three LEA-led initiatives that support the persistently lowest-achieving schools. These 13 initiatives will address the current gaps Florida is facing after its first year of successfully implementing its DA pilot: 1) building the instructional capacity of LEA and school leaders and teachers through a feeder pattern approach to sustain the turnaround and school improvement effort 2) increasing the number of educational options for parents and students in low-performing feeder patterns; and 3) engaging communities and parents to support the turnaround effort. Section (E)(2)(ii) will outline each of the 13 initiatives by providing for each the background/rationale, a description of activities, responsible parties, timeline for implementation, desired outcomes, and plan for sustainability after the RTTT grant expires. In addition, see Appendix E2-9 “Initiative Summary Chart for Struggling Schools” for a summary of each initiative, implementation timeline, and budget.

State-Led Initiative 1: Extend Support to all Persistently Lowest-Achieving Schools

Background/Rationale: In 2008-09, the state’s lowest-achieving schools showed more improvement than the schools in the state as a whole (see Appendix E2-5 “Summary of DA School FCAT Performance Compared to the State” for a comprehensive view of DA performance during the pilot year). The percentage of students scoring at or above proficiency on FCAT Reading increased from 2008 to 2009 at each grade level. Scores increased six percentage points in grades 3-5, four percentage points in grades 6-8, and one percentage point in grades 9-10. The percentage of students scoring at or above proficiency for FCAT Mathematics also increased from 2008 to 2009. Scores increased 14 percentage points in grades 3-5, five percentage points in grades 6-8, and three percentage points in grades 9 and 10.

Because of the success in student achievement, support will be expanded. In addition to directly supporting Intervene, Correct II “F,” and Correct II “D former F” schools, which comprise 66% of the state’s persistently lowest-achieving of schools, the Regional Teams will expand support to include the remaining schools on the persistently lowest-achieving list and their feeders beginning in

the 2010-2011 school year.

Regional Teams provide onsite and LEA-wide professional development; offer expertise to superintendents, LEA teams, principals, and instructional coaches; monitor compliance in accordance with DA requirements; and monitor the academic progress of schools and LEAs through consistent follow-up visits to schools and through the analysis of assessment results. (See Appendix E1-8 “Annual DA Regional Team Support Timeline” to understand how the DA Regional Teams provide support to schools and LEAs.) Each Regional Team is led by a Regional Executive Director, who drives turnaround efforts in the lowest-achieving schools and focuses on building the capacity of principals and LEA leadership teams in the turnaround process. The Regional Executive Director is required to have an accomplished record of turning around similar schools. (See Appendix E1-10 “Regional Executive Director Job Description” for the position’s job qualifications.) Each Regional Executive Director reports to the FDOE’s Deputy Chancellor for School Improvement and Student Achievement, who is based in Tallahassee. The rest of each Regional Team consists of Instructional Specialists in reading, mathematics, science, and Response to Intervention. The Regional Team and Regional Executive Directors are FDOE employees, not outside consultants.

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

The Regional Teams work directly with the lowest-achieving schools and LEAs in the areas of curriculum and instruction, LEA and school instructional leadership, school improvement planning, professional development, teacher quality, data analysis, and developing robust monitoring systems at the school and LEA level. An Instructional Review takes place at schools receiving direct

support (all 71 persistently lowest-achieving schools next year). The reviews are led by the Regional Teams but are conducted in collaboration with LEA and school leadership teams. At the conclusion of the Instructional Review, an action plan is crafted that outlines what steps need to be taken to improve the school. Action steps, timelines, and the persons responsible for each item are documented.

The ownership of the action steps is shared by the Regional Team, LEA, and school. Throughout the year, the Regional Executive Director monitors the implementation of the action steps and reports to the State Board of Education on the school's progress. Regional Teams work specifically with a high-level LEA administrator who is in charge of the turnaround and school improvement process at the LEA (see Appendix E2-6 "District Turnaround for the Lowest-Achieving Schools Organizational Chart" for the organizational chart used at the LEA level for turnaround). Monthly meetings are conducted at the LEA level to ensure that action steps are implemented and coordination occurs throughout the LEA to support the lowest-achieving schools.

RTTT Activities: The effective support that the Regional Teams provide to the state's lowest-performing schools and their feeders will be expanded to include all schools identified as persistently lowest-achieving. This strategy will ensure that the turnaround option is implemented with fidelity and is supported. Regional Teams will support and monitor the implementation of RTTT initiatives for struggling schools.

Responsible Parties: LEAs with persistently lowest-achieving schools will select one of the four turnaround options. FDOE's Bureaus of School Improvement and Title I, along with Regional Teams, will assist in the selection process and implementation. The Regional Team's direct support will be expanded to include all schools that are persistently lowest-achieving.

Timeline:

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

year, school performance will be analyzed to determine effectiveness of implemented option.			

Outcome: By 2011, all persistently lowest-achieving schools will receive direct support from the Regional Teams. By 2014, these schools will achieve a school grade of at least a "B," make at least 80% AYP criteria school-wide, and increase their graduation rate to 80%.

Sustainability: No additional funding is required for this initiative. Currently, the regional offices are staffed with state-retained Title I, School Improvement, Title II, and IDEA funds.

State-Led Initiative 2: Teacher Recruitment

Background/Rationale: Several organizations provide promising teachers to provide instruction in low-achieving schools. Recruiting such teachers has been effective in raising student achievement in hard-to-staff schools, where they outperform traditionally prepared teachers. These teachers offer high expectations for student learning and a commitment to serving high-poverty neighborhoods. FDOE will leverage the experience and expertise of these teacher organizations and place recruits in schools and feeder patterns that comprise the persistently lowest-achieving schools list. FDOE will rely upon the talent, track record, and capacity of these national organizations to bring high-quality teachers to Florida's most struggling schools.

RTTT Activity: The FDOE will partner with an organization that recruits and trains promising teachers for Miami-Dade and Duval County, the two LEAs with nine or more schools that are persistently lowest-achieving. FDOE will issue an RFP to identify a partner organization with a proven track record of improving student achievement through innovative recruitment and training strategies. The current budget accounts for recruiting approximately 800 new teachers per year within these two LEAs.

Responsible Parties: FDOE will release an RFP to partner with an organization to provide teachers in Duval and Miami-Dade

Counties. FDOE's Bureau of School Improvement and the Regional Teams will assist in implementation and monitor progress.

Timeline:

2010-11	2011-12	2012-13	2013-14
FDOE to release RFP. Partner selected. Planning year. Teachers recruited and trained.	School placement is determined. Teachers report to assigned schools.	Teacher effectiveness data is tracked to determine success of organization.	Teacher effectiveness data is tracked to determine success of organization. Research completed to capture best practices.

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

Sustainability: Following the RTTT period, the goal will be achieved of supplying the lower-performing feeder patterns of the state's two LEAs with the greatest number of persistently lowest-achieving schools will be supplied with an influx of promising teachers. The selection, placement, training, and support of the provided teachers will be researched and documented through the three-year funding period to capture the selected organization's process to reform teacher recruitment and training processes statewide.

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

Background/Rationale: There is a drastic shortage of principals who are adequately prepared and willing to take on the challenges of leading low-performing middle and high schools to success. Many of the schools in the persistently lowest-achieving category recycle ineffective administrators or are unwilling to remove them considering the shortage of candidates with a record of effectively turning around low-performing schools. A recent report concludes that schools making significant gains in achievement are led by principals who ensure rigorous, goal- and data-driven learning; build and manage a high-quality staff aligned to the school's vision of

success for every student; develop an achievement- and belief-based school-wide culture; institute operations and systems to support learning; and model the personal leadership that sets the tone for all student and adult relationship behaviors in the school (New Leaders for New Schools, 2009). In other words, leaders who facilitate a culture of change toward higher expectations are needed to help students succeed. Our experience with schools through the DA process last year affirmed that such qualities are essential for turning around struggling schools.

RTTT Activity: FDOE proposes to select a leadership preparation program partner through a competitive RFP process. The program must be designed to prepare aspiring school leaders to effectively address the teaching and learning challenges of chronically low-achieving high schools and their feeder patterns. The primary objective of this initiative is to create a pool of the most promising candidates that can turn around schools through an innovative, problem solving-based program of study. This objective will be achieved by working with seven LEAs to recruit and train 80 to 100 new principals and assistant principals to serve in the state's persistently lowest-achieving schools and their feeder patterns.

The program will emphasize knowledge and behaviors that enable school leaders to promote successful teaching and learning, collaborative decision-making strategies, distributed leadership practices, a culture of collegiality and community, processes for organizational change and renewal, and management competence in analysis and use of data and instructional technologies to guide school improvement activities. Quarterly topical seminars; an intensive half-year internship in a low-achieving middle or high school; and mentoring by a trained, highly effective principal will be cornerstones of this program.

Once an aspiring principal or assistant principal completes the initial preparation program, the LEA will be required to consider him/her for leadership vacancies in low-performing schools. When a program participant is placed, the LEA will provide a well-designed, two-year program of induction and support that includes ongoing professional development based on assessed needs to strengthen the participant's performance; coaching by an external school improvement coach; mentoring by an expert principal; and an opportunity to participate in a new principal network, in which principals share their school leadership experiences and explore solutions to common problems in struggling schools. This will be a four-year initiative that will result in a stronger administrative

pool for Florida's persistently lowest-achieving schools.

Responsible Parties: FDOE will release an RFP to partner with an organization capable of developing successful turnaround principals and assistant principals. LEAs will hire and place candidates who complete the training. FDOE's Bureau of School Improvement and Regional Teams will provide assistance in the initiative's implementation.

Timeline:

2010-11	2011-12	2012-13	2013-14
FDOE to release RFP. Partner selected. Planning year. Candidates selected for training.	Candidates participate in training modules.	Candidates continue participation in training modules.	Candidates begin internship component of training module. Placed in persistently lowest-achieving schools and their feeder patterns. Research completed to capture best practices.

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

Sustainability: Following the RTTT funding period, the state will be supplied with 80-100 administrators who have received extensive research-based and job-embedded training to serve in the state's lowest-achieving schools. This initiative will serve as a model for instructional leadership development at the LEA level. As part of the initiative, research will be conducted to capture the success of the initiative and its shortcomings.

State-Led Initiative 4: Building LEA-Level Capacity for Turnaround in Rural LEAs

Background/Rationale: Many of Florida's persistently lowest-achieving schools operate within small, rural LEAs. These LEAs often do not have the capacity to fully support schools in implementing comprehensive reform strategies that improve student achievement and graduation rates. Many small, rural LEAs lack the financial resources and access to human capital necessary to impact school reform. In addition, the scarcity of resources often leads to an inability to effectively focus LEA resources to help schools achieve those goals. As many rural LEA-level administrators function in multiple roles, capacity building is difficult at best.

The demands of administering multiple programs supersede the urgency of building effective teachers and leaders in LEA schools.

While Florida's small, rural LEAs are using data to make instructional decisions, comprehensive systems are not in place to effectively impact instruction. Many of the LEAs have not aligned administrator and teacher evaluation instruments to critical success factors that lead to school improvement. Some have no clear connection between school improvement and Career Technical Education or other resources within the LEA for improving student achievement. These LEAs require extensive technical assistance in development rigorous monitoring systems and support systems to ensure that quality instruction takes place in their schools.

Although schools within Florida's small, rural LEAs receive direct support from the Regional Teams, the amount of technical assistance necessary to develop sustainable capacity is difficult to realize.

RTTT Activity: The state-led initiative to partner with an outside provider to help build LEA leaders' capacity to support their persistently lowest-achieving schools in 10 rural LEAs in Florida will be supported with funding through RTTT. The partner will adapt and deliver leadership modules and coaching targeted at improving the capacities of the superintendent, school board, principals, and LEA senior staff in LEAs with the state's persistently lowest-achieving schools. LEAs will be guided in establishing strategic plans and evaluation systems specifically designed to improve low-performing schools in rural LEAs. LEAs will also receive training in community involvement and in developing a shared vision for improving schools.

The partner will design and deliver off-site, big-picture, vision- and capacity-building training activities that serve as guideposts for improvement. On-site training and coaching activities will support the sessions to ensure implementation of the training. Specific training for board members and superintendents will include scenarios that simulate board issues, participation in small group discussions, and training on the context and history of education policy through a series of workshops. The modules will be organized around four themes: governance, politics, whole-system change, and theories of action for change. The core of the curriculum will be case studies on governance and reform.

Responsible Parties: FDOE will release an RFP to partner with an organization to provide LEA leadership training. FDOE's Bureau

of School Improvement and Regional Teams will provide assistance in implementation and monitor progress.

Timeline:

2010-11	2011-12	2012-13	2013-14
FDOE to release RFP. Partner selected. FDOE will invite selected LEAs to participate. Planning year.	LEAs begin modules.	LEAs complete training modules. Research completed to capture best practices.	N/A

Outcome: By 2013, the FDOE will partner with an outside organization to provide ten rural LEAs with schools that are persistently lowest-achieving with LEA leadership training. Participating LEAs will effectively create a strategic plan to institute systemic, LEA-wide reforms, revise principal and teacher evaluations to align with newly created reforms, and significantly increase student achievement in their schools.

Sustainability: Following the RTTT funding period, the intent of this initiative is to serve as a model for rural LEAs in the development of capacity to strategically plan among numerous stakeholders (school board, superintendent, and principals) so that it may be replicated statewide as an entry process for newly selected superintendents and board members in rural LEAs.

State-Led Initiative 5: Differentiated Accountability Summer Academy for Persistently Lowest-Achieving Schools and their

Feeder Patterns

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

- *Quality of Instruction:* The creation and delivery of quality lesson plans to incorporate explicit instruction, higher order questioning, and grade-level rigor.

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

RTTT Activity: At the summer DA Academy, Regional Teams will provide professional development modules designed for principals, assistant principals, instructional coaches, department chairs, and lead teachers from the state's persistently lowest-achieving schools and their feeder patterns in the areas of lesson study, CCSS and NGSSS, PS/RtI, and the FCIM over a four-year period in the summer. The summer DA Academy will provide a statewide approach to professional development that is designed to enhance instructional leadership and teacher effectiveness, improve instructional delivery, and increase student achievement. Regional Teams will be charged with ensuring that the components of the training are implemented with fidelity and effectiveness throughout the school year.

Responsible Parties: Regional Teams and LEAs with schools in the persistently lowest-achieving schools and their feeder patterns.

Timeline:

2010-11	2011-12	2012-13	2013-14
Regional Teams identify location of training and select participants. Training modules are developed and training conducted.	Regional Teams identify location of training and select participants. Training conducted. Regional Teams provide support throughout the school year.	Regional Teams identify location of training and select participants. Training conducted. Regional Teams provide support throughout the school year.	Regional Teams identify location of training and select participants. Training conducted. Regional Teams provide support throughout the school year.

Outcome: By 2014, the FDOE's Regional Teams will conduct 40 two-week Summer Academy sessions and train over 5,000 principals, assistant principals, instructional coaches, department chairs, and lead teachers from the state's persistently lowest-achieving schools and their feeder patterns in research-based, best practices proven to increase student achievement.

Sustainability: Following the RTTT funding period, trained turn key administrators and teacher leaders who attended the training will sustain the focus and implementation of the content through job-embedded professional development. In addition, the modules developed for the training will be shared with LEAs and schools statewide to increase exposure to its content.

State-Led Initiative 6: Charter School Partnership

Background/Rationale: Florida is a leader in providing educational options to students and families through charter schools. FDOE data show that Florida's charter schools are closing the achievement gap at a faster rate than traditional public schools. Part of Florida's success with charter schools is due to the state's history of closing persistently low-performing charters. In the past five years, Florida has closed 129 low-performing charter schools; 101 were non-voluntary closures, with 61 being due to poor academic performance and financial planning. Florida is committed to expanding the number of charter schools that have a record of raising student achievement. Over the years, a significant number of high-quality operators have emerged in Florida, but there is a need to offer further incentives for the replication of successful charter schools in high-need neighborhoods.

RTTT Activity: Through an RFP process, the state will partner with one or more state or national charter school funding organizations with a track record of supporting successful charter school operators in high-need neighborhoods. The partnering organizations will fund high-quality charter operators to open new charter schools and/or take over existing public schools in high-need neighborhoods throughout the state. The RFP will require that these partnering charter school funding organizations match a percentage of grant funds with philanthropic funds and/or any additional governmental funding resources that the partnering organization may be awarded.

In order to qualify, the partnering organizations may only provide funding and support to:

- Existing charter operators with a proven track record of success in low-income/high-minority charter schools; and
- The development of new charter operators with a proven track record of success in low-income/high-minority schools.

Further, these partnering organizations may only provide funding and support with RTTT funds for the purposes of:

- Starting up new charter schools in high-need neighborhoods; or
- Taking over existing chronically failing public schools as part of the turnaround option available to LEAs under DA and the school intervention models.

To further align federal resources to improve the educational options of children in struggling schools, the state will double the amount of Charter School Program grant funds (from up to \$325,000 to up to \$650,000) available to charter school operators with a proven track record of success in low-income/high-minority charter schools, and for the development of new charter operators whose principals have a proven track record of success in low-income/high-minority schools to start up charter schools within or near feeder patterns with schools on the persistently lowest-achieving list.

Responsible Parties: FDOE will recruit charter operators for turnaround effort in feeder patterns with persistently lowest-achieving schools.

Timeline:

2010-11	2011-12	2012-13	2013-14
Identify and recruit most effective charter operators to establish schools in feeder patterns of the persistently lowest-achieving schools.	Continue expansion of charter schools in feeder patterns of the persistently lowest-achieving schools.	Continue expansion of charter schools in feeder patterns of the persistently lowest-achieving schools.	Continue expansion of charter schools in feeder patterns of the persistently lowest-achieving schools.

Outcome: By 2014, the FDOE will recruit and provide financial incentives to effective charter operators to establish 30-40 new charter schools within feeder patterns with schools on the persistently lowest-achieving list.

Sustainability: Following the RTTT funding period, the intent is to expand the number of charter operators who have successfully transformed the learning experience of students in struggling feeder patterns, which will support the growth of these charters statewide. Additional funding will not be necessary for this to occur.

State-Led Initiative 7: Improve and Expand STEM Career and Professional Academies

Background: Today's Career and Technical Education (CTE) offers learning experiences that engage students both socially and academically, working to ultimately reduce dropout rates. CTE curriculum is relevant to job market skills, while at the same time it enhances students' academic achievement and prepares them to meet industry needs, especially in the area of STEM.

In Florida schools, many CTE programs are offered through Career and/or Career and Professional Education (CAPE) Academy models. Successful Career Academy characteristics include a small learning community; college-prep curriculum with a career theme; and partnerships with employers, the community, and institutions of higher education. By design, these three elements of a career academy lead to a school that is rigorous, relevant, and builds relationships. Additionally, many of Florida's CTE programs lead to industry certification, which is a pathway to statewide postsecondary institutions.

Students in Florida may choose coursework from nearly 300 Career and Technical programs, which are organized within 16 career clusters. Recent DA Instructional Reviews of CTE programs found overwhelming evidence of insufficient implementation of programs and/or academies; insufficient professional development for new and tenured CTE teachers; insufficient implementation and/or expansion of Career and Technical Student Organizations (CTSOs); a lack of emphasis on acceleration mechanisms that lead to industry certifications, dual enrollment, and/or articulated credits; a need to expand and/or establish advisory boards, community partnerships, and community liaisons; and insufficient technology and/or equipment.

RTTT Activity: Twenty-four of the lowest-achieving high schools will be provided RTTT funds to support initiatives that include (See Appendix E2-7 "Intervene and Correct II "F" High Schools to Receive CTE Expansion RTTT Funds"):

- Expanding existing and/or creating new CTE programs with an emphasis on industry certifications and STEM.

- Creating and/or offering applicable professional development focused on integrating the reading, mathematics, and science standards.
- Providing mentor teachers to new and/or struggling teachers.
- Chartering and/or expanding applicable CTSOs.
- Developing introductory courses to selected feeder schools to expose middle school students to program offerings and to build interest in the programs at the high school level.
- Providing necessary funds to purchase and/or update equipment and technology.

Five CTE experts will be hired to join the existing Regional Teams to work closely with and monitor progress in the identified schools. The initiatives will assist in the creation and/or expansion of high-quality CTE programs or Career Academies, which will assist in the preparation of students for college and the workforce by linking academic skills to career training.

Responsible Parties: LEAs with persistently lowest-achieving performing high schools. FDOE's Bureaus of School Improvement and Career and Technical Education and Regional Teams will provide assistance in implementation and monitor progress.

Timeline:

2010-11	2011-12	2012-13	2013-14
FDOE, in partnership with LEAs/schools, will review current CTE programs in the 24 persistently lowest-achieving high schools and determine how to expand offerings to include STEM programs. Curriculum, equipment, and appropriate staff to be selected. Staff to be trained.	LEAs/schools implement new CTE program. Data to be tracked to monitor success of program.	LEAs/schools implement new CTE program. Data to be tracked to monitor success of program.	LEAs/schools implement new CTE program. Data to be tracked to monitor success of program.

Outcome: By 2014, 24 persistently lowest-achieving high schools will offer one additional Career and Technical Education

Academy focusing on STEM. Schools will demonstrate an increase in graduation rate and in the number of students with industry certification, and a decrease in dropout and retention rates. High schools will achieve a grade of “B” and make at least 80% AYP criteria school-wide and improve the graduation rate to 80%.

Sustainability: Following the RTTT funding period, the implementation of the expanded or improved CTE programs will be complete. Equipment will have been purchased and faculty will have been hired and trained. Funds to sustain the initiative will be minimal and can be addressed through the use of existing revenues targeting CTE programs at the state and local level.

State-Led Initiative 8: Regional Reading Coordinators

Background/Rationale: Florida has had marked success in improving the overall percentage of students reading at grade level and narrowing the achievement gap over the years. The percentage of students reading at Level 3 (on grade level) and above, as evidenced by scores on FCAT reading, has increased from 47% in 2001 to 61% in 2009; however, this still means that 39% of students in grades 3-10 are reading below grade level. Eighteen percent of Florida students perform at Level 1, the state’s lowest performance group in reading. Thus, Florida still has plenty of work to do in the area of reading. This is especially the case at the secondary level, where students are required to apply their reading skills to understand content information in all subject areas.

Many of the state’s persistently lowest-achieving schools are high schools that show proficiency rates in 9th and 10th grade between 10 and 20%. Currently, Regional Teams are only staffed with one or two reading specialists, yet additional support is necessary to provide professional development in the identification of students’ specific reading deficiencies and interventions, specifically using FDOE’s new statewide reading progress monitoring tool, Florida Assessments for Instruction in Reading (FAIR). These assessments have provided the Regional Teams, LEAs, and schools with a plethora of data to inform instruction and intervention; however, many teachers require onsite, job-embedded, sustained training to effectively use the diagnostic tool.

RTTT Activity: The reading focus of this state-led initiative is to hire 40 Reading Coordinators who will be deployed throughout the state and will be strategically assigned to persistently lowest-achieving schools and their feeder patterns under the direction of the five

Regional Executive Directors. Coordinators will work specifically with school-site reading coaches who are assigned by LEAs to improve the implementation of reading intervention programs; assist with analyzing interim assessment data and implementation of lesson study; and direct instructional intervention based on the interim assessment data. In addition, the Reading Coordinators will provide ongoing coaching to school staff to support modifications in instructional delivery. Although the focus of the coordinators will be at the school site, training will also be coordinated for coaches and teachers LEA-wide in the areas of reading endorsement, reading interim assessments, and lesson study.

Responsible Parties: Regional Executive Directors.

Timeline:

2010-11	2011-12	2012-13	2013-14
DA Regional Executive Director will recruit, hire, and place coordinators in selected persistently lowest-achieving schools and their feeder patterns. Data to be tracked to ensure effectiveness of coordinator after placement.	Coordinators continue serving persistently lowest-achieving schools and their feeder patterns. Data to be tracked to ensure effectiveness of coordinator after placement.	Coordinators continue serving persistently lowest-achieving schools and their feeder patterns. Data to be tracked to ensure effectiveness of coordinator after placement.	Coordinators continue serving persistently lowest-achieving schools and their feeder patterns. Data to be tracked to ensure effectiveness of coordinator after placement.

Outcome: By 2010, FDOE's Regional Teams will hire and place 40 Reading Coordinators in the state's persistently lowest-achieving schools and their feeder patterns. Reading performance will increase in all assigned schools where coordinators are placed.

Sustainability: Following the RTTT funding period, half of the Reading Coordinators will return to LEAs statewide to assume leadership roles in LEA offices and as assistant principals or school site coaches. The other half will be retained at the state level to continue their support of LEAs and schools through the use of retained School Improvement Grant (SIG) and Title I funds at the state level.

State-Led Initiative 9: Regional Science, Technology, Engineering and Mathematics (STEM) Coordinators

Background: There is a need to expand innovative teaching practices in mathematics and science, not just in Florida, but throughout the United States. Recommendations for reforming mathematics and science education in the United States call for fundamental changes both in the content taught and in the approaches to teaching. Changing the educational outcomes for Florida's students will rely heavily on high-quality teachers; however, numerous studies show that teachers lack the content knowledge and content-specific pedagogy required to enable students to achieve world-class standards in mathematics and science.

RTTT Activity: The STEM focus of this proposed state-led initiative is to hire 20 STEM Coordinators who will be distributed throughout the state and be strategically assigned to persistently lowest-achieving schools and their feeder patterns under the direction of the five Regional Executive Directors. Coordinators will work specifically with school-site mathematics and science coaches who are assigned by LEAs to implement the new mathematics and science standards, start or improve implementation of the lesson study process in mathematics and science, assist with analyzing data from newly created and implemented interim assessments, and direct instructional intervention based on the data.

Responsible Parties: Regional Executive Directors.

Timeline:

2010-11	2011-12	2012-13	2013-14
DA Regional Executive Director will recruit, hire, and place coordinators in selected persistently lowest-achieving schools and their feeder patterns. Data to be tracked to ensure effectiveness of coordinator after placement.	Coordinators continue serving persistently lowest-achieving schools and their feeder patterns. Data to be tracked to ensure effectiveness of coordinator after placement.	Coordinators continue serving persistently lowest-achieving schools and their feeder patterns. Data to be tracked to ensure effectiveness of coordinator after placement.	Coordinators continue serving persistently lowest-achieving schools and their feeder patterns. Data to be tracked to ensure effectiveness of coordinator after placement.

Outcome: By 2010, FDOE’s Regional Teams will hire and place 20 STEM Coordinators in the state’s persistently lowest-achieving schools and their feeder patterns. Mathematics and science performance in assigned schools will increase.

Sustainability: Following the RTTT funding period, the STEM Coordinators will return to LEAs statewide to assume leadership positions in LEA offices or as assistant principals and coaches for mathematics and science.

State-Led Initiative 10: Community Compact

Background/Rationale: Many low-performing schools are located in impoverished communities where economic status limits opportunities and networking. This affects students’ ability and motivation to succeed in school and parents’ ability to advocate for their children (Corallo & McDonald, 2002). Research has found that low-performing schools are often mired in problems such as poverty, limited resources, and unsafe learning environments, which often lead to frustration, disillusionment, and low levels of academic achievement (Cohen & Ginsburg, 2001). It has also recently been noted that low-performing high schools produce a majority of the nation’s dropouts, and one in ten U.S. high schools is identified as a “dropout factory” (Balfanz, 2007). The institutions typically identified as having the greatest impact on the development of children have been families and schools; however, communities have received increasing attention for their role in socializing youth and promoting student success (Sanders and Sheldon, 2009).

Epstein’s theory of overlapping spheres of influence identifies schools, families, and communities as major institutions that socialize and educate children (1995, 1987). Because of this, students’ academic achievement should be of interest to all three entities and is best achieved through their partnership and support to implement strategies to improve outcomes for students. Based upon the aforementioned body of research, there is a need to build a sense of urgency, activism, and knowledge in communities where children attend low-achieving schools. In addition, we must ensure that students in low-achieving schools have adequate access to mentors and role models whom they can rely on for the academic and social support necessary to achieve their career aspirations and

educational goals.

RTTT Activity: Florida recognizes the importance of creating relevant family engagement models to facilitate stronger connections with children. To promote a sense of urgency, activism, knowledge, and support in communities where children are attending low-achieving schools, the FDOE will invite interested LEAs to develop multi-institutional community compacts managed by a community-based organization (CBO) or government entity. The collaboration will provide direct support and training to parents and additional support systems and workforce networking opportunities for students. Through a competitive process, one plan will be selected and funded through this initiative's funding.

The compact will be designed to promote and increase partnerships between schools, families, and communities that will enhance family literacy programs; expand parent academies that develop parent leaders at the school site, and engage the business community to increase volunteers, mentors, internships, shadowing, and tutors for students enrolled in grades K-12.

Responsible Parties: FDOE will select one LEA with at least one persistently lowest-achieving high school to implement compact activities. FDOE's Bureau of Family and Community Outreach will monitor compact implementation.

Timeline:

2010-11	2011-12	2012-13	2013-14
FDOE to select one LEA to implement RFP with CBO. FDOE supports and monitors compact activities.	LEA and CBO implement activities of compact. Data tracked to ensure compact goals are reached. FDOE supports and monitors compact activities.	LEA and CBO implement activities of compact. Data tracked to ensure compact goals are reached. FDOE supports and monitors compact activities.	LEA and CBO implement activities of compact. Data tracked to ensure compact goals are reached. FDOE supports and monitors compact activities. Research completed to capture best practices from initiative.

Outcome: By 2014, FDOE will select one LEA with a persistently low-achieving high school to implement activities related to a community compact. At least 40% of parents of students in participating schools will participate in the family literacy initiative. At

least 50% of parents will participate in the Parent Academy. At least 85% of participating parents will respond favorably to family literacy programs and parent academy sessions through the completion of surveys. The number of mentors, tutors, and volunteers provided to the persistently lowest-achieving high schools and feeder schools will increase by 60%. Business, faith, and community-based partnerships will increase by at least 50%, and at least 50% of the businesses and faith- and community-based organizations within three miles of the feeder patterns will be targeted as prospective partners.

Sustainability: Following RTTT funding, this initiative will serve as a model for LEAs to replicate through federal entitlement and grant opportunities as well as philanthropic sources. It will serve as an opportunity to rally various stakeholders including parents, non-profits, and the business community to pool resources to develop stronger support systems for students in struggling feeder patterns.

LEA-Led Initiative 1: Extended learning time in Intervene Schools

Background/Rationale: Research shows that using Extend Learning Time (ELT) of at least 300 more hours per year or approximately two additional hours per day leads to increased student achievement (Traphagen and Johnson-Straub, 2010). ELT is maximized when there is a balanced use of the extended time in core academics, enrichment (often provided by community partners), teacher planning, and job-embedded professional development, such as lesson study. ELT can also be used to enhance parental engagement and for establishing social and physical health services. Before and throughout implementation, teachers, administrators, union representatives, school partners, and parents must work together to redesign the school day and/or year.

RTTT Activity: In accordance with the MOU, Intervene high schools will use their RTTT, SIG, and Title I funds to increase the learning day and/or year in order to implement tutorials and enrichment in reading, mathematics, science, and writing; to increase time for teacher common planning for lesson study implementation and professional development; and to enhance parental outreach and involvement. Regional Teams will monitor implementation of and provide coaching for lesson study teams.

Responsible Parties: LEAs with Intervene high schools. FDOE’s Bureau of School Improvement and Regional Teams to provide assistance with implementation and to monitor progress.

Timeline:

2010-11	2011-12	2012-13	2013-14
LEAs/schools will identify curricula to be used during extended day/year and select most effective teachers to deliver instruction. All teachers trained in selected curriculum and lesson study process.	LEAs/schools to implement extended day/year. Continuously review formative and interim assessment data to optimize instruction and intervention.	LEAs/schools to continue implementing extended day/year. Continuously review formative and interim assessment data to optimize instruction and intervention.	LEAs/schools to continue implementing extended day/year. Continuously review formative and interim assessment data to optimize instruction and intervention.

Outcome: By 2014, each Intervene high school will extend the school year by 300 hours.

Sustainability: Because these funds will be used by the LEAs, plans will be submitted to indicate how initiatives will be sustained through federal or local funding.

LEA-Led Initiative 2: Expand Full-Day Prekindergarten

Background/Rationale: For some children, an achievement gap exists upon their entry to elementary school when compared to students in high-quality pre-kindergarten programs. National and state research reveals that participation in high-quality prekindergarten programs contributes to higher kindergarten achievement, reduced numbers of children with learning disabilities, and lower criminal activity at the age of 27 (Justice Policy Institute, 2007).

With the exception of programs for children with disabilities and children of teenage parents, the provision of prekindergarten programs by Florida’s LEAs is optional. LEAs may choose to offer the state’s Voluntary Prekindergarten (VPK) Education School-Year Program or use a portion of their Title I funds to pay for prekindergarten programs.

Of the 69 elementary schools identified as a feeder school to one or more of the persistently lowest-achieving high schools, 55 schools included one or two Title I prekindergarten classes in 2008-09. Furthermore, 21 of the schools offered the VPK program during the 2008-09 school year. Five of these schools did not meeting the state’s minimum VPK provider kindergarten readiness rate

in 2007-08.

RTTT Activity: LEAs with high schools on the persistently lowest-achieving list will use RTTT, SIG, and Title I funds to support the cost of expanding LEA-operated, full-day prekindergarten programs at elementary schools within the feeder pattern. These LEAs/schools will be implementing a “model” full-day prekindergarten program developed by the FDOE (see Appendix E2-8 “Model Full-Day Prekindergarten Programs” for a summary of the model.) The “model” for this full-day prekindergarten program will include high-performing teachers, professional development, high student expectations/standards, use of evidenced-based curriculum, effective instruction, pre- and post-assessments, progress monitoring measures, family literacy and parental involvement, program accreditation, and LEA monitoring of program quality.

Responsible Parties: LEAs with persistently low achieving schools. FDOE’s Bureaus of School Improvement, Title I, and Early Learning and Regional Teams to provide assistance in implementation and monitor progress.

Timeline:

2010-11	2011-12	2012-13	2013-14
LEAs/schools will review current Pre-K programs and identify elementary schools to introduce new programs. Curriculum and staff to be selected and training provided on implementation.	LEAs/schools implement new Pre-K program. Data to be tracked to determine increase of school readiness skills of participating students.	LEAs/schools implement new Pre-K program. Data to be tracked to determine increase of school readiness skills of participating students.	LEAs/schools implement new Pre-K program. Data to be tracked to determine increase of school readiness skills of participating students.

Outcome: By 2014, LEAs with schools that are persistently lowest-achieving will offer one additional full-day prekindergarten program and increase kindergarten readiness rates.

Sustainability: Because these funds will be used by the LEAs, plans will be submitted to indicate how initiatives will be sustained through federal or local funding.

LEA-Led Initiative 3: Evidence-Based and Proven Programs to Support At-Risk Students

Background/Rationale: Currently, LEAs have access to several sources of federal funding to improve low-performing schools, including Title I, School Improvement, and RTTT funds. Through this initiative, the FDOE will guide LEA spending generally while LEAs maintain enough flexibility to focus on programs that address their distinct needs. Beyond the classroom, low-performing high schools and their feeder patterns must provide students with a safety net through outreach and enrichment programs to prevent at-risk students from falling through the cracks.

RTTT Activity: As noted in the MOU between FDOE and participating LEAs, LEAs are required to target their persistently lowest-achieving schools and the high school feeder patterns with programs that address the needs of at-risk students. Programs should target dropout prevention and encourage advanced classes, positive behavior support systems, monitoring, and curriculum to equip at-risk students with college- and career-ready skills. This four-year initiative will positively impact at-risk students in Florida with higher graduation rates and fewer dropouts by targeting specific student needs.

Responsible Parties: LEAs with persistently lowest-achieving schools, FDOE's Bureaus of School Improvement and Title I, and Regional Teams will provide assistance in implementation and monitor progress.

Timeline: Because these funds will be used by the LEAs, plans will be submitted to indicate how initiatives will be sustained through federal or local funding.

2010-11	2011-12	2012-13	2013-14
LEAs/schools will review current program offerings and expand or select additional programs.	LEAs/schools implement or expand additional programs. Data to be tracked to monitor success of programs.	LEAs/schools implement or expand additional programs. Data to be tracked to monitor success of programs.	LEAs/schools implement or expand additional programs. Data to be tracked to monitor success of programs.

Outcome: By 2014, schools in the persistently lowest-achieving category and their feeder patterns will sustain or introduce programs

or initiatives to develop college- or career-readiness skills for at-risk students, especially for students returning from Department of Juvenile Justice facilities. Programs or initiatives will reduce suspension, drop-out, and retention rates, and increase attendance and graduation rates. Performance of students in the lowest 25% will increase in reading and mathematics.

Sustainability: Because these funds will be used by the LEAs, plans will be submitted to indicate how initiatives will be sustained through federal or local funding.

Evidence: This requirement is also specifically addressed at the beginning of (E)(2) including a description of “lessons learned” in Florida’s turnaround process. See Appendix E1-1 “Data on Historic Turnaround Record” for a chart detailing Florida’s record of improving low-performing schools.

Approach Used	# of Schools Since SY2004-05	Results and Lessons Learned
- Improvement plan required for “F” schools to document required interventions - Monitors visited schools - Data reports provided to schools	2004-2005 233 “D” and “F” schools	<u>Results</u> 49% of schools improved one or more letter grades <u>Lessons Learned</u> - Support provided by FDOE to lowest-performing schools and LEAs was limited, indirect, and not driven by turnaround experts. - Identification of lowest-performing schools focused only on school-wide performance and ignored subgroup performance. - Federal and state requirements for school improvement were contradictory. - FDOE did not establish a standard for “turnaround.” - State interventions for school improvement lacked authority to overcome collective bargaining obstacles. - State lacked authority to require chronically low-performing schools to improve immediately or face closure.
Improvement plan required for “F” schools to document required interventions	2005-2006 308 “D” and “F” schools	<u>Results</u> 54% of schools improved one or more letter grades <u>Lessons Learned</u> Support provided by FDOE to lowest-performing schools and LEAs

• Monitors visited schools • Data reports provided to State Board of Education on schools' progress		was limited, indirect, and not driven by turnaround experts. • Identification of lowest-performing schools focused only on school-wide performance and ignored subgroup performance. • Federal and state requirements for school improvement were contradictory • FDOE did not establish a standard for "turnaround." • State interventions for school improvement lacked authority to overcome collective bargaining obstacles. • State lacked authority to require chronically low-performing schools to improve immediately or face closure.
• Improvement plan required for "F" schools to document required interventions • Monitors visited schools	2006-2007 143 "D" and "F" schools	<u>Results</u> 30% of schools improved one or more letter grades <u>Lessons Learned</u> • Support provided by FDOE to lowest-performing schools and LEAs was limited, indirect, and not driven by turnaround experts. • Identification of lowest-performing schools focused only on school-wide performance and ignored subgroup performance. • Federal and state requirements for school improvement were contradictory. • FDOE did not establish a standard for "turnaround." • State interventions for school improvement lacked authority to overcome collective bargaining obstacles. • State lacked authority to require chronically low-performing schools to improve immediately or face closure.
• Improvement plan required for "F" schools to document required interventions • Monitors visited schools	2007-2008 299 "D" and "F" schools	<u>Results</u> 63% of schools improved one or more letter grades <u>Lessons Learned</u> • Support provided by FDOE to lowest-performing schools and LEAs was limited, indirect, and not driven by turnaround experts. • Identification of lowest-performing schools focused only on school wide performance and ignored subgroup performance. • Federal and state requirements for school improvement were

		contradictory. - FDOE did not establish a standard for “turnaround.” - State interventions for school improvement lacked authority to overcome collective bargaining obstacles. - State lacked authority to require chronically low-performing schools to improve immediately or face closure.

Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
The number of schools for which one of the four school intervention models (described in Appendix C) will be initiated each year.	71	0	0	0	0
While all schools will choose a model the first year, they will continue to implement it during the course of the grant; however, if the chosen model is not successful, schools will be required to choose a different model.					

(F) General (55 total points)

(F)(1) Making education funding a priority (10 points) The extent to which— (i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008; and (ii) The State’s policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

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

Evidence for (F)(1)(i):

- Financial data to show whether and to what extent expenditures, as a percentage of the total revenues available to the State (as defined in this notice), increased, decreased, or remained the same.

Evidence for (F)(1)(ii):

- Any supporting evidence the State believes will be helpful to peer reviewers.

Recommended maximum response length: Three pages

(i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008

The FY 2009 education expenditures as a percentage of total expenditures were 0.22 percent higher than the FY 2008 education expenditures as a percentage of total expenditures. In FY 2008, the total actual expenditures to support elementary, secondary, and public higher education were \$13,441,014,030, and the total expenditures for state support of all State functions were \$50,950,572,246. Expenditures for public education were 26.38 percent of the state total expenditures for FY 2008. For FY 2009, the total actual expenditures to support elementary, secondary, and public higher education were \$12,033,304,404, and the total expenditures for state support of all state functions were \$45,241,105,137. Expenditures for public education were 26.60 percent of the state total expenditures for FY 2009.

(ii) The State's policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools

In 1973, the Florida Legislature enacted the policy that established the Florida Education Finance Program (FEFP) funding

formula to provide equitable distribution of state and local funds to Florida's 67 school districts. A key principle that has guided decision making over the years has been that the FEFP guarantees to each student in the Florida public school system the availability of programs and services appropriate to his or her educational needs that are substantially equal to those available to any similar student notwithstanding geographic differences and varying local economic factors. The FEFP has been subjected to review by the courts in Florida and has been determined to be an equitable method for allocating state and local operating funds among Florida school districts. Since its enactment, other states' funding formulas have been influenced by the principles or components of the FEFP.

The FEFP is a student-enrollment-based education funding formula that provides for the equitable distribution of resources to school districts and schools based on the education needs of students. The formula does not contain a direct allocation of funds based on high or low poverty; however, if a student's education needs are the result of environmental factors, including but not limited to poverty, the formula provides resources for school districts and schools to meet the education needs. For 2008-2009, the formula distributed \$17,926,835,307 in state and local operating funds to LEAs and schools.

To meet the educational needs of students, Florida uses a weighted index of costs, called program cost factors, to provide for the distribution of state and local revenue to districts and schools based on the actual costs to provide appropriate education programs to students. The ten categories of the cost factors are: Basic Programs – Grades K-3, Grades 4-8 and Grades 9-12; Basic Programs with Exceptional Education Services – Grades K-3, Grades 4-8 and Grades 9-12; Programs for Exceptional Student Education – Support Level 4 and Support Level 5; English for Speakers of Other Languages; and Grades 9-12 Career Education. Full-Time Equivalent (FTE) students are identified and placed in the categories, as appropriate. The number of FTE students in each category is then multiplied by the cost factor for the program in which the students are enrolled, resulting in weighted FTE students. A dollar amount, called the Base Student Allocation, is multiplied by the weighted FTE students to yield base funding for districts and schools.

Section 1010.20(3), F.S., requires each LEA to expend at least the percent of the funds generated by each program referenced

above on the aggregate total school costs for the programs, as follows: Grades K-3, 90 percent; Grades 4-8, 80 percent; Grades 9-12, 80 percent; Programs for Exceptional Students, 90 percent; English for Speakers of Other Languages, 80 percent; and Grades 9-12 Career Education Programs, 80 percent. Annually, a report is provided to the Florida Legislature that documents districts' compliance with this program expenditure requirement.

To assure that students are identified and placed in an appropriate education program by school districts, the StLAEd Auditor General performs periodic audits of LEA student enrollment records. If the Auditor General's review determines that a LEA has not complied with the law in the placement of students in weighted funded programs, the LEA is subject to a financial penalty. Thus, the student enrollment driven formula is subject to accountability and audit to assure that students are funded for a free and appropriate education.

Fundamental to the formula is the accommodation of the variable local property tax bases through equalization. Without the strength of the state commitment to equalization, certain districts and schools in Florida would be financially constrained in their ability to meet the educational needs of their students. In 2008-2009, the range of the value of one mill of the property tax roll per student was \$3,205 for the most property-rich, pupil-poor LEA to \$107 for the most property-poor, pupil-rich LEA. The terms "pupil-poor" and "pupil-rich" are often used when measuring the equalization of per student funding and are unrelated to the wealth of students. A pupil-poor LEA is a LEA with few students, while a pupil-rich LEA is a LEA with a high student enrollment. In the most simple of analyses, the equalization of local property tax revenue is reflected in the proportion of state and local funds within the FEFP for a LEA. For the property-rich, pupil-poor LEA, local revenue provides 76.68 percent of the operating revenue for the LEA schools and state funds provide 23.32 percent. For the property-poor, pupil-rich LEA, local revenue provides 9.15 percent of the operating revenue and state funds provide 90.85 percent. Through the equalization of local property tax revenue, high-poverty school districts are not placed at a financial disadvantage because they do not have wealth as measured by the local property tax base to provide financial support for their schools. See Appendix F1-1 for details regarding this explanation.

Other components of the FEFP impact the distribution of revenue among Florida school districts, given the need of the

students served. These student needs, as described below, can be affected by external conditions, including poverty.

- *Program Cost Factors for Exceptional and Limited English Proficient Students:* The FEFP includes a pupil weighting index called Program Cost Factors, described above, that provides variable revenue per student for special needs, which are often attributable to impoverished local situations. For example, exceptional (disabled) students and Limited English Proficient students are funded at a higher “weight” than basic K-12 students. Base funding in the 2008-09 FEFP accounts for \$10.9 billion of the \$17.9 billion state and local FEFP distribution and is calculated by multiplying a base amount (called the Base Student Allocation) by weighted students and adjusting for geographical differences in the cost of living (the District Cost Differential).
- *Supplemental Academic Instruction (SAI):* The \$687.0 million SAI component of the FEFP provides funds to school districts for students in need of intensive supplemental instruction. Students served by SAI funds may require the more intensive education services due to external conditions, including poverty.
- *Department of Juvenile Justice (DJJ):* The FEFP also allocates funding for students who are provided education services while they are detained by the DJJ. These students are eligible for funding for 250 days of instruction distributed over 12 months. In addition to funding through the FEFP, these students are eligible for supplemental funding of \$10.5 million as a funding equity adjustment. Juvenile criminal behavior is often the result of environmental factors such as poverty, and the rehabilitation and education activities provided to DJJ students are focused on academic and career accomplishments.
- *Exceptional Student Education (ESE) Guaranteed Allocation:* This component provides a guaranteed funding entitlement for exceptional students whose disability is less severe, and appropriate education placement is less involved, than exceptional students funded with cost factors in base funding described above. The 2008-09 authorized funding level was \$1.1 billion. Once again, to the extent that disabilities may be the result of environmental circumstances, including impoverished conditions, the ESE Guaranteed Allocation allows districts and schools to provide education and related services to eligible students in high-poverty schools.

- *Class Size Reduction:* In 2002 the voters of Florida passed an amendment to the Florida Constitution to reduce the number of students in classes. By the beginning of the 2010 school year, the maximum number of students who are assigned to each teacher in core academic courses in public school classrooms for grades prekindergarten through grade 3 will be 18 students; for grades 4 through 8 will be 22 students; and for grades 9 through 12 will be 25 students. For 2008-09, \$2.7 billion was authorized for school districts to hire teachers to reduce the size of core classes in anticipation of the 2010 deadline. An underlying belief is that smaller classes have social and education benefits for all students, including students in high-poverty school districts and schools.
- *Safe Schools:* Other components of the FEFP that impact high-poverty schools are Safe Schools, which provides \$72 million for activities to make the school a safe place to learn, and a Reading Allocation of \$109.1 million to provide a comprehensive system of research-based reading instruction.

Embedded in the K-12 Education Strategic Plan and the funding of Florida school districts and schools is the belief that every child can learn. Acceptance of this belief carries with it a commitment that equitably distributed funds will be used by districts and schools as effectively as possible so that each student can reach his or her full potential. To support the FEFP program that equalizes funding across schools and districts, Florida has implemented a statewide cost accounting system that documents the expenditure of federal, state, and local funds by LEA and for each school. The financial data from the cost accounting system are used to determine the program cost factors described previously and also are a source of financial data for Florida's Return on Investment (ROI) website (<http://roi.fldoe.org/>) and associated ROI Index. In very general terms, the ROI Index is determined by dividing the percentage of students with learning gains by the program cost per weighted FTE student at the school. Higher learning gains result in a higher ROI Index if costs are the same. Higher costs produce a lower ROI Index if learning gains are the same. Schools with high learning gains and low costs will have the highest ROI Indexes. Schools with low learning gains and high costs will have the lowest ROI Indexes. The ROI information provides transparency to educators and the public about how funds have been spent and how effectively funds have been used to generate school and student performance, and is a tool for the reallocation

of resources among schools within an LEA.

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools (40 points)

The extent to which—

- (i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;
- (ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools;
- (iii) The State’s charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues;
- (iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools; and
- (v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

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

Evidence for (F)(2)(i):

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents.
- The number of charter schools allowed under State law and the percentage this represents of the total number of schools in the State.
- The number and types of charter schools currently operating in the State.

Evidence for (F)(2)(ii):

- A description of the State's approach to charter school accountability and authorization, and a description of the State's applicable laws, statutes, regulations, or other relevant legal documents.
- For each of the last five years:
 - The number of charter school applications made in the State.
 - The number of charter school applications approved.
 - The number of charter school applications denied and reasons for the denials (academic, financial, low enrollment, other).
 - The number of charter schools closed (including charter schools that were not reauthorized to operate).

Evidence for (F)(2)(iii):

- A description of the State's applicable statutes, regulations, or other relevant legal documents.
- A description of the State's approach to charter school funding, the amount of funding passed through to charter schools per student, and how those amounts compare with traditional public school per-student funding allocations.

Evidence for (F)(2)(iv):

- A description of the State's applicable statutes, regulations, or other relevant legal documents.
- A description of the statewide facilities supports provided to charter schools, if any.

Evidence for (F)(2)(v):

- A description of how the State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

Recommended maximum response length: Six pages

(F)(2) – Key Highlights

- Florida is one of the top charter states in the country (4th in number of schools, 3rd in enrollment, and charter school laws recognized by the Center for Education Reform) and, in addition, significant footprint in innovative schools through the development of the Florida Virtual School, with a current enrollment of 155,000 students.
- Through RTTT, Florida will aggressively expand educational options for traditionally under-served urban communities through partnerships with national charter funding organizations.
- Florida will continue to leverage virtual schools to serve students in rural area schools.

(i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools

Florida law does not prohibit or effectively inhibit increasing the number of high-performing charter schools as it does not impose caps or restrictions on the number of charter schools permitted to operate or the number of students eligible to attend charter schools. In fact, it expressly permits a variety of charter school types, including start-ups, conversions, university-sponsored charter lab schools, charter schools in the workplace, and charter schools in a municipality, while also allowing for any elementary and/or secondary grade configuration (s. 1002.33, F.S.).

External independent reviews have consistently ranked Florida’s charter school law as one of the strongest in the nation. The Center for American Progress, in its annual “Leaders and Laggards” report, stated that Florida has an “above average charter school law,” and awarded Florida a gold star in the school management category for “holding charter schools accountable for their performance.” The Center for Education Reform’s (CER) recent report stated that Florida’s law is one of only 13 state charter school laws that do not require significant revisions in order to meet the criteria for RTTT. (See Appendix F2-1 for a copy of Florida’s Profile in the CER report). A separate study published in the American Journal of Education titled “*Charter Ranking Roulette: An Analysis of Reports that Grade States’ Charter School Laws*” ranked Florida’s law as one of the ten strongest laws in

the United States (see Appendix F2-2 on page 283 for a copy of the American Journal of Education article).

Legislation authorizing the creation of charter schools as a part of Florida's public education system was enacted in May 1996. The law specifically charges charter schools to improve educational opportunities for low-performing students, increase parental choice, influence the traditional public school system, and foster innovation. Thirteen years later, Florida has over 400 charter schools (fourth most in the country) educating approximately 137,000 students (third most in the country). Florida's charter schools now include 148 elementary, 68 middle, 107 high, and 87 combination schools, most of which offer a myriad of different programs, including but not limited to charter schools with focuses on science, the arts, dropout prevention, career education, and students with disabilities.

Table F2-1: Number and Percent of Public School and Charter School Schools and Students

	Total Number of Schools	Percent of Public Schools	Total Number of Students	Percent of Public School Students
All Public Schools	3,807	100.00%	2,634,507	100.00%
Charter Schools Only	410	10.77%	137,918	5.24%

Data Source: 2009-10 Survey 2 Data as of 12/27/2009.

As impressive as the growth of charter schools in Florida has been in terms of quantity and quality, there is still room for improvement. While there are a number of charter schools in Florida that have had success serving high-need student populations, many of the charter schools that have taken on this task have struggled both financially and academically. Nevertheless, we have seen that remarkable increases in such student populations are achievable in the charter school context in Florida and elsewhere, and that those successes can be replicated. Florida is committed to using this grant opportunity to dramatically increase the number of high-quality charter schools that successfully increase student achievement among high-need student populations.

To that end, and as noted in section (e) above, FDOE intends to partner with national charter school funding organizations to "flood the zone" of the feeder patterns of persistently lowest-achieving schools with high-quality charter schools. This partnership would allow Florida to align its RTTT funds with Charter Schools Program (CSP) grant funds to provide incentives and support to charter school operators with a proven track record of success in high-need neighborhoods to replicate charter schools within the

neighborhoods of Florida’s persistently lowest-achieving schools. In addition to the RTTT grant funds made available to national charter school funding organizations for this purpose, and the philanthropic funds that these funding organizations would raise for the benefit of these schools, FDOE will double the amount of CSP funds available to charter operators opening a school within these high-need neighborhoods. These efforts will improve the options available to students in these neighborhoods and improve the struggling schools to which they matriculate by graduating more students who are at or near proficiency.

(ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools

Florida Statutes and State Board of Education rules provide explicit instructions for approving, monitoring, renewing, and closing charter schools. Each of these processes is required to include an assessment of student achievement as the primary determining factor. As provided by law, Florida’s approach to charter school accountability and authorization is directed by high standards of student achievement, enhanced academic success, financial efficiency, and the alignment of responsibility with accountability [s. 1002.33(2), F.S.]. Florida law requires that charter schools demonstrate how they will serve student populations similar to other schools in the LEA, as well as increase learning opportunities for all students, and specifically encourages charter schools to enroll high-need students by allowing them to limit their enrollment to target students at risk of dropping out or academic failure [s. 1002.33(10)(e), F.S.]. Florida law also specifically requires charter schools to be one of the options available to school districts to turn around schools categorized as “Intervene” under the state’s Differentiated Accountability program. [s. 1008.33(5), F.S.].

Florida law outlines the process for applying to an authorizer to open a charter school, and provides a broad description of the

required components of the application [s. 1002.33(6), F.S.]. A model charter school application, developed by the FDOE in partnership with the National Association of Charter School Authorizers (NACSA), requires applicants to present a detailed and comprehensive plan for how the proposed school will provide a high-quality educational program that will result in high student achievement. The model application specifically emphasizes educational design, curriculum implementation, and student performance, assessment, and evaluation. In 2009, the Legislature required that all charter school applicants use the model application [s. 1002.33(6)(a), F.S.]. FDOE also developed an evaluation instrument that Florida law requires authorizers to use in their evaluation of applications [s. 1002.33(6)(b), F.S.] (see Appendix F2-3). The evaluation instrument provides authorizers with a rigorous and clear set of criteria for evaluating charter school applications, and ensures that only applications that set forth a credible plan for a high-quality charter school will receive approval.

The disposition of charter school applications and reasons for denial from 2004-2010 is represented below.

Table F2-2: Disposition of Charter School Applications

Year	Applications Submitted	Applications Approved	Applications Withdrawn	Applications Denied	School Closures
2009-2010	250	Un available	Unavailable	Unavailable	Unavailable
2008-2009	145	66	48	31	23
2007-2008	94	51	24	19	11
2006-2007	83	45	16	22	26
2005-2006	123	68	20	35	25
2004-2005	126	86	13	27	29
Totals 57	1	316	121	134	114

Table F2-3: Reasons for Denials

	Academic/Curriculum	Financial	Governance Structure	Low Enrollment	Other (Specify)
2008-2009	11 8		9	1	2
2007-2008	4 4		6	1	4
2006-2007	8 8		6	0	0
2005-2006	11 8		5	0	11
2004-2005	9 6		5	1	6
Totals 43		34	31	3	25

With the exception of a handful of university-run charter lab schools established in statute, school districts are the only entities authorized to approve charter schools; however, charter school application denials and charter school contract terminations are appealable to the State Board of Education (SBE). Since Florida law was revised in January 2003 to give the SBE the authority to overturn LEA application denials, the use of this appellate authority has been limited, as districts have generally become more sophisticated and responsible in their review of charter applications. As a result, less than three percent of the charter schools currently operating in Florida were granted an application by way of an appeal to the SBE.

Florida law requires that charter contracts include specific information about the educational design of the program and projected student achievement, including school mission, focus of the curriculum, instructional methods to be used, current incoming baseline standard of student academic achievement, outcomes to be achieved, and the methods of measurement that will be used [s. 1002.33(7), F.S.]. All contracts must explicitly describe how baseline data and prior student achievement will be determined, how those baseline rates will be compared to rates of academic progress after students are enrolled in the charter school, how these rates of progress will be evaluated and compared with rates of progress of other closely comparable student populations, the methods used to identify the educational strengths and needs of students, and how well educational goals and performance standards are met

by students attending the charter school.

These comparisons are valid because Florida law requires that charter school students be assessed in the same manner as traditional public school students. All students in grades 3 through 10 are annually assessed by the Florida Comprehensive Achievement Test (FCAT). Student achievement data derived from the FCAT, which includes both proficiency and learning gains, are used to calculate a school-wide grade assigned to each public school with a sufficient number of tested students. For schools that do not meet the minimum size requirement to receive a school grade, Florida law requires that the school's student achievement data be provided to all parents of students currently enrolled and on the waiting list, and posted on the school's website.

Charter renewal decisions are driven primarily by the school's record of student achievement. Florida law directs authorizers to consider the school's success or failure to meet the requirements for student performance found in the charter when considering charter renewals. To provide additional clarity to authorizers, and to ensure that only high-quality charter schools are renewed, the Legislature recently required the FDOE to create a standardized charter renewal document. The FDOE, in partnership with NACSA and the Florida Association of Charter School Authorizers (FACSA), has released draft versions of the renewal document, and is currently seeking public comment. These draft versions direct authorizers to closely scrutinize student academic achievement, including performance on the FCAT, Adequate Yearly Progress, and any additional relevant assessment results. Additionally, the FDOE plans to collaborate with FACSA and the Center For Research On Education Outcomes (CREDO) at Stanford University in the development of a model renewal process and will continue to coordinate with both NACSA and FACSA on authorizer training and support that will continue to strengthen the monitoring and authorization of charter schools.

Student achievement is the primary focus of charter schools, authorizers, and FDOE. Florida law requires that all charter schools be guided by the principles of high standards of student achievement. Charter schools that do not live up to these expectations and do not improve student achievement are closed. The law provides authorizers with a clear and unambiguous standard for charter school closure, stating that an authorizer may terminate or decline to renew any charter school that does not meet the student performance requirements set forth in the charter, or if insufficient progress has been made in attaining the student

achievement objectives of the charter and if it is not likely that such objectives can be achieved before expiration of the charter [s. 1002.33(7)(a)12, F.S.]. Over the past five years, authorizers have overseen the closure of 111 charter schools, the vast majority of which were related to poor academic or financial performance (see Appendix F2-4).

The conventional practice of closing failing charter schools does not mean that FDOE or authorizers are unwilling to provide assistance to charter schools with potential for success. Florida has and will continue to leverage state and federal resources to survey the technical assistance and training needs of both charter schools and authorizers. In addition to charter schools' inclusion in Florida's statewide Differentiated Accountability program referenced in Section (E), the FDOE is using federal CSP grant funds to expand the support provided to charter schools located in high-need neighborhoods, to survey the unique needs of charter schools, and to provide training and support for charter school principals and teachers to meet those needs in ways that will increase student achievement. Specifically, the FDOE has already provided new charter applicant training, and is in the process of conducting surveys of charter school principals and teachers to assess the need for training in special education instruction, Response to Intervention, and Instructional strategies. The FDOE will also target at least 20 new charter school leaders for training in best practices at the Performance Management Institute at the Center for Research on Education Outcomes during the summer of 2010.

Florida's unwavering commitment and focus on student achievement has resulted in a robust charter school system that has produced excellent results. Student-level data for the 2008-2009 school year indicates that a higher percentage of charter school students are proficient in reading, math, and science, at the elementary, middle, and high school levels as compared to their traditional public school peers. In addition, the achievement gap between white students and African-American students in reading, math, and science is smaller in Florida's charter schools as compared to traditional public schools at every grade level. This is also true for the achievement gap between white students and Hispanic students (see Appendix F2-5 "2008-2009 Charter School Student Achievement Report-Data"). Almost 80 percent of graded charter schools received an "A" or "B" under the State's grading system, and a higher percentage of charter schools made Adequately Yearly Progress as compared to traditional public schools.

(iii) The State’s charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues

Florida law requires that “students enrolled in a charter school, regardless of the sponsorship, shall be funded as if they are in a basic program or a special program, the same as students enrolled in other public schools in the school district” [s. 1002.33(17), F.S.]. State taxes, appropriate federal funds (including ARRA State Fiscal Stabilization Funds), local property taxes, and lottery proceeds fund charter schools in the same manner as traditional public schools for current operating costs. Charter schools receive a per-student share of these operating funds through the authorizing LEA. Authorizers may withhold an administrative fee of up to a maximum of five percent of the funds as defined in s. 1002.33(17)(b), F.S., for which they must provide certain administrative and educational services, including contract management services, full-time equivalent and data reporting services, special education administration services, test administration services (including payment of the costs of state-required or LEA-required student assessments), processing of teacher certificate data services, and information services (including equal access to student information systems that are used by the LEA schools).

Florida law affirms the right of charter schools to receive federal funds for which they are eligible, including Title I funds. Section 1002.33(17)(c), F.S., states, “If the district school board is providing programs or services to students funded by federal funds, any eligible student enrolled in charter schools in the district shall be provided federal funds for the same level of service provided students in the schools operated by the public school board.” Accordingly, federal entitlement programs such as No Child Left Behind (NCLB) and Individual with Disabilities Education Act (IDEA) are to be allocated proportionally by districts to charter schools that provide the services or programs. These allocations can be accomplished by providing the dollar amounts or equivalent program resources as negotiated by charter contract or other contractual agreement. Additionally, Florida law was recently amended to require the FDOE and school districts to include charter schools in requests for federal stimulus funds [s. 1002.33(17)(d), F.S.].

Accordingly, the MOU specifically requires participating LEAs to ensure that charter schools have the same opportunity as other public schools to participate in the RTTT grant and that they receive a commensurate share of any funds and services provided by the grant.

To further ensure that charter school students are able to participate and benefit from grant funds to an extent equal to all other public school students, Florida will set aside RTTT funds for a competitive grant that would allow potential vendors to submit proposals that meet the unique needs of charter school students in ways that align with one or more of the assurances. These vendors might include charter school membership organizations, charter operators, charter schools, charter authorizers, or any other entity with a product, program, or service that meets the unique needs of charter schools in a way that will increase student achievement. Vendor proposals would have to demonstrate three things: 1) a need for the product, program, or service among charter schools, 2) that the need and the product, program, or service is aligned with one or more of the four assurances, and 3) how their product, program, or service meets that need. This could potentially include, but not necessarily be limited to, data systems for smaller charter schools that currently lack the systems necessary to implement data-driven instruction, or charter school principal and leadership training. Charter schools located in districts that do not to participate in RTTT will be given priority for such grants. The grant application process would begin during the 2010-11 school year and would allow potential vendors to apply for sub-grants that would last through the end of the grant period.

(iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools

FDOE provides charter schools with facilities funding [ss. 1002.33(9) and 1013.62, F.S.]. Florida initiated a charter school facility funding program in 1998 by establishing a separate capital outlay program in statute. The Legislature appropriated \$7.8 million for charter school capital outlay in 2000 and, as the number of charter schools has grown, the Legislature has increased the

annual appropriation to its current amount of approximately \$57 million. The per-student amount of this facilities funding for eligible charter schools is comparable to the average per-student amount available to LEA schools across the state after districts' debt service is removed. Some school districts have chosen to provide charter schools with additional facilities funding from local property tax revenues as well.

The state provides charter school capital outlay funds only to those schools that demonstrate satisfactory student achievement, financial stability, and sound governance. Charter school capital outlay funds may be used to purchase real property, construct school facilities, purchase or lease relocatable facilities, renovate and repair existing facilities, purchase equipment, or pay premiums for property and casualty insurance necessary to insure the school facility.

In addition to the facilities funding provided by the state, Florida law also provides greater flexibility in facilities requirements for charter schools. Charter schools are not required to use facilities that meet the rigorous State Requirements for Educational Facilities (SREF) with which LEA-owned school buildings must comply. Facilities used by charter schools must comply with the Florida Building Code, pursuant to s. 553.73, F.S., except for the SREF portions, and the Florida Fire Prevention Code (s. 663.025, F.S.). The law further states that charter schools may use a variety of facilities, including libraries, museums, and churches, under the facilities' preexisting zoning and land use designations. Charter school facilities are exempt from assessments of building permit fees (with exceptions), building and occupational license fees, impact fees, service availability fees, and assessments for special benefits [s. 1002.33(18)(d), F.S.]. Charter schools are also eligible to receive funds from impact fees assessed when residential developments cause increased enrollment.

Charter schools may also have access to LEA-owned facilities. If a LEA has a facility or property that is available because it is surplus, marked for disposal, or otherwise unused, it must be provided for a charter school's use on the same basis as it is made available to other schools in the LEA [s. 1002.33(18)(e), F.S.].

(v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools

Florida enables LEAs to operate innovative, autonomous public schools as evidenced below via the Florida Virtual School (FLVS), the School District Virtual Instruction Program, and developmental research (laboratory) schools. Florida's innovative, autonomous public schools cover the gamut from a statewide accessible virtual school to regional developmental research laboratory schools operated by state universities to virtual instruction programs sponsored by LEAs. Thus, every Florida public school student has at least one option and, in some instances, as many as three options to attend an innovative, autonomous public school in Florida.

Florida's virtual innovative, autonomous public school options. Florida has comprehensive public virtual education options for its students. All of Florida's virtual education options are designated as part of Florida's public education system (s. 1000.04, F.S.) and as public school choice options for Florida students (s. 1002.20, F.S.). Virtual education provides expanded access to high-quality courses and teachers for students no matter where they live or what their schools or other educational programs offer. This is particularly important for students in rural schools and other schools that are not able to offer a wide variety of courses, including some of the higher-level Advanced Placement (AP) courses.

In addition, all virtual education options are funded through the state's public education funding formula so that the funding follows the students to the program of choice and there are no legislative caps for enrollment. The funding includes an innovative twist in that it is based on student performance or successful completion of virtual programs or courses rather than seat time. Florida's virtual education options are not merely reforming education; they are transforming education.

The Center for Digital Education surveys and ranks states based on their policies and practices related to virtual education. For the last two years, it has ranked Florida #1 in the nation for its vision, policies, programs, and strategies related to online learning and its use of online education to transform education and to meet student needs. The Center's national analysis examines the types of programs offered, access to these programs, enrollment and growth in online education, course offerings, K-20 ventures, and whether online learning is a strategy for school reform in the state. According to the 2009 release of a study conducted by the

Evergreen Education Group, Florida's online learning opportunities provide Florida students with more access to online learning than students in any other state (Watson et al., 2009).

The Florida Virtual School. FLVS, established in law (s. 1002.37, F.S.) for the development and delivery of online and distance learning education to Florida middle and high school students, has led the way in this educational transformation. FLVS, which began with a "Break the Mold" grant in 1997 and an enrollment of 77 students, has become a national and international leader in online education, with the largest enrollment of any state virtual school in the nation by far (154,125 course enrollments compared to 28,014 for the state with the second highest enrollment in 2008-09). Priority for enrollment is given to students who need expanded access to courses and teachers (e.g., students in inner-city or rural schools and home education students) and students seeking acceleration. School districts are not allowed to limit or deny access to their students to courses offered by FLVS.

FLVS provides access to over 125 online courses 365 days per year, 24 hours a day. FLVS provides individualized and personalized instruction and flexible pacing for students. Students can access lessons when they want, where they want, through multiple devices and means. Learning is based on achievement instead of seat time and so is its funding. Teachers are held accountable for student performance through a variety of metrics and all staff is on annual contracts. Access to expanded curriculum is available for every student in the state (including rural, urban, and low-performing) by FLVS. This includes AP, foreign languages, electives, and core requirements. Even fiscally strapped districts can offer a full range of AP courses and test preparation by qualified instructors, something not available to students in many smaller school districts.

The results achieved in providing access to AP courses to students that may not otherwise have such access has been impressive and is something Florida expects to build on in the future:

In 2008-09, FLVS had **154,125** successful half-credit completions. Of these:

- Over 12,300 were from rural schools.

- Over 24,600 were from low-performing schools.
- Over 27,700 were from high-minority schools.

In 2008-09, FLVS had **3,020** successful half-credit completions in its 10 AP courses. It has 13 AP courses in 2009-10 and more in development. Of these successful completions:

- Over 1260 (42%) were minority students
- Over 780 were from high-minority schools
- Over 480 were from low-performing schools
- Over 90 were from rural schools

On average, FLVS AP students have higher pass rates than their state and national peers. Across all FLVS AP exams, the average pass rates are: FLVS 58.56%, Florida 40.72%, and US 55.32%.

Seventeen Florida school districts have established franchises of FLVS. School districts provide the administration and instruction for franchise students while FLVS provides the curriculum, Learning Management System, Student Information System, teacher training and mentoring, leadership training, and more. This innovative partnership only costs school districts \$50 per half-credit enrollment to offer a nationally-recognized, online education program for their students. FLVS also provides virtual solutions to 45 states and 39 countries.

School District Virtual Instruction Program. The 2008 Legislature created the School District Virtual Instruction Program (s. 1002.45, F.S.). Beginning in 2009-10, all school districts offered full-time, LEA-level virtual instruction programs for their students in grades K-12. The instruction in these programs takes place in an interactive environment in which the teacher and student are separated by time and space. Students primarily access their virtual instruction program from home. This program is designated by law (s. 1002.20, F.S.) as a public school choice option within the LEA. Districts have a number of options for offering this choice to their students, including the following: operating their own program, contracting with FLVS, establishing a district franchise of FLVS, contracting with FDOE-approved providers, and entering into agreements with other school districts. In 2010-11, more

LEAs will be operating their own virtual instruction programs rather than using private providers. For example, twice as many LEAs will be operating their own franchises of FLVS (from 17 in 2009-10 to 34 in 2010-11). LEAs provide the administration and teachers for their franchises while using the highly-rated FLVS curriculum. The providers of full-time virtual programs under contract with school districts are held accountable for student achievement through a statewide school grade based on the performance of the students in all of their LEA programs. The contract for any provider earning less than a “C” performance grade for two out of four years must be terminated. Funding for these programs is based on successful completions (completion of the program and promotion to a higher grade level for students in grades K-5 and successful course or credit completion for students in grades 6-12) [s. 1011.61(1)(c)1.b.III, IV, and V, F.S.].

Florida’s state university-sponsored innovative, autonomous public school options.

Developmental Research (laboratory) Schools. Florida also established in law a category of public schools known as developmental research schools (lab schools) (see s. 1002.32, F.S.). Florida has four Title I-eligible lab schools (P.K. Yonge School at UF, FAMU Lab School, FSU Lab School, and Henderson School at FAU), and three of them are participating LEAs for RTTT. Each lab school is affiliated with the college of education within the state university of closest geographic proximity. For the purpose of state funding, Florida Agricultural and Mechanical University, Florida Atlantic University, Florida State University, the University of Florida, and other universities approved by the State Board of Education and the Legislature are authorized to sponsor a lab school. The mission of the lab schools is to be a vehicle for the conduct of research, demonstration, and evaluation regarding management, teaching, and learning. Each lab school must emphasize mathematics, science, computer science, and foreign languages. The primary goals of these lab schools are to enhance instruction and research in these specialized subjects by using the resources available on a state university campus, while also providing an education in non-specialized subjects. Each lab school may establish a primary research objective related to fundamental issues and problems that occur in the public elementary and secondary schools of the state. A student population reflective of the student population of the public school environment, in which those

issues and problems are most prevalent, shall be promoted and encouraged through the establishment and implementation of an admission process that is designed to result in a representative sample of public school enrollment based on gender, race, socioeconomic status, and academic ability.

Florida's powerful K-12 student and parent rights law requires LEAs to provide educational choice (Chapter 1002, Part III, F.S.). Innovative LEA school choices, in addition to those described above and included in legislation, are single-gender schools, charter technical career centers, New World School of the Arts, Florida School for the Deaf and the Blind, magnet schools, and career and professional academies (s. 1003.491, F.S.). Choice options must adhere to federal desegregation requirements; allow parents to declare school preferences; encourage placement of siblings within the same school; enroll students through a lottery procedure; include an appeals process for hardship cases; maintain socioeconomic, demographic, and racial balance; making transportation available; promote strong parental involvement; and provide information to assist parents in making informed choices.

(F)(3) Demonstrating other significant reform conditions (5 points)

The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, other conditions favorable to education reform or innovation that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes.

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

Evidence for (F)(3):

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

Recommended maximum response length: Two pages

Florida’s historical educational reforms have been a deliberate and comprehensive effort to drive increased student achievement. Beginning in 1999 with the A+ Plan, Florida has demonstrated its commitment to bold education reform. The state’s innovation continued with the passing into law of the A++ Plan in 2006 and Florida’s Equal Opportunity in Education Act in 2009. As noted throughout the application, Florida’s broad-based education reforms have included adopting internationally-benchmarked standards, aligning assessments to those standards, using student performance data in the classroom to drive instruction, building an education system with effective teachers and principals, and enacting a Differentiated Accountability system to turn around the lowest performing schools.

In addition to these systemic reform efforts, there are a number of initiatives that demonstrate innovation and a focus on education in Florida, which include:

- *Voluntary Prekindergarten Program:* In operation since the fall of 2005, the Voluntary Prekindergarten (VPK) Education Program provides a prekindergarten option to children who are four years old by September 1st of the current year. The program may be delivered by private, faith-based, or public schools that meet eligibility requirements. It includes both a school-year and a summer option, with different requirements for each in terms of class size, instructor-to-student ratios, total instructional hours, and qualifications of personnel (see Chapter 1002, Part V, F.S., “Voluntary Prekindergarten Education Program”). VPK providers may select or design their curriculum to implement the VPK program, as long as the curriculum prepares children for early literacy, numeracy, and kindergarten. The Florida Kindergarten Readiness Screener (FLKRS) calculates each student’s readiness for kindergarten as well as the VPK Provider Kindergarten Readiness Rate, which measures how well a VPK provider prepares four-year-olds to be ready for kindergarten, based on the VPK Education Standards. Currently it is estimated that 69.2% of four-year-olds will participate in the VPK program. In the 2008-09 VPK Program, 147,765 children or 63% of all four-year-olds participated (see Appendix F3-1 “VPK Fact Sheet”). Data show that a higher percentage of children who completed VPK scored ready for kindergarten when compared to children who did not

complete or participate in VPK across all three measures of the FLKRS in 2007-08 (see Appendix F3-2 “2007-08 VPK vs. NonVPK Comparisons on Kindergarten Screening”).

- *Teach for America (TFA)*: Programs in Duval and Miami-Dade Counties have contributed nearly 200 effective and qualified teachers in 2009 and have plans to double the size of the incoming TFA corps in Miami-Dade County for the 2010 school year.
- *Knowledge is Power Program (KIPP)*: KIPP, a national network of free, open-enrollment, college-preparatory public schools, is expanding to Florida this year. Due to broad-based community interest and support, Jacksonville was selected by KIPP as its only new national expansion site in 2010. In addition to support by the FDOE, both Jacksonville Mayor John Peyton and U.S. Congresswoman Corrine Brown have been actively involved in the effort to bring KIPP to Jacksonville.
- *Southern Regional Education Board (SREB)*: Florida partners with this non-profit organization to offer technical assistance and professional development opportunities to districts in the areas of leadership development, school improvement, and the strengthening of Career and Technical Education programs. FDOE cabinet members frequently attend SREB conferences to network with other states and to be exposed to the latest research in educational reform and policy.
- *College Reach-Out Program (CROP)*: Florida promotes academic achievement in historically underrepresented student populations through CROP, a unique program that provides special support to low-income, educationally disadvantaged students in order to prepare them to complete their postsecondary education (s. 1007.34, F.S.). Over 7,000 students per year participate in CROP, and as a cohort these students outperform their peers across a variety of metrics, such as graduation rate (83% for CROP participants compared to 60% for non-CROP participants) and grade point average (2.48 for CROP participants compared to 2.12 for non-CROP participants).
- *Juvenile Justice Educational Enhancement Program (JJEPP)*: JJEPP is a project funded by the FDOE and managed by Florida State University. The program provides technical assistance to improve Department of Juvenile Justice educational programs, conducts quality assurance reviews, and conducts research to identify promising educational practices.

Ongoing successful reform in Florida’s public education system is critical not only for Florida’s students and their chances to lead productive lives, but to the state’s overall economy, which must supply a growing number of highly educated professionals and highly skilled workers in order to attract key industries, sustain growth, and ensure viable development of communities. To meet immediate needs for upgrading the skills of graduates as well as the far-reaching needs for strengthening the academic achievement of students at multiple points in the PK-12 system, Florida has undertaken an assessment of where its resources have been best applied and where they have fallen short in recent years. The State’s Next Generation PreK-20 Strategic Plan, adopted by the State Board of Education in November 2009, identified six strategic areas of focus for Florida education in 2009-10, including strengthening foundation skills, improving the quality of teaching in the education system, improving college and career readiness, expanding opportunities for postsecondary degrees and certificates, improving K-12 educational choice options, and aligning resources to strategic goals. The state’s educational reform plan is closely aligned to RTTT priorities, and Florida is eager to use RTTT to build from its progress to date and as a catalyst to meet its goals for college- and career-ready student achievement more quickly and robustly than would be possible in the absence of the RTTT grant. In doing so, Florida will be a model for all states in this nationwide reform effort.

V. COMPETITION PRIORITIES

Priority 1: Absolute Priority -- Comprehensive Approach to Education Reform

To meet this priority, the State's application must comprehensively and coherently address all of the four education reform areas specified in the ARRA as well as the State Success Factors Criteria in order to demonstrate that the State and its participating LEAs are taking a systemic approach to education reform. The State must demonstrate in its application sufficient LEA participation and commitment to successfully implement and achieve the goals in its plans; and it must describe how the State, in collaboration with its participating LEAs, will use Race to the Top and other funds to increase student achievement, decrease the achievement gaps across student subgroups, and increase the rates at which students graduate from high school prepared for college and careers.

The absolute priority cuts across the entire application and should not be addressed separately. It is assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority.

Priority 2: Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM). (15 points, all or nothing)

To meet this priority, the State's application must have a high-quality plan to address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

The competitive preference priority will be evaluated in the context of the State's entire application. Therefore, a State that is responding to this priority should address it throughout the application, as appropriate, and provide a summary of its approach to addressing the priority in the text box below. The reviewers will assess the priority as part of their review of a State's application and determine whether it has been met.

Recommended maximum response length, if any: One page

Florida has a clear and focused emphasis on science, technology, engineering, and mathematics (STEM) initiatives that are designed to reform education and prepare students to succeed in college and the workplace and to compete in the global economy. Florida's initiatives prepare students through rigorous and relevant STEM coursework and are supported by a diverse group of stakeholders and experts in our state, nation, and world. The following existing STEM projects and bold plans to expand STEM activities are discussed throughout the application in each assurance narrative.

(i) **Offering a rigorous course of study in mathematics, the sciences, technology, and engineering is supported through the:**

- a. Adoption of internationally benchmarked mathematics and science standards [Section (B)(3)].
- b. Increase of student access to rigorous and relevant STEM courses supported by the MOU, our high school accountability system, Career Academy initiatives, and middle grades integrated technology courses [Section (B)(3)].
- c. Increase in high school graduation requirements in the areas of mathematics and science (formally joined the American Diploma Project in 2008) [Section (A)(3)].
- d. Alignment of high school and college texts in both quantity and complexity [Section (B)(3)].

(ii) **Cooperating with industry experts, museums, universities, research centers, or other STEM-capable community partners** includes:

- a. **STEMflorida** -The STEMflorida Education Advisory Group will work collaboratively to produce a Florida STEM Plan by December 2010 that will include strategies to: address educational initiatives to support existing and prospective STEM-based industry; increase student enrollment in STEM curricula; increase student achievement goals in mathematics and science; close the gap between STEM entry-level workforce readiness needs and an available STEM-prepared workforce; increase the percentage of all Floridians who are literate in STEM content and issues; increase postsecondary readiness for 21st century STEM-related careers; and provide educational solutions to regional STEM workforce needs.

This Florida STEM Plan will be created using input from a number of stakeholders and communities. A series of reports is being compiled to provide the most current information on the status of STEM education in Florida, the stated STEM needs of the business community, and evidence-based approaches for addressing those needs (see Appendix P-1 for *STEMflorida* Mission and Appendix P-2 for *STEMflorida* Plan).

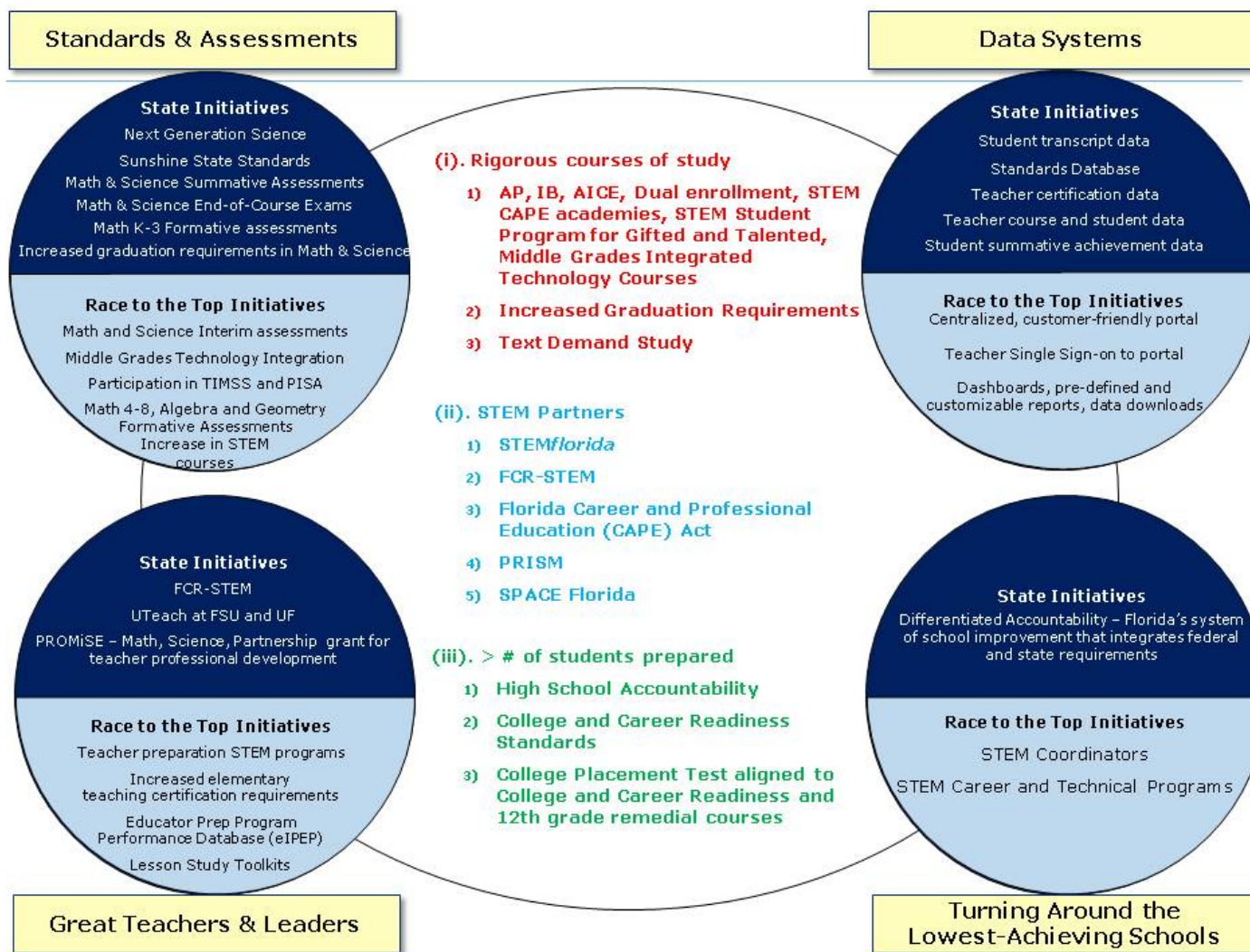
- b. **Florida Center for Research in Science, Technology, Engineering, and Mathematics (FCR-STEM)** Female and Minority Initiative (see Appendix P-3).
- c. **Florida Career and Professional Education (CAPE) Act** created to provide a statewide planning partnership between business and education communities in order to attract, expand, and retain targeted, high-value industry and to sustain a strong, knowledge-based economy. The main purposes of the CAPE Act are to improve middle and high school academic performance by providing rigorous and relevant curriculum opportunities, and to provide rigorous and relevant career-themed courses that articulate to postsecondary-level coursework and lead to industry certification [Sections (B)(3) and (F)(3)]. Additional CAPE information can be found on the FDOE website at:
<http://www.fldoe.org/workforce/fcpea/default.asp>.
- d. **PRISM** – The PRISM Project unites business and educational communities in promoting regional improvement in science and math. PRISM works collaboratively with the Central Florida School Board’s Coalition of ten school LEAs serving over 830,000 students (see Appendix P-4).
- e. **SPACE Florida** – Section 331.302, F.S., establishes Space Florida to promote aerospace business development by facilitating financing, spaceport operations, research and development, workforce development, and innovative education programs. (See Appendix A-6 for letter of support)
- f. **FSU Teach and UF Teach** programs prepare students with in-depth knowledge in mathematics and science to become teachers of rigorous STEM courses. Florida’s RTTT application includes funding to increase the number of similar teacher preparation programs [Section (D)(4)].

(iii) **Prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including females and other underrepresented groups** through the:

- a. FCR-STEM Female-Minority Initiative [Section (B)(3)]
- b. Implementation of the STEM Student Program for Gifted and Talented Students [Section (B)(3)]
- c. International comparisons of student achievement in STEM to drive improved instruction [Section (B)(3)]
- d. Science and mathematics interim assessments; formative mathematics assessments and toolkits; and related assessment data for teachers to improve instruction [Section (B)(3)]
- e. Highly effective teacher instructional materials database to support improved instructional materials decisions [Section (B)(3)]
- f. Increase in elementary teacher certification requirements in mathematics and science [Section (D)(4)]
- g. Tracking of teacher preparation program performance through the eIPEP [Section (D)(4)]
- h. Compensation system that implements statutory requirements of differentiated pay for highly effective teachers in s. 1012.22(1)(c)4., F.S., for base salary supplements or bonuses including STEM areas [Section (D)(2)iv.b. and MOU]
- i. Provision of STEM Coordinators for Florida's Struggling Schools [Section (E)(2)]
- j. Expansion of opportunities for students in low-performing schools in each participating LEA to attend career and professional academies, especially STEM academies, under s. 1003.493, F.S. [Section (E)(2) and MOU]

As depicted in Figure P-1, Florida's efforts to strengthen STEM instruction, student performance, and student access to quality programs are supported in all assurance areas and by state initiatives outside of Race to the Top.

Figure P-1: STEM in Florida's RTTT Application



VI. BUDGET

BUDGET PART I, BUDGET SUMMARY NARRATIVE

All of the funds included in the budget summary are detailed in project-level budgets and tables, with the exception of the Supplemental Funding for Participating LEAs and the Funding Subgranted to Participating LEAs (50% of the Total Grant).

Each project (with the exceptions noted below) is directly linked to an initiative described in the Initiative Summary Charts found in the Appendix:

- Standards and Assessments, Appendix B3-4
- Data Systems to Support Instruction, Appendix C-3-3
- Great Teachers and Leaders, Appendix D5-1
- Turning Around the Lowest Achieving Schools, Appendix E2-9

The funds for Charter School Innovations support the section dealing with “Ensuring Successful Conditions for High-Performing Charter Schools and Other Innovative Schools,” as described in its own project-level budget and in the narrative for Criterion (F)(2).

The funds for the Florida Department of Education’s (FDOE) management and administration of the Race to the Top (RTTT) grant are described in a separate project-level budget. The description of the FDOE’s plan for organizing to implement the grant can be found in the section titled, “Building Strong Statewide Capacity to Implement, Scale Up and Sustain Proposed Plans,” Criterion (A)(2).

Funds requested for subgrants to participating LEAs (50% of the total award) will be awarded and disbursed in accordance with the requirement that they be allocated using the Title I, Part A, formula. The proposed allocations are located in Appendix X-2.

A detailed discussion of how Florida intends to leverage state and other federal resources to support RTTT education reform plans is provided in the section titled, “Building Strong Statewide Capacity to Implement, Scale Up and Sustain Proposed Plans,” Criterion (A)(2).

VI. BUDGET
BUDGET PART I: BUDGET SUMMARY TABLE

Instructions:

In the Budget Summary Table, the State should include the budget totals for each budget category and each year of the grant. These line items are derived by adding together the line items from each of the Project-Level Budget Tables.

Budget Part I: Summary Budget Table (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 1,225,000	\$ 1,225,000	\$ 1,225,000	\$ 1,225,000	\$4,900,000
2. Fringe Benefits	\$ 401,729	\$ 401,729	\$ 401,729	\$ 401,729	\$1,606,916
3. Travel	\$ 454,600	\$ 453,100	\$ 451,100	\$ 446,100	\$1,804,900
4. Equipment/Standard Support/HR	\$ 3,418,046	\$ 763,948	\$ 730,948	\$ 673,532	\$5,586,474
5. Supplies	\$ 101,080	\$ 122,130	\$ 159,130	\$ 159,130	\$ 541,470
6. Contractual	\$ 57,406,376	\$ 92,986,795	\$ 92,383,364	\$ 88,957,377	\$331,733,912
7. Training Stipends	\$ 0	\$ 14,000	\$ 10,000	\$ 10,000	\$ 34,000
8. Other (Communication/ Technology Services	\$ 399,228	\$ 395,526	\$ 368,026	\$ 369,276	\$ 1,532,056
9. Total Direct Costs (lines 1-8)	\$ 63,406,059	\$ 96,362,228	\$ 95,729,297	\$ 92,242,144	\$347,739,728
10. Indirect Costs*	\$ 570,378	\$ 563,298	\$ 563,298	\$ 563,298	\$ 2,260,272
11. Funding for Involved LEAs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Supplemental Funding for Participating LEAs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
13. Total Costs (lines 9-12)	\$ 63,976,437	\$ 96,925,526	\$ 96,292,595	\$ 92,805,442	\$350,000,000
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	\$ 87,500,000	\$ 87,500,000	\$ 87,500,000	\$ 87,500,000	\$350,000,000
15. Total Budget (lines 13-14)	\$127,952,874	\$193,851,052	\$192,585,190	\$185,610,884	\$700,000,000
* The amounts in this row are estimates based on prior experience with similar projects. The exact amounts will be determined through the competitive bidding process. All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Department of Education - Administrative (A)(2)(i)(c) Building Strong Statewide Capital to Implement Scale Up and Sustainable Proposal Plans

FDOE's current organizational structure is ideal for integration of the RTTT functions and responsibilities. FDOE's proposed integrated management structure will ensure that effective and efficient operations and processes are in place to implement the grant. The overall leadership and dedicated teams addressed in Section (A)(2)(i)(a) will be supplemented by highly skilled, experienced staff to support the functions necessary for successful implementation of RTTT. The functions that will be supported include grant administration and oversight, budget reporting and monitoring, performance measurement tracking and reporting, and fund disbursement. The staffs are in the two broad categories of programs and operations.

To supplement the program staff, eight professional staff members will be hired to provide project management for the major program areas as outlined in the RTTT grant proposal. The staff will include a lead manager to assist the Chancellor of K-12 Public Schools and project managers who report to each of the assurance leads. One professional support position to assist the lead manager is also anticipated.

For the operational impact, FDOE proposes an additional nine positions and related support costs to supplement existing staff for operations and infrastructure. The successful and timely implementation of these projects will require additional support for operational areas including procurement, grants management, monitoring, and contract/fiscal.

The proposal anticipates approximately \$1.6 million for each of the four years for the additional professional staff and \$1.4 million for the related support, travel, and technology costs. The annual indirect cost associated with this staff augmentation is estimated at \$570,378 the first year and \$563,298 in subsequent years.

Finally, FDOE intends to contract with one or more consulting firms to (a) establish the detailed project management that will be critical to ensuring successful implementation of the various initiatives and accountability for performance of those initiatives, and (b) conduct formative and summative evaluations across the four years of this program. The resources provided by these consultants will be used to provide the leadership team with timely feedback on progress toward achievement of the goals. The project cost for these contracts is \$1.3 for each of the four years.

Additionally, it is estimated that \$228,563 in contractual support for clerical assistance, room rentals, printing, and other similar costs will be incurred.

Personnel:

Lead Project Director (1)	100% FTE	\$120,000 Salary	\$120,000 Total Salary
Support Staff (1)	100% FTE	\$ 40,000 Salary	\$ 40,000 Total Salary
Project Managers (7)	100% FTE	\$ 70,000 Salary	\$490,000 Total Salary
Attorney (1)	100% FTE	\$ 75,000 Salary	\$ 75,000 Total Salary
Project Monitors (3)	100% FTE	\$ 70,000 Salary	\$210,000 Total Salary
Operations and Management			
Consultant (2)	100% FTE	\$ 40,000 Salary	\$ 80,000 Total Salary
Procurement Specialists (3)	100% FTE	\$ 70,000 Salary	<u>\$210,000</u> Total Salary

Total Base Salaries: \$1,225,000

Fringe Benefits: \$401,729

Social security, retirement, and life insurance costs are based on a percent of the base salary and the health insurance cost is the average plan rate.

Travel: \$350,100

Estimated at four trips per month per person (14 FTE) at an average cost of \$521 per trip, travel is anticipated to cost \$350,100. Travel will be for the purpose of providing technical assistance, training, and support to participating LEAs (program staff) and for monitors, the purpose of the travel is monitoring LEA implementation. All travel will be reimbursed at the authorized state rates of \$36 per day for meals or \$80 per diem (includes meals and lodging). Lodging costs will be at the prevailing government rates for the geographic area. Typically, travelers will use rental cars for transportation at the rate of \$25.75 per day (unlimited mileage). On occasion, when the destination is too far away for the traveler to drive, air transportation may be authorized.

General support costs including human resource services and facilities:
\$34,620/FTE

Supplies: Standard office supplies \$5,560/FTE

Other: Communications/Technology Services/Equipment: \$17,101/FTE in Year 1 and \$14,101/ FTE the remaining years.

This includes voice and data, office equipment (\$3,000 – first year only), software, LAN support and Help Desk services.

Year 1:

- \$5,106,852 – Provides for 18 additional positions and associated support costs to supplement existing FDOE program and operational staff; and competitive bid for project management consulting and evaluations.

Year 2:

- \$5,045,772 – Provides for 18 additional positions and associated support costs to supplement existing FDOE program and operational staff; and competitive bid for project management consulting and evaluations.

Year 3:

- \$5,045,772 – Provides for 18 additional positions and associated support costs to supplement existing FDOE program and operational staff; and competitive bid for project management consulting and evaluations.

Year 4:

- \$5,045,773 – Provides for 18 additional positions and associated support costs to supplement existing FDOE program and operational staff; and competitive bid for project management consulting and evaluations.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Department of Education - Administrative Associated with Criteria: (A)(2)(i)(c) Building Strong Statewide Capital to Implement Scale Up and Sustainable Proposal Plans					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$1,225,000	\$1,225,000	\$1,225,000	\$1,225,000	\$4,900,000
2. Fringe Benefits	\$401,729	\$401,729	\$401,729	\$401,729	\$1,606,916
3. Travel	\$350,100	\$350,100	\$350,100	\$350,100	\$1,400,400
4. Standard support/HR	\$623,176	\$623,176	\$623,176	\$623,176	\$2,492,704
5. Supplies	\$100,080	\$100,080	\$100,080	\$100,080	\$400,320
6. Contractual	\$1,528,563	\$1,528,563	\$1,528,563	\$1,528,564	\$6,114,253
7. Training Stipends					
8. Other (Communication/ Technology Services, Equipment)	\$307,826	\$253,826	\$253,826	\$253,826	\$1,069,304
9. Total Direct Costs (lines 1-8)	\$4,536,474	\$4,482,474	\$4,482,474	\$4,482,474	\$17,983,897
10. Indirect Costs*	\$570,378	\$563,298	\$563,298	\$563,298	\$2,260,272
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$5,106,852	\$5,045,772	\$5,045,772	\$5,045,773	\$20,244,169
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Standards and Assessments – (B)(3)(i) Curricular Tools to Implement the Common Core State Standards

FDOE will work to increase student achievement in reading/language arts, mathematics, and science by raising the academic expectations for all students. To accomplish this, the internationally-benchmarked Common Core State Standards will be adopted and linked to the Next Generation Sunshine State Standards. As part of this initiative, technology-based curricular tools will be developed and used to make the Common Core State Standards accessible to all students and teachers in Florida. As part of this initiative, the goal is to create an environment in each Florida school that is focused on instruction, where technology-based curricular tools provide resources and student achievement data to teachers on an ongoing basis so that they can differentiate instruction.

This project will be accomplished through the adoption and inclusion of the Common Core State Standards within Florida's educational system. Upon adoption of the standards, FDOE will include these standards in its Florida Teacher Standards Instructional Tool database, update the student standards tutorial, and conduct a textbook demand study of common core and science course textbooks to determine alignment with higher education courses. To implement the Common Core State Standards, FDOE estimates that it will need to procure multiple vendors through the competitive bid process to provide the following:

Year 1:

- \$1,500,000 to adopt the Common Core State Standards, provide for their inclusion in the teacher standards instructional tool database, and evaluate and rate the Common Core State Standards for levels of complexity. Costs include input of the standards and related information. The average annual cost for inclusion of Florida's current standards per content area was \$700,000. The Common Core State Standards include English, language arts, and mathematics. Additionally, funding will support the management of, equipment for, and professional development for committee members regarding "levels of complexity," and travel and accommodations to hold committee meetings of experts to define the levels of complexity for each of the new standards.
- \$1,000,000 to: (1) procure through a four-year services contract, an instructional technology specialist to support the technological integrity of the inclusion of data and instructional resources into the teacher standards instruction tool database to ensure access to classrooms, and (2) the purchasing, under the direction of the instructional specialist, of additional technology to increase the capacity of the statewide system, based on costs from past enhancements made for Florida's current standards. These enhancements have an estimated cost of \$840,000. These costs include applications needed to run the programs; terabytes for allocation of data storage capacity needed to house the additional Common Core State Standards resources for parents, students, teachers, and schools; and hard drives

containing the programs, files, and data necessary for the system to operate effectively and efficiently statewide with accessibility for every parent, student, teacher, school, and district.

- \$75,000 to provide for the textbook demand study of materials most commonly used in high school courses and entry postsecondary courses.
- \$6,000,000 to revise the standards tutorial for students to align with Common Core State Standards in Algebra, Geometry, and 10th grade reading. Development of each grade level or content area (module) includes the development of interactive lessons, mini-assessment checks, and student performance reports for teachers; and programming for parent, student, and teacher log-ins to provide different levels of access. Each grade level will require funding for development, programming, hosting, and support services estimated at \$2,000,000 each.
- \$44,000 for the development of the highly effective teacher materials report.

Year 2:

- \$1,500,000 to redesign the standards portal and enhance it with standards-based resources structured around learning progressions within the Common Core State Standards to support lesson study. Costs include programming the teacher standards instructional tool database enhancements and expansions to include learning progressions and course planning for teacher use. The estimate based on current standards database work is \$975,000. Additionally, funding will support the management of, equipment for, and travel and accommodations to hold committee meetings of experts in English, language arts, and mathematics learning progressions to develop these progressions based on the levels of complexity of each standard defined in year one.
- \$6,000,000 to continue to revise the Student Standards Tutorial to align with Common Core State Standards in reading and mathematics grades 3-5. Development of each grade level or content area (module) includes the development of interactive lessons, mini-assessment checks, and student performance reports for teachers; and programming for parent, student, and teacher log-ins to provide different levels of access. Each grade level will require funding for development, programming, hosting, and support services estimated at \$2,000,000 each.
- \$2,000,000 to support the procurement of a second instructional technology specialist on a three-year services contract to oversee the integrity of the inclusion of the formative and interim assessments into the teacher standards instructional tool database as they are built. In addition to the contracted salaries of the two specialists, the funding will be used to purchase the technological tools, both hardware and software, to increase the capacity of the statewide system. Based on the costs to build and equip the Florida Assessment for Instruction in Reading (FAIR) interim assessment in reading for grades K-12, the cost per content area equals \$450,000. The technological tools required include servers to house the

applications, the databases related to the applications, and the student data housed for teacher access (given Florida's student population, the servers are expected to cost up to \$50,000 each). Additionally, purchases will include applications to run the programs, terabytes for data storage capacity and hard drives, all essential to the operating system containing the programs, files, and data necessary for the assessment systems to operate effectively and efficiently statewide with accessibility for every parent, student, teacher, school, and district. FDOE plans to build interim assessments in five areas and formative assessments in two areas.

Year 3:

- \$1,500,000 to revise Common Core State Standards descriptions and identify quality-reviewed model lessons and professional development resources. Costs include programming the teacher standards instructional tool database enhancements and expansions to include model lessons for teacher use. The estimate based on current standards database work is \$750,000. Additionally, funding will be necessary to support a review and vetting team to review up to 3,000 lessons and provide individual feedback to each lesson submitter at the estimated cost of \$370,500 per content area.
- \$6,000,000 to continue to revise the Student Standards Tutorial to align with Common Core State Standards in reading and mathematics grades 6-8. Development of each grade level or content area (module) includes the development of interactive lessons, mini-assessment checks, and student performance reports for teachers; and programming for parent, student, and teacher log-ins to provide different levels of access. Each grade level will require funding for development, programming, hosting, and support services estimated at \$2,000,000 each.
- \$2,000,000 to award a competitive contract to a Florida postsecondary institution or partnering institution(s) for the development and piloting of school-level training materials and "Help" tutorials for teachers on accessing the resources and assessments available on the teacher standards instructional tool database. Based on the cost for one large LEA to develop similar materials in partnership with one postsecondary institution at \$450,000, which included developing online modules, train-the-trainer materials, expert consultants, web page development and maintenance, and support for professional staff, the estimated cost for development with statewide access capacity and piloting is \$2,000,000.
- \$2,000,000 for the continued support of the contracts for instructional technology specialists and hardware and software to increase the capacity of the statewide system. These specialists will work with the contract vendor to build the school-level training materials and "Help" tutorials for teachers to access and utilize the resources and assessments available on the teacher standards instructional tool database to implement the Common Core State Standards. The awardee will work with other contracted vendors to build the formative and interim assessments and lesson study toolkits to include in training materials. Based on the costs to build and equip Florida's "FAIR" interim assessment in

reading for grades K-12, the cost per content area is \$450,000. FDOE plans to build interim assessments in five areas and formative assessments in two areas.

Year 4:

- \$1,000,000 to complete all standards tools to incorporate Common Core State Standards.
- \$6,000,000 to complete the revision of the student tutorial content in mini-assessment of Common Core State Standards for all grades in reading and mathematics. Development of each grade level or content area (module) includes the development of interactive lessons, mini-assessment checks, and student performance reports for teachers; and programming for parent, student, and teacher log-ins to provide different levels of access. Each grade level will require funding for development, programming, hosting, and support services estimated at \$2,000,000 each.
- \$8,000,000 to support statewide professional development, both online and face-to-face, in all LEAs and state pre-service programs on utilizing the resources available on the teacher standards instructional tool database. With an estimated 100 entities (70 LEAs and 30 postsecondary pre-service programs) the funding will be used to support statewide implementation of web-based professional development modules, provide face-to-face training, and cover training costs for statewide implementation.
- \$2,000,000 for the continued support of the contracts for instructional technology specialists and the purchase of hardware and software to increase the capacity of the statewide system. These specialists will work with the contracted vendors to build the school-level training materials and “Help” tutorials for teachers to access the resources and assessments available on the teacher standards instructional tool database. Based on the costs to build and equip Florida’s “FAIR” interim assessment in reading for grades K-12, the cost per content area is \$450,000. FDOE plans to build interim assessments in five areas and formative assessments in two areas.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: (B)(3)(i) Curricular Tools to Implement the Common Core State Standards Associated with Criteria: The extent to which the state, in collaboration with its participating LEAs, has a high-quality plan for supporting a statewide transition to, and implementation of, internationally benchmarked K-12 standards that build toward college and career readiness					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual*	\$8,619,000	\$9,500,000	\$11,500,000	\$17,000,000	\$46,619,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$8,619,000	\$9,500,000	\$11,500,000	\$17,000,000	\$46,619,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$8,619,000	\$9,500,000	\$11,500,000	\$17,000,000	\$46,619,000
*The amounts in this row are estimates based on prior experience with similar projects. The exact amounts will be determined through the competitive bidding process. All applicants must provide a break down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Standards and Assessments – (B)(3)(i) Assessments

As Florida reforms its education system to allow students to reach levels of international competitiveness, participating in international benchmarking studies will help identify state-level gaps. A balanced system of assessment supporting achievement of internationally-benchmarked standards will lay a solid foundation for Florida's reform plan. The intent of building substantive resources and support for interim and formative systems is to increase student achievement and not simply report outcomes at the end of the year. FDOE will implement formative assessments in reading and mathematics and interim assessments in all core content areas and Spanish to support instruction and measure student and teacher progress in all Florida schools.

FDOE will contract with vendors, through the competitive bid process, to create a formative assessment system and develop interim banks/test platforms. In addition, FDOE will participate in the Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS), and Program for International Student Assessment (PISA).

Year 1:

- \$10,400,000 to begin the development of interim and formative assessments to enhance student learning and support the transition to internationally benchmarked K-12 standards that build toward college and career readiness by high school graduation. K-12 assessments will include formative assessments aligned to Common Core State Standards in mathematics and reading; and interim assessments that will include mathematics, English, language arts, social studies, science, and Spanish. This will be done by procuring one or more contractor(s) through a competitive bid process. Estimated cost is based on the cost to build the mathematics formative assessments using Florida's current standards in grades K-3 at approximately \$800,000 per grade.
- \$800,000 for Florida to participate in the benchmarking study for TIMSS and provide reliable system-level data on how achievement compares internationally in mathematics and sciences.
- \$500,000 for Florida to participate in the benchmarking study for PIRLS and provide reliable system-level data on how achievement compares internationally in reading.
- \$320,000 to hire and pay content and assessment experts to coordinate the implementation of the balanced assessment system, working with LEA representatives, advisory groups, and contractors. Estimated costs are \$80,000 per year per expert.

Year 2:

- \$16,300,000 to continue awarded contractor(s) development of interim and formative assessments. K-12 assessments will include formative assessments aligned to Common Core State Standards in mathematics and reading; and interim assessments that will include mathematics, English, language arts, social studies, science, and Spanish. This will be done by procuring one or more contractor(s) through a competitive bid process. Estimated cost is based on the cost to build mathematics formative assessments based on Florida's current standards in grades K-3 at approximately \$800,000 per grade.
- \$600,000 for Florida to participate in the state-level benchmarking study with the PISA, which will contribute information about mathematics, science, and reading program effectiveness in an applied context for 15-year-olds.
- \$7,000,000 (up to seven subgrants @ \$1,000,000 each) to support development of assessments in hard-to-measure content areas by LEA partnerships.
- \$320,000 to compensate content and assessment experts to coordinate the implementation of the balanced assessment system working with LEA representatives, advisory groups, and contractors. Estimated costs are \$80,000 per year per expert.

Year 3:

- \$15,300,000 to pilot-test the assessments in one rural, one medium, and one large LEA and continue assessment development. K-12 assessments will include formative assessments aligned to Common Core State Standards in mathematics and reading; and interim assessments that will include mathematics, English, language arts, social studies, science, and Spanish. This will be done by procuring one or more contractor(s) through a competitive bid process. Estimated cost is based on the cost to build mathematics formative assessments based on Florida's current standards in grades K-3 at approximately \$800,000 per grade.
- \$7,000,000 (up to seven subgrants @ \$1,000,000 each) to pilot-test assessments in hard-to-measure content areas developed by LEA partnerships.
- \$320,000 to compensate content and assessment experts to coordinate the implementation of the balanced assessment system working with LEA representatives, advisory groups, and contractors.

Year 4:

- \$15,300,000 to complete the development of interim and formative assessments. K-12 assessments will include formative assessments aligned to Common Core State Standards in mathematics and reading; and interim assessments that will include mathematics, English, language arts, social studies, science, and Spanish. This will be done by procuring one or more contractor(s) through a competitive bid process. Estimated cost is based on the cost to build mathematics formative assessments based on Florida's current standards in grades K-3 at approximately \$800,000 per grade.
- \$7,000,000 (up to seven grants @ \$1,000,000 each) to complete development of assessments in hard-to-measure content areas by LEA partnerships.
- \$320,000 to compensate content and assessment experts to coordinate the implementation of the balanced assessment system working with LEA representatives, advisory groups, and contractors. Estimated costs are \$80,000 per year per expert.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table					
Project Name: Standards and Assessments – (B)(3)(i) Assessments Associated with Criteria: The extent to which the state, in collaboration with its participating LEAs, has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual*	\$12,020,000	\$24,220,000	\$22,620,000	\$22,620,000	\$81,480,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$12,020,000	\$24,220,000	\$22,620,000	\$22,620,000	\$81,480,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$12,020,000	\$24,220,000	\$22,620,000	\$22,620,000	\$81,480,000
*The amounts in this row are estimates based on prior experience with similar projects. The exact amounts will be determined through the competitive bidding process. All applicants must provide a break down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Standards and Assessments – (B)(3)(i) Increased Access to Science, Technology, Engineering, and Mathematics (STEM)

Finding highly effective mathematics and science teachers prepared to teach rigorous content and implementing high-quality science, technology, engineering, and mathematics career and technical programs is a challenge nationally and statewide, but particularly for schools located in rural LEAs.

This initiative provides one or more of the three consortia representing rural Florida LEAs with competitive funds to build and implement model high school student STEM programs of study for gifted and talented students through a combination of virtual education, school-of-enrollment course work, postsecondary study, accelerated course work, independent study that includes research, business/industry internships, and other options appropriate to the individual student being served.

This program will be planned, documented, and implemented using Florida's electronic Web-based plan for gifted and talented students. The plan must include the completion of all Florida high school graduation requirements. The benefits to the student include access to high-quality, rigorous course work; the most expert teachers and professionals available in science, technology, engineering, and mathematics; and an educational experience appropriate to the individual student's strengths. The benefit to the district is the enhanced ability to provide a high-quality individualized education to the student.

Also, in partnership with one of Florida's Career and Technology Regional Banner Centers, Florida will develop the Middle School Course Technology Integration Project to integrate the use of technological tools into middle grade course descriptions in science, mathematics, language arts, and arts courses, where appropriate. The plan for this initiative is to assist students to master the competencies in the academic/career and technical education courses and to enable students to gain competency in the use of technology tools that can lead to the attainment of an initial industry certification in the information technology field. The pilot will also include professional development for the teachers who will provide the instruction in the use of the technology tools.

This project will be accomplished through the enhancement of STEM programs and course offers. As part of this plan, school districts will implement STEM Career and Technical Programs, increase the number of STEM-related accelerated courses, and develop the Middle School Course Technology Integration Project in partnership with a Career and Technology Regional Banner Center through a pilot program. In addition, FDOE will contract for the development of a STEM student program for gifted and talented high school students, and will initiate partnerships with regional consortia for development of and marketing for STEM student programs in small and rural LEAs.

Year 1:

- \$0

Year 2:

- \$1,500,000 competitive funds for rural district consortia to build and implement model high school student STEM programs of study for gifted and talented students through a combination of virtual education, school-of-enrollment course work, postsecondary study, accelerated course work, independent study that includes research, business/industry internships, and other options appropriate to the individual student being served.

Year 3:

- \$1,500,000 to continue consortia partnership(s) to implement STEM program and prepare for statewide replication.

Year 4:

- \$1,500,000 to continue consortia partnership(s) and replicate STEM program statewide and to evaluate initiatives and disseminate results.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name Standards and Assessments – (B)(3)(i) Increased Access to Science, Technology, Engineering, and Mathematics (STEM) Associated with Criteria: The extent to which the state, in collaboration with its participating LEAs, has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual*	\$0 \$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000	\$4,500,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$0	\$1,500,000	\$1,500,000	\$1,500,000	\$4,500,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$0	\$1,500,000	\$1,500,000	\$1,500,000	\$4,500,000
*The amounts in this row are estimates based on prior experience with similar projects. The exact amounts will be determined through the competitive bidding process. All applicants must provide a break down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Standards and Assessments – (B)(3)(i) Classroom Support

Teachers and school leaders must have thoughtful, ongoing, job-embedded support and efficient technology in order to effectively use the information and tools provided to them. Lesson study and its closely related variations provide a method for teachers to study effective lesson development and delivery, based on analysis of curriculum and student responses to the lesson through a cycle of teaching, refinement, and re-teaching the lesson. FDOE plans to deliver high-quality professional development to support the transition to new standards and assessments by standardizing high-quality professional development in participating districts, including lesson study and strategies for using formative assessment and data to inform instruction. Essential components of lesson study are the results of student performance: formative assessment information about students' knowledge and progress confirmed through interim assessment results and verified through summative assessment. Teachers and school leaders must also have efficient technology that allows easy access to the tools and data to support thoughtful practice.

This project will be accomplished through the competitive bid process to provide expertise in the development and implementation of a statewide plan for lesson study and professional development. Lesson study toolkits will be developed and the lesson study resources will be piloted before the system is deployed.

Year 1:

- \$500,000 through competitive bid; experts will develop the lesson study toolkit in the area of mathematics and begin development of the reading data toolkit. Research, development, and piloting costs are estimated to be \$150,000 per grade per content area based on lesson study toolkit development for formative mathematics K-3 assessments built for Florida's current standards.

Year 2:

- \$2,000,000 to develop lesson study toolkits in the areas of reading and math (seven blocks); begin development of mathematics data and science data toolkits; and finalize the reading data toolkit. Research, development, and piloting costs are estimated to be \$150,000 per grade per content area.
- \$800,000 for research and design for the development of lesson study toolkits for lesson study in the core areas and at each school level to guide the use of interim assessment data. Research, development, and piloting costs are estimated to be \$150,000 per school level per content area.

Year 3:

- \$1,500,000 to complete the development of lesson study and to pilot the lesson study professional development resources in reading and mathematics. Research, development, and piloting costs are estimated to be \$150,000 per grade per content area.
- \$800,000 to develop and pilot lesson study toolkits for lesson study in the core areas and at each school level to guide the use of interim assessment data. Research, development, and piloting costs are estimated to be \$150,000 per school level per content area.

Year 4:

- \$800,000 for statewide rollout and support of lesson study toolkits for lesson study in the core areas and at each school level to guide the use of interim assessment data. Research, development, and piloting costs are estimated to be \$150,000 per school level per content area.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name Standards and Assessments – (B)(3)(i) Classroom Support Associated with Criteria: The extent to which the state, in collaboration with its participating LEAs, has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness.					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual*	\$500,000	\$2,800,000	\$2,300,000	\$800,000	\$6,400,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$500,000	\$2,800,000	\$2,300,000	\$800,000	\$6,400,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$500,000	\$2,800,000	\$2,300,000	\$800,000	\$6,400,000
*The amounts in this row are estimates based on prior experience with similar projects. The exact amounts will be determined through the competitive bidding process.					
All applicants must provide a break down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Centralized User-Friendly Portal with Single Sign-on – (C)(2) Accessing and Using State Data

FDOE will create a student-centered environment where teachers and principals can easily integrate data analysis and applications into the classroom to improve teaching and learning by centralizing access to its data, reports, and applications in a user-friendly portal. The portal will be open to anyone with a standard Web browser and Internet access and will not require special training or software to use. The portal will provide a central location through which data and applications containing confidential student and staff information will be available to teachers, principals, and LEA leaders using a single sign-on. FDOE will implement an identity management component to manage user information from across the state and integrate state applications into the portal for single sign-on access.

FDOE will augment existing technical staff with contractors to complete ongoing operational responsibilities and to assist with RTTT activities. The emphasis will be for FDOE personnel to complete and/or materially participate in all RTTT activities to ensure that the solutions implemented are sustainable long-term. Contracted professional staff will be required when the volume of work or the skill and experience levels required to complete implementations exceeds current FDOE staff capacity.

FDOE included funding for other expenses (including communication costs and office space) in the amount of \$5,000 per person annually, where applicable, in the Data Assurance Project budgets. Similarly, FDOE will provide equipment (computer workstation) for contractors at \$1,000 each as needed, at an estimated total cost of \$13,000. Costs for travel are estimated at established state rates. FDOE will follow all applicable state and federal procurement rules to select contractors and purchase equipment. Training will be provided for FDOE staff on new technologies and skills to ensure long-term sustainability. The training costs associated with this project amount to approximately \$34,000 for the four-year period.

Development of actionable information starts with the Local Instructional Improvement Systems (Local Systems) data downloads and FACTS.org updates for \$2.7 million in Year 1. Of this amount, \$777,400 will be for contractors to complete the major hardware and software updates for single sign-on and to prepare for the security and performance demands in the technology environment.

The amount for contractors increases to \$3.8 million in Year 2 to provide actionable information for users via the portal in the form of dashboards, pre-defined and customizable reports, and FACTS.org updates. This also includes \$561,600 for contractors in Year 2 to build the portal.

In Years 3 and 4 of the project, contractors for \$2.4 million create additional actionable information and integrate LEA user account information and new applications into the portal. This figure includes minor updates to the portal costing \$52,000 in Year 4.

Year 1:

- \$2,784,412 – To implement identity management enhancements, upgrades for increased access and security, and the single sign-on solution in FDOE’s existing technology environment; to determine requirements and develop templates for reports; to determine the format for Local Systems data downloads for LEAs; to prepare and make data available for secure, direct feed into LEA Local Systems; to develop and implement the FACTS.org college and career readiness evaluation.

Year 2:

- \$3,921,511 – Emphasis shifts from preparing the technology environment to providing actionable information; to design and implement the centralized, customer-friendly portal; to design and implement the dashboards, pre-defined, customized reports on the portal; to design and implement the FACTS.org communication module; to integrate user account information from LEAs; to integrate two state applications for single sign-on access via the portal.

Year 3:

- \$2,575,600 – Continued emphasis on providing actionable information will be completed by integrating user account information from LEAs and two additional state applications into the portal for single sign-on; additional dashboards and pre-defined and customized reports will be designed and implemented.

Year 4:

- \$2,492,130 – The final two state applications and remaining LEAs’ user account information will be integrated into the portal for single sign-on. The remaining dashboards and pre-defined and customized reports will be designed and implemented.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Centralized User-Friendly Portal with Single Sign-on Associated with Criteria: (C)(2) – Accessing and Using State Data					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel	\$8,000	\$8,000	\$8,000	\$8,000	\$32,000
4. Equipment	\$13,000				\$13,000
5. Supplies					
6. Contractual	\$2,700,720	\$3,814,011	\$2,499,600	\$2,414,880	\$11,429,211
7. Training Stipends		\$14,000	\$10,000	\$10,000	\$34,000
8. Other	\$62,692	\$85,500	\$58,000	\$59,250	\$265,442
9. Total Direct Costs (lines 1-8)	\$2,784,412	\$3,921,511	\$2,575,600	\$2,492,130	\$11,773,653
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$2,784,412	\$3,921,511	\$2,575,600	\$2,492,130	\$11,773,653
*The amounts in this row are estimates based on prior experience with similar projects. The exact amounts will be determined through the competitive bidding process. All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Implement Local Systems – (C)(3)(i) Acquire, Adopt, and Use Local Instructional Improvement Systems

FDOE will accelerate creation of the student-centered school environment by providing direction and resources to LEAs to acquire, adopt, and use Local Instructional Improvement Systems (Local Systems). FDOE will develop a set of minimum standards for Local Systems to ensure that LEAs implement systems designed to meet stakeholder needs for access to and use of data. FDOE will incur \$5,000 in travel expenses in Year 1 to work with LEAs and the Data Advisory Group to define and publish the minimum standards for Local Systems.

FDOE will create the Local Systems Exchange to formalize the collaboration and exchange of ideas, Local Systems, and related implementation services on a statewide basis. Travel expenses of \$10,000 for FDOE and LEA staff to establish the leadership and operations of the exchange are expected in Year 1. Costs for travel are estimated at established state rates. Funding for contractors to complete the initial enhancements to FDOE's online resource to support the Local Systems Exchange and expanded group of users is expected to cost \$20,000 in Year 1. The cost for updates and maintenance of the site decreases to \$5,000 per year during Years 2 through 4 of the grant.

Recognizing that Florida's small or rural LEAs need additional financial support to acquire and implement Local Systems, FDOE will administer a needs-based grant from its portion of RTTT funds to help cover initial purchase, installation, and training costs. A total of \$5 million will be granted to the LEAs. Funding to create and sustain a survey system to track implementation of Local Systems will cost \$25,000 in Year 1 and \$15,000 per year in Years 2 through 4.

Year 1:

- \$61,000 – To determine and publish the minimum standards for Local Systems; to plan the organization and operations of the Local Systems Exchange; to complete the design and implementation of the website enhancements to include the Local Systems Exchange resources.

Year 2:

- \$5,020,000 – To distribute \$5 million in needs-based grants to small or rural LEAs, with an emphasis on supporting the initial implementation and training costs; to monitor implementation of Local Systems through an annual technology survey and grant performance reporting from the LEAs; to maintain the Local Systems Exchange resources.

Year 3:

- \$20,000 – To monitor implementation of Local Systems through an annual technology survey and grant performance reporting from the LEAs and to maintain the Local Systems Exchange resources.

Year 4:

- \$20,000 – To monitor implementation of Local Systems through an annual technology survey and grant performance reporting from the LEAs and to maintain the Local Systems Exchange resources.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Implement Local Systems Associated with Criteria: (C)(3)(i) – Acquire, Adopt, and Use Local Instructional Improvement Systems					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel	\$15,000	0	0	0	\$15,000
4. Equipment					
5. Supplies	\$1,000	0	0	0	\$1,000
6. Contractual*	\$45,000	\$20,000	\$20,000	\$20,000	\$105,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$61,000	\$20,000	\$20,000	\$20,000	\$121,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs		\$5,000,000			
13. Total Costs (lines 9-12)	\$61,000	\$5,020,000	\$20,000	\$20,000	\$5,121,000
*The amounts in this row are estimates based on prior experience with similar projects. The exact amounts will be determined through the competitive bidding process. All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Professional Development to All Schools – (C)(3)(ii) Providing Effective Professional Development to Teachers, Principals, and Administrators

FDOE will focus, refine, and augment existing resources and proven processes to provide effective professional development to teachers, principals, administrators, and parents statewide. A Data Captain will be hired to create and execute an all-inclusive plan on how to access and use data and resources from the centralized, customer-friendly portal. The plan will expand use of the proven Data-Driven Instructional Process and leverage the statewide network of Master Digital Educators to train teachers, principals, administrators, and parents. The payment structure for the Data Captain includes a competitive salary plus benefits totaling \$100,000 per year.

Eight Data Coaches will be hired and located in each of the Differentiated Accountability Regions to deliver professional development with the Master Digital Educators in all of Florida's LEAs under the guidance of the plan and supervision of the Data Captain. Special emphasis will be placed on serving small or rural LEAs by placing two Data Coaches in the three regions that align with the LEA consortia. The total compensation package for a Data Coach, including salary and benefits, will be \$90,000 per year.

The Data Captain will also direct an Instructional Designer to create a collection of multi-media professional development materials to reinforce learning, usage, and full adoption of the new skills and abilities associated with accessing and using data as part of the plan. The total compensation package for an Instructional Designer, including salary and benefits, will be \$75,000 per year.

The Data Captain, Coaches, and Instructional Designer will be hired under contractual arrangements with LEAs serving as fiscal agents. Funding for travel by the Data Captain and Data Coaches within their regions and for statewide meetings will be provided in the amount of \$7,000 each per year. Travel for the Master Digital Educators will be limited to \$20,000 total per year in Years 2 through 4 because travel will be mostly limited within the LEA. Costs for travel are estimated at established state rates. Additional supply costs for printing (\$9,050) and video production (\$50,000) are included in Years 2 through 4 of the grant.

Year 1:

- \$473,000 – To hire and train the Data Captain and Data Coaches on the Data-Driven Instructional Process; to develop a coordinated, comprehensive plan for delivering professional development to teachers, principals, administrators, and parents in all schools in all LEAs in Florida.

Year 2:

- \$1,301,050 – To execute the coordinated, comprehensive plan to deliver professional development statewide; to create the supplementary multi-media professional development materials and make them available through the portal.

Year 3:

- \$1,337,050 – To continue the coordinated, comprehensive plan to deliver professional development statewide; to create supplementary multi-media professional development materials and make them available through the portal.

Year 4:

- \$1,337,050 – To continue the coordinated, comprehensive plan to deliver professional development statewide; to create supplementary multi-media professional development materials and make them available through the portal.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Professional Development to All Schools Associated with Criteria: (C)(3)(ii) – Providing Effective Professional Development to Teachers, Principals, and Administrators					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel	\$31,500	\$83,000	\$83,000	\$83,000	\$280,500
4. Equipment	\$9,000	\$1,000			\$10,000
5. Supplies		\$22,050	\$59,050	\$59,050	\$140,150
6. Contractual	\$410,000	\$1,145,000	\$1,145,000	\$1,145,000	\$3,845,000
7. Training Stipends					
8. Other	\$22,500	\$50,000	\$50,000	\$50,000	\$172,500
9. Total Direct Costs (lines 1-8)	\$473,000	\$1,301,050	\$1,337,050	\$1,337,050	\$4,448,150
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$473,000	\$1,301,050	\$1,337,050	\$1,337,050	\$4,448,150
*The amounts in this row are estimates based on prior experience with similar projects. The exact amounts will be determined through the competitive bidding process. All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Data Implementation Committee

FDOE will formalize the process used to collaborate with LEAs on the RTTT application by creating the Data Implementation Committee. The Data Implementation Committee will be comprised of LEA subject matter experts in the areas of technology, assessment, curriculum, research, and leadership to provide critical input about the implementation of the data and technology initiatives proposed through RTTT. Membership on the Data Implementation Committee will mirror the characteristics of Florida's LEAs and include representatives from large, medium, small, urban, and rural LEAs to ensure that the state's diverse data and technological needs are considered in the implementation plans. Key members of FDOE's PK-20 leadership, data, and technology staff will routinely engage with the Data Advisory Group to collect requests and feedback during design and implementation to ensure that they are delivered to the LEAs' satisfaction.

Project funding is primarily for travel and communications to collect requests and critical input on the data and technology initiatives. Travel is expected to be heaviest in Year 1 of the grant and has been budgeted at \$50,000, but decreases significantly over the life of the grant. Costs for travel are estimated at established state rates. Other costs of \$6,200 per year include a license for online meetings and web conferences to increase participation across LEAs and to save time.

Year 1:

- \$56,210 – To provide input on the single sign-on solution; design of dashboards, pre-defined and customizable reports; to design and implement downloads of data for direct feed to LEA Local Systems; to establish minimum standards for the Local Systems; and to establish the operations and management of the Local Systems Exchange.

Year 2:

- \$18,200 – To provide input on the centralized, customer-friendly portal; to evaluate dashboards, pre-defined, and customizable reports; and to establish requirements for the LEA needs-based grants to acquire and implement Local Systems.

Year 3:

- \$16,200 – To evaluate and provide feedback on the portal, dashboards, pre-defined, and customizable reports.

Year 4:

- \$11,200 – To evaluate and provide feedback on the portal, dashboards, pre-defined, and customizable reports.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Data Implementation Committee Associated with Criteria: (C)(2) and (C)(3)					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel	\$50,000	\$12,000	\$10,000	\$5,000	\$77,000
4. Equipment					
5. Supplies					
6. Contractual*					
7. Training Stipends					
8. Other	\$6,210	\$6,200	\$6,200	\$6,200	\$24,810
9. Total Direct Costs (lines 1-8)	\$56,210	\$18,200	\$16,200	\$11,200	\$101,810
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$56,210	\$18,200	\$16,200	\$11,200	\$101,810
*The amounts in this row are estimates based on prior experience with similar projects. The exact amounts will be determined through the competitive bidding process.					
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: RTTT Data and Technology Initiatives – In Support of All Assurance Areas

FDOE will leverage the foundation of its statewide longitudinal data systems, applications, and existing technology environment to create a student-centered environment and provide actionable information to teachers in the classroom, principals, LEA leaders, parents, and education community members. The centralized, customer-friendly portal and single sign-on solution will be implemented within FDOE's existing technology environment. The purpose of using the existing environment is to reduce implementation time and long-term support costs; to leverage existing hardware resources to their maximum capacity; and to utilize the expertise of FDOE and LEA staff around support of the environment. This will ensure sustainability at the state and LEA levels. The existing environment will be upgraded and augmented to support the RTTT initiatives. Significant portions of the equipment have exceeded their useful life and must be replaced. Upgrades to handle the increased demand for access to and use of data and applications and security will also be completed.

Year 1:

- \$3,043,051 – To update and expand the hardware and software capacity of the technology environment to handle increased demand for access to and use of data and applications; to upgrade security in the environment; and to obtain hardware and software support for the environment.

Year 2:

- \$425,777 – To update the hardware capacity of the technology environment; to obtain hardware and software support; to obtain technical support for advanced issues in the environment; to verify the security of the environment and access to the data and applications; and to obtain security certificates for secure transmission of data.

Year 3:

- \$465,777 – To update the hardware capacity of the technology environment; to obtain hardware and software support; to obtain technical support for advanced issues in the environment; to verify the security of the environment and access to the data and applications; and to obtain security certificates for secure transmission of data.

Year 4:

- \$465,361 – To update the hardware capacity of the technology environment; to obtain hardware and software support; to obtain technical support for advanced issues in the environment; to verify the security of the environment and access to the data and applications; and to obtain security certificates for secure transmission of data.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: RTTT Data and Technology Initiatives Associated with Criteria: In support of all Assurance Areas					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment	\$2,772,870	\$139,772	\$107,772	\$50,356	\$3,070,770
5. Supplies					
6. Contractual*	\$270,181	\$286,005	\$358,005	\$415,005	\$1,329,196
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$3,043,051	\$425,777	\$465,777	\$465,361	\$4,399,966
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$3,043,051	\$425,777	\$465,777	\$465,361	\$4,399,966

*The amounts in this row are estimates based on prior experience with similar projects. The exact amounts will be determined through the competitive bidding process.

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
 Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all project years.
 *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
 Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Great Teachers and Leaders – (D)(2)(i) Improve Measurement of Student Academic Growth

Florida's data and statewide assessment systems currently have the capacity to measure performance for each student, including student growth in reading/language arts and mathematics in grades 4 through 10, and already link students with their teachers and courses. Therefore, to improve our capacity in measuring student growth, Florida must improve efficiency and accuracy in measuring growth in these grade levels and acquire meaningful growth measures in other grades and subjects. The state must invest in measures of student growth, so that all other strategies can use the results of these measures to assist teachers and principals in improving student performance.

State-level work plans will be created to build in data quality training, controls, and monitoring, to ensure that districts are accurately recording students assigned to each course and under similar circumstances (e.g., number of student reporting periods present), so that when these data are used for statewide calculations, all stakeholders are confident of their quality. In addition, FDOE will engage districts, educators, and teacher educators through a working group to provide input into the development of the model. FDOE will provide professional development for teachers, teacher educators, school administrators, and LEAs on the use of the model and the resulting data to ensure that the results are meaningful and useful in improving human capital decisions and student achievement. FDOE will engage all stakeholders, including parents and the public, in extensive and transparent communication and education on the state's selected student growth measure. The state will provide each LEA with the first year of effectiveness data during the 2010-11 school year as a baseline.

One of the greatest difficulties in implementing this program is each district's ability to determine a fair, comparative judgment of student achievement for subjects and grade levels outside of the statewide assessment system. FDOE will provide technical assistance on the other measures of student growth for subjects outside the statewide assessment system, and will allow districts flexibility in whether and how these are used and implemented locally.

To improve the capacity and efficiency of measuring student growth over the next several years, FDOE will contract with expert consultants through a competitive bid process, to establish measures of student performance and associated professional development. In addition, funds will be used to issue grants to professional associations to develop measurements of performance-based courses.

This project will be accomplished through the issuance of state contracts for the evaluation of student growth measures and the development of additional student growth models, with a cost just over \$4 million. Also, a contract will be issued for the

development of software to calculate growth on district-developed assessments, with a cost in excess of \$1 million.

Projected costs for the student growth models contract are based on budget items for a similar project in a large urban school district and the initial data analysis completed with a national expert last spring. Activities include costs to complete data analyses, provide calculation models and simulations, provide written documentation as to processes and analysis, and to develop communication/explanatory materials. Cost estimates for programming in Years 3 and 4 are based on contracted hours provided by the FDOE's Education Data Warehouse staff.

Year 1:

- \$1,200,000 to be awarded to outside partners through the competitive bid process, to identify and develop statewide measures for student performance at the teacher level and provide baseline data for teachers and students; \$200,000 to contract with professional associations for the development of measures for performance-based courses.

Year 2:

- \$1,200,000 to continue contracts for state student growth and other related student growth models.

Year 3:

- \$1,200,000 to continue the contracts initiated in Year 1 and \$650,000 to develop programming to integrate the student growth calculation into the Florida Education Data Warehouse. Contracts with professional associations end.

Year 4:

- \$1,350,000 to continue the contracts initiated in prior years.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Improve Measurement of Student Academic Growth Associated with Criteria: (D)(2)(i) – Establish clear approaches to measuring student growth					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual*	\$1,400,000	\$1,200,000	\$1,850,000	\$1,350,000	\$5,800,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$1,400,000	\$1,200,000	\$1,850,000	\$1,350,000	\$5,800,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$1,400,000	\$1,200,000	\$1,850,000	\$1,350,000	\$5,800,000
*The amounts in this row are estimates based on prior experience with similar projects. The exact amounts will be determined through the competitive bidding process. All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Great Teachers and Leaders – (D)(2)(ii) Implement Evaluation Systems for Teachers and Principals that Measure Student Growth

Before improvement in the individual and overall effectiveness of teachers and leaders can be made, robust and meaningful measures of student growth must be researched and identified. To acquire more effective teachers and leaders who will produce high-quality instruction leading to increased student achievement, the FDOE will provide the framework and assistance for districts to design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth as a significant factor, and (b) are designed and developed with teacher and principal involvement.

To ensure that districts hold accountable all administrators who have responsibility for evaluations, participating districts will be required to include student performance as a significant portion of evaluations for all district administrators with supervisory responsibilities for principals, curriculum, instruction, or other staff related to student learning. In order to support consistency, transparency, and accurate reporting to districts, educators, and the public, participating school districts will be required to submit teacher and principal evaluation systems to the FDOE for review and approval, and report the results of evaluations of each teacher, principal, and district-level supervisor to the FDOE annually.

This project will be accomplished through the issuance of state contracts for approximately 20 training consultants, with an estimated cost of approximately \$4.8 million. These expert consultants will assist in the redevelopment of district evaluation systems, which includes the development of new teacher and principal evaluations and the incorporation of statewide and local student growth measures. They will continue to serve districts as facilitators from Year 2 through Year 4 in the implementation and improvement of district evaluation systems.

Projected costs are based on an estimated amount of \$3,000 per training consultant visit per year, established state rates for travel expenses, with at least three site visits per consultant to each consortium or LEA in the first three years, and a lead coordinating consultant at the cost of \$100,000 per year.

Year 1:

- \$2,131,552 for the FDOE to contract for national expertise, training, and support to assist the districts in revising teacher and principal evaluations based on core practices and baseline teacher effectiveness data.

Year 2:

- \$1,065,776 to contract for the training of district staff and implementation of new teacher and principal evaluations incorporating statewide student growth measures. LEAs will also pilot additional teacher-level student growth measures.

Year 3:

- \$1,065,776 to continue the contracts for implementation of the new evaluations and the pilot for additional student growth measures initiated in Year 2.

Year 4:

- \$532,888 to complete the implementation of the new evaluations that incorporate statewide and comparable student growth measures for at least 80% of all teachers and 100% of principals.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Implement Evaluation Systems for Teachers and Principals that Measure Student Growth Associated with Criteria: (D)(2)(ii) – Design and implement rigorous, transparent and fair evaluation systems for teachers and principals					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual*	\$ 2,131,552	\$1,065,776	\$1,065,776	\$532,888	\$4,795,992
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$ 2,131,552	\$1,065,776	\$1,065,776	\$532,888	\$4,795,992
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$ 2,131,552	\$1,065,776	\$1,065,776	\$532,888	\$4,795,992

*The amounts in this row are estimates based on prior experience with similar projects. The exact amounts will be determined through the competitive bidding process.

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
 Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all project years.
 *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
 Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Great Teachers and Leaders – (D)(2)(iv) Incorporating Evaluation Results into Career Decisions

Annual evaluations are currently required for all teachers and performance of assigned students is the primary component of each teacher evaluation. The state will invest significantly to support participating districts in implementing their evaluation systems. As part of the contract with national experts in the development of teacher evaluation, a component to provide monitoring and feedback in the implementation of their evaluation systems will also be completed.

Student growth will be evaluated based primarily on student performance on assessments that the state has determined are important measures of what students should know and be able to do. As Florida improves its ability to assess students to determine important learning outcomes, it is equally important to include these new assessments in the determination of teacher performance to maintain alignment and focus on the goals set forth for students.

To affect a system that is student-focused and performance-driven, the state should compensate educators who achieve significant gains with their students rather than basing their compensation on input measures and giving only “extra credit” compensation for student learning results. Participating districts will institute performance-driven compensation packages. Annual evaluations will be used to make informed decisions regarding compensating, promoting, and retaining teachers and principals, including providing opportunities for highly-effective teachers and principals to obtain additional compensation and be given additional responsibilities.

This project will be accomplished through the issuance of state contracts for an estimated 20 financial consultants, with an estimated cost of \$12,705,000. These consultants will help school districts transition to the performance-based compensation method.

Projected costs are based on an estimated cost of just over \$65,000 per consultant per year and are consistent with actual costs for similar services in previous situations.

Year 1:

- \$0 –District evaluations are in re-development.

Year 2:

- \$4,235,000- Some districts will use evaluation results to inform retention decisions (retention = annual contract).

Year 3:

- \$4,235,000- All districts will use evaluation results for retention purposes; some districts will use evaluation results to inform compensation and promotion decisions (tenure = professional service contract).

Year 4:

- \$4,235,000- Participating districts will use evaluation results to inform removal, compensation, and tenure decisions.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Incorporating Evaluations Results Into Career Decisions Associated with Criteria: (D)(2)(iv) – Use evaluations, at a minimum, to inform decisions regarding developing teachers and principals					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual*	\$0	\$4,235,000	\$4,235,000	\$4,235,000	\$12,705,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$0	\$4,235,000	\$4,235,000	\$4,235,000	\$12,705,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$0	\$4,235,000	\$4,235,000	\$4,235,000	\$12,705,000
*The amounts in this row are estimates based on prior experience with similar projects. The exact amounts will be determined through the competitive bidding process. All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Great Teachers and Leaders – (D)(3)(i) Improve the Assignment of Effective Teachers and Principals to High-Need Schools

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

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

This project will be accomplished through the issuance of competitive grants and the execution of agreements among FDOE, colleges of education, and school districts. Funding will be provided for embedded/induction programs (\$18 million), principal preparation programs (\$6 million), and recruitment efforts (just under \$2 million). Additional costs of approximately \$40,000 will be incurred for the programming of new data elements for teacher and principal evaluation results.

The \$18 million over four years will include competitive grants to at least two institutions to develop programs, institute appropriate research evaluations, and establish beginning teacher programs with LEAs for program completers in the year following program completion. The estimated cost is based on similar grant projects in postsecondary institutions.

The \$6 million will be awarded to two entities to develop leadership programs in collaboration with postsecondary institutions for cohorts of 20-30 new school leaders each year in Years 2 through 4. The estimated cost is based on similar projects with school districts and entities experienced in school reform.

The minority recruitment/scholarship program funding is consistent with a similar pilot program funded by the Florida Legislature in the past that was successful.

Year 1:

- \$3,800,000 – Through competitive grants, job-embedded teacher preparation programs (\$2,000,000 for two institutions) and principal preparation programs (\$1,500,000 for two entities) will be developed. Recruitment efforts for effective minority teachers will begin (\$300,000).

Year 2:

- \$6,042,000 – Job-embedded teacher and principal preparation programs will be implemented. Minority teacher recruitment program will continue and effectiveness measure enhancements will be developed in the recruitment center. Grant fund award to institutions is larger in the second year, as the first cohort of students is admitted and cooperating teachers in districts are funded.

Year 3:

- \$10,000,000 – Teachers will be hired from job-embedded teacher preparation programs in some districts; some principals will complete preparation programs; districts will continue minority teacher recruitment; and effectiveness measure enhancements will be implemented in the recruitment center. Increased support for teacher preparation and principal preparation programs will facilitate associated induction programs in partnering LEAs.

Year 4:

- \$5,800,000 – As the grant period ends, LEAs will secure funding to continue the minority teacher recruitment program after the grant period ends. Preparation programs in universities and school districts will become more self-sufficient.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Improve the Assignment of Effective Teachers and Principals to High-Need Schools Associated with Criteria: (D)(3)(i) – Ensure the equitable distribution of teachers and principals by developing a plan; Increase the number and percentage of effective teachers					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual*	\$3,800,000	\$6,042,000	\$10,000,000	\$5,800,000	\$25,642,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$3,800,000	\$6,042,000	\$10,000,000	\$5,800,000	\$25,642,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$3,800,000	\$6,042,000	\$10,000,000	\$5,800,000	\$25,642,000
*The amounts in this row are estimates based on prior experience with similar projects. The exact amounts will be determined through the competitive bidding process.					
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Great Teachers and Leaders – (D)(3)(ii) Improve Districts’ Access to Effective Teachers and Principals in Hard-to-Staff Subjects/Specialties

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

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

This project will be accomplished through the execution of agreements between FDOE and colleges of education. Funding will be provided for the implementation of STEM programs within colleges of education for an estimated cost just over \$10 million. The development of the STEM teacher preparation program and the fast-track leadership program are included in this funding.

Budget is based on awards to three institutions using budgets provided by two Florida institutions currently implementing UTeach through a federal grant program. Although FDOE is not requiring the UTeach program to be implemented through this competitive grant process, institutions that will be implementing STEM programs will be using the successful components of UTeach. These include a dual major in science or mathematics and education; early and substantive field experiences with carefully selected mentor teachers throughout the program; and a redesign of education and content courses that allow for streamlined delivery; focused specifically in the instruction, diagnosis, and remediation of instruction and content literacy in mathematics and science. The large portion of the funds utilized by the two Florida institutions that currently implement UTeach are for documented costs in faculty and consultant time for course redesign, and start-up funding to pay for mentor teachers and a project manager to ensure the redesign process is complete and that the program is implemented with fidelity. Funds may also be used to recruit new faculty with expertise in the field, if needed.

Year 1:

- \$2,550,000 – Grants for teacher preparation programs in STEM will be issued and programs will be developed.

Year 2:

- \$2,550,000 – All participating districts will implement new evaluation systems and partner institutions will admit first STEM program teacher candidates.

Year 3:

- \$2,550,000 – The districts will revise strategies and institute science assessments as part of evaluations. STEM programs continue implementation.

Year 4:

- \$2,550,000 – Schools in participating districts will reflect the appropriate balance of effective and highly-effective staff in reading, mathematics, and ESOL, and begin implementing strategies for science using new evaluations and assessments; first completers of STEM teacher education programs will be employed in districts. Institutions will secure funding or reduced other programs as needed to become self-sufficient.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Improve Districts' Access to Effective Teachers and Principals in Hard-to-Staff Subjects/Specialties Associated with Criteria: (D)(3)(ii) – Ensure equitable distribution of effective teachers and principals in hard-to-staff subjects/specialties					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual*	\$2,550,000	\$2,550,000	\$2,550,000	\$2,550,000	\$10,200,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$2,550,000	\$2,550,000	\$2,550,000	\$2,550,000	\$10,200,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$2,550,000	\$2,550,000	\$2,550,000	\$2,550,000	\$10,200,000
*The amounts in this row are estimates based on prior experience with similar projects. The exact amounts will be determined through the competitive bidding process.					
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Great Teachers and Leaders – (D)(4)(i) & (ii) Improve Performance of Teacher and Principal Preparation Programs

To continuously improve program performance, Florida needs an electronic system for detailed data reporting and analysis both to support programs in meeting and exceeding standards and to inform policy makers and the public about program progress and performance. Therefore, funding is included in the state's plan for an electronic Institution Program Evaluation Plan (eIPEP) application. Initial work on this application has progressed to the level of beta testing of core functions by selected postsecondary teacher preparation programs. This application will be interactive with institutions and state data in real time and will be the central access point in the state's portal for teacher preparation performance data collection and reporting. The system will assume current basic functions including collection of the date each program candidate is admitted, enrolled, and completed; and certification examination results.

The enhanced system will also include:

- The date each candidate achieves benchmark and mastery of each of the state's teaching or leadership competencies.
- Tracking of new performance measures for continued approval of teacher and principal preparation programs.

Integration with the state's Education Data Warehouse (longitudinal data system), where program candidates can be tracked first as completers and then as teachers and administrators. Although this association is possible in the current system, the eIPEP will make these reports automated, with direct access to timely data for teacher educators, providing unprecedented opportunities for analysis of programs based on performance of teachers, principals, and their students. Efficient program review and reporting features for use by FDOE staff will allow for timely feedback to institutions on their performance on continued approval standards described earlier in this section. Funds are budgeted to enhance the system with these capabilities, introduce efficient program review and reporting features for use by FDOE staff, and link the system with the Florida Education Data Warehouse to enhance statewide data analysis and reporting functions.

This project will be accomplished through contracted services with an estimated cost of \$1,620,000, and will support a leadership position to spearhead the changes in continued approval requirements and their reporting.

A single contract will be issued for the enhancements to eIPEP using IT contracted rates of \$65/hour, with the majority of the development work being done in Years 1 and 2 and integration work in Years 3 and 4. A separate contract will be issued to a consultant to spearhead the revision of the continued approval standards and the coordination of eIPEP.

Year 1:

- \$ 480,000 – To include eIPEP enhancements for benchmarking feature and FDOE reporting feature (\$400,000 for eIPEP, \$80,000 to support leadership position).

Year 2:

- \$480,000 – To include eIPEP enhancements for reporting features for new continued approval requirements and incorporation of new student growth calculation (\$400,000 for eIPEP, \$80,000 to support leadership position).

Year 3:

- \$330,000 – To refine eIPEP features, integrate into the FDOE’s Education Data Warehouse, and publish preliminary ratings of teacher preparation programs (\$250,000 for eIPEP; \$80,000 to support leadership position).

Year 4:

- \$330,000 – Final phase of eIPEP reporting integration, making data available through the portal (explained in Section (C)(2)) (\$250,000 for eIPEP; \$80,000 to support leadership position).

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Improve Performance of Teacher and Principal Preparation Programs Associated with Criteria: (D)(4)(i) & (ii) – Link student achievement to the student’s teachers and principals and the in-State credentialing programs; expand credentialing options and programs that are successful at producing effective teachers and principals					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual*	\$480,000	\$480,000	\$330,000	\$330,000	\$1,620,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$480,000	\$480,000	\$330,000	\$330,000	\$1,620,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$480,000	\$480,000	\$330,000	\$330,000	\$1,620,000
*The amounts in this row are estimates based on prior experience with similar projects. The exact amounts will be determined through the competitive bidding process.					
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Great Teachers and Leaders – (D)(5)(i) Provide Effective Support for Teachers and Principals

Through competitive grant awards, significant resources, tools, and training will be provided to participating districts to improve their ability to evaluate the professional development delivered through this grant, as well as build their capacity to evaluate all of the professional development in which their staff engage. FDOE will engage an appropriate entity with expertise in evaluation of professional development to work with districts over the entire four years of the grant. The experts will train FDOE staff in the best methods of monitoring these processes so that our evaluation of district professional development systems incorporates each of these principles and practices. Digital resources from all of these activities will be provided to districts, administrators, and teachers for use in their ongoing professional development.

Leadership training beyond the principal level is necessary to develop district capacity. The FDOE will seek to provide this training through two initiatives. The first initiative is leadership training in successful school improvement and human capital practices specifically for school board members. These leadership positions throughout school districts are a significant leverage point for advancing education reform and student success, and decisions made by board members must be informed ones. This ongoing training will include research that is evidence-based. This project will be accomplished through the issuance of state contracts for approximately 20 training consultants for school districts. These consultants will provide school districts with training for teachers, principals, instructional coaches, and school board members, for an approximate cost just under \$5 million.

Under the second initiative, FDOE will develop, implement, and evaluate the Commissioner's Leadership Academy for an estimated cost of \$340,000, and will collaborate with educators across the state to establish standards for beginning teacher programs and instructional coaches.

Projected costs for consultants are based on an estimated amount of \$3,000 per training consultant visit per year, with at least three site visits per consultant to each consortium or LEA in the first three years; and a lead coordinating consultant at the cost of \$100,000 per year. Travel costs for participants are based on established state rates for travel expenses. The cost of the leadership training for the school boards (\$200,000/year) is consistent with costs of similar training provided through discretionary grant awards in the past.

The costs for the leadership academy are consistent with academies of this size provided by FDOE in other content areas, generally a three-day and a two-day experience twice per year for two years. Two cohorts would be trained through this approach. The cost in Year 1 of \$100,000 is for consulting for curriculum development and production. Costs

in Year 2 are for academy implementation and include facilities, curriculum materials, expert presenters, and travel for the participants (using established state rates for travel). The \$40,000 evaluation cost in Year 3 is consistent with similar small grant evaluations of this nature. Based on the results, the academy will be conducted again in future years by securing private funding for scholarships based on an established tuition cost.

Costs for development of standards for instructional coaching and beginning teacher programs are for travel associated with work group participants.

Year 1:

- \$1,702,540 – Through competitive bids, districts will be provided with training on methods of evaluating professional development, and lesson study; school board training will be developed; and the Commissioner's Leadership Academy will be developed.

Year 2:

- \$1,830,920 – Through the bid awards initiated in Year 1, LEAs will be assisted with implementing evaluation of professional development provided on Common Core State Standards and lesson study. State standards for instructional coaches will be developed; post digital resources for follow-up and training on common core and lesson study will continue; districts will begin incorporating teacher evaluation results into professional development systems; delivery of school board training will begin; first cohort in Commissioner's Academy will be enrolled. Districts will develop components of the beginning teacher support programs.

Year 3:

- \$969,650 – Continuing the Year 1 awards, districts will be provided with training and trainer materials on instructional coaching standards. There will be continued follow-up support on evaluation of professional development. Statewide reporting of professional development evaluation results will be implemented and the evaluation of the Leadership Academy will occur. Districts will initiate implementation of beginning teacher support programs.

Year 4:

- \$901,270 – Instructional coaching standards will be adopted statewide and the results of successful practices in professional development based on evaluations will be disseminated through the state's online portal. During this final phase of the grant award, the Leadership Academy will become self-supporting.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Provide Effective Support for Teachers and Principals Associated with Criteria: (D)(5)(i) & (ii) – Provide effective support for teachers and leaders; evaluate the effectiveness of support					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual*	\$1,702,540	\$1,830,920	\$969,650	\$901,270	\$5,404,380
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$1,702,540	\$1,830,920	\$969,650	\$901,270	\$5,404,380
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$1,702,540	\$1,830,920	\$969,650	\$901,270	\$5,404,380
*The amounts in this row are estimates based on prior experience with similar projects. The exact amounts will be determined through the competitive bidding process. All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Great Teachers and Leaders – Community of Practitioners – Supports Entire Assurance

As Florida moves through the phases of the Great Teachers and Leaders program, it will be important for school districts to meet and share success stories. FDOE will facilitate semi-annual Community of Practitioners meetings for participating districts to share successful practices and products, as well as implementation challenges and solutions.

In addition, two working groups will be established for the Great Teachers and Leaders assurance area, specifically to provide input and collaboration around section (D)(2)(i), development of a new student growth model, and (D)(4), improving performance of teacher and school leader preparation programs.

Products from the Community of Practitioners sessions and the two Great Teachers and Leaders Working Groups will be disseminated through the new portal (reference section (C)(2)). This budget item includes contract services for posting results from this assurance area.

Community of Practitioners sessions: two sessions per year for 69 district participants = \$80,000; facilitator, meeting space, and equipment = \$4,000.

Great Teachers and Leaders Working Groups: Travel and meeting space/electronic format for two 20-member working groups and a facilitator are based on established state rates for travel and \$1,000 flat rate for facilitation.

Product Posting to the Portal: Web development for posting products to the portal = \$176,000/year for full-time equivalent @ \$85/hour modest going rates (provided by FDOE's Education Data Warehouse).

Year 1:

- \$175,220 – FDOE will facilitate semi-annual Community of Practitioners meetings (\$84,000) for participating districts to share successful practices and products, as well as implementation challenges and solutions. FDOE will facilitate two workgroups to provide input and review of activities, one for (D)(2)(i) and one for (D)(4) (\$47,220). FDOE will contract for web design for posting products from participating LEAs and the Great Teachers and Leaders workgroups to the portal (1/4 time position = \$44,000).

Year 2:

- \$175,220 – FDOE will facilitate semi-annual Community of Practitioners meetings for participating districts to share successful practices and products, as well as

implementation challenges and solutions. FDOE will facilitate two workgroups to provide input and review of activities, one for (D)(2)(i) and one for (D)(4). FDOE will support web design for posting products from participating LEAs and the Great Teachers and Leaders workgroups to the portal.

Year 3:

- \$175,220 – The FDOE will facilitate semi-annual Community of Practitioners meetings for participating districts to share successful practices and products, as well as implementation challenges and solutions. FDOE will facilitate two workgroups to provide input and review of activities, one for (D)(2)(i) and one for (D)(4). FDOE will support web design for posting products from participating LEAs and the Great Teachers and Leaders workgroups to the portal.

Year 4:

- \$219,220 – The FDOE will facilitate semi-annual Community of Practitioners meetings for participating districts to share successful practices and products, as well as implementation challenges and solutions. FDOE will facilitate two workgroups to provide input and review of activities, one for (D)(2)(i) and one for (D)(4). FDOE will support web design for posting products from participating LEAs and the GTL workgroups to the portal. Greater workload of web posting is expected for the final year of the grant.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Community of Practitioners – Supports Entire Assurance Associated with Criteria: Community of Practitioners					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual*	\$175,220	\$175,220	\$175,220	\$219,220	\$744,880
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$175,220	\$175,220	\$175,220	\$219,220	\$744,880
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$175,220	\$175,220	\$175,220	\$219,220	\$744,880
*The amounts in this row are estimates based on prior experience with similar projects. The exact amounts will be determined through the competitive bidding process. All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Great Teachers and Leaders Assurance Evaluation – Supports Entire Assurance Area

The Great Teachers and Leaders assurance evaluation is key to the state's sustainability and success after RTTT has ended. FDOE will contract through a competitive bid process with a national expert with experience in human capital systems evaluation to review LEA practices and state-level initiatives to:

- Comprehensively document LEA system components (such as evaluation systems, compensation systems, student growth measures, and professional development evaluation processes)
- Identify the process by which systems are developed and implemented, and
- Determine, where possible, whether any initiatives that are instituted in Years 1 through 3 of the grant had any effects on the teacher and school leader workforce, the culture of the school or LEA, or student learning outcomes.

An overall cost of \$2,000,000 is dedicated to this effort, based on a modest estimate derived from grants issued for similar purposes by the federal government.

Year 1:

- \$500,000 for working with LEAs and FDOE to establish reporting necessary to complete the evaluation, as well as site visits to participating LEAs to establish contacts for the remainder for the grant period.

Year 2:

- \$500,000 for continuation of evaluation activities and an annual report.

Year 3:

- \$500,000 for continuation of grant activities and an annual report.

Year 4:

- \$500,000 for culminating grant activities and a final report.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Great Teachers and Leaders Assurance Evaluation Associated with Criteria: Entire Great Teachers and Leaders Assurance Area					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual*	\$500,000	\$500,000	\$500,000	\$500,000	\$2,000,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$500,000	\$500,000	\$500,000	\$500,000	\$2,000,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$500,000	\$500,000	\$500,000	\$500,000	\$2,000,000
*The amounts in this row are estimates based on prior experience with similar projects. The exact amounts will be determined through the competitive bidding process. All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Struggling Schools Reform – (E)(2)(ii) Expand Recruitment of Promising Teachers through External Partnerships

Several organizations exist that provide promising teachers for instruction in low-achieving schools. Such teachers have been effective in raising student achievement in hard-to-staff schools, where they outperform traditionally-prepared teachers. They provide high expectations for student learning and a commitment to serving high-poverty neighborhoods. FDOE will leverage the experience and expertise of these teacher organizations and place promising teachers in schools and feeder patterns that comprise the persistently lowest-achieving list. FDOE will rely upon the talent, track record, and capacity of these national organizations to bring high-quality teachers to Florida's most struggling schools.

The FDOE will partner with an organization that recruits and trains promising teachers for Miami-Dade and Duval Counties, the two LEAs with nine or more schools that are persistently lowest-achieving. FDOE will issue an RFP to identify a partner organization with a proven track record of improving student achievement through innovative recruitment and training strategies. The current budget accounts for recruiting approximately 800 new teachers per year within these two LEAs.

FDOE will release an RFP to partner with an organization to provide teachers in Duval and Miami-Dade Counties. FDOE's Bureau of School Improvement and the Regional Teams will assist in implementation and monitor progress.

By 2014, the FDOE will partner with an outside organization to provide 800 teachers for schools that are persistently lowest-achieving and their feeder patterns in two LEAs: Miami-Dade and Duval Counties. Teachers provided by the partner will demonstrate teacher effectiveness rates higher than those of traditional teachers.

Following the RTTT period, the goal will be achieved of supplying the lower-performing feeder patterns of the state's two LEAs with the greatest number of persistently lowest-achieving schools with an influx of promising teachers. The selection, placement, training, and support of the provided teachers will be researched and documented through the three-year funding period to capture the organization's process to reform teacher recruitment and training processes statewide.

Projected costs are based on established per teacher amounts being paid currently for similar services in other locations and reflect expected costs for 800 teachers.

Year 1:

- \$0 - FDOE to release RFP, select a partner, plan for program, and recruit and train teachers.

Year 2:

- \$3,000,000 to place teachers in assigned schools.

Year 3:

- \$3,000,000 to continue contracts as established in Year 2 for the recruitment and training of promising teachers for two of the larger urban districts in Florida; and track teacher effectiveness data to determine success of organization.

Year 4:

- \$3,000,000 to continue contracts as established in Year 2 for the recruitment and training of promising teachers for two of the larger urban districts in Florida; track teacher effectiveness data to determine success of organization; and complete research to capture best practices.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Expand Recruitment of Promising Teachers through External Partnerships Associated with Criteria: (E)(2)(ii) – Support LEAs in turning around schools					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual*	0	\$3,000,000	\$3,000,000	\$3,000,000	\$9,000,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	0	\$3,000,000	\$3,000,000	\$3,000,000	\$9,000,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	0	\$3,000,000	\$3,000,000	\$3,000,000	\$9,000,000
*The amounts in this row are estimates based on prior experience with similar projects. The exact amounts will be determined through the competitive bidding process. All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Struggling Schools Reform – (E)(2)(ii) Leadership Pipeline for Turnaround Principals and Assistant Principals

There is a drastic shortage of principals who are adequately prepared and willing to take on the challenges of leading low-performing middle and high schools to success. Many of the schools in the persistently lowest-achieving category recycle ineffective administrators or are unwilling to remove them considering the shortage of candidates with a record of effectively turning around low-performing schools. A recent report concludes that schools making significant gains in achievement are led by principals who ensure rigorous, goal- and data-driven learning; build and manage a high-quality staff aligned to the school's vision of success for every student; develop an achievement- and belief-based school-wide culture; institute operations and systems to support learning; and model the personal leadership that sets the tone for all student and adult relationship behaviors in the school (New Leaders for New Schools, 2009). In other words, the leaders who facilitate a culture of change toward higher expectations are needed to help students succeed. Our experience with schools through the Differentiated Accountability process in prior years affirmed that such qualities are essential for turning around struggling schools.

FDOE proposes to select a leadership preparation program partner through a competitive RFP process. The program must be designed to prepare aspiring school leaders to effectively address the teaching and learning challenges of chronically low-achieving high schools and their feeder patterns. The primary objective of this initiative is to create a pool of the most promising candidates that can turn around schools through an innovative, problem solving-based program of study. This objective will be achieved by working with seven LEAs to recruit and train 80 to 100 new principals and assistant principals to serve in the state's persistently lowest-achieving schools and their feeder patterns.

The program will emphasize knowledge and behaviors that enable school leaders to promote successful teaching and learning, collaborative decision-making strategies, distributed leadership practices, a culture of collegiality and community, processes for organizational change and renewal, and management competence in analysis and use of data and instructional technologies to guide school improvement activities. Quarterly topical seminars, an intensive half-year internship in a low-achieving middle or high school, and mentoring by a trained, highly effective principal will be cornerstones of this program.

Once an aspiring principal or assistant principal completes the initial preparation program, the LEA will be required to consider him/her for leadership vacancies in low-performing schools. When a program participant is placed, the LEA will provide a well-designed, two-year program of induction and support that includes ongoing professional development based on assessed needs to strengthen the participant's performance;

coaching by an external school improvement coach; mentoring by an expert principal; and an opportunity to participate in a new principal network, in which principals share their school leadership experiences and explore solutions to common problems in struggling schools. This will be a four-year initiative that will result in a stronger administrative pool for Florida's persistently lowest-achieving schools.

FDOE will release an RFP to partner with an organization capable of developing successful turnaround principals and assistant principals. LEAs will hire and place candidates who complete the training. FDOE's Bureau of School Improvement and Regional Teams will provide assistance in the initiative's implementation.

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

Following the RTTT funding period, the state will be supplied with 80-100 administrators who have received extensive research-based and job-embedded training to serve in the state's lower-achieving schools. This initiative will serve as a model for instructional leadership development at the LEA and university level. As part of the initiative, research will be conducted to capture the success of the initiative and its shortcomings.

Projected costs are based on amounts being paid currently for similar leadership development programs and reflect expected costs for up to 100 participants.

Year 1:

- \$0 - planning year to initiate a competitive bid with an external partner to develop and implement a principal and assistant principal preparation program.

Year 2:

- \$2,000,000 to begin training candidates.

Year 3:

- \$2,000,000 to continue training candidates.

Year 4:

- \$2,000,000 for candidates to begin internship component of training module. Candidates are placed in persistently lowest-achieving schools and their feeder patterns. Research completed to capture best practices.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Leadership Pipeline for Turnaround Principals and Assistant Principals Associated with Criteria: (E)(2)(ii) – Support LEAs in turning around schools					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual*	\$0	\$2,000,000	\$2,000,000	\$2,000,000	\$6,000,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$0	\$2,000,000	\$2,000,000	\$2,000,000	\$6,000,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$0	\$2,000,000	\$2,000,000	\$2,000,000	\$6,000,000
*The amounts in this row are estimates based on prior experience with similar projects. The exact amounts will be determined through the competitive bidding process.					
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Struggling Schools Reform – (E)(2)(ii) Building District-Level Capacity for Turnaround in Rural Districts

Many of Florida's persistently lowest-achieving schools operate within small, rural LEAs. These LEAs often do not have the capacity to fully support schools in implementing comprehensive reform strategies that improve student achievement and graduation rates. Many small, rural LEAs lack the financial resources and access to human capital necessary to impact school reform. In addition, the scarcity of resources often leads to an inability to effectively focus LEA resources to help schools achieve those goals. As many rural LEA-level administrators function in multiple roles, capacity building is difficult at best. The demands of administering multiple programs supersede the urgency of building effective teachers and leaders in LEA schools.

While Florida's small, rural LEAs are using data to make instructional decisions, comprehensive systems are not in place to effectively impact instruction. Many of the LEAs have not aligned administrator and teacher evaluation instruments to critical success factors that lead to school improvement. Some have no clear connection between school improvement and Career Technical Education or other resources within the LEA for improving student achievement. These LEAs require extensive technical assistance in developing rigorous monitoring systems and support systems to ensure that high-quality instruction takes place in their schools.

Although schools within Florida's small, rural LEAs receive direct support from the Regional Teams, the amount of technical assistance necessary to develop sustainable capacity is difficult to realize.

The state-led initiative to partner with an outside provider to help build LEA leaders' capacity to support low-performing schools in ten rural LEAs in Florida will be supported with funding through RTTT. The partner will adapt and deliver leadership modules and coaching targeted at improving the capacities of the superintendent, school board, principals, and LEA senior staff in LEAs with the state's persistently lowest-achieving schools. LEAs will be guided in establishing strategic plans and evaluation systems specifically designed to improve low-performing schools in small, rural LEAs. LEAs will also receive training in community involvement and in developing a shared vision for improving schools.

The partner will design and deliver training activities in annual cycles that are off-site, big-picture, vision- and capacity-building, and serve as guideposts for improvement. On-site training and coaching activities will support the sessions to ensure implementation of the training. Specific training for board members and superintendents will include scenarios that simulate board issues, participation in small group discussions, and training on the context and history of education policy through a series of workshops. The modules will be organized around four themes: governance, politics,

whole-system change, and theories of action for change. The core of the curriculum will be case studies on governance and reform.

FDOE will release an RFP to partner with an organization to provide LEA leadership training. FDOE's Bureau of School Improvement and Regional Teams will provide assistance in implementation and monitor progress.

By 2013, the FDOE will partner with an outside organization to provide ten rural LEAs with schools that are persistently lowest-achieving with LEA leadership training. Participating LEAs will effectively create a strategic plan to institute systemic, LEA-wide reforms, revise principal and teacher evaluations to align with newly created reforms, and significantly increase student achievement in their schools.

Following the RTTT funding period, the intent of this initiative is to serve as a model for small, rural LEAs in the development of capacity to strategically plan among numerous stakeholders (school board, superintendent, and principals) that may be replicated at the local level statewide as an entry process for newly selected superintendents and board members in small, rural districts.

Projected costs are based on amounts paid for similar training development and are intended to be sufficient to pay for expected costs in ten rural LEAs.

Year 1:

- \$0 – FDOE to release RFP, select partner, and invite districts to participate. Planning year.

Year 2:

- \$750,000 to begin training modules.

Year 3:

- \$750,000 to complete training modules and research to collect best practices.

Year 4:

- \$0 – project completed.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Building District-Level Capacity for Turnaround in Rural Districts Associated with Criteria: (E)(2)(ii) – Support LEAs in turning around schools					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual*	0	\$750,000	\$750,000	0	\$1,500,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	0	\$750,000	\$750,000	0	\$1,500,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	0	\$750,000	\$750,000	0	\$1,500,000
*The amounts in this row are estimates based on prior experience with similar projects. The exact amounts will be determined through the competitive bidding process. All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Struggling Schools Reform – (E)(2)(ii) Differentiated Accountability Summer Academy

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

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

At the summer Differentiated Accountability Academy, Regional Teams will provide professional development modules designed for principals, assistant principals, instructional coaches, department chairs, and lead teachers from the state’s persistently lowest-achieving schools and their feeder patterns in the areas of lesson study, CCSS and NGSSS, PS/RtI, and the FCIM over a four-year period in the summer. The summer Differentiated Accountability Academy will provide a state-wide approach to professional development that is designed to enhance instructional leadership and teacher effectiveness, improve instructional delivery, and increase student achievement. Regional Teams will be charged with ensuring that the components of the training are implemented with fidelity and effectiveness throughout the school year.

By 2014, the FDOE's Regional Teams will conduct 40 two-week Summer Academy sessions and train over 5,000 principals, assistant principals, instructional coaches, department chairs, and lead teachers from the state's persistently lowest-achieving schools and their feeder patterns in research-based best practices proven to increase student achievement.

Following the RTTT funding period, trained turnkey administrators and teacher leaders who attended the training will sustain the focus and implementation of the content through job-embedded professional development. In addition, the modules developed for the training will be shared with LEAs and schools statewide to increase exposure to their content.

Projected costs for stipends are based on average costs, per participant, for similar types of summer training and are expected to be sufficient to provide adequate stipends for a minimum of 5,000 participants.

Year 1:

- \$2,000,000 for Regional Teams to provide summer professional development to 1,300 coaches, department chairs, and lead teachers from persistently lowest-achieving schools and their feeder patterns; including areas of lesson study, new standards, Response to Intervention (RtI), and the Florida Continuous Improvement Model (FCIM).

Year 2:

- \$2,000,000 to continue summer professional development to another 1,300 coaches, department chairs, and lead teachers from persistently lowest-achieving schools and their feeder patterns; including areas of lesson study, new standards, Response to Intervention (RtI), and the Florida Continuous Improvement Model (FCIM).

Year 3:

- \$2,000,000 to continue summer professional development to another 1,300 coaches, department chairs, and lead teachers from persistently lowest-achieving schools and their feeder patterns; including areas of lesson study, new standards, Response to Intervention (RtI), and the Florida Continuous Improvement Model (FCIM).

Year 4:

- \$2,000,000 to continue summer professional development to another 1,300 coaches, department chairs, and lead teachers from persistently lowest-achieving schools and their feeder patterns; including areas of lesson study, new standards, Response to Intervention (RtI), and the Florida Continuous Improvement Model (FCIM).

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Differentiated Accountability Summer Academy Associated with Criteria: (E)(2)(ii) – Support LEAs in turning around schools					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual*					
7. Training Stipends	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$8,000,000
8. Other					
9. Total Direct Costs (lines 1-8)	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$8,000,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$8,000,000
*The amounts in this row are estimates based on prior experience with similar projects. The exact amounts will be determined through the competitive bidding process.					
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Struggling Schools Reform – (E)(2)(ii) Charter School Partnership

Florida is a leader in providing educational options to students and families through charter schools. FDOE data show that Florida's charter schools are closing the achievement gap at a faster rate than traditional public schools. Part of Florida's success with charter schools is due to the state's history of closing persistently low-performing charters. In the past five years, Florida has closed 129 low-performing charter schools; 101 were non-voluntary closures, with 61 being due to poor academic performance and financial planning. Florida is committed to expanding the number of charter schools that have a record of raising student achievement. Over the years, a significant number of high-quality operators have emerged in Florida, but there is a need to offer further incentives for the replication of successful charter schools in high-need neighborhoods.

Through a competitive RFP process, the state will partner with one or more state or national charter school funding organization with a track record of supporting successful charter school operators in high-need neighborhoods. The partnering organization(s) will fund high-quality charter operators to open new charter schools and/or take over existing public schools in high-need neighborhoods throughout the state. The RFP will require that the partnering charter school funding organization(s) match a percentage of grant funds with philanthropic funds and/or any additional governmental funding resources that the partnering organization may be awarded.

In order to qualify, the partnering organization(s) may only provide funding and support to:

- Existing charter operators with a proven track record of success in low-income/high-minority charter schools; and
- The development of new charter operators with a proven track record of success in low-income/high-minority schools.

Further, the partnering organization(s) may only provide funding and support with RTTT funds for the purposes of:

- Starting up new charter schools in high-need neighborhoods; or
- Taking over existing chronically failing public schools as part of the turnaround option available to LEAs under Differentiated Accountability and the school intervention models.

In order to further align federal resources to accomplish the goal of improving the educational options of children in struggling schools, the state will double the amount of Public Charter School Program grant funds (from up to \$325,000 to up to \$650,000) available to charter school operators with a proven track record of success in low-income/high-minority charter schools, and for the development of new charter operators whose principals have a proven track record of success in low-income/high-minority schools to start up charter schools within or near feeder patterns with schools on the

persistently lowest-achieving list. This funding will be contingent on submission of successful proposals for the Public Charter School Program grant funds in accordance with the regulatory provisions governing that program. FDOE will recruit charter operators for turnaround effort in feeder patterns with persistently lowest-achieving schools.

By 2014, the FDOE will recruit and provide financial incentives to effective charter operators to establish 30-40 new charter schools within feeder patterns with schools on the persistently lowest-achieving list. Following the RTTT funding period, the intent is to expand the number of charter operators who have successfully transformed the learning experience of students in struggling feeder patterns, which will support the growth of these charters statewide. Additional funding will not be necessary for this to occur.

RTTT funding will be awarded competitively based on the quality of the proposals and the cost-efficiency of the submitted budgets, until available funds are exhausted. Projected costs are based on data available from existing charter schools relative to the costs of establishing successful charter schools.

Year 1:

- \$1,000,000 to identify and recruit most-effective charter operators to establish schools in feeder patterns of the persistently lowest-achieving schools.

Year 2:

- \$4,000,000 to continue expansion of charter schools in feeder patterns of the persistently lowest-achieving schools.

Year 3:

- \$8,000,000 to continue expansion of charter schools in feeder patterns of the persistently lowest-achieving schools.

Year 4:

- \$7,000,000 to continue expansion of charter schools in feeder patterns of the persistently lowest-achieving schools.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Charter School Partnership Associated with Criteria: (E)(2)(ii) – Support LEAs in turning around schools					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual*	\$1,000,000	\$4,000,000	\$8,000,000	\$7,000,000	\$20,000,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$1,000,000	\$4,000,000	\$8,000,000	\$7,000,000	\$20,000,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$1,000,000	\$4,000,000	\$8,000,000	\$7,000,000	\$20,000,000
*The amounts in this row are estimates based on prior experience with similar projects. The exact amounts will be determined through the competitive bidding process.					
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Struggling Schools Reform – (E)(2)(ii) Improve and Expand Science, Technology, Engineering, and Mathematics (STEM) Career and Professional Academies

Today's Career and Technical Education (CTE) offers learning experiences that engage students both socially and academically, working to ultimately reduce dropout rates. CTE curriculum is relevant to job market skills while enhancing students' academic achievement and preparing them to meet industry needs, especially in the area of STEM.

In Florida schools, many CTE programs are offered through Career and/or Career and Professional Education (CAPE) Academy models. Successful career academy characteristics include a small learning community; college-prep curriculum with a career theme; and partnerships with employers, the community, and higher education. By design, these three elements of a career academy lead to a school that is rigorous and relevant, and that builds relationships. Additionally, many of Florida's CTE programs lead to industry certification, which is a pathway to statewide postsecondary institutions.

Students in Florida may choose coursework from nearly 300 Career and Technical programs, which are organized within 16 career clusters. Recent Differentiated Accountability Instructional Reviews of CTE programs found overwhelming evidence of insufficient implementation of programs and/or academies; insufficient professional development for new and tenured CTE teachers; insufficient implementation and/or expansion of Career and Technical Student Organizations (CTSOs); a lack of emphasis on acceleration mechanisms that lead to industry certifications, dual enrollment and/or articulated credits; a need to expand and/or establish advisory boards, community partnerships, and community liaisons; and insufficient technology and/or equipment.

Twenty-four of the lowest-achieving high schools will be provided RTTT funds to support initiatives that include (See Appendix E-18 "Intervene and Correct II F High Schools to Receive CTE Expansion RTTT Funds"):

- Expanding existing and/or creating new CTE programs with an emphasis on industry certifications and STEM.
- Creating and/or offering applicable professional development focused on integrating the reading, mathematics, and science standards.
- Providing mentor teachers to new and/or struggling teachers.
- Chartering and/or expanding applicable CTSOs.
- Developing introductory courses to selected feeder schools to expose middle school students to program offerings and to build interest in the programs at the high school level.
- Providing necessary funds to purchase and/or update equipment and technology.

Five CTE experts will be hired to join the existing Regional Teams to work closely with and monitor progress in the identified schools. The identified initiatives will assist in the

creation and/or expansion of high-quality CTE programs or career academies, which will assist in the preparation of students for college and the workforce by linking academic skills to career training.

FDOE's Bureau of School Improvement and the Career and Technical Education Services Section, along with the Regional Teams, will provide assistance in implementation and monitor progress.

By 2014, 24 persistently lowest-achieving high schools will offer one additional Career and Technical Education Academy focusing on STEM. Schools will demonstrate an increase in graduation rate and in the number of students with industry certification, and a decrease in dropout and retention rates. High schools will achieve a grade of "B," make at least 80% AYP criteria school-wide, and improve the graduation rate to 80%.

Following the RTTT funding period, the implementation of the expanded or improved CTE programs will be complete. Equipment will have been purchased and faculty will have been hired and trained. Funds to sustain the initiative will be minimal and can be addressed through the use of existing revenues targeting CTE programs at the state and local level.

These funds will be sub-granted to selected participating school districts. The proposed budget reflects funding for five CTE experts and their associated benefits. These personnel will be employees of the district under the subgrants, but support schools and districts within the current Regional Team support system.

Year 1:

- \$5,198,600 for FDOE, in partnership with districts/schools, to review current CTE programs in the 24 persistently lowest-achieving high schools and determine how to expand offerings to include STEM programs. Curriculum, equipment, and appropriate staff to be selected. Staff to be trained. Year 1 costs include \$350,000 for salaries, \$70,000 for benefits, \$4,473,600 for equipment, and \$305,000 for training stipends.

Year 2:

- \$2,969,300 for districts/schools to implement new CTE program. Data to be tracked to monitor success of program. Year 2 costs include \$350,000 for salaries, \$70,000 for benefits, \$2,244,300 for equipment, and \$305,000 for training stipends.

Year 3:

- \$1,111,550 for districts/schools to implement new CTE program. Data to be tracked to monitor success of program. Year 3 costs include \$350,000 for salaries, \$70,000 for benefits, \$386,550 for equipment, and \$305,000 for training stipends.

Year 4:

- \$720,550 for districts/schools to implement new CTE program. Data to be tracked to monitor success of program. Year 4 costs include \$350,000 for salaries, \$70,000 for benefits, and \$300,550 for equipment.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Improve and Expand STEM Career and Professional Academies Associated with Criteria: (E)(2)(ii) – Support LEAs in turning around schools					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual*	\$5,198,600	\$2,969,300	\$1,111,550	\$720,550	\$10,000,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$5,198,600	\$2,969,300	\$1,111,550	\$720,550	\$10,000,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$5,198,600	\$2,969,300	\$1,111,550	\$720,550	\$10,000,000
*The amounts in this row are estimates based on prior experience with similar projects. The exact amounts will be determined through the competitive bidding process. All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Struggling Schools Reform – (E)(2)(ii) Reading Coordinators

Florida has experienced success in improving the overall percentage of students reading at grade level and narrowing the achievement gap over the years. The percentage of students reading at Level 3 (on grade level) and above, as evidenced by scores on FCAT reading, has increased from 47% in 2001 to 61% in 2009; however, this means that 39% of students in grades 3-10 are still reading below grade level. Eighteen percent of Florida students perform at Level 1, the state's lowest performance group in reading. Thus, Florida still has plenty of work to do in the area of reading. This is especially the case at the secondary level, where students are required to apply their reading skills to understand content information in all subject areas.

Many of the state's persistently lowest-achieving schools are high schools that show proficiency rates in 9th and 10th grade between 10% and 20%. Currently, Regional Teams are only staffed with one or two reading specialists. Additional support is necessary to provide professional development in the identification of students' specific reading deficiencies and interventions, specifically using FDOE's new statewide reading progress monitoring tool, Florida Assessments for Instruction in Reading (FAIR). These assessments have provided the Regional Teams, LEAs, and schools with a plethora of data to inform instruction and intervention; however, many teachers require onsite, job-embedded and sustained training to effectively use the diagnostic tool.

The reading focus of this state-led initiative is to hire 40 Reading Coordinators who will be deployed throughout the state and will be strategically assigned to the persistently lowest-achieving schools and their feeder patterns under the direction of the five Regional Executive Directors. Coordinators will work specifically with school-site reading coaches who are assigned by LEAs to improve the implementation of reading intervention programs; assist with analyzing interim assessment data and implementation of lesson study; and direct instructional intervention based on the interim assessment data. In addition, the Reading Coordinators will provide ongoing coaching to school staff to support modifications in instructional delivery. Although the focus of the coordinators will be at the school site, training will also be coordinated for coaches and teachers LEA-wide in the areas of reading endorsement, reading interim assessments, and lesson study.

By 2010, FDOE's Regional Teams will hire and place 40 Reading Coordinators in the state's persistently lowest-achieving schools and their feeder patterns. Reading performance will increase in all assigned schools where coordinators are placed.

Following the RTTT funding period, half of the Reading Coordinators will return to LEAs statewide to assume leadership roles in LEA offices and as assistant principals or school site coaches. The other half will be retained at the state level to continue their support of LEAs and schools with School Improvement Grant (SIG) and Title I funds.

Funds to support this initiative will be awarded to the fiscal agent districts for the existing Differentiated Accountability Regional Teams. Annual costs will include salaries (\$2,098,466) and benefits (\$745,734) for 40 Reading Coordinators, travel within the regions (\$206,500), and a minimal amount for equipment (\$28,800) and supplies (\$45,500). These projected costs are based on the average costs to support Differentiated Accountability personnel in the existing Differentiated Accountability regions.

Year 1:

- \$3,125,000 for a Differentiated Accountability Regional Executive Director who will recruit, hire, and place coordinators in selected persistently lowest-achieving LEA and their feeder patterns. Data to be tracked to ensure effectiveness of coordinator after placement.

Year 2:

- \$3,125,000 for coordinators to continue serving persistently lowest-achieving schools and their feeder patterns. Data to be tracked to ensure effectiveness of coordinators after placement.

Year 3:

- \$3,125,000 for coordinators to continue serving persistently lowest-achieving schools and their feeder patterns. Data to be tracked to ensure effectiveness of coordinators after placement.

Year 4:

- \$3,125,000 for coordinators to continue serving persistently lowest-achieving schools and their feeder patterns. Data to be tracked to ensure effectiveness of coordinators after placement.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Reading Coordinators Associated with Criteria: (E)(2)(ii) – Support LEAs in turning around schools					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual*	\$3,125,000	\$3,125,000	\$3,125,000	\$3,125,000	\$12,500,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$3,125,000	\$3,125,000	\$3,125,000	\$3,125,000	\$12,500,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$3,125,000	\$3,125,000	\$3,125,000	\$3,125,000	\$12,500,000
*The amounts in this row are estimates based on prior experience with similar projects. The exact amounts will be determined through the competitive bidding process. All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Struggling Schools Reform – (E)(2)(ii) Science, Technology, Engineering, and Mathematics (STEM) Coordinators

There is a need to expand innovative teaching practices in mathematics and science, not just in Florida, but throughout the United States. Recommendations for reforming mathematics and science education in the United States call for fundamental changes both in the content taught and in the approaches to teaching. Changing the educational outcomes for Florida's students will rely heavily on high-quality teachers; however, numerous studies show that teachers lack the content knowledge and content-specific pedagogy required to enable students to achieve world-class standards in mathematics and science.

The STEM focus of this proposed state-led initiative is to hire 20 STEM Coordinators who will be distributed throughout the state and be strategically assigned to persistently lowest-achieving schools and their feeder patterns under the direction of the five Regional Executive Directors. Coordinators will work specifically with school-site mathematics and science coaches who are assigned by LEAs to improve the implementation of new mathematics and science standards, start or improve implementation of the lesson study process in mathematics and science, assist with analyzing data from newly created and implemented interim assessments, and direct instructional intervention based on the data.

By 2010, FDOE's Regional Teams will hire and place 20 STEM Coordinators in the state's persistently lowest-achieving schools and their feeder patterns. Mathematics and science performance in assigned schools will increase.

Following the RTTT funding period, the STEM coordinators will return to LEAs statewide to assume leadership positions in LEA offices and as assistant principals and coaches for mathematics and science.

Funds to support this initiative will be awarded to the fiscal agent districts for the existing Differentiated Accountability Regional Teams. Annual costs will include salaries (\$1,400,000) and benefits (\$225,000) for 20 STEM Coordinators, travel within the regions (\$100,000), and a minimal amount for equipment (\$10,000) and supplies (\$15,000). These projected costs are based on the average costs to support Differentiated Accountability personnel in the existing Differentiated Accountability regions.

Year 1:

- \$1,750,000 for a Differentiated Accountability Regional Executive Director who will recruit, hire, and place coordinators in selected persistently lowest-achieving LEA and their feeder patterns. Data to be tracked to ensure effectiveness of coordinator after placement.

Year 2:

- \$1,750,000 for coordinators to continue serving persistently lowest-achieving schools and their feeder patterns. Data to be tracked to ensure effectiveness of coordinators after placement.

Year 3:

- \$1,750,000 for coordinators to continue serving persistently lowest-achieving schools and their feeder patterns. Data to be tracked to ensure effectiveness of coordinators after placement.

Year 4:

- \$1,750,000 for coordinators to continue serving persistently lowest-achieving schools and their feeder patterns. Data to be tracked to ensure effectiveness of coordinators after placement.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Science, Technology, Engineering, and Mathematics (STEM) Coordinators Associated with Criteria: (E)(2)(ii) – Support LEAs in turning around schools					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual*	\$1,750,000	\$1,750,000	\$1,750,000	\$1,750,000	\$7,000,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$1,750,000	\$1,750,000	\$1,750,000	\$1,750,000	\$7,000,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$1,750,000	\$1,750,000	\$1,750,000	\$1,750,000	\$7,000,000
*The amounts in this row are estimates based on prior experience with similar projects. The exact amounts will be determined through the competitive bidding process.					
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Struggling Schools Reform – (E)(2)(ii) Community Compacts

Many low-performing schools are located in impoverished communities where economic status limits opportunities and networking. This affects students' ability and motivation to succeed in school and parents' ability to advocate for their children (Corallo & McDonald, 2002). Research has found that low-performing schools are often mired in problems such as poverty, limited resources, and unsafe learning environments, which often lead to frustration, disillusionment, and low levels of academic achievement (Cohen & Ginsburg, 2001). It has also recently been noted that low-performing high schools produce a majority of the nation's dropouts, and one in ten U.S. high schools is identified as a "dropout factory" (Balfanz, 2007). The institutions typically identified as having the greatest impact on the development of children have been families and schools; however, communities have received increasing attention for their role in socializing youth and promoting student success (Sanders and Sheldon, 2009).

Epstein's theory of overlapping spheres of influence identifies schools, families, and communities as major institutions that socialize and educate children (1995, 1987). Because of this, students' academic achievement should be of interest to all three entities and is best achieved through their partnership and support to implement strategies to improve outcomes for students. Based upon the aforementioned body of research, there is a need to build a sense of urgency, activism, and knowledge in communities where children attend low-achieving schools. In addition, we must ensure that students in low-achieving schools have adequate access to mentors and role models upon whom they can rely for the academic and social support necessary to achieve their career aspirations and educational goals.

Florida recognizes the importance of creating relevant family engagement models to facilitate stronger connections with children. To promote a sense of urgency, activism, knowledge, and support in communities where children are attending low-achieving schools, the FDOE will require interested LEAs to develop multi-institutional community compacts managed by a community-based organization (CBO) or government entity. The collaboration will provide direct support and training to parents and additional support systems and workforce networking opportunities for students. Through a competitive process, one plan will be selected and funded through this initiative's funding.

The compact will be designed to promote and increase partnerships between schools, families, and communities that will enhance family literacy programs; expand parent academies that develop parent leaders at the school site; and engage the business community to increase volunteers, mentors, internships, shadowing, and tutors for students enrolled in grades K-12.

FDOE will select one LEA with at least one persistently lowest-achieving high school to implement compact activities. FDOE's Bureau of Family and Community Outreach will monitor compact implementation.

At least 40% of parents of students in participating schools will participate in the family literacy initiative. At least 50% of parents will participate in the parent academy. At least 85% of participating parents will respond favorably to family literacy programs and parent academy sessions through the completion of surveys. The number of mentors, tutors, and volunteers provided to the persistently lowest-achieving high schools and feeder schools will increase by 60%. Business, faith, and community-based partnerships will increase by at least 50%, and at least 50% of the businesses and faith- and community-based organizations within three miles of the feeder patterns will be targeted as prospective partners.

Following RTTT funding, this initiative will serve as a model for LEAs to replicate through federal entitlement and grant opportunities as well as philanthropic sources. It will serve as an opportunity to rally various stakeholders including parents, non-profits, and the business community to pool resources to develop stronger support systems for students in struggling feeder patterns.

Funds will be awarded to the selected district to enter into contractual arrangements with one or more CBO to implement the compact. Annual projected costs include \$1,000,000 for family literacy; \$1,000,000 to engage the business community to expand internships/mentorships; and \$1,000,000 to establish the parent academy. These project costs are based on known costs of similar programs in other locations.

Year 1:

- \$3,000,000 for the FDOE to select one district to implement RFP with CBO. Districts plan for compact implementation. FDOE monitors implementation of the compact.

Year 2:

- \$3,000,000 for LEA and CBO to implement activities of compact. Data tracked to ensure compact goals are reached. FDOE monitors implementation of the compact.

Year 3:

- \$3,000,000 for LEA and CBO to implement activities of compact. Data tracked to ensure compact goals are reached. FDOE monitors implementation of the compact.

Year 4:

- \$3,000,000 for LEA and CBO to implement activities of compact. Data tracked to ensure compact goals are reached. FDOE monitors implementation of the compact. Research completed to capture best practices developed through initiative.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Community Compacts Associated with Criteria: (E)(2)(ii) – Support LEAs in turning around schools					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual*	\$3,000,000	\$3,000,000	\$3,000,000	\$3,000,000	\$12,000,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$3,000,000	\$3,000,000	\$3,000,000	\$3,000,000	\$12,000,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$3,000,000	\$3,000,000	\$3,000,000	\$3,000,000	\$12,000,000
*The amounts in this row are estimates based on prior experience with similar projects. The exact amounts will be determined through the competitive bidding process.					
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project: Charter School Innovations – Ensuring Successful Conditions for High-Performing Charter Schools and Other Innovative Schools (F)(2)

As described in Criterion (F)(2), external independent reviews have consistently ranked Florida's charter school law as one of the strongest in the nation. As impressive as the growth of charter schools in Florida has been in terms of quantity and quality, there is still room for improvement.

To further ensure that charter school students are able to participate and benefit from grant funds to an extent equal to all other public school students, FDOE proposes to set aside RTTT funds for competitive contractual agreements that would allow charter schools or other related entities to submit proposals for funding to meet the unique needs of charter school students in ways that align with one or more of the assurances. These entities might include charter school membership organizations, charter operators, charter schools, charter authorizers, or any other entity with a product, program, or service that meets the unique needs of charter schools in a way that will increase student achievement. Vendor proposals would be required to demonstrate three things: 1) a strong need for the product, program, or service among charter schools, 2) that the need and the product, program, or service is aligned with one or more of the four assurances, and 3) how their product, program, or service meets that need. This could potentially include, but not necessarily be limited to, data systems for smaller charter schools that currently lack the systems necessary to implement data-driven instruction, or charter school principal and leadership training. Charter schools located in districts that do not participate in RTTT will be given priority for such funding. The competitive process would begin as soon as possible after the start of the 2010-11 school year and would allow selected recipients to receive funding throughout the four years of the grant as necessary for implementation of the funded program.

Year 1:

- \$2,500,000 to initiate competitively bid programs for charter school innovations consistent with one or more of the assurances.

Year 2:

- \$2,500,000 to continue the selected programs for charter school innovations consistent with one or more of the assurances.

Year 3:

- \$2,500,000 to continue the selected programs for charter school innovations consistent with one or more of the assurances.

Year 4:

- \$2,500,000 to continue the selected programs for charter school innovations consistent with one or more of the assurances.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Charter School Innovations					
Associated with Criteria: (F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual*	\$2,500,000	\$2,500,000	\$2,500,000	\$2,500,000	\$10,000,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$2,500,000	\$2,500,000	\$2,500,000	\$2,500,000	\$10,000,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$2,500,000	\$2,500,000	\$2,500,000	\$2,500,000	\$10,000,000
*The amounts in this row are estimates based on prior experience with similar projects. The exact amounts will be determined through the competitive bidding process. All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET: INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES ☒

NO ☐

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):

From: 07/01/2007

To: 06/30/2010

Approving Federal agency: X ED Other

(Please specify agency): _____

Note: On May 5, 2010, Florida received a renewal of this rate from 7/1/2010 through 6/30/2013.

3. Classical Education Act

An act relating to education; to implement “classical education” in Florida schools by returning to classical curriculum and traditional methods. It is education based on fundamental truths. Learning will be through concrete concepts and logic, thus providing Florida students a quality scientific and fact-based education.

Be It Enacted by the Legislature of the State of Florida:

Section 1.

(1) A district school board may adopt a policy allowing the implementation of “classical education” as an alternative to modern, progressive education. “Classical education” is defined as:

(a) Traditional education methods that:

1. Build on foundational concepts and logic.
2. Teach concepts based upon facts and proven theory.
3. Teach concrete skills and disciplines through common facts, ideas and references.
4. Teach traditional liberal arts—language and literature, history and government, mathematics and the sciences, music and art.
5. Ensure cultural and civic literacy beginning with the inception of America.

(b) Traditional curriculum that:

1. Builds on the rudiments of basic literacy and math skills.
2. Challenges every student all the time.
3. Requires more than just functional literacy; requires a foundation in phonics.
4. Upholds a standard of excellence, with liberal arts standards of correctness, logic, beauty, weightiness and truth.
5. Includes lessons on principled citizenship, self-command and self-sacrifice.

(2) The purpose of this section is to provide an alternate option for district schools boards to provide students with the opportunity to learn through classical education, and become informed, honorable, thinking citizens. The goal of Florida’s education system should be a quality literary and scientific education, a fact-based education, for all resident children.

Providing classical education as an alternative to programs comprised of global curriculum, emotion-based education and textbooks that are ideology biased, omit facts or don't present

reality, is essential to producing contributing citizens with absolutely the best developed minds along with strong character, both being critical to a promising future for Florida.

Section 2. This act shall take effect _____2013..

Approved by the Governor _____2013.

Filed in Office Secretary of State _____2012.

4. No Oversight from the FL DOE

From: "Whitney, Ann" <Ann.Whitney@fldoe.org>
To: "karen" <kbschoen@bellsouth.net>,
"Sailor, Petricia" <Petricia.Sailor@fldoe.org>
X-OriginalArrivalTime: 19 Mar 2012 15:37:22.0206 (UTC) FILETIME=[2D2B93E0:01CD05E6]
X-Antivirus: avast! (VPS 120224-1, 02/24/2012), Inbound message
X-Antivirus-Status: Clean

Ms. Schoen,

The following high school courses, based on Florida's Next Generation Sunshine State Standards for Social Studies were approved in March of 2010 by the State Board of Education.

High School

United States Government - <http://www.floridastandards.org/Courses/PublicPreviewCourse633.aspx>
United States Government Honors - <http://www.floridastandards.org/Courses/PublicPreviewCourse634.aspx>
Economics - <http://www.floridastandards.org/Courses/PublicPreviewCourse575.aspx>
Economics Honors - <http://www.floridastandards.org/Courses/PublicPreviewCourse577.aspx>
United States History - <http://www.floridastandards.org/Courses/PublicPreviewCourse1723.aspx>
United States History Honors - <http://www.floridastandards.org/Courses/PublicPreviewCourse590.aspx>
World History - <http://www.floridastandards.org/Courses/PublicPreviewCourse662.aspx>
World History Honors - <http://www.floridastandards.org/Courses/PublicPreviewCourse663.aspx>

While the present United States History standards timeline does begin with the Reconstruction period, the early period has been included in the United States Government course. The standards specifically address the Founding Fathers, the founding period in United States History, and a study of the important documents of this period. The U.S. Government course is required instruction for high school students in Florida. In addition, the early period of U.S. History is covered at middle grades in:

M/J United States History <http://www.floridastandards.org/Courses/PublicPreviewCourse538.aspx>
M/J United States History Advanced
<http://www.floridastandards.org/Courses/PublicPreviewCourse538.aspx>

You may also wish to visit, <http://www.fldoe.org/BII/humanities/celebratefreedom.asp> where you will find information on Celebrate Freedom Week and Constitution Day, which must be observed at every grade level in accordance with [section 1003.42, Florida Statutes](#).

Ann M. Whitney
Director, Office of Humanities
Bureau of Curriculum and Instruction
Florida Department of Education
(850) 245-9965

From: karen [mailto:kbschoen@bellsouth.net]
Sent: Thursday, March 15, 2012 3:58 PM
To: Sailor, Petricia
Cc: rick.scott@eog.myflorida.com; Whitney, Ann
Subject: Re: International Baccalaureate in Florida's schools (74338)

HI

After reviewing several articles regarding the lack of graduating student's knowledge of America, Founding Fathers and historical documents, I was told that the Florida history courses in high school start with 1865 Reconstruction.

I hope I am wrong. Reinforcement of our American history is of utmost importance in today's society. Students must learn our founding documents and the motivation as to why our country is great. Can you please respond and explain how our students learn American history, if you have removed it from the curriculum.

Thank you.

Karen Schoen

O: 850-773-2415

C: 954-864-0530

F: 850-303-0029

kbschoen@bellsouth.net

HI Petricia:

Thank you for your timely response. Petrica, I am absolutely stunned by the response I received your below statement: floored me.

" AICE and IB instructional materials are proprietary and are not required to go through the state adoption process."

I read the statement several times when I got over the shock it finally sunk in and registered.

For a long time I could not figure out what was the catalyst that unleashed creatures devouring the Florida schools and the young impressionable minds. Now it is clear it all makes sense what is going on in Florida.

FLDOE is not doing its job, period. There is no oversight there is nothing. The FLDOE is not reviewing textbooks or reading material foreign entities have produced hideous materials and then cleverly declares them proprietary and because they claim proprietary, the FLDOE stands down. This is madness. The FLDOE just stepped aside and allowed hostile invaders to nonchalantly stroll in to dissolve us from the inside out. This is mind-boggling.

Congratulations FLDOE due to the failure of this Florida regulatory agency, Florida schools have been loaded with anti American programs and agendas. The FLDOE through its failures permitted the distribution of textbooks written by European socialists teaching global citizenship, not American citizenship. These so-called proprietary materials promote values and consensus not facts and cognitive skills. Our precious children are being dumb down.

The current accelerated International Baccalaureate (IB) from UNESCO and Switzerland and Advanced International Certificate of Education from UNESCO and Cambridge (AICE) are obscenely expensive and full of historical errors. It is **documented** these programs produce no significant results except to indoctrinate our youth with anti-American, anti-Family, and anti-Judeau-Christian values. The government is touted as the answer to all of the students' needs / problems. see

<http://truthaboutib.com> , <http://truthaboutib.com/breakingnewsopinions.html>

Ms, Petricia, due to the lack of FLDOE oversight Florida taxpayers fund **5** radical charter Islamic schools in Florida run by Gulen according to the **FBI** "the most dangerous man in the world"

<http://www.campus-watch.org/article/id/7238>, <http://asbarez.com/94335/fbi-investigating-gulen-schools/> Once these schools are in place, the staff is replaced by Turkish indoctrinators using H1B

visas.

Race to the Top incorporates IB and AICE throughout all grades.

http://www.educationnews.org/ednews_today/108436.html

Race to the Top implements **UN Agenda 21** in the public schools through indoctrination into Socialism for our youth as it follows international benchmarks provided by UNESCO in support of the UN Declaration of Human Rights, **not the US Bill of Rights**.

Many important periods in American history are actually eliminated or blatantly distorted. Numerous books in Florida school systems have pro Islamic bias. One book referenced Jesus as a Palestinian.

Charlotte Iserbyt has the best description of Race to the Top *a federal take over of the public school as it indoctrinates students into being dumbed down, good, global (NOT AMERICAN) citizens. Also in violation of Federal Education Code:*

Department of Education, Public Law -- 2/01/10, 20 U.S.C. 3403 (Pub. L. 96-88, Title I, 103, Oct. 17, 1979, 93 Stat. 670). United States Code. Title 20. Education. Chapter 48.

<http://www.youtube.com/watch?v=DDyDtYy2IOM>

RTTT is yet another unproven product that will be used to experiment on our children by the same crowd that has made no major difference in the past 30 years. Why didn't you see how accurate or expensive RTTT was before you put it in the schools without looking at it? Where is the track record? What does it actually cost? Petricia, would you kindly produce one society where common core standards, (one size shoe fits all education) actually works? Why is a national data base necessary? What is the expense?

FLDOE has permitted in essence slow toxic poisons to be administered to our children and the FLDOE is nowhere to be seen. Exactly how will no tenure, smaller classes, school choice, technology, etcetera improve learning if the student is not getting a relevant education? According to the statistics Florida students graduate with a 5th grade reading level and a hatred of America.

This was recently posted on Yahoo please read a concerned parents comments.

<http://news.yahoo.com/americas-biggest-teacher-principal-cheating-scandal-unfolds-atlanta-213734183.html>

" When I questioned my sons teacher WHY his spelling errors are not being corrected the response shocked me... She said as long as we get the drift of what the children mean to write we are fine! No wonder our country is falling behind the rest of the world!"

The item I copy and pasted puts everything into perspective it is indicative what is happening in our nations schools.

It is imperative senior FLDOE officials immediately remove the horrific programs and texts from Florida schools and provide the relevant education the people of Florida have paid for and expect which is an American education.

Ms. Petricia, FLDOE has a lot of explaining to do. Failing to **require all educational materials go through the state adoption process is inexcusable**. Promoting socialism in our schools is inexcusable. The FLDOE is not doing its job and is failing to provide an American education to our children. How does the FLDOE plan to remedy these failures? I do expect to hear from you.

Sincerely,

Karen Schoen
O: 850-773-2415
C: 954-864-0530
F: 850-303-0029
kbschoen@bellsouth.net

From: "Sailor, Petricia" <Petricia.Sailor@fldoe.org>
To: Karen Schoen
Re: International Baccalaureate in Florida's schools (74338)
Date: June 23, 2011

At 01:56 PM 6/23/2011, you wrote:

Dear Ms. Schoen:

On behalf of Governor Rick Scott thank you for your inquiry regarding International Baccalaureate (IB) programs in Florida. We would like to thank you on behalf of the Governor and assure you that he appreciates your interest and commitment to the children of Florida.

Advanced Placement (AP) and IB programs have been available to Floridas students as an acceleration mechanism since at least the mid-1990s. Advanced International Certificate of Education (AICE) programs were added some years later. You may access information detailing the intent of the legislature to provide a variety of articulated acceleration options to Floridas students in [Section 1007.27, Florida Statute](#). You may access information about the funding of these programs through Florida legislation in [Section 1011.62 \(1\)\(m\)\(n\)\(o\), Florida Statute](#). These programs were not implemented in Florida due to federal funding.

The Florida legislature has also enacted statute which permits five paths to a standard high school diploma in Florida. [Section 1003.428 FS](#) states graduation requires the successful completion of a minimum of 24 credits, an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum. This provision provides 3 of the 5 paths to a standard diploma: (1) 24-credits, (2) completion of the IB curriculum, or (3) completion of the AICE curriculum. These programs were placed in statute by the legislature in 2006. Two additional pathways are specified in [Section 1003.429 FS](#) which provides for (4) an 18-credit standard college preparatory program or (5) an 18-credit career preparatory program. These programs were placed in statute by the legislature in 2004.

All courses which are part of any of these five paths to a standard high school diploma in Florida must be approved by the State Board of Education and listed as part of the Florida Course Code Directory. Only courses listed in the Florida Course Code Directory may be offered by Florida public schools. The Florida Course Code Directory (CCD) is provided online at this site: <http://www.fldoe.org/articulation/CCD/>.

Courses listed in the CCD are submitted to the Florida Department of Education for approval and, if recommended for inclusion in the CCD, are annually approved by the State Board of Education. Course descriptions for AP, IB, and AICE courses come directly from the programs to ensure student credits are recognized at our universities.

Instructional materials for AP programs go through the state instructional materials adoption process. Submitted materials are reviewed by content experts and are recommended for inclusion on the state

adopted list of instructional materials, or rejected. AICE and IB instructional materials are proprietary and are not required to go through the state adoption process. Districts may then choose which specific materials they wish to use.

Thank you for your interest in the education of Floridas students. If we may be of further assistance, please contact Ann Whitney,
Director of Humanities, at Ann.Whitney@fldoe.org or by phone at (850) 245-9965.

Sincerely,

Teresa Sweet, Chief
Bureau of Curriculum & Instruction

TS/aw/s

No virus found in this message.

Checked by AVG - www.avg.com

Version: 10.0.1382 / Virus Database: 1513/3721 - Release Date: 06/23/11

Karen Schoen

O: 850-773-2415

C: 954-864-0530

F: 850-303-0029

kbschoen@bellsouth.net

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**5. Original documentation for
Soviet School to Work for America**

"In the school classroom and workshop, in the machine building plant, in the countryside, and wherever we went, we felt the pulse of the Soviet Government's drive to educate and train a new generation of technically skilled and scientifically literate citizens." Such is the consensus of the three specialists who are authors of this volume.

The ideas and practices of Soviet education form a philosophy of education in which the authoritarian concept predominates.

With 60 percent of the adult male population illiterate in 1900, a massive educational effort was deemed necessary to transform this situation into one where new skills and scientific inquiry could meet national needs.

The curriculum is unified and is the same for all schools throughout the U.S.S.R. with but slight variations in non-Russian nationality areas.

Principles of Darwinism, which are studied in grade 9 of U.S.S.R. schools, teach children about the origin of life together with the history of evolution in the organic world. The main theme of the course is evolution.

Major efforts of U.S.S.R. schools during the past 30 years have been to train youngsters for the Government's planned economic programs and to inculcate devotion to its political and social system.

Science and mathematics occupy 31.4 percent of the student's time in the complete U.S.S.R. 10-year school. According to school officials, all work of pupils in these subjects has to be done in pen and ink in order to inculcate habits of neatness and accuracy.

U.S.S.R. plans are to bring all secondary school children into labor education and training experiences through the regular school program. The "school of general education" is now named the "labor-polytechnic school of general education."

Industrial and agricultural sciences and technical developments are causing Soviet educators to be concerned about future needs for re-adapting the schools to give more appropriate instruction for the coming age of automation, atomic power, and space.

The authors consider the polytechnic program in Soviet elementary-secondary schools "as an integral part of the Soviet philosophy of education. It is not a subject but in fact a type of education, and other subjects . . . contribute to the polytechnic area."

1960

Soviet Education Programs

Page 9-
14L
Pavelov
Shinn

● FOUNDATIONS

● CURRICULUMS

● TEACHER PREPARATION

WILLIAM K. MEDLIN, *Specialist in Comparative Education for Eastern Europe, Division of International Education*

CLARENCE B. LINDQUIST, *Chief for Natural Sciences and Mathematics, Division of Higher Education*

MARSHALL L. SCHMITT, *Specialist for Industrial Arts, Division of State and Local School Systems*

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
ARTHUR S. FLEMMING, *Secretary*

Office of Education
LAWRENCE G. DERTHICK, *Commissioner*

TARKIO COLLEGE LIBRARY
TARKIO, MISSOURI

Introduction

AS THE SECOND GROUP of educators sent by the U.S. Office of Education to the U.S.S.R. under the Soviet-American cultural exchange agreement, we were prepared to study specific aspects of education in that country. From the experiences of those who had gone before us, we had understood and anticipated that these aspects were particularly emphasized by Soviet educational authorities: the basic formation in mathematics, natural sciences, and polytechnic knowledge related to economic production. Since most educational systems and their curriculums are shaped by fundamental concepts and policies, we were naturally interested in those features which are termed the foundations of Soviet and Russian education. Similarly, it proved useful in our study to examine the general principles and methodological framework according to which Soviet teachers work and through which some of the special practices in Soviet education can be interpreted. We also went to Russia aware of the major reform movement underway in education there, and with the intention of seeing as closely as possible the features of the reform and their implementation in those schools which were in a state of transition.

From the moment we stepped into the Soviet jet TU-104 in Copenhagen, which would wing us seemingly without effort to Moscow within 3 hours, we sensed the technological push that later would be evidenced to us in the educational work going on in the Soviet Union. As we flew over the northern flank of the broad East European shelf and into the heart of Russia, we were able to glimpse some of the vastness (over 8 million square miles) of the land whose schools were to be our host. At the same time, we tried to disabuse ourselves from a concern with the geographical extent of this visit, taking comfort in the fact that the nine educators and Commissioner of Education Derthick in 1958 had accomplished a great deal in that direction and had come back with a keen awareness of the great commitment of Soviet peoples to education. We knew too that the vastness of the Soviet Union was knit together educationally by a unified system of general education administered

through central political controls. With these notions in mind, we decided to concentrate our school visit in the Western regions of the U.S.S.R. Authorities in the Ministry of Education of the Russian Soviet Federated Socialist Republic at Moscow, which was our official host, kindly agreed to arrange for us visits not only in Russia proper but also in Ukraine (south of Russia) and in Georgia (in the Caucasus), which are 2 of the other 14 Soviet Republics comprising the U.S.S.R. (See p. XVI for a list of places and schools visited.)

In the school classroom and workshop, in the machine building plant, in the countryside, and wherever we went, we felt the pulse of the Soviet Government's drive to educate and train a new generation of technically skilled and scientifically literate citizens. In the field of general and teacher education, we tried to examine as closely as possible the foundational aspects of their school enterprises, as well as the work of their teachers and students in the areas of mathematics, science, and polytechnic courses. While our efforts were limited to a month's visit, we saw elementary-secondary schools and teachers colleges of various sizes located in different cultural regions. We attempted to limit the number of visits and the distances travelled in order to concentrate on certain programs of study and on certain schools. We spent 2 to 3 days in some institutions for this purpose. By this approach we accomplished a considerable amount and feel that in the main we achieved our mission.

Even so, our visits cannot be judged as fully representative or complete for the educational sectors we sought to study. Schools vary significantly in composition and quality in most countries, and the U.S.S.R. is no exception. We saw some of its best schools and some of its average ones. Naturally, we have attempted to make effective use of official Soviet materials on educational programs and to verify through our visits the teaching described therein. We lay before the reader our findings, hoping that they may prove to be worth the efforts expended. This study is essentially a descriptive one within the framework of comparative education. It is not, however, by virtue of this relationship a *comparative* study or interpretation. We direct the reader to Chapter V, "Conclusions," for our final statement on the matter.

The conception and purpose of our mission were not only educational and technical, but also partly cultural. Under the exchange agreement on cultural relations between the Governments of the United States and the Soviet Union, signed on January 27, 1958, and renewed on November 21, 1959, educators from both

countries are exploring the ways of living and thinking in each other's country. For us, travelling and observing in the U.S.S.R. were thrilling cultural experiences. Our hosts in Moscow, Kiev, Tbilisi, Leningrad, and outlying points were most attentive to our interests and helped us take note of long-established traditions and ancient monuments that mark the way their peoples have trod across the centuries. They took us to musical concerts, theatrical performances, and art exhibits that testified to their many accomplishments in these fields. We left their country with many new impressions and with some added assurances about the usefulness of cultural exchange.

In the pages that follow, a certain division of labor was followed throughout. Writing and research of the first and fifth chapters were the primary responsibility of William K. Medlin; the second and fourth chapters, of Clarence B. Lindquist; and chapter three, Marshall L. Schmitt. All three authors collaborated in providing the documentary materials in the appendixes, in advising each other on their respective tasks, and in supplying basic interpretations for the chapter on conclusions.

Schools and Institutes Visited

I. 7-year, 10-year, and 11-year Schools

Name	Type	Location	Enrollment
Number 204	11-year	Moscow	1,050
Lenin School (rural)	11-year	Gorki-Leninskie	650
Number 12	Boarding	Moscow	300
" 14	10-year	Zagorsk	1,500
" 20	7-year	Zagorsk district	340
" 16	11-year	Moscow	1,037
" 57	10-year	Kiev	880
" 112	10-year	Kiev	657
" 6	10-year	Kiev	723
" 43	10-year	Kiev	1,150
" 44	10-year	Kiev	1,200
Sagaredzho (rural)	10-year	Georgian S.S.R.	916
Number 5	Vocational-Technical ¹	Tbilisi	—
" 4	11-year	Leningrad	1,025

¹ A 4-year program based on 7 years of general education.

II. Teacher-Training Institutions

Name	Location	Total enrollment (day, evening, and correspondence)
Krupskaia Pedagogical Institute	Moscow	7,500
Lenin Pedagogical Institute	Moscow	4,000
Pedagogical School Number 2	Moscow	530
Gor'kii Pedagogical Institute	Kiev	3,050
Pushkin Pedagogical Institute	Tbilisi	5,708
Hertsen Pedagogical Institute	Leningrad	16,500

III. Inservice Institutes for Teachers

Name	Location	Total enrollment
Inservice Training Institute	Leningrad	3,500
Inservice Training Institute	Moscow	6,000 ²

² Total annual registrations. Regular enrollments in weekly courses are 2,500.

IV. Pedagogical Research Institutes

Name	Location
Methods of Teaching	Moscow
Theory and History of Education	Moscow
Defectology	Moscow
Psychology	Moscow
Psychology	Kiev
Pedagogy	Leningrad

Collaboration in research, interpretation, and technical preparation of documentary materials was provided by Nicholas J. Rokitskiy of the Division of International Education.

CHAPTER I

Foundations of Soviet Educational Practices

THE PRESENT SYSTEMS of schools and educational methods in the U.S.S.R. are outcomes of many and complex factors and developments—historical, economic, social, psychological and cultural—as well as educational theories derived from these areas and scientific investigations into education. In order to help us understand the school programs and how they function, this chapter will briefly analyze those factors in their relationships to current educational practices, and will consider the status of Soviet education today.

In Russia, public school systems are, historically speaking, a recent phenomenon, and popular instruction in knowledge about the world developed later than in most other societies in Western civilization. During the 18th century, the first secular schools were small and, for the most part, socially exclusive. Only in the latter half of the 19th century did the Russians succeed in establishing some basis for the expansive developments we are witnessing in the 20th century. Early efforts were small and usually came from the initiative of the crown.

During the last decades of the 1800's and especially the years prior to the 1917 Revolution, popular movements for education brought steady increases in school facilities. These late beginnings were primarily responsible for the relatively narrow national bases on which Soviet educators began to build a public schools system in the 1920's and 1930's. Particularly since 1930, therefore, a rather phenomenal growth has occurred in educational facilities in the U.S.S.R., moving steadily in the direction of universal, compulsory general education. In recent years, this movement has tended toward the goal of universal high school education, but had not reached that point when major reforms were enacted into law late in 1958. During this period of rapid

growth, curriculum and methods have responded primarily to economic requirements of society.

Historical Problems

ECONOMIC DEVELOPMENT

Historical problems of Russian education can be written largely in terms of economic and social conditions. Until late in the 19th century, the material exploitation of Russia had progressed slowly. Linked closely to this situation was the main social problem of serfdom, which was legally abolished during the 1860's. The availability thereafter of skilled manpower for economic growth became primarily a function of school facilities.

In other major European countries and in America, industrial growth and applied science had advanced, during the last half of the 19th century, at a much greater pace than in Russia. As the urgencies, after 1900, for the material exploitation of the country and for securing its international position pressed against the capacities of the people, it became evident that educational facilities would have to be developed at great speed in the decades ahead. Since 60 percent of the adult male population were illiterate in 1900, a massive educational effort was deemed necessary to transform this situation into one where new skills and scientific inquiry could meet national needs. The rate of Russian industrial growth progressed rapidly after 1900 and, during the Soviet period, was set at ambitious paces through the 5-year plans beginning in 1928, which is a chronological demarcation point in Soviet society. Because of the country's recent economic development and since Soviet authorities have established priorities sharply favoring heavy industrial production, educational programs have been designed to meet those fundamental needs. The proportion of total planned investment in the national economy going into heavy industry has been and is to continue to be 70 percent in the new 7-year plan (1959-1965).

The proportions of the adult population employed in various sectors of the economy are similarly indicative of industrial emphasis. As of 1956, according to Soviet statistics, 85.2 percent of the adult population were employed in productive branches of industry and agriculture; only 14.8 percent were working in administrative, distributive, and welfare services, including educa-

tion.¹ These factors have definite effects on education, on the preparation for life that youth must receive in school. In conjunction with economic plans, the planning for and control over school programs are devised by central authorities and administered by national, republic, and local organs of government functioning along a decentralized pattern.² The main tasks of U.S.S.R. schools over the past 30 years have therefore been to train youngsters for the government's planned economic programs and to inculcate devotion to its political and social system.

SOCIAL DEVELOPMENT

The Russian Empire entered the 20th century with a highly stratified social structure that was undergoing strains and great pressures for change, and changes were in fact rapidly taking place in Russian society. At the top of the social pyramid were the Emperor (Tsar), his family, and related imperial and princely families. A landed and titled nobility with extensive privileges ranked next, followed by a sizable class of officials whose upper ranks enjoyed prestige conferred by their positions and economic status. Entrepreneurs and men of commerce were not numerous, but they were important in the social and cultural, as well as economic, life of the towns. The Russian clergy composed another distinct social group having its own somewhat corporate character. Taken together, these social groups accounted in 1900 for about 3 percent of the total population. In terms of educational opportunity, their children constituted about 40 percent of the total enrollment in secondary schools of the Ministry of Public Instruction.³ In institutions of higher learning, 61 percent of the students in 1914 came from these social groups.

Persons employed in agriculture, including small holders, and in industrial enterprises together accounted for approximately 87 percent of the total population. Their children made up 57 percent and 39 percent of the enrollments in fee-requiring secondary schools and higher institutions, respectively. The late emergence (after 1860) of Russian masses from the conditions of serfdom

¹ S. G. Shapovalenko, ed. *Soedinenie obucheniia s proizvoditel'nyim trudom uchashchikhsia*. (Combining instruction with production work of pupils.) Moscow, R.S.F.S.R. Academy of Pedagogical Sciences, 1958. P. 7.

² *Soviet Commitment to Education*. U.S. Department of Health, Education, and Welfare, Office of Education. (Bulletin 1959 No. 16.) Washington, U.S. Government Printing Office, 1959. P. 8.

³ Total enrollments (1914) in these schools were 556,487, but there were 135,769 pupils in other secondary schools, the majority of whom came from the social groups mentioned. Cf. Nicholas Hans, *History of Russian Educational Policy*, pp. 235-29; also, *Eshegodnik Rossii* (Yearbook of Russia), 1906, St. Petersburg, *Tsentral'nyi Statisticheskii Komitet*, 1907.

made the rapid development of educational facilities both burdensome and urgent. This slow appearance of a free labor supply was closely related to Russia's tardy industrialization and social development, which in turn were hampered by the lack of a broadly based school system.

GEOGRAPHY

Bearing on the U.S.S.R.'s historical problems of economic and social development has been her geographical position. Steadily expanding from her European homeland after the 15th century, Russia came to occupy by the 20th century the vast Eurasian plain and plateau which, with little interruption, stretch eastward for thousands of miles to the Great Mongolian Plateau and, eventually, to the Pacific Ocean. These plain-plateau regions have served for over a thousand years as avenues for great human migrations and for building empires.

One major outcome of this situation is that the changing ethnic tides have left both islands of various cultures and mixed ethnic and cultural features that today give Soviet schools their particular imprints. Another result is that this immense region, until recently very sparsely populated and little developed in the central and eastern parts, has presented and continues to present a large problem for the manpower and resources development capacity of the nation.

The kinds of education, training, and related experiences which Soviet youth receive are closely related to these problems emerging from geography. They are factors, therefore, which should enter into any consideration of education in the Soviet Union. Our mention of them here merely points to their seeming importance and complexity.

SCHOOL SYSTEM

Years of war and revolution (1914-1921) delayed and disrupted building a national school system until the 1920's. These delays, followed by new economic priorities, had the effect of limiting education of the masses to the rudiments of literacy and elementary education. A systematic reestablishment of school systems came after 1928, when the Soviet Government launched the first in its series of priority economic plans. A minimum general education of 4 and then of 7 years was provided for all and, for those who qualified, desired to continue, and were admitted, a unified secondary school leading to the university or to specialized vocations was provided. During the period from

1935 to 1955, universal public education became a policy of the Government which made free and compulsory 7-year schooling available to the overwhelming majority of Soviet children whose grandparents, and many of their parents, had been either illiterates or the recipients of an elementary education only. By the 1955-56 school year, over 5 million youngsters were enrolled in academic high schools, and another 2½ million, in vocational, technical, and specialized schools beyond the 7th grade. The sociological aspects of this "educational revolution" in a little more than one generation invite attention, but are not the subject of this study.

Russian school systems prior to 1917 were, in general, similar to those which then characterized various European school systems. Three or four years of primary school were followed by enrollment in one of several different kinds of schools, independent of and parallel to each other: academic (college preparatory), vocational, technical, commercial, and so forth. Transfers into one of these or other specialized schools (*e.g.*, pedagogical or medical) might also occur at a later point in a pupil's general school program. The main feature of this parallel system, however, was its rigid socioeconomic framework.

The curriculum in the academic school was a "classical" or traditional type (emphasizing either the classics or modern subjects) and required the pupils to master much subject matter preparatory to studying for the professions (law, letters, medicine-dentistry, or technology) at the university. Under these organizational and curricular patterns, access to the liberal professions, intellectual enlightenment, and technical careers was limited to small proportions of the total young population.

After the establishment of the Soviet State, these patterns changed little in form but substantially in content, involving new selection criteria for advancement to secondary and higher education, and new subject matter as well as didactics. Particularly during the curriculum reforms of the 1930's did the traditional academic structure reaffirm itself in Russian education after a decade of experimentation. Absent were Greek, Latin, and religion as subjects, being replaced by modern languages, sciences, and political instruction. These general characteristics of the Soviet school system endured almost intact up to the 1953-59 school year, when new laws and large-scale experimentation began to work radical changes in Soviet educational practices.

One other characteristic of Russian education, not unrelated to recent policy developments, has been a historical concern for

manual, technical, and labor training in the schools. Already in the 1860's and 1870's some Russian educators saw the need for combining theoretical instruction with manual and practical work experiences. Some legislation and experiments led to curriculum changes in this respect, but these ideas did not become widespread in the schools of general education. Nonetheless, a certain tradition had been established, and we note that in the 1890's Russian educators advocated instruction in agriculture and in industrial work, which not only would help young people in the "real" world but also would inculcate (especially on children of the upper classes) respect for work and a sense of beauty in the realm of physical forms.⁴

POLITICAL SYSTEM

The vast regions of the Russian Empire (now the Soviet Union) were ruled for centuries by highly centralized institutions of Government. In the development of educational policies and institutions as well as in other activities of society, central authorities have exercised decisive influences. After a few months of a provisional government in 1917, a new form of centralized authority replaced the old imperial organs of government. Under firm Communist Party direction, the new Soviet Government continued a system of extremely centralized political controls. This system is officially termed by Soviet authorities a dictatorship of the proletariat.

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Applying itself to education, this system exerts overall policy direction of educational developments and carefully worked-out measures of inspection and fiscal controls. Soviet education is administered, therefore, according to centralized ministerial principles traditionally practiced in many countries.

The several problems briefly touched upon here are the major ones which over many decades have been instrumental in shaping Russian schools, and which continue to exercise strong influences at the present juncture in the history of education in the U.S.S.R.

PHILOSOPHY AND CONCEPTS OF EDUCATION

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The prevailing and official philosophy in Soviet intellectual, academic, and scientific work is dialectical and historical materialism (popularly called "Marxism-Leninism"). This philosophy teaches that matter, in its various solid, liquid, energy, or

⁴ See, *Report of the Commissioner of Education for the Year 1890-91*, Vol. 1 "Education in Russia," by Frances G. French. Washington, U.S. Government Printing Office, 1899. Pp. 242-261.

ethereal forms, is an absolute and eternal quantity. Based essentially on concepts of 19th-century physics, it permeates the basic courses in all curriculums to inculcate on students a "scientific-atheistic" understanding of the world.

According to Marxism-Leninism, society has historically developed and still develops in line with fundamental economic laws only, to which all other institutions, including education, are ancillary. These ancillary institutions are termed "superstructure." Schools are seen merely to reflect economic relations of society, in which pluralistic concepts are to have no place. Soviet philosophy admits that theory and practice interact and are modified. As Soviet economic and political programs have become ever more deterministic in all phases of life, these principles have in effect been oriented so as to construct a philosophy of education which appears to have pragmatic and perhaps expedient characteristics. These characteristics can be seen in the Government's recent decision to carry out extensive reforms in Soviet education.

Soviet philosophy envisages an ideal socioeconomic order (communism) for mankind and so endows itself with an idealistic nature. One must reckon with this idealism in examining the characteristics of Soviet society and its schools. The history of Russian philosophy before the Soviet period is marked by strong currents of idealism. This tradition appears not to have been lost in contemporary applications of dialectical and historical materialism, which at the same time provides a new frame of reference for social action in the field of education.

While materialism is the official philosophy, there appear to be other ideas which animate both intellectual life and educational philosophy, and which are at pains to find a source in the doctrine of dialectical and historical materialism. One of these is the overwhelming conviction, which one finds in Soviet educators and parents, that the primary path to a better future is through education, through intellectual improvement. This conviction motivates a great inner drive to master knowledge and its applications, an intellectual thirst that is prepared to endure other deprivations to satisfy itself. The U.S.S.R. Minister of Higher and Secondary Special Education recently expressed this faith to us in his own way when he said: "We in the Soviet Union believe absolutely in the victory of science; we believe that science leads to truth. We have everything to gain by giving our youth the best education possible." Other Soviet educators and teachers have expressed similar views. Such conviction is an article of

faith which draws its strength from deep motivation. Without it, Soviet school plans might be something different today.

"Free and universal public education" is another foundation of the Soviet system of education. Prior to legislation on the current reforms, the U.S.S.R. Constitution (article 121) stated: "Citizens of the U.S.S.R. have the right to education. This right is ensured by universal compulsory seven-year education; by extensive development of ten-year education, by free education in all schools . . . by a system of state grants for students of higher schools who excel in their studies; by instruction in schools being conducted in the native language. . . ." This provision has been amended to read 8-year and 11-year education, and to give education a polytechnic orientation. All schools except the military are coeducational.

Many of these various ideas about education and its philosophy are not peculiar to the Soviet period of Russian history only. They have their earlier traditions in the fabric of Russian culture out of which Soviet society has emerged over the past 41 years. Furthermore, loyalty to the homeland and to the authorities invested with the power to defend it is a longstanding national characteristic that continues to be a great significant force in today's Russia. The schools imbed and teach such traditions. Lenin himself, referring to cultural legacies of the past, acknowledged the worth of certain achievements made in imperial times: "We can build communism only on the stock of knowledge, organizations, institutions . . . human forces and means left to us from the old society," and "we must take what was useful" from the old school.⁵

Because of a return during the 1930's and 1940's to some principles of education practiced before the 1917 Revolution, Soviet educators have endowed their philosophy with a certain traditional or "essential" character. These principles include curriculum construction with a main emphasis on pupils' acquiring a definite amount of subject matter in all disciplines; the selective procedures for student promotions, based primarily on rigid, subject-centered examinations; and the organization of schools in different parallel systems. They have introduced the prerevolutionary concept of medal winners: "gold medal" and "silver medal" recipients. These students are the ones who have received all "A" grades or mostly "A" with some "B" grades, and these honors earn them preferential treatment in higher education.

⁵ V. I. Lenin. *Sochinienia*. (Works.) 4th ed., vol. 31. Moscow, Gospolitizdat, 1950. Pp. 259-261.

These principles of selection reflect a philosophy of education that views secondary and higher education as not the province of all those who want to obtain academic and professional preparation, but rather of those who qualify according to the selective criteria. The tendency of such a system is, of course, to make the upper grades and university years exclusive. As we shall observe later in this study, however, these principles are now undergoing transformation.

Important for Soviet educational thought has been the life work of Anton S. Makarenko, a Soviet Ukrainian pedagog who during the 1920's and 1930's developed a theory and system of education by working with derelict youth. Often working in opposition to officially announced educational principles and policies, Makarenko drew an important body of educational rules, methods, and moral principles directly from experiences in the school. Although these ideas were by-and-large not founded explicitly in teachings of Marx and Lenin, their "main object . . . was to demonstrate how collective discipline may be established and maintained," a goal which at length found support in the governing councils of the Soviet Union.⁶ Today, Makarenko's work retains a high place in the thinking and practice of Soviet educators.

It is also instructive to examine the psychological foundations of Soviet education and their implications for a philosophy of education. Most psychological research in the U.S.S.R. concerns problems in the educational field. Like philosophy, Soviet psychology is founded on the materialistic, monistic concept of the world which recognizes only nature (or matter) as the source of mind and consciousness. The entire mental activity of man is seen as a reflection by his nervous system of the real world (the physical world) and of his relationships to this world. Man's spiritual development is held to consist of the development of the qualities of the personality, especially of its talents and abilities. Through instruction and a controlled environment, man conditions himself to using his qualities in the common social interest.

According to Soviet educational theory, children are fashioned by environment, by mentally absorbing their environment and then transforming these ideas into personal experiences. Environment includes almost everything in experience. These experiences are to be self-disciplining, conscious ones wherein the individual

⁶ Frederic Lilje. *Anton Semjonovitch Makarenko*. An analysis of his educational ideas in the context of Soviet society. University of California Publications in Education, vol. 13, No. 1. Berkeley and Los Angeles, University of California Press, 1953. Pp. 37-38.



Figure 1-1.—Returning from physical exercise, rural school, Moscow Oblast.

contributes his utmost to society while living in harmony, or in agreement, with it. Soviet patriotism—fidelity to the Soviet land and to the ideas of communism—occupies a leading place in this educational conditioning, and in this sense it gives the school a political character as well as a moral one.

Employing primarily the conditioned reflex theory as elaborated by Pavlov (1849–1936), Soviet psychologists have worked out a system of didactics which are strict and fixed in their conception and application; one might even use the term “narrow” to distinguish them from the broad scope of methods employed, for example, in most U.S. schools. Soviet psychologists maintain that fundamentally all (except physically disturbed or handicapped) children can learn the standardized subject matter through the teaching methods devised for all schools. By definition, therefore, they exclude from practical consideration many educational variables. Inherent differences exist among children, they admit, but only in small degrees. The curriculum, dominated until now by the so-called “hard” subjects, is designed to give all future citizens an intellectual foundation that is, in form, a traditional European one. This approach to education tends to give Soviet teachers a classroom control that appears complete.

Certain of their psychological research findings in the past are not the only explanation that we observe for this principle, however, and it is well to point out that Soviet psychologists have only recently been in a position to try out new methods in connection with a more diversified curriculum. As one Moscow educator pointed out to us in a discussion on methods, the researchers are not always successful in getting their results and viewpoints adopted in school programs. Psychologists and other researchers are busily engaged in work on such areas as development of the cognitive activity of pupils in the teaching process (especially in relation to the new polytechnic curriculum); simplification in learning reading and arithmetic skills in the lower grades; the formation of character and teaching moral values, including Soviet patriotism; psychological preparation of future teachers; the principles and methods for meeting individual children's needs (such as “self-appreciation”), in terms of handicaps and as regards a child's particular attitudes, peculiarities, and maturity; and understanding the internal, structural integrity of each school subject and its interrelationships with other branches of knowledge. These research activities are carried out under Soviet conditions and exemplify some of the major problems which educators there now face.

Although research goals are by and large established through planning, there is evidence of much purely experimental investigation, especially in educational psychology and education of the handicapped. It does seem to us, however, that limitations resulting from central control of research seriously handicap organic development; regional needs and individual creative innovations do not easily find accommodation in the official framework.

Soviet educators define their system as an all-round training whereby youth can participate in creating the conditions for a socialist, and, ultimately, a Communist society.⁷ Such participation can become possible, they hold, only as students cultivate all the basic disciplines and only through a “steady rise in the productivity of labor . . .” which is linked closely with the educative process. School children and students are engaged in a total educational program which aims to teach them all the same basic subjects, morals, and habits in order to provide society with future workers and employees whose general education will make them socialist (Communist) citizens and contribute to their productivity upon learning a vocation (profession). A major task

⁷ I. A. Kairov, ed. *Pedagogika*. (Pedagogy.) Moscow, Uch. Ped. Giz., 1956. Pp. 20–22.

now occupying Russian psychologists is to investigate the psychological conditions for improving the practical performance of pupils in prevocational school programs. Achieving this goal would have an effect on their productivity as adult workers.

Education and training in labor, therefore, form an important part of programs in educational research and in the regular schools. We have already noted some historical precedents in this direction during the late 19th and early 20th centuries. Soviet educators continued this concern for labor education, restating the theory in Marxist-Leninist terms.⁸ After a variety of experiences in the early years of Soviet rule, the official study program for the general school became the "complex method," embracing all disciplines through a series of courses built on geographic schemes. The central theme of each phase or scheme was the work done by individuals and society to bring material surroundings into human service, and subject-matter was supposed to be introduced in order to develop understanding of the main theme. Socially useful work experiences were to be combined with this program. Many pedagogical and practical difficulties impeded its implementation, and the further development of this program, as well as Soviet pedagogy, was hampered by the reforms of the early 1930's, which came partly in response to the requirements of the 5-year plans.

Today, Soviet educators are enunciating new principles of labor education. While the new principles and programs use much the same terminology as that of former years, certain concepts and methods of implementation distinguish them from earlier practices. The basic philosophy of Soviet polytechnic education in the general primary-secondary schools is that education under modern technological requirements of society must include a basic understanding, in theory and in practice, of the operations of industry and agriculture. The philosophy postulates certain educative values to be derived from polytechnic training, such as understanding physical, natural, and mathematical laws; respect for labor activity and working people; and appreciation for complex processes in the course of material production. "The main task of the school is to prepare the up-coming generation for life,

⁸ Lenin's original ideas on the subject are not extensive. A short summary of them is provided in N. K. Krupskaya, *Izbrannye pedagogicheskie proizvedeniia* (Selected pedagogical works), Moscow, Uchpedgiz, 1957, pp. 73-77. Krupskaya's own writings on polytechnic education are sizable.

for useful labor, to inspire in youth a deep respect for the principles of socialist society."⁹

These ideas seem to be transforming the Soviet general school into a major educative instrument for upgrading the technical-scientific competence of the entire generation. The school thus becomes a base for readapting the population, and particularly the young generation, to the changing techniques of modern industrial society. In this process, it appears to us that polytechnic education, combined with the traditional academic program, is emerging as a dynamic element in the philosophy of education in the Soviet Union.

Soviet educators point to the family and to youth organizations, as well as to the schools, as fundamental influences in the total education of children. Parents are encouraged to follow closely their youngsters' progress in school, to confer with teachers, and to serve on parent's school committees. Youth groups (the "Pioneers" and the "Komsomol") take the lead in stimulating and directing pupil initiatives, checking up on classwork and social performance, and applying forms of group punishment against recalcitrant members of the group (*kollektiv*).

The ideas and practices which we have reviewed here form a complex philosophy of education in which the authoritarian concept predominates. This philosophy at the same time recognizes flexibility and seems quite acceptable to changing conditions and views. Once a new concept is defined by the authorities, however, it is made to apply equally to all school districts and activities. Combining authoritarianism, elements of traditional education, faith in the power of education and in mass education, materialism, and educative values in polytechnic-labor programs, the Soviet philosophy of education stands today as a dynamic movement among educational philosophies of the world. Much evidence indicates changes in the philosophical foundations of education in the U.S.S.R., however, and it will require careful study in years ahead to determine what effects they have on educational philosophy.

SCHOOL ORGANIZATION

The political and economic contours of Soviet society largely determine the patterns of educational programs and organization. Planning and priorities are the leading factors here. At the base of the school system is a common program: a generally unified,

⁹ Excerpt from a decree of the All-Union Komsomol Central Committee, in *Uchitel'skaiia gazeta*, (Teachers newspaper), Feb. 28, 1959.



Figure 1-2.—Ten-year school, Zagorsk. Built in 1952.

universal, compulsory elementary schooling in grades 1-4¹⁰ and a compulsory (nearly universal) 7-year education, or the "incomplete" secondary school.¹⁰ This education provides the foundation for most all other educational programs, and normally all grades are housed in the same building. This latter principle applies also to the 10-year (or 11-year) school. Terminal in character, the 7-year school is followed by any one of several different kinds of schools which function parallel one to the other but under different administrative jurisdictions.¹¹ Thus, after receiving 7 or 8 years of general education, pupils may go into different forms of secondary education: 3-year general-polytechnical (leading to the university or to work in industry and agriculture), vocational (leading to industry or agriculture), technical (leading to industry, agriculture, and possibly higher education), semiprofessional (leading to industry or public services and possibly to a higher institute), and one of several forms of part-time general education. The last four educational routes may be anywhere from 6 months to 4 or more years in duration. The elementary-secondary boarding school is a new institution (since 1956) offering general-polytechnic education. Although we saw

¹⁰ The 4-year elementary school is now in transition to a 5-year program; and the 7-year school is going into an 8-year program.

¹¹ *Soviet Commitment to Education*, pp. 5 ff.

education of this type, we did not make a special study of it.

Soviet educational policy requires a 6-day week for all school children. Saturday, however, is normally a shorter school day than the other days. The hours accumulated during a week, month, and year are impressive (see appendixes I to III for total hours per week from grade 1 and up). Over a 10-year period, the Soviet pupil spends approximately 10,600 hours in class and regular school activities. Under the new 11-year program, the total is planned to be well over 12,500 hours.

At the higher education level, we see another fractionalized system, where large numbers of separate and specialized institutions train highly qualified specialists in a few narrow fields, in response to economic and cultural requirements. For example, the medical, pharmaceutical, and veterinary institutes are outside the great universities. They are operated separately and come under the joint jurisdiction of the Ministry of Higher and Secondary Specialized Education, and an economic or functional ministry, such as the Ministry of Health or Ministry of Ferrous Metallurgy. While the State University of Moscow houses the basic faculties (departments) in the life sciences, a specialized school like the Timiriazev Academy of Agriculture at Moscow trains specialists in agricultural science and conducts research. Hundreds of such specialized institutes exist, working in relatively narrow fields.

This separation and the high functional specialization of Soviet university-level programs exemplify both Russian philosophy of education and conditions for educational development in the U.S.S.R. To help form a bridge between the foundational, theoretical training provided in the universities and the applied, specialized training given in the many institutes, there are the national (U.S.S.R.) Academy of Sciences, with its affiliates (such as the Siberian Branch), and the many Republic academies of sciences. Along with the higher education Ministry, these academies are responsible for planning and coordinating the theoretical and applied fields of scientific research. In the various departments (each grouping many disciplines) and many institutes of the Academy, the leading questions of science and methodology of research are considered. The leading members of the Academy are simultaneously the outstanding members of the university faculties. In such ways the Academy guides the scientific endeavors of the nation. A series of lesser academies responsible for the professions, such as education, fine arts, medicine, and architecture, perform similar functions in their respective fields.

Central Planning, Controls, and Methods

The Soviet economy has been geared since 1928 to a series of 5-year plans and now is engaged in an ambitious 7-year plan (1959 to 1965). These plans have consistently emphasized heavy industrial production, and even the new 7-year plan envisages 70 percent of total investments for the heavy industry sector.

The demands on the schools are closely related to these plans and emerge from decisions made by the State Planning Committee's (Gosplan) educational department. The various educational agencies must implement these plans, and the laws on which they operate provide the directions for meeting planned manpower needs. It is because of this planned development that Soviet educators are able to say to foreign educators that in the U.S.S.R. there are "no shortages" of specialists and teachers, since each succeeding year requires the training of specific quantities (quotas) of personnel.

To implement the planned training programs, two orders of control are exercised. The first is essentially political, drawing its authority from the central organs of Party and Government. The main operative agency for general education in each republic, the ministry of education, has central powers over all the school districts in the republic. The curriculums that it establishes are obligatory for all schools, so that the number of hours devoted to chemistry in a 10-year Moscow school will be the same as that in a 10-year school at Irkutsk, Siberia, other things being equal. This latter practice is control of the second order: educational control. Through its published curriculums, textbooks, methods manuals, and examination booklets the ministry controls the day-to-day work of the schools. An elaborate inspectorate system verifies from time to time a school's performance in every subject and activity.

PRINCIPLES AND METHODS OF INSTRUCTION

Principles of the teaching process provide a set framework for classroom teachers and are considered obligatory for them to observe. These basic principles were announced by the highest Government authorities at the outset of the major reforms in Soviet education in 1931-1932.¹² In accordance with these requirements, definite methodological solutions have been provided

¹² See M. M. Deineko, comp., *Spravochnik direktora shkoly* (Manual of the school director), Moscow, Uchpedgiz, 1955, pp. 17-31; also, *Bulleten' Narodnogo Komissariata po Prosvetsheniis R.S.F.S.R.* (Bulletin of the People's Commissariat for Education of R.S.F.S.R.), 1932, No. 49, Article 638, Sept. 5, 1932.

over the years for each subject. The major feature of the Soviet curriculum is the parallel method of presenting subject matter, both internally with respect to each discipline and externally with respect to interdisciplinary relationships. While this feature appears strongest in the fields of mathematics and the sciences, it is used to some extent also in the social sciences subjects.¹³ By this method, facts and skills are learned about two different areas of a subject, such as mathematics, during the same period of instruction (that is, the same term or semester). Similar learning activities occur in physics or in geography, and the knowledge acquired in each of these subjects may also be related to knowledge or skills acquired in another discipline.

As we have already pointed out, Soviet pedagogy has a distinctively traditional or "essential" character as far as form is concerned. Content is another matter.

One of its cardinal principles is that "the development of abilities is impossible without a systematic mastery of scientific knowledge."¹⁴ In practice this means learning prescribed amounts of data through emphasis on drills. The construction of the curriculum and the main body of teaching methods sharply reflect this principle and are representative of long-established practices of European education. Learning is developed through individual, separate subjects in systematic, logical, and interrelated forms following the elementary grades (1-4). Sequences are carefully worked out for each subject, normally based on 2, 3, or 4 hours of instruction per week. Certain "hard core" subjects, like the mother tongue and mathematics, are taken 6 or more hours per week until the high school level.¹⁵ Soviet educators strongly maintain that each subject has its own, distinct body of knowledge which must occupy a corresponding place in the general curriculum. Teaching concepts that advocate merging of disciplines into such integrated courses as social studies or general science are shunned by them. They do not use any unitary measuring device for curriculum analysis or construction, such as the American Carnegie Unit. Subjects are given different emphases according to the values, both educative and utilitarian, that officials responsible for educational plans determine appropriate to their society's needs and schools' tasks.

¹³ See examples given in Bruce R. Vogell, *The Mathematics Program of the Soviet Secondary School. Its Status and Innovations*. Unpublished doctoral dissertation at the University of Michigan, Ann Arbor, 1959.

¹⁴ Kalrov, I. A., *Pedagogika* (Pedagogy), p. 94. It is not intended here to discuss the problems of defining what is "scientific knowledge" in Soviet contexts, but rather to point out a governing principle within the Soviet framework.

¹⁵ See appendix I, table B, p. 219.

THE LESSON PLAN

The heart of teaching each subject is the daily lesson plan. Every hour of every subject has its planned instruction or activity, worked out in detail in writing by the teacher in accordance with the requirements of official syllabuses (*programmy*) and texts. All topics in the syllabus are supposed to be covered in class, and the textbook serves as the main instrument or aid.

The lesson plan provides the basic academic work of the class. It should be so constructed that the following major aims of the lesson are achieved:

1. *Clear objectives*—Pupils must receive factual data which enable them to acquire precise impressions and understandings; they must see relationships between phenomena, theories, and laws; they should be able to distinguish type-processes and acquire the habit of doing this; they should be trained to notice lacunae which may occur in a body of given knowledge.
2. *Union of the formative and developmental tasks in education*—Through rigorous study of subject matter (especially the sciences), pupils should understand the materialistic basis of the world, the class struggle in social development, and the ideals of communist morality; teachers must constantly develop the thinking, memory, awareness, discipline, and volitional qualities in children and inculcate habits of orderliness.
3. *Appropriateness of educational materials*—Pupils' ability to perceive ideas is strongly dependent on the material aids used in education; teachers must carefully select the correct and most useful means for impressing upon children new and related facts.
4. *Collective unity of the class*—Each teacher's individual qualities must be used in the lesson so as to get the entire class to succeed in its assigned work; the teacher strives to consolidate knowledge already learned by pupils, to improve their ability to acquire more, and to inspire all children to pull together in mastering the subject.

Along with the work of the daily lesson plan, homework is assigned in varying amounts, from the second grade up. Whenever possible, teachers relate assignments to the problems of everyday life and to environmental occurrences. From grade 5, homework is more closely related to the regular lesson plan and actually forms an extension of it. Ideally, home assignments are not to exceed 30 minutes for each main subject. Depending on the grade level and the number of times per week a subject is taught, homework varies from 2 to 4 hours a day, making an average total of 16 to 17 hours per week. Some Soviet educators with whom we talked were admittedly concerned about the amount of time pupils put into home assignments, and these educators were striving to improve classroom methods so as to reduce the homework load. They feel that the better training in both subjects and methods which a teacher receives will enable him to

enrich the learning process in class and thus lessen the load carried in after-school hours. Inservice training programs are playing an important part in this effort. One geography teacher in whose class the writers spent some time had eliminated all homework in world geography. Methods such as class projects in political and economic geography covered the prescribed subject matter in a way that left no work for outside completion.

In all the classes we visited, lecture by the teacher and recitation by pupils on specific topics assigned from the lesson plan were the main teaching methods employed. Particular examples of this practice will be found in subsequent chapters dealing with various teaching areas. Possibilities for pupils' voluntary expression and participation are limited; the essential feature of Soviet classroom pedagogics is that the pupil must master the prescribed topics and be able to perform correctly what is given or required in the textbook.

MARKING SYSTEM

The marking system used in Soviet education is a unified one consisting of five number values. These standards have been used since 1944. Briefly, the values for each number-grade are as follows:

- 5—Means that the pupil (or student) has acquired an exhaustive knowledge of the subject matter, according to the program (syllabus); he has solidly mastered and understands the material precisely; in oral or written examinations, the pupil provides correct answers to all questions, works independently, applies facts to practical situations, and employs correct language in all forms of expression.
- 4—Means that the pupil knows all the required subject matter in the program; he has grasped and understands the material well; in examinations, he answers questions without difficulty, can apply knowledge practically, does not make serious mistakes, and employs written language with only minor mistakes.
- 3—Means that the pupil commands the fundamentals of the subject matter as required; in applying facts to practical tasks he has some difficulties which are overcome with moderate aid from the teacher; in spoken and written expression he makes mistakes.
- 2—Means the pupil reveals ignorance of most of the required subject matter; he answers only leading questions coming from the teacher; he makes numerous, serious mistakes in written work.
- 1—Means that the pupil is completely ignorant of the subject matter.

No arithmetical averages of a pupil's grades for all subjects taken in the year are made by Soviet educators, and the level of performance reached at the end of the year determines the grade. Pupils who obtain marks of 5 in *all* subjects in the curriculum are named gold medal winners; those who receive marks of 5 in

all the final exam subjects and 4 in no more than three other subjects are named silver medal winners.¹⁶ Both categories of students earn special academic privileges with respect to entrance into higher institutions of learning.

Children are also graded on their personal conduct, inside and outside the school. A mark of 5 is given for normal, satisfactory conduct. When a pupil violates rules and receives a 4, the school's educational council takes note and watches for any further violation. Should a serious infringement of normal behavior occur, a 3 is given, in which case a pupil may be subject to dismissal from the school. If a child does not correct his behavior after initial violations, and becomes subject to a 2, he will be expelled by the educational council. This latter decision requires approval by the district educational department.

One example of class grading observed by the writer was the marking given for reading. The fourth grade class was asked to turn in the book to an unfamiliar text. The first child called upon read fluently one paragraph and then was asked questions by the teacher on the passage for comprehension. With some hesitancy the pupil answered the questions satisfactorily. The teacher recorded a mark of 5 and spoke it loud enough for all to hear. A second pupil, reading a new paragraph, had some difficulty with words and did not completely satisfy the teacher with answers to questions about the text read. This pupil received a 4. A third child read a third passage with marked ease and much expression. She was able to retell the part of the story (from Jules Verne) without any difficulty. This pupil received a 5.

Fourth grade Russian language work is graded, according to an official statement on marking,¹⁷ in line with the following standards: for a 5, in written work, the pupil must clearly understand the story in the text; relate its content faithfully and without factual mistakes or substantive imprecisions; observe sequence; have no defects in the use of words or construction of sentences; and have no more than one error in punctuation. In mathematics for grades 8 through 10, for a mark of 5 the pupil must carry out written work completely and correctly, including the various steps in reaching answers and the giving of proof wherever appropriate. A 4 is given when there are one or two mistakes in written assignments.

¹⁶ In 1959, final exams at the end of secondary school were required in Russian literature, algebra, geometry, physics, chemistry, history, and a foreign language.

¹⁷ M. Deineko, *op. cit.*, pp. 249 ff.

In inspecting a number of school children's workbooks (copy-books) containing regular written work and quizzes, we noted that in the main the marking standards as established by Soviet educational authorities are maintained.

In school corridors and classrooms, one sees many posters and banners carrying quotations and slogans from Government and Communist pronouncements. Many of these quote Lenin, some Marx, and their apparent purpose is to inculcate on pupils the beliefs expressed in the quotations. For example, in an eighth grade biology class, we observed these two posted on the walls: "The human mind has discovered much that is unusual in nature and is discovering still more, thereby increasing its power over nature." (Lenin) "Philosophy merely explains the world in various ways, but the conclusion of the matter lies in the fact that the world will change itself." (Marx) In a polytechnic laboratory in physics, the following quotation appeared in large yellow letters on a red banner: "Communism—it is Soviet power plus the electrification of the entire country." (Lenin)

These and other quoted sayings from Communist leaders appeared to be aimed at invoking in young people a strong desire to understand and to master their material environment. In certain quotations, a clearly political as well as philosophic indoctrination was evidently intended.

OUTSIDE SCHOOL ACTIVITIES

While the classroom teaching process exemplifies the essential features of Soviet educational philosophy and methods, another important area of education and culture lies outside the regular school program. This area is the Pioneer organization with its many clubs and district or municipal "palaces." Existing separately or parallel to the school system, it nonetheless has very close ties with school programs. Adult leaders in the Pioneer activities come mostly from the teaching staff of the local schools. This relationship provides for a direct bridge between educational work in both school and club.

Every school participates to some extent in forming "circles" (clubs) at the local Pioneer house. Children with expansive interest in developing knowledge and skills are encouraged to join the Pioneer organization and to participate in the club activities. These activities may be built around a particular subject, like literature or chemistry, or around some problem in home-making or industry. An important aspect of the program would seem to be the emphasis placed on child interest and self-expression.

mote among children character-building activities consistent with Communist social and moral aims. These activities, we were told, should develop self-reliance and self-confidence, individual skills and talents, and respect for human values and for the "collective" * (*kollektiv*, or group). The tutor's activities are mainly concentrated in after-school hours, when he works closely with the Pioneer and Komsomol organizations in developing programs for cultural enrichment and ideological upbringing. One tutor, who held the rank of senior tutor, with whom the writers spoke at some length, was a geography teacher in the regular school program. This man appeared to be an extremely able person. He holds a university-level degree from the Lenin Pedagogical Institute which, he was quick to point out to us, used to be the Second Moscow State University. He had 16 years of experience in teaching, was a singer and musician, and apparently had a fine personality. We felt that here were some qualities evidently sought in selecting a person for the new job of school tutor.

This tutor and the pupils put on a "talent" show for us which, we felt, merited particular praise for its organization, development of abilities, and spirit of comradeship. The tutor himself led and participated in parts of the program. We observed his conduct of an eighth grade class and were impressed with the teaching skills he employed.

PUPIL PROMOTIONS

As indicated earlier in this chapter, evidence suggests that nearly all pupils manage to pass the academic program. Only occasionally did we notice children obviously too old for their grade. This information is corroborated by findings of other careful observers of Soviet schools.

While precise data on the overall success and promotion of children in the U.S.S.R. are not available to us, it seems useful to report our findings in some schools. In the village school at Gorki-Leninskie near Moscow, which is now an 11-year school developing a full polytechnic education program, we were told that 80 percent of the graduates of the 7-year program go on to the upper grades (8 through 10 and now 11). Those who do not go on and decide to go to work can continue their education in a vocational school or in evening classes, correspondence programs, or special schools for working youth. These latter three programs lead to an academic high school certificate. Graduates of the 10- and 11-year programs who go on to higher education amount to about 30 percent of the graduating class. Not all within

this 30 percent can, however, be enrolled in the day programs. A little less than half of them will be admitted on an evening or correspondence basis. Some graduates go to 1-year vocational schools in agriculture, where on completion of the courses they will receive a trade specialty (such as machine operator) which qualifies them for a certain wage. In a school in a Georgian town near Tbilisi (southern Caucasus), 28 percent of the 7-year graduates went the previous year (1958) into vocational and technical schools, while the other 72 percent continued academic education in the eighth grade.

At 10-year School No. 14 in Zagorsk, a city of some 50,000 people, 90 percent of the pupils normally go on to the eighth grade. Upon graduation from grade 10 in 1958, about 20 percent enrolled in institutions of higher education. This school had an enrollment in 1959 of 1,500. In a smaller, 7-year school near Zagorsk, 17 pupils graduated in 1958. Of this number, 13 went on to the eighth grade, 2 enrolled in a vocational school, and 2 others went to work. In Moscow 11-year School No. 16, nearly 100 percent of the 7-year graduates continue their education into grade 8. From one class of 31 students completing grade 10 in 1958, 14 were accepted by institutions of higher education. From among 70 graduates of grade 10 at School No. 57 in Kiev, 34 enrolled in day programs of higher education, while the others are working but continuing their education in part-time programs.

These samples of promotion ratios taken at random substantially confirmed information later given us at the Ministry of Education in Moscow regarding pupil advancements. We were told that in urban regions (including the rural environs of major towns) between 70 and 80 percent of the youngsters go on to secondary school after grade 7; and that in the farming or rural areas, the figures vary but are around 50 percent. A small percentage of pupils today do not complete the seventh grade.

Statistics published by the Soviet Government in recent years do not give us enough information to speak with authority about enrollments as percentages of total age groups. Until official data collected during the recent Soviet population census become available,¹⁹ it is unwise to attempt to give precise figures on how many Soviet children out of a specific age group are enrolled in various educational programs. Information given to us in the

¹⁹ Cf. *Vestnik statistiki* (Journal of statistics), Moscow, Nov. 5, 1959. Additional statistical data, released in February 1960 (*Izvestiya*, Feb. 4, 1960), can assist in further analyses of enrollment and promotion developments.

U.S.S.R. and other data enable us to point to the general directions of pupil promotions. From our visits in the western regions of the Soviet Union, it appears that there about half of the eligible age group is enrolled in the upper grades of 10-year (some 11-year) programs. Another not insignificant proportion is enrolled in secondary vocational and technical schools of various types. These proportions are not precise, and we were unable to have them verified. Pertinent to these considerations are the facts that approximately one-half of the entire Soviet population is rural, and that one-fourth of all children in the elementary grades (1 through 4) attend separate, 4-grade schools. As of 1955, 65 percent of these schools (rural and urban combined) had 40 pupils or less, and 57 percent of them had but one teacher. It is apparent from these data that the 10-year school, which incorporates all grades, has not yet become available to significant portions of the population. While some observers indicate that no more than one-third of all Soviet children have been going on to secondary education, we feel that this estimate may be somewhat low and that it likely has been closer to one-half. Recent changes obscure this picture. In either case, mass education now appears to be in effect in the U.S.S.R. The degree of success that Soviet teachers are having and will continue to have with their principles and methods of teaching will determine the level and quality of education in this mass system.

Problems and Changes in Soviet Education

NOTE - The unified school system and curriculum produce kinds and degrees of uniformity and conformity that are quite unfamiliar to an American observer. At first, one might think that here is an educational structure without major problems. Looking at the day-to-day pedagogical performances in the classrooms, our reaction was that this description of the situation appeared somewhat correct. We did, however, sense immediately a certain formalism in the school's learning exercise, which provided no indication that children develop skills to use knowledge. Pioneer work affords this opportunity for some children, however. The plan of studies, outlines of courses (syllabuses), official textbooks, and daily lesson schedules all provide ready-made devices for teacher control over the learning process and for measuring the amounts of information acquired. Teachers know their methods, pupils are eager to learn, and parents (especially many of those

who received little education themselves) are insistent that Ivan go to school.

The picture is not so calm as it first appears, and many Soviet educators with whom we talked discussed quite frankly what they thought was wrong with their schools. Studying their comments and following their educational publications as well as announcements by Government leaders in the U.S.S.R., we have been able to identify some of the major problem areas in Soviet education and the general direction in which it is moving.

Since the last major reforms initiated during 1931-32, the Russian general school has been primarily concerned with developing a strong academic program. This concern centered on the subjects whose mastery provided a necessary foundation for higher education, especially in mathematics, physical-natural sciences, and the mother tongue. Educational research aimed primarily to provide solutions to methods problems in subject-matter teaching, and to disseminate its findings and the experiences of the best schools to the field. With the various manpower needs, regulated to planned quota systems, this policy appeared to be satisfactory until recent years.

New problems arose, however, in connection with the economic, social, and intellectual development of the country. Briefly, these problems are: An unbalanced curricular structure, which requires all pupils to take the same subjects throughout the 7- and 10-year school programs; swelling enrollments in secondary education during the period 1950-1957; an impending fall in the age-group leaving schools for productive activities in society; unfavorable psychological attitudes of youth, especially in regard to occupational training and physical labor; need for improvement in selection procedures and in evaluating pupils' achievements; and need for providing for individual children's differences. We saw evidences of certain of these problems in the schools, spoke with Soviet educators about them and others, and have followed discussions in the Soviet press concerning some of them.

CURRICULUM

Leading Soviet educators in the Pedagogical Academy and also some school principals feel that, in the main, the old programs of study²⁰ constituted too heavy a load for Soviet youngsters. Obvious needs have arisen to facilitate the acquisition of mathematics, sciences, and technical drawing to lighten the load for specific time periods, and to reduce the program in social studies-

²⁰ See appendix I, table A, p. 218.

humanities. In discussing this matter in the Institute of the Theory and History of Pedagogy, the Director was careful to point out to us that the overall aim is *not* to reduce the quality of education, in the academic sense, but to make learning easier and more accessible to all children. The new curriculums being worked out are planned to introduce much more practical work than was previously offered, and at the same time they will lessen relatively (but *not* absolutely) the load of academic subjects as compared to the old curriculums.

Curriculum development is also going on in order to teach educative values of practical work (in shops and agricultural plots) and of production work (in shops and factories, and on farms). Pupils will spend many more hours than heretofore on activities involving manual as well as intellectual skills. Backgrounds for this development are discussed later in this chapter.

ENROLLMENTS

As the Soviet Union moved toward universal 7-year education in the postwar years, pupil enrollments in the upper secondary grades began to swell way beyond the numbers normally required to meet higher education quotas. From 1950 to 1955, for example, the number of students in grades 8, 9, and 10 of the regular day schools increased by 350 percent (from 1.5 million to 5.2 million). While graduates from these grades during that period mounted to 1.5 million a year, annual first-time enrollments in universities and institutes have been held consistently to around



Figure 1-4.—Manual arts work in second grade.

450,000. In some anticipation of the need to supply future secondary school graduates with some specialized knowledge or skill, the XIX Congress of the Communist Party of the Soviet Union (C.P.S.U.) in October 1952 passed a resolution calling on the schools to devise ways of changing their programs: "With the aim of raising further the socialist, educative significance of the general educational school, and of securing for pupils who fulfill secondary school conditions the free choice of a vocation, it is necessary to proceed toward effecting polytechnic instruction in secondary schools and to take measures necessary for the transfer toward general polytechnic education."²¹

Educational administrators set to work on this problem and also on efforts to direct academic high school graduates to other programs. New postsecondary vocational-technical schools were opened in 1954-55 to train skilled workers, in addition to the already existing network of technicums and other specialized institutions. These latter two types, formerly organized mainly for receiving 7-year school graduates, expanded their facilities for offering training to persons with 8 or 9 years of education and to graduates of the 10-year program.²²

In very recent years, however, upper secondary enrollments in the regular day schools have fallen off rapidly, to the point where in 1958-59 the number fell to 3,400,000.²³ This drop is primarily due to the very low birth rate during wartime conditions (1941-45), compounded by heavy losses of life, both military and civilian.

LABOR MARKET

The drop, after 1957, by one-half in the number of youths of working age will have an effect on numbers available for industrial and agricultural employment during 1960-1965. With this situation imminent and with needs for technically literate youngsters ever on the increase, the new polytechnic training program is being introduced at a time when it can help meet these problems and when enrollments are lower and more manageable. Low

²¹ M. Deineko, *Op. cit.*, p. 186.

²² For example, see programs listed for the Moscow region in *Kuda poiti uchit'sia; spravochnik* (Where to go to study; a manual), Moscow, "Moskovskaya pravda," 1956, pp. 121-208; also M. Deineko, comp., *Gde poluchit' spetsial'nost'; spravochnik* (Where to receive a specialty; a manual), Moscow, Uchpedgiz, 1956.

²³ Over 1.2 million others were enrolled in special schools for working youth and 1.1 million for adults, which offer complete academic programs. *Narodnoe khoziaistvo S.S.S.R. v 1959 godu*. (The national economy of the U.S.S.R. in 1959.) Moscow, Gosstatizdat, 1960. Pp. 115-117.

ss in shifting to new curriculums suggest that the best
ed and staffed schools will be the ones to change their pro-
first.

ed on evidence thus far published, it appears that the poly-
school with labor experience will provide both the aca-
and the prevocational (polytechnic) education with which
youth will make their way in Soviet society. It also seems
at that the nature of the 8-year school and the absence of a
ement that children continue on to upper secondary school
rovide strong tendencies toward making the 8-year school a
nal one for many youngsters. Future developments will
ate the actual trends, and meantime many problems ad-
dly lie ahead for Soviet educators.

feel that, depending on pupil selection and on teacher
aration, the introduction of much more polytechnic and labor
ation might change the emphasis of the overall program in
academic disciplines. Such a change might occur especially
rollments steadily increase and the new 11-year school be-
as a unified, mass, and somewhat comprehensive educational
tution. The vast majority of pupils will, upon graduation,
employment in the economy, while a small percentage will
ify for institutions of higher education and postsecondary
ols. Up until the decade of the 1950's, these latter institutions
orbed most of the high school graduate. That Soviet educa-
are thinking about ways to provide future academic enrich-
it programs is evident in plans, which they discussed with us,
provide special after-school classes in mathematics and the
nces. Some experiments in academic "track" programs have
been taking place in a few secondary schools, and certain
viet educators suggest introducing a multiple-program second-
y school of a comprehensive type.³⁰ They also speak of an
entual 12-year program in order to accommodate all youth.

It seems clear to us that the Soviet Union, on a mass scale, is
w adjusting its educational system so as to make a general
ucation with polytechnic emphasis available to all youth in the
cades ahead. The "reform measures" appear to respond to
onomic needs and technical development of the country, and to
tain thus far an academic emphasis about the same as in the
-year program. The exact character of these measures will
e known, however, only as they are implemented in the schools
nd authoritatively reported on.

³⁰ N. K. Goncharov, "O vvedenii furkatali v starshikh klassakh srednei shkol'y" ("On intro-
ducing multiple-track education in the senior grades of secondary school"), in *Sovetskaya peda-
gogika* (Soviet pedagogy), No. 6, 1958, p. 12 ff.

CHAPTER II

Science and Mathematics in the General Schools

IT SEEMS NATURAL that, by virtue of the materialistic phi-
losophy espoused by the Soviet Government, great emphasis
should be placed on the natural sciences and mathematics. This
view not only is reflected in the curriculums in institutions of
education, but it also pervades the thinking of those who are in
charge of educational programs.

Everywhere we visited we were impressed by the fact that the
Soviet people are convinced that their destiny is closely linked with
science and technology. They are proud of their successes with
Sputniks and Luniks. They praise the accomplishments of such
world-renowned scientists as Pavlov, Lobachevskii, and Mendeleev.
They accord great respect and prestige to their large number of
present-day scientists who are making names for themselves and
pushing Soviet science and technology to the forefront. It was
not surprising to us then that, when we interrogated pupils in
the schools that we visited, a large percentage of them wanted to
become scientists and engineers.

Some Fundamental Soviet Ideas

While in the U.S.S.R., we had opportunity to discuss with
leading educators the role that science and mathematics education
plays in the schools of the Soviet Union. We wanted to learn
from them what their views are on how much science and mathe-
matics should be taught in the schools and how these subjects
should be taught.

In our consultations with officials of the Russian Soviet Fede-
rated Socialist Republic (R.S.F.S.R.) Ministry of Education in
Moscow and in discussions with researchers and teachers around
the country we questioned the educational policy of requiring

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**6. Back to Basic – the only real
reform – Charlotte Iserbyt**

What does the federal No Child Left Behind Act hold schools accountable for?

The answer—and more—is found in *Back To Basics Reform, Or...OBE *Skinnerian International Curriculum?* (50,000 copies sold since publication in 1985). The careful documentation in this book by Charlotte T. Iserbyt—a former school board member and former official in the U.S. Department of Education—exposes the federally-funded activities behind the nationwide dumbing down of education.

In *Back to Basics Reform...* you will discover academics are incidental in the federally-driven systemic school restructuring. You will find federal/international/world-class [education] standards are steeped in non-academic objectives. (Note: Bush's No Child Left Behind Act (NCLB) holds public schools accountable for a child's acquisition of attitude, value, and behavior outcomes that are nestled in state standards and integrated with academic curriculum! NCLB also demands accountability for having highly qualified educators—of which national certification is based in part on an educator's ability to collect and assess a child's personal information, use behavior psychology-based practices on kids, and more.)

Iserbyt's *Back to Basics Reform* also cites the U.S. Department of Education's distribution of public money for research that uses school children as lab rats. Does the public know that experimentation—especially in low income, high minority areas—is taking place? Is it any surprise that kids from Mastery Learning/Direction Instruction sites have difficulty reading and writing after 12 years of federally controlled experimental schooling? Proof of such rat lab experimentation responsible for declining test scores follows:

University of California Professor James Block, one of the fathers of mastery learning/direct instruction said in 1985: "I don't know of any major urban school system in the United States that has not adopted some kind of mastery learning program."

Bruce Joyce in his *Models of Teaching*, 1985, reveals that Direct Instruction, the scientific research-based method to teach reading called for in the No Child Left Behind Act, is the same as Skinnerian Mastery Learning when he associates Direct Instruction with the work of James Block, Benjamin Bloom, the late Madeline Hunter, and Ethna Reid.

And, most shocking of all, is an admission made by Brian Rowan who was involved with William Spady in the infamous 1984 Utah Outcomes-based Education grant which called for "putting Outcomes-based Education (OBE) in all school of the nation." Rowan, in a federally-funded paper titled "Shamanistic Rituals in Effective Schools", 1984, said in regard to Effective Schools (which calls for ML/DI):

"The ritual is particularly suited to application in urban or low performing school systems where successful instructional outcomes among disadvantaged students

are highly uncertain but where mobilized publics demand immediate demonstrations of success. The uncertainties faced by practitioners in this situation can easily be alleviated by what scholars have begun to call 'curriculum alignment.' [*teach to the test—Ed.*] "Student variability in performance can be reduced, and relative performance increased, not by changing instructional objectives or practices, but simply by changing tests and testing procedures."

BY CHARLOTTE T. ISERBYT

BACK TO BASICS REFORM

OR...OBE *SKINNERIAN
INTERNATIONAL CURRICULUM?

'Necessary for United States' participation
in a socialist one-world government
scheduled for the early years of
the twenty-first century

Send this information to local school board members, state legislators, U.S. Congressmen and Senators. Elected officials **MUST** be informed about the damaging, dumbing down activities that state/federal education reform policies and public tax dollars **have** supported and **continue to support**, all in the name of "accountability to the corporate/federal government partnership", NOT to the parent or local school district.

PDF of *Back to Basics Reform* available at: www.deliberatedumbingdown.com

BACK TO BASICS REFORM OR...OBE *SKINNERIAN INTERNATIONAL CURRICULUM?

*Necessary for United States' participation in a socialist one-world government scheduled for the early years of the twenty-first century

2004 NOTE FROM AUTHOR : Predictions made in this book, written in 1985 , have come true. The book—which spells out clearly how **OBE**, **Goals 2000**, **No Child Left Behind**, and **School-to-Work** would be implemented—was boycotted by major conservative organizations. Read it and ask yourself "Why?" The book has, however, sold well (50,000 copies) to grassroots organizations.

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"In fact, a large part of what we call 'good teaching' is the teacher's ability to attain affective objectives [attitudes, values, belief—Ed.] through challenging the students' fixed beliefs and getting them to discuss issues."

—Professor Benjamin Bloom, et al ²⁹

As our nation moves into the Twenty-first Century, Americans should ask themselves what EXACTLY are the goals the internationalist education elite has set for American education, and how achievement of these goals will affect not only our children and grandchildren, but the future of our nation itself?

This book deals with the social engineers' continuing efforts, paid for with international, federal, state, and tax-exempt foundation funding, to manipulate and control Americans from birth to death using the educational system as the primary vehicle for bringing about planned social, political, and economic change. (The major change in our economic system will be the determination by industry and government of who will be selected to perform the necessary tasks in our society—quotas for engineers, doctors, service workers, etc., to bring about the socialist concept of full employment.)

As you read on, you will recognize the key roles played by the behavioral psy-

chologists, sociologists, educationists, and others in bring about this planned change—through the radical transformation of America's classrooms from places of traditional cognitive/academic learning, where intellectual and academic freedom flourish, into experimental laboratories for psychological (attitude and value) change, using modern technology (the computer for individualized instruction and for administrative management systems) in conjunction with the totalitarian theories of Professor B.F. Skinner and other less well-known social engineers.

The following statements by Professor Skinner are self-explanatory. They should be kept in mind as one reads on. Skinner clearly defines what is happening in many schools of America today—not only to students and parents, but to teachers and administrators as well—

▼

"Coexistence on this tightly knit earth should be viewed as an existence not only without wars... but also without telling us how to live, what to say, what to think, what to know, and what not to know."

—Aleksander Solzhenitsyn

▼

and what will happen in ALL schools of the nation AND of the world unless citizens like you, the reader, take immediate action to reverse the dangerous cycle.

In **SCIENCE AND HUMAN BEHAVIOR**, Skinner says,

"Operant conditioning shapes behavior as a sculptor shapes a lump of clay."¹

In the book, **B.F. SKINNER, THE MAN AND HIS IDEAS**, the author, Richard Evans, quotes Skinner as saying "I could make a pigeon a high achiever by reinforcing it on a proper schedule."² Evans adds,

"His (Skinner's) concern for what he believes to be the inadequacy of our formal education system led to applying the principles of operant conditioning to a learning system which he called the teaching machine, but Skinner's approach is concerned with more than merely methods and techniques. He challenges the very foundation by which man in our society is shaped and controlled."³

Dean Corrigan, in a 1969 speech to teachers, predicted that Skinner's 'teaching machines will pace a student's progress, diagnose his weakness and make certain that he understand a fundamental concept before allowing him to advance to the next lesson.'⁴

**U.S. DEPARTMENT OF EDUCATION
FUNDING SKINNERIAN
MASTERY LEARNING PROGRAMS**

The accuracy of Corrigan's predictions is evidenced by the U.S. Department of Education's financial support over a 20-year period for research, development, dissemination, and implementation of Skinnerian Outcome-based Mastery Learning systems which "pace a student's progress, diagnose his weaknesses and make certain that he understands a fundamental concept before allowing him to advance to the next lesson." (Meaning: sequential learning in which each individual student is evaluated only in terms of his achievement of predetermined learning objectives and criteria test items, and in which there are no group norms and consequently NO competition.)

The Exemplary Center for Reading Instruction (ECRI), a federally-funded and disseminated, \$848,536 Mastery Learning Outcome-based Skinnerian learning system developed by Dr. Ethna Reid of Utah in 1966, still receives federal financial support and is in use in at least 3,000 schools across the nation, although according to doctors, teachers and parents, it causes sickness and stress for students and turns teachers into robots.

Dr. Jeanette Veatch, internationally known in the field of reading, called the ECRI program "a more modern version of breaking children to the heel of thought control." She added, "it is so flagrantly dangerous, damaging and destructive I am appalled at its existence."⁵

**ARIZONA EDUCATORS
DENOUNCE FEDERALLY-FUNDED
OPERANT CONDITIONING PROGRAMS**

On May 5, 1984, the officers of the Arizona Federation of Teachers unanimously passed a resolution, excerpts of which state they "oppose such programs as ECRI, Project INSTRUCT and/or any other programs that use operant condi-

tioning under the guise of Mastery Learning, Classroom Management, Precision Teaching, Structured Learning and Discipline, and petition the U.S. Congress for protection against the use of such methods on teachers and students without their prior consent."⁶

Unfortunately, the national American Federation of Teachers (AFT) declined to adopt its Arizona affiliate's resolution (above) at its August 1984 national convention in Washington, D.C.

**NEA PROMOTES
MASTERY LEARNING**

Not unexpected is the fact that the AFT's competitor, the National Education Association (NEA), is actively promoting Mastery Learning and its use of critical thinking skills. Mary Futrell, President of the NEA, is presently using paid advertisements proclaiming that "the schools must move away from the stuffed 'sausage' approach—that is, learning facts—to the mastery learning project."⁷

The real "meat and potatoes" of the NEA's substitute for "learning facts" was unveiled at the 123rd Annual Meeting of the NEA held in Washington, D.C., June 28-July 3, 1985. A press release distributed at the meeting explained that the NEA's "Mastery in Learning Project" is to be piloted in six schools in the fall of 1985 at five initial sites: Conejo Elementary School in Thousand Oaks, CA; Hillside Jr. High in Simi Valley, CA; Mt. Vernon Elementary School in Alexandria, VA; Westwood Primary School in Dalton, GA; Greasewood School (K-12) on the Navajo Reservation in Arizona.

Also revealed is the fact that nine regional laboratories, funded by the U.S. Department of Education, are supporting the NEA project. "...this is the first time all these labs have come together to support a comprehensive national effort. ..." said project director Robert McClure. [*Emphasis added*]

Furthermore, four research centers, funded by the U.S. Department of Edu-

cation, will be "backing" the Mastery in Learning Project, including centers at UCLA, Johns Hopkins, and U. of Texas at Austin—all very active in change agent activities. The project will also receive funding assistance from the Tennessee Valley Authority and the Bureau of Indian Affairs.

As startling as this information is, it is nothing compared to the information found in a booklet distributed at the NEA meeting which describes in considerable detail what the Mastery in Learning Project encompasses.

For example, it is explained that Mastery Learning is a "concept first proposed a generation ago by Harvard psychologist Jerome Bruner...A growing body of research and educational reform proposals from such respected educational analysts as Mortimer Adler (*developer of the Paideia Proposal and long-time advocate of a One World Government—Ed.*), John Goodlad, TheodoreSizer, and Ernest Boyer have all sought to translate Bruner's work into classroom reality."

How shocking! This certainly validates what parents and concerned educators have been saying for years! Every one of the above-mentioned people are key change agents: major architects of the horrendous education mess and declining test scores we are now experiencing. That the above named change agents (and others) have been "translating" the work of Jerome Bruner into classroom practice speaks volumes. That those responsible for the destruction of American education are being called on to participate in its "reconstruction" boggles the mind!

Many who are reading this book will recall several years ago the battle raging in school districts around the country, and even around the world (in Australia, for example) over an elementary Social Studies program called **Man: A Course of Study (MACOS)**. In the Congressional Record, April 9, 1975, page H2585, Arizona Congressman John Conlan said this about MACOS:

“The course was designed by a team of experimental psychologists under Jerome S. Bruner and B.F. Skinner to mold children’s social attitudes and beliefs along lines that set them apart and alienate them from the beliefs and moral values of their parents and local community.”

For those who may not know, MACOS was suppose to help children understand what made them human by exploring in depth the lifestyle of an obscure Eskimo tribe. In reality, the purpose of MACOS (which is still being used) is, as Congressman Conlan indicated, to “mold the children’s social attitudes and beliefs...”

For example, parents were outraged that their fifth grade children were required to read ugly stories which promoted infanticide, cannibalism, incest and senilicide—the deliberate shoving of aged relatives out on the ice to die alone.

And here we are, many years later, and nothing has changed for the better. The latest “innovation” i.e., Mastery Learning, will be used as a vehicle to “translate” anti-life, sub-human, values-changing, behavior modification techniques that characterized the MACOS program. But with an important difference: before, parents could examine their children’s textbooks; now, thanks to technology, nothing or nobody will be able to get between the child and his computer. Except, of course, the internationalist change agents.

Also revealed in the NEA booklet, is the fact that “Mastery Learning is one of many instructional models. Others include Active Teaching, Direct Instruction, Student Team Learning, Socratic questioning, coaching, creative problem solving, Bruner’s Concept Attainment Strategy, and Madeline Hunter’s Target Teaching Approach. These models incorporate research on effective teaching, and all may be explored by the schools associated with the project.”

For more information on this project, write to Mastery in Learning Project,

NEA, 1201 16th Street N.W., Washington, D.C. 20036.

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NATIONAL DIFFUSION NETWORK PUSHES SKINNERIAN PROGRAMS FOR DISADVANTAGED

The activities of the NEA and the U.S. Department of Education and its laboratories and centers in 1985 shed light on why the U.S. Department of Education refused in 1981 to conduct an independent reevaluation of the model Mastery Learning program, the Exemplary Center for Reading Instruction (ECRI).

The following deception by the U.S. Department of Education, in order to keep ECRI alive as a model for development of future Mastery Learning programs, should serve as an important warning for Americans who still trust the majority of educators who have been trained in “end justifies the means” moral relativism instead of the traditional code of ethics in existence since the founding of this nation. A letter from Assistant Secretary James Rutherford to Congressman Eldon Rudd dated January 19, 1981, says “The ECRI program...is not an ‘operant conditioning’ program.”⁸

The Department of Education has adamantly refused to conduct an independent re-evaluation of ECRI, denying that the program uses stopwatches to time children or that it uses Skinnerian techniques, even though the entire 100-page teacher pre-service training manual is devoted to the training of teachers in stimulus-response-stimulus operant conditioning techniques, and materials on the *ADAPTATION OF BIRDS, MONITORING FORMS BEFORE AND AFTER INSTRUCTION* (observation data sheet records), *HOW TO TEACH ANIMALS* by Skinner, *HOW TO TEACH ANIMALS: A RAT, A PIGEON, A DOG*, by Kathleen and Shauna Reid, etc., are listed as teacher and source materials by ECRI.

In addition to the above documentation, the July 1984 issue of *The Effective School*

Report says in very small print, “The following professionals and groups have initiated successful educational programs which can work together as a common system to deliver PREDICTABLE SUCCESS (emphasis in original) for each learner—the ultimate criterion of an effective school program: B.F. Skinner, Norman Crowder, Robert E. and Betty O. Corrigan; 1950-1984; *Mastery Learning Practices*.”⁹ [Emphasis added]

Utah’s Terrel Bell, former Secretary of Education in the Reagan Administration, has recently joined the Board of Directors of Kelwynn, Inc., the effective schools training company which publishes *The Effective School Report*. The presence of a former Cabinet member and Secretary of Education on its Board of Directors elevates Kelwynn, Inc. and its *Effective School Report* to a new level of importance in national education policy.

The Department of Education cannot afford to permit an independent re-evaluation of ECRI, according to a March 30, 1980 memorandum to Secretary of Education Shirley Hufstедler from Acting Assistant Secretary Dick W. Hays, which says,

“conducting the review has the advantages of terminating the controversy concerning ECRI and of limiting the controversy to ECRI. This response could be precedent setting, however, and open up the possibility of having to respond to similar requests in the future in the same manner. Not conducting the review removes the precedent-setting possibility but it is likely to prolong the controversy about ECRI and could result in an enlargement of the controversy to include other or all programs developed or operated with federal education funds.”¹⁰

The Department was rightfully concerned that a re-evaluation would open a Pandora’s Box, thwarting its ultimate goal of implementing Mastery Learning nationwide (1984 Far West Laboratory grant discussed later and 1985 NEA

Mastery in Learning Project) and allowing parents (of all people!) a glimpse into its multitude of National Diffusion Network (NDN) programs that use Skinnerian operant conditioning on their children, twenty-five or more of which are the highly controversial **Follow Through** programs for economically disadvantaged kindergarten through third grade students. (The social engineers always experiment on the helpless and disadvantaged, using them as guinea pigs with pre and post testing, before they target “all” our children for “treatment.”)

The Summary of the *National Evaluation Follow Through Findings, 1970-1976* says,

“Gary McDaniels who designed the final **Follow Through** evaluation plan for the U.S. Office of Education, characterized **Follow Through**, which involves 180 cooperating communities, as ‘**the largest and most expensive social experiment ever launched**.’”

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**WELL-KNOWN EDUCATOR
DENOUNCES SKINNERIAN
PROGRAMS IN LETTER TO
PRESIDENT CARTER**

Professor Kenneth Goodman, former President of the International Reading Association, in a letter to President Carter dated March 10, 1978, refers to the \$100,000,000 evaluation of the Follow through program as a “fiasco” and says,

“There is a know-nothing view that combines the outward vestiges of technology-machines, management systems, arbitrary controlled atomistic skills sequences, and constant testing—with a philosophy of behavior management. In behavior management, outcomes are assumed or arbitrarily determined and the behavior of human learners is shaped, conditioned, reinforced, extinguished, rewarded or punished until the learners achieve the target behavior.”¹²

One would have expected the outrage

over ECRI (in the form of letters to Congressmen, the former U.S. Office of Education and the present U.S. Department of Education, and to high officials in the White House) to have resulted in a re-evaluation of ECRI, *Project INSTRUCT* and other similar totalitarian Mastery Learning programs, especially since BOTH parents and respected educators have protested their continued development and use. Not so. In fact, a U.S. Department of Education, memorandum to Secretary Bell dated October 5, 1982, states,

“President Reagan is scheduled to visit P.S. 48, an elementary school in the Bronx, New York City. During his visit the President will meet Dr. Ethna Reid, Director of the Exemplary Center for Reading Instruction, a program in the National Diffusion Network. Dr. Reid will be at P.S. 48 to train staff members in the use of ECRI.”

Whether the president, a very busy man, met with Dr. Reid or not, is insignificant. What IS highly significant, however, is **WHY** this extraordinary effort was made to introduce the President of the United States to Dr. Ethna Reid of Utah.

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**GOAL IS TO PUT SKINNERIAN
MASTERY LEARNING IN “ALL
SCHOOLS OF THE NATION”**

Although fifteen years of research on American miseducation has left me virtually shockproof, a copy of a \$152,530 Grant Application No. 84:122B, submitted by the Far West Laboratory for Educational Research and Development to the U.S. Department of Education, which was subsequently approved for funding, pulled the rug out from under any slim hopes I held for intellectual freedom in America.

This grant application entitled “*Excellence in Instructional Delivery Systems: Research and Dissemination of Exemplary Outcome-based Programs*,” and its equally important slick “Appendix A” entitled “*Excellence in Our Schools—Making It*

Happen,” must be ordered through your Congressman or directly from the American Association of School Administrators at 1801 N. Moore St., Arlington, VA 22209. ALL Americans must read this for an understanding of ongoing efforts, paid for by the taxpayers without their knowledge, to implement Outcome-based Mastery Learning nationwide and to psychologically manipulate local teachers and citizens in order to get the educators’ core world government curriculum adopted in each and every school district in America.

In a letter to former Secretary of Education Terrel Bell, dated July 27, 1984, the Utah State Superintendent of Public Instruction, G. Leland Burningham says,

“I am forwarding this letter to accompany the proposal which you (Bell) recommend Bill Spady [*the Director of the Far West Laboratory which received the grant—Ed.*] and I prepare in connection with Outcome-based Education. This proposal centers around the detailed process by which we will work together to implement Outcome-based Education using research verified programs. This will make it possible to put Outcome-based Education in place, not only in Utah, but in **all schools of the nation**.”¹⁴ [*Emphasis added*] (The Far West Laboratory is also one of the nine labs working with the NEA on its Mastery In Learning Project.)

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**SPADY ADMITS
MASTERY LEARNING IS
“AFFECTIVE” EDUCATION AND
BEHAVIOR MODIFICATION**

Dr. Spady, who has held, among other important positions, that of Senior Research Sociologist with the National Institute of Education between 1973 and 1978, is dedicated to implementing Mastery Learning across the nation. Spady said at a conference I attended on April 21, 1982, that two of the four functions of Mastery Learning are:

"Extra: whole agenda of acculturation, social roles, social integration, get the kids to participate in the social unit, affective" [*inculcation of attitudes, values, beliefs—Ed.*]

And

"Hidden: a system of supervision and control which restrains behavior of kids; the outcome of the hidden agenda should be the fostering of social responsibility or compliance."¹⁵

So if our Johnny or Mary do not fit in the internationalist social engineers' definition of "socially responsible," or do not have the "correct" pre-determined "character traits," they will be forced to "comply" through the use of behavior modification techniques. Of course, to the educationists, social engineers, and behavioral scientists, this is perfectly ethical since your children are nothing but human animals with no free will, souls, intellects or consciences. To the social engineers, they are the property of society, not the responsibility of the family. They are to be conditioned and trained like Pavlov's dogs, as was pointed out by Professor Allen Cohen, at a Mastery Learning conference he led in Maine, when he referred to our children at least four times as "human animals."¹⁶

When is the U.S. Department of Education going to stop wasting our money on research, development, and dissemination of projects which collectively hammer the last nails into the coffins of local control and intellectual and academic freedom, and which promote a national/international Outcome-based Mastery Learning education system reflecting the so-called "New Basics"?

ARE THE "NEW BASICS" WHAT YOU THINK THEY ARE?

Harold G. Shane, writing in the September, 1976 *Phi Delta Kappan*, describes his version of the "new and additional basic skills," which is accepted by leaders in the education/reform/effective school movement, when he says,

"Certainly, cross-cultural understanding and empathy have become fundamental skills, as have the skills of human relations and intercultural rapport...the arts of compromise and reconciliation, of consensus building, and of **planning for interdependence** become basic..." [*Emphasis added*]

Shane also said,

"As young people mature we must help them develop...a service ethic which is geared toward the real world...the global servant concept in which we will educate our young for planetary service and eventually for some form of world citizenship ... implicit within the 'global servant' concept are the moral insights" [*through values clarification, i.e., higher order critical thinking skills, discussed later—Ed.*] "that will help us live with the regulated freedom we must eventually impose upon ourselves."¹⁷

MARYLAND CALLS FOR MANDATORY COMMUNITY SERVICE

Perhaps this is what Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching and former U.S. Commissioner of Education, means when he recommends in his highly acclaimed book *HIGH SCHOOL*, "voluntary community service as a graduation requirement."

Fellow member of the Carnegie Foundation Board, David Hornbeck, the State Superintendent of Maryland's Public Schools, in testimony before the Maryland State Board of Education attempting to "**mandate community service at state-approved places**," quoted Mr. Boyer as saying "in the end the goal of service in the schools is to teach values—to help all students understand that to be fully human, one must serve."¹⁸ [*Emphasis added*]

EDUCATOR ADMITS HIGHER ORDER SKILLS ARE VALUES CLARIFICATION

Robert G. Scanlon, former Pennsylvania Secretary of Education, in *A CURRICULUM FOR PERSONALIZED EDUCATION*, said in 1974, "The emphasis in schools in 1985 will be to free the individual from subject matter as bodies of knowledge and provide him or her with higher order skills...**One type (is) values clarification**."¹⁹ [*Emphasis added*]

Education in 1985, although orchestrated by the education social change agents for the President, congress, state legislators, governors, school board members and grassroots' consumption as "back to basics, excellence, accountability, equity, and effective schools," consists of exactly what Scanlon predicted: more values clarification, but this time around cloaked in the innocent-sounding "reasoning and higher order critical thinking skills" robe.

Who could possibly object to something which sounds so sensible, so necessary, so long overdue? The education change agents are such masters at semantic deception (using familiar words and phrases, which mean something acceptable or desirable to you, but which to them have an entirely different meaning or purpose) that even I, as a School Board member, was on occasion led down the garden path.

The Far West Laboratory grant proposal takes the words right out of Mr. Scanlon's mouth when it states that "The 'basics' in our educational system **must include higher-order reasoning skills and all aspects of the curriculum should deliberately enhance these capacities**."²⁰ [*Emphasis added*]

CRITICAL THINKING ON EDUCATORS' AGENDA SINCE 1941

Higher order reasoning skills is just another deceptive term for higher order critical thinking skills, a values-chang-

ing area in the curriculum which is receiving much attention in 1985, although research on the subject dates back to Dr. Edward Glaser's classic study entitled *An Experiment in the Development of Critical Thinking*, 1941.

TEACHING PUBLIC ISSUES IN THE HIGH SCHOOL, 1966, says,

"Glaser administered a questionnaire to assess the 'happiness' or emotional satisfaction of students who participated in a critical thinking experiment, and related their responses to gain in critical thinking. The questionnaire contained such items as these: Do you regard yourself as religious? Do you feel appreciated by your family? Do you feel satisfactory adjustment to the opposite sex? He found that students who made the greater gains in critical thinking more consistently answered 'no' to such questions than those who made smaller gains. Glaser comments: 'This finding may perhaps be explained on the ground that the pupils, who gained the most in critical thinking scores were, as a group, also found to be intellectually superior to those who gained least'."²¹

Glaser's comment provides much food for thought, especially for parents with children in gifted and talented programs!

**INTERNATIONALISTS WANT
"NEW VALUES MODIFYING
EXISTING BELIEFS"**

According to the March/April 1981 issue of *Human Intelligence International Newsletter*, critical thinking skills research is taking place within the United Nations Educational Scientific Cultural Organization (UNESCO), the Office of Economic Cooperation and Development (OECD), and the World Bank which plans on "increasing the Bank's international lending for education and training to about \$900 million a year."²²

The Department of Education's National Institute of Education, possibly in response to a meeting Luis Alberto Machado, the Venezuelan Minister for Human Intelligence, had with former Secretary of Education Terrel Bell and various senators to update them on the progress of his nation's work in human intelligence, "has awarded a three-year contract totaling approximately \$780,000 [of your tax money—Ed.] to Bolt, Beranek and Newman, Inc. of Cambridge, Massachusetts to analyze current programs of instruction on cognitive skills."²³

For an understanding of what research on human intelligence encompasses let me quote from the July/October 1981 issue of the *Human Intelligence International Newsletter*:

"The search for new referential systems and new values modifying existing beliefs should be based on modern microbiology. A scientific approach should be free from doctrinal bias, and its findings applicable to all mankind. Ideological confrontations between East and West, Marxism and Liberalism, Arabs and Jews do have economic, historical and political bases, but no biological basis. These antagonisms have been created by the human brain and could be solved by the wiser brains of future man..."²⁴

**WASHINGTON STATE
LEGISLATURE PUSHING
FOR OFFICE OF
HUMAN INTELLECT**

A good example of Americans jumping on the "thinking skills" bandwagon, not realizing that this old gimmick, dusted off for the eighties, does not teach students "how" to think, but "what to think, is Senate Bill 3421 before the State of Washington Legislature, the purpose of which is to "establish a state-wide office for the enhancement of human intellect which will work with the state board of education, the superintendent of public instruction, school districts..." etc.

The bill says "The ability to reason, solve problems, think critically, exercise independent judgment, and perform other intellectual functions at higher levels can be enhanced in every person; ...The community human intelligence project and the applied thinking skills project in Santa Barbara, California, and the nationwide intelligence project in Venezuela have shown good results with promising social and educational benefits."²⁵ I understand the substitute bill removed reference to Venezuela!

**SAME SOCIAL ENGINEERS
CALLED ON TO HELP DEVELOP
THINKING SKILLS CURRICULUM**

An article entitled "Improving Think Skills—Defining the Problem," in the March 1984 issue of *Phi Delta Kappan*, also strips this "new" area of the curriculum of the "innocent" definition given interested citizens who attend school board meetings. It says "The work of such scholars as Hilda Taba, Louis Rath, and Benjamin Bloom could serve as a starting point for this task." (specifying the cognitive components of many thinking skills.)²⁶

Taba, who came to the U.S. from Estonia, is well-known for her controversial 25-year-old federally-funded critical thinking program which includes privacy-invading, values-changing journals (personal diaries), wishing wells, open-ended sentences, role playing (psychodrama), etc., ALL "psychological treatments" used for political and social indoctrination, the use of which requires prior informed parental consent under the 1978 federal Protection of Pupil Rights Amendment. Rath, in his important book *VALUES AND TEACHING*, says that in some situations students "may have more freedom to be dishonest."²⁷

(In 1957 a California State Senate Investigative Committee exposed the work of Taba, Jacob Moreno, etc.,. In spite of this exposure, these people continued to receive tax dollars and access to schools nationwide.)

**BLOOM'S DEFINITIONS OF PURPOSE
OF EDUCATION AND TEACHING
EXPLAIN DECLINE IN TEST SCORES**

Professor Benjamin Bloom of the University of Chicago, father of Skinnerian Outcome-based Mastery Learning (the subject of the Far West Laboratory grant) says in his recent book *ALL OUR CHILDREN LEARNING* that "the purpose of education and the schools is to change the thoughts, feelings and actions of students."²⁸ and in his *TAXONOMY OF EDUCATIONAL OBJECTIVES*, upon which Mastery Learning and the goals and objectives used across the country are based, defines good teaching as "challenging the students' fixed beliefs."²⁹

**K-12 CURRICULUM
FOR CITIZENSHIP IN ONE
WORLD GOVERNMENT**

An interdisciplinary curriculum, reflecting the "New Basics" (nuclear, peace, global, multi-cultural, law-related, gifted and talented, career, suicide, sex, drug and alcohol, values, citizenship, character, community, comparative religions, computer literacy, music to be used for purposes of hypnosis to change values, art and critical thinking education), all of which will be infused throughout the curriculum (not necessarily found in a specific course), is necessary for "willing" or at least "passive" citizenship in a socialist one world government scheduled by the internationalists in education, and in some multinational corporations and tax-exempt foundations for the early 21st century. (Hence the big push in all states to get their K-12 Goals and Objectives in place.)

The federally-funded Council of Chief State School Officers, which restricts its membership to the 50 state Superintendents of Instruction, supports all of the above components of the "New Basics" and has recently come out in support of a national achievement test, which makes sense if national and international education policy is for ALL students to

master international, federal, and foundation-funded pre-determined goals and objectives in the "New Basics" being promoted by the Chief State School Officers at state legislative hearings across the nation.

**NORTH CAROLINA
SUPERINTENDENT DENIES OFFICIALS
ACCESS TO COMPETENCIES**

Unreported by the major media is the fact that the North Carolina Superintendent of Public Instruction, Craig Phillips, exhibiting understandable paranoia over the possibility of parents, members of the North Carolina State Board of Education, and legislators finding out which competencies (behavioral objectives) North Carolina's children would have to master, initially refused to give copies of the 6,000 K-12 Basic Education Competencies to the above-mentioned individuals. It should not go unnoticed that this monstrosity would cost, at a minimum, **three billion** dollars over an eight year period.

Only the threat of a lawsuit by Bob Windsor, the gutsy editor of the North Carolina *Landmark*, and pressure from elected officials and parents, forced Phillips to cave in and provide copies to the public. The educators' "end justifies the means" code of ethics prevails in North Carolina: Get the bill passed come hell or high water by denying the citizens and legislators access to the controversial competencies (objectives), some of which are:

Fifth grade: "Develop a flag, seal, symbol, pledge and/or national anthem for a new country; Design a postage stamp to be used world-wide. The stamp should denote what the world would need to make it a better place;"

Sixth grade: "Draw national symbol for an imaginary nation;"

Seventh grade: "Understand the need for interdependence;"

Ninth grade: "Write a constitution for a perfect society."³⁰

The shocking tactics used in North Carolina should alert citizens in other states to the ends the educational establishment will go to get its one world government competencies (objectives) approved by all 50 state legislatures under the guise of "effective schools, basic skills, accountability and excellence" reform. For information regarding the episode in North Carolina, contact Ann Frazier, 220 Vincent Road, Roanoke Rapids NC 27870 who has spearheaded the North Carolina movement for parents' rights in education.

**U.S. DEPARTMENT OF
EDUCATION FUNDS USED TO
CONTROL TEXTBOOK CONTENT**

The content of local education must necessarily be designed to match the questions on the forthcoming national achievement test. The U.S. Department of Education, in obvious anticipation of such a national achievement test, has recently awarded Grant No. 122BH in the amount of \$143,366 of your tax money to the Council of Chief State School Officers to conduct a "Textbook and Instructional Materials Project."³¹

The grant proposal makes very clear that the federal government intends to use the Council of Chief State School Officers and its same old education association cronies, as it did with the controversial million dollar 1981 **Project Best** (Basic Education Skills Through Technology) grant to the Association of Educational Communication and Technology (formerly closely associated with the NEA), to control the content of and selection process for instructional materials.³²

**NATIONAL CURRICULUM
ALMOST IN PLACE**

The match between content of curriculum and questions on the state assessments and proposed national achievement test will constitute a national curriculum long in the making. A 1980 National Institute of Education briefing

paper entitled "International and Foreign Language Education: A Summary of Existing and Past Activities at the NIE," states,

"The Northwest Regional Educational Laboratory (NWREL) conducts research and policy studies and provides technical assistance, evaluation services, and in-service teacher training—all in the area of international education. NWREL also participates in cooperative international projects bearing on international education by performing research, materials development, and dissemination through the Pacific Circle Consortium of the Office of Economic Cooperation and Development, the UNESCO Lifelong Learning Consortium and the Pacific Northwest International/Intercultural Education Consortium (consisting of colleges and community colleges, school districts, and education associations and authorities in Alaska, Oregon, Washington, and British Columbia)."³³

Obtain *SCHOOLING FOR A GLOBAL AGE* if you want to understand where the global educators are coming from. *SCHOOLING FOR A GLOBAL AGE* received funding from the National Institute of Education and tax-exempt foundations, so you helped pay for this book which is a most important resource on global education for administrators, curriculum coordinators, and classroom teachers.

The Department of Education's Office of Educational Research and Improvement is deeply involved in the activities of the Center for Educational Research and Innovation (CERI) attached to the OECD in Paris, France. CERI's International School Improvement Project (ISIP) held a conference in Palm Beach, Florida in 1982, at which many of the key components of the United States' education reform movement (effective schools movement) were discussed by delegates from member countries.³⁴

OECD STATES NEED TO TRANSPORT SOFTWARE ACROSS NATIONAL BOUNDARIES

At an OECD Conference in Paris in July 1984, two hundred delegates, observers, and experts from 24 member countries, including the United States, "focused on the use of new information technology, especially the computer." One of the working groups' principal recommendations was that the "OECD act to assist in the **development and establishment of international standards for the exchange of courseware authoring systems** ... There was wide spread interest among country delegates about the **means...to reduce the legal and technical barriers that inhibit the transportability of software products across national boundaries.**"³⁵ [Emphasis added]

MASTERY LEARNING TO BE USED WORLD-WIDE

That Mastery Learning and Teaching, the system to facilitate indoctrination in the "New Basics," is being implemented on an international scale, vital for the future international curriculum, is made crystal clear by Benjamin Bloom when he says in *ALL OUR CHILDREN LEARNING*, "In an attempt to maximize curriculum effectiveness...curriculum centers throughout the world have begun to incorporate learning-for-mastery instructional strategies into the redesign of curriculum."³⁶

Bloom's close associate, Canadian-born Professor John Goodlad, enlarges on the subject of international curriculum in his book *CURRICULUM INQUIRY*. Goodlad, probably the most important change agent in the nation, served on the governing board of UNESCO's Institute for Education, 1971—, and is best known for his complaint in 1970 that "most youth still hold the same values as their parents and if we don't resocialize, our system will decay,"³⁷ and more recently in the Preface to *SCHOOLING FOR A*

GLOBAL AGE, 1980, for his recommendation that "Parents and the general public must be reached also [*taught a global perspective—Ed.*]. Otherwise, children and youth enrolled in globally oriented programs may find themselves in conflict with values assumed in the home. And then the educational institution frequently comes under scrutiny and must pull back."³⁸

This recommendation explains the current priority of the U.S. Department of Education and the community in partnerships with government schools, ignoring the fact that parents have prime responsibility for their children's education. Goodlad was a keynote speaker at former Secretary Terrel Bell's first meeting of the highly publicized National Commission on Excellence which produced the publication "*A Nation at Risk*"—which ignored issues of most concern to parents—but nevertheless lulled the nation into a phony and expensive "back to basics/local control" coma.

SCHOOLING FOR A GLOBAL AGE is one of three controversial books published as a result of Goodlad's federally and foundation-funded *A Study of Schooling*. The Danforth Foundation, which helped fund *SCHOOLING FOR A GLOBAL AGE*, has just had its Vice President, John Ervin, elected Chairman of the National Council for Effective Schools (connected with Kelwynn, Inc. and *The Effective School Report* mentioned earlier) which are pushing Outcome-based Mastery Learning and Teaching nationwide.

In *CURRICULUM INQUIRY* Goodlad implicates Bloom, Ralph Tyler (the father of educational evaluation) and himself in the promotion of Mastery Learning and Teaching on an international scale when he says that "Bloom was invited by UNESCO in 1968 to submit a proposal for a six to nine week training program which would partially fulfill recommendations made at UNESCO's Moscow meeting dealing with the formation of

national centers for curriculum development and research” and that “his program was ultimately approved by the UNESCO General Council,” and “the International Association for Evaluation of Educational Achievement (IAEEA) was invited to take full responsibility for developing and conducting programs in 1971 at Granna, Sweden.”³⁹

INTERNATIONAL CONSENSUS ON WHAT IS WORTH LEARNING

The IAEEA, according to Bloom, “is an organization of 22 national research centers which are engaged in the study of education ... This group has been concerned with the use of international tests, questionnaires, and other methods to relate student achievement and attitudes to instructional, social and economic factors in each nation. The evaluation instruments also represent an **international consensus on the knowledge and objectives most worth learning.**”⁴⁰ [Emphasis added]

The U.S. Department of Education, through its National Institute of Education, contributes to the funding of these cross-national studies, so you, the taxpayer, are paying for an “international consensus on the knowledge and objectives most worth learning.”

Goodlad’s *CURRICULUM INQUIRY*, says “Several Americans, including Bloom, Goodlad, and Ralph Tyler served on the faculty ... We planned to identify the extent to which each nation’s curriculum center was involved in the kinds of curricular activities identified by Tyler,” and then it defines some of the important components of Mastery Learning: “formulating goals and objectives, planning and selecting learning opportunities, organizing learning activities, and evaluating students’ progress,”⁴¹ all of which sound innocent and desirable unless one is familiar with the curricular activities related to the “New Basics” described in this book, and the use of Skinner’s teaching machine (Mastery Learning and Mastery Teaching assisted

by the computer) to indoctrinate students in international, federal, state and foundation funded predetermined behavioral objectives (correct answers).

NO ONE WILL GET BETWEEN YOUR CHILD AND THAT CURRICULUM

Mastery Learning is based on the premise that virtually all students can learn if they are given the time and help they need. In other words, if your child doesn’t agree that the Soviet occupation of Eastern Europe after World War II was “primarily a result of the Soviet Union’s desire for security along its borders” (the “correct” multiple choice answer to a question in Maine’s Assessment of Progress test item bank – most states now have similar partially federally-funded assessment programs and computerized test item banks), he will be recycled and remediated, using all the time, help, and resources necessary, until like a little robot, he spits out the “correct” answer.

Even more shocking is a performance indicator taken from Missouri’s Educational Objectives, Grade Twelve:

“Given a description of an individual with a debased character, such as a child murderer or a person who has set fire to an inhabited building, students should reject suggestions for punishment which would detract from the dignity of the prisoner ...”

Aside from the above totalitarian implications of Mastery Learning, consider how your taxes will skyrocket in order to pay for an education system which, according to Bloom, is determined, no matter how long it takes, to successfully “challenge student’s fixed beliefs.” Such belief manipulation will be assisted by computer courseware as forecast by Dustin Heuston of Utah’s World Institute for Computer-Assisted Teaching (WICAT) when he said,

“We’ve been absolutely staggered by realizing that the computer has the

capability to act as if it were ten of the top psychologists working with one student ... You’ve seen the tip of the iceberg. Won’t it be wonderful when the child in the smallest country in the most distant area or in the most confused urban setting can have the equivalent of the finest school in the world on that terminal and **no one can get between that child and that curriculum?** We have great moments coming in the history of education.”⁴² [Emphasis added]

WICAT has joined with the multinational corporation Control Data to form PLATO/WICAT Systems Company. According to its brochure,

“The merger brings together the most advanced, far-reaching educational delivery system for the K-12 public and **private** markets. PLATO/WICAT Systems Co. approach is the systematic application of computers to furnish individualized instruction and to manage the learning process for each student in the classroom. ...” [Emphasis added]

And,

“By addressing the individual needs of more students, PLATO/WICAT Systems Products help students to develop higher order thinking skills ...”

A paper by Cheryl Samuels of Control Data presented at the Conference on Educational Technology to Improve International Education, March 24-25, 1982, illustrates the importance Control Data places on Mastery Learning and Management by Objectives on an international scale. It says,

“Concepts of mastery learning and management by objectives are likely to be very attractive to educators in developing countries. Once these educators have made the mental transition to learner centered educational planning, then they can be more receptive to procedures for specifying and analyzing objectives and then for organizing a teaching/

learning plan, providing for learner assessment, and evaluation of the instructional plan based on those objectives."⁴³

**EDUCATORS COMPLAIN
THAT STUDENTS' PRIOR
CONCEPTIONS ARE OBSTACLES
TO NEW LEARNING**

That not only Bloom and Heuston, but others, intend to "challenge students' fixed beliefs" is made clear in a U.S. Department of education publication entitled "Computers in Education: Realizing the Potential," June, 1983. Under a subtitle "Expert and Novice Thinking" the authors say,

"Recent studies in science education have revealed that students approach learning with many prior conceptions based on their life experiences, which can be obstacles to learning. These conceptions are very resistant to change. We need to understand why students' conceptions persevere so strongly and **how they can best be modified.**"⁴⁴ [Emphasis added]

They probably mean conceptions (fixed beliefs such as not believing they are descended from apes upon which the behaviorists' education system is based). Wouldn't it be more efficient and less costly for the taxpayers if we just turned our children over to the educators at birth so that their "conceptions" will not reflect our old-fashioned values, attitudes and beliefs?

**TEACHERS NEED TO BE
RETRAINED TO FOCUS
ON INDIVIDUAL NEEDS**

The retraining of teachers to be learner-centered (training in how to arrange the environment and to manipulate individual students, using positive and negative reinforcement, etc., in order to elicit "correct" behaviors/responses, and "socially responsible and compliant behavior as promoted by Skinner, Spady, Corrigan, et al), is evidently a criteria of

the U.S. Department of Education's Secondary School Recognition Program.

A government publication, *Profiles in Excellence, 1982-1983, Secondary School Recognition Program, a Resource Guide*, lists the Kennebunk, Maine High School as one which schools across the nation may wish to emulate. (The school itself states in another publication that the school's program may become a national model.)

The Guide states "The major goal of the school's curriculum is to individualize the learning process for the student. The district is in the process of developing a data bank for students and a testing program for determining expectancy instructional levels for each student. Once this is in place, staff will develop an Individual Education Plan (IEP) for each student to meet individual needs. **The major difficulty the school is encountering in implementing this new process is the secondary staff who are trained as subject matter teachers.**" (Meaning: those good teachers your children have who teach them grammar, math, and history!) **"Teachers need to be retrained to focus on individual needs rather than on content areas."**⁴⁵ [Emphasis added]

**SECRETARY BELL KNEW
ALL STUDENTS WOULD HAVE IEP'S**

In Kennebunk, the special education staff (teachers of the handicapped) are training the regular classroom teachers (teachers of the non-handicapped) in how to develop individual education plans for regular classroom students. Since federal special education law requires parental consent in the development of IEPs and future plans seem to call for computerized IEPs and management systems for ALL students across the nation, it would be discriminatory not to include ALL students under the parental consent requirement.

Could former Secretary Bell's efforts in 1981 to eliminate the parental consent requirement for special education students have had anything to do with his knowledge that in the future ALL students

would be required to have individual education plans; and his logical fear that the parental consent provision for special education students might be required for ALL students, thereby opening up a can of worms far more threatening to the education establishment than the present Protection of Pupil Rights Amendment: ALL parents having the right to review ALL educational materials and methods and to withhold consent for subjection of their children to computerized individual education plans and objectionable methods and programs?

**TEACHERS WHO
RESIST RETRAINING
WON'T RECEIVE MERIT PAY**

Scanlon's prediction in 1974 about "freeing the individual from subject matter" has come true in Kennebunk where "teachers need to be retrained to focus on individual needs rather than on content areas." I hope my reader will study the Kennebunk quote since it reflects accurately what the schools are doing not only to our **children**, but also to our **good teachers**, in order for the schools to be "recognized" (rewarded) by the U.S. Department of Education. You can be sure that teachers who resist such re-training will not receive merit pay, nor will they rise on the much-touted career ladders, implementation of which are being funded by the U.S. Secretary of Education's Discretionary Fund (multi-million dollar slush fund that focuses on implementation of priority federal policies and programs affecting our local schools.)

TEACHERS ARE WAKING UP!

Subject matter teachers do not want to become personal guidance counselors (unlicensed psychologists) or facilitators of political and social indoctrination. (Researchers at a recent conference of the American Education Research Association who said "Writing can be used to clarify students' values and even alter

their views on controversial subjects” were challenged by other educators who said “they were concerned that teachers have the power to alter students’ values and it can be dangerous when we know that educators have the power to influence kids’ minds.”⁴⁶ I say to those educators, RIGHT ON! Better late than never!

**TOTAL ACCOUNTABILITY
(CONTROL) NOT YET
INSTITUTIONALIZED**

The present absence of an Outcome-based Mastery Learning and Teaching system, “institutionalized in all schools of the nation” allows the “reform” components in the K-12 experience described in this book to remain disorganized and subject to teacher censorship and independence (not conforming to the school’s new objectives or methods) and students escape from mastery (indoctrination) in the “New Basics.”

Currently, the educationists’ goals are implemented on a “hit or miss” basis since the “total” accountability system, so necessary for international and national planning, has not yet been institutionalized. This hit or miss aspect, plus school boards who refuse to install computer terminals in individual school buildings and good subject matter-oriented teachers who resist implementing the reforms, are the only reasons why one still finds students who are essentially literate, who still believe in absolute values of right and wrong, and who still love the United States of America and will defend its sovereignty from the assaults of the globalist social engineers.

Good teachers will be the victims of operant conditioning, as is blatantly spelled out in an article in the May 1985 issue of *The Effective School Report* entitled “Principals’ Expectations as a Motivating Factor in Effective Schools.” This article states in part:

“The principal expects specific behaviors from particular teachers

which should then translate into achievement by the students of these teachers; **because of these varied expectations, the principal behaves differently toward different teachers, i.e., body language, verbal interactions and resource allocations.** This treatment also influences the attitudes of the teacher toward the principal and their perception of the future utility of any increased effort toward student achievement. **If this treatment is consistent over time, and if the teachers do not resist change, it will shape their behavior and through it the achievement of their students...** With time teachers’ behavior, self-concepts of ability, perceptions of future utility, attitude toward the principal, and students’ achievement **will conform more and more closely to the behavior originally expected of them.**”

[*Emphasis added*]⁴⁷ Note the repeated use of the word “treatment” which is classic Skinnerian behavior modification/operant conditioning.

The Effective School Movement, with its emphasis on so-called “accountability, equity, excellence, and outcomes,” requires “new” criteria for teacher certification: new Skinnerian performance-based teacher evaluation instruments based to a large extent on teacher values, attitudes, and beliefs (affective) criteria; constant retraining, i.e., Kennebunk, to focus on students’ individual (academic/personal/psychological) needs, and computer terminals in each school building to collect and store information on students and teachers for easy retrieval and constant monitoring and recycling until they exhibit the correct behavior.

Elam Hertzler, Secretary Bell’s top assistant in the U.S. Department of Education, told State Superintendents of Instruction at the annual Washington, D.C. meeting of the Council of Chief State School Officers in 1982:

“One of the elements of an effective school was to monitor, assess, and

feedback ... As little as 5 percent of a school budget K-12 would be needed over a period of 12 years to enable each student to have his own computer, and this is within our cost range.”

**NO ONE WILL ESCAPE
SYSTEM’S CONTROL**

The movement lacks only the Skinnerian “national learning system” (the purpose of the Far West Laboratory grant and other Mastery Learning grants, including the NEA Mastery in Learning Project supported by the U.S. Department of Education’s labs and centers) to lock in the Mastery Learning and Teaching components for “New Basics” indoctrination which, in turn will “match” the federally-funded questions on the current state and forthcoming national and international achievement tests. Once the system is in place, **no one will escape its control**, not even private schools, and Skinnerian rewards and awards (positive reinforcement which former Secretary Bell prefers to call “incentives”) will be given to administrators, teachers, students, businessmen, school board and community members who go along with the objectives of the national/international curriculum. Those who resist such control (retain their individualism) will be isolated in their schools and communities (negative reinforcement). Watch your local newspapers for news of school boards reducing staff (weeding out those administrators and teachers who don’t go along). Indications are that this is going on right now. Parents and school board members who don’t go along will continue to be labeled anti-education and negative.

**“VERY FEW OF THEM
UNDERSTAND WHAT
THEY’RE BUILDING...”**

The educational accountability/management systems such as Planning, Programming, Budgeting Systems (PPBS)

or Management by (behavioral) Objectives (MBO), based on Bloom's *TAXONOMY OF EDUCATIONAL OBJECTIVES*, have been rolling across the nation since the early seventies with support in the hundreds of millions of dollars from the former U.S. Office of Education and present U.S. Department of Education.

These systems, all of which serve the same purpose, have been devised to "force schools to discover what they are doing with their money." In essence, they call for a school district to come to a conclusion about what educational goals it seeks, develop programs to reach those goals (including teacher training and evaluation programs), approve the spending needed, measure the results, readjust programs according to results obtained, and recycle students and teachers when necessary in order for them to exhibit "correct" behaviors. If any other system (family, political, economic, religious, etc.) is in conflict with Bloom's purpose of education and the schools—"to change the thoughts, feelings and actions of students" or his definition of good teaching—"challenging the students' fixed beliefs," that system becomes a problem which stands in the way of the education system's goals and objectives. The systems are problem-solving tools which are used not only for measuring and evaluating the academic standards of students, but also for measuring and evaluating students' and teachers' behavior and attitudes.

Utilizing the system's tools of MBO or PPBS and Bloom's *TAXONOMY*, the planners are able to determine the attitudes of individual students and teachers on specific issues, as well as their broad outlook toward life. If their attitudes do not measure up to the pre-determined international, national and state goals and behavioral objectives, they will be recycled or reprogrammed, using Mastery Learning and Mastery Teaching operant conditioning, until their attitudes, feelings and behavior match the government's goals and objectives.

Dr. Robert Corrigan, a close associate of Professor B.F. Skinner, has over the past twenty-five years developed such a system-wide educational engineering or industrial model called S.A.F.E. (Systematic Approach for Effectiveness). It has been endorsed by (among others) Professor William Spady, the Director of the Far West Laboratory Outcome-based Education Project, and Professor Homer Coker of the University of Georgia, who developed, with National Institute of Education funds, a controversial standardized teacher evaluation instrument with 420 teacher characteristics (competencies)!

A 400 page how-to manual entitled *EDUCATION FOR RESULTS: IN RESPONSE TO A NATION AT RISK*, describes Corrigan's federally-funded S.A.F.E. model. On page 155, Corrigan states,

"The following successive phases were performed to test out the theoretical concepts of increased mastery learning effectiveness: Phase 1. To design and to extensively field-test a group instructional learning-centered program applying those programmed instructional principles postulated by Skinner and Crowder to be combined with the techniques of System Analysis for installing required system-wide managing-for-results processes including the accountable performance by teachers, principals and support personnel. This program would be 'packaged' for use by teachers to deliver predictable achievement of defined mastery-learning objectives..."⁴⁸

Florida's Associate Commissioner of Education, Cecil Golden, said in regard to these systems and those implementing them,

"...and, like those assembling an atom bomb, very few of them understand exactly what they're building, and won't until we put all the parts together."⁴⁹

MASTERY LEARNING PLUGS INTO MBO LIKE A HAND SLIPS INTO A GLOVE

The Far West Laboratory grant to put Outcome-based (Results Based) Mastery Learning, which plugs into PPBS, MBO or SAFE like a hand slips into a glove, into "all schools of the nation," was waiting in the wings until almost all states had implemented PPBS, MBO, SAFE or whatever else the educators call their management/accountability system, had their computer terminals on line, and had mandated their goals for education, specifying certain behavioral objectives, skills, and attitudes necessary for promotion from level to level and for graduation.

FEDERALLY-FUNDED GOALS COLLECTION BLATANTLY DECLARES WHAT WILL TAKE PLACE IN THE NEXT TWENTY YEARS

Although local citizens are assured THEIR goals and objectives were determined LOCALLY, evidence proves otherwise. One important partially federally-funded *COURSE GOALS COLLECTION* has been disseminated to school districts across the nation over the past ten years by the U.S. Department of Education's Northwest Regional Educational Laboratory (one of the labs cooperating with the NEA on its Mastery in Learning Project.)

According to the price list for this collection, 70,000 copies are currently in use throughout the United States, a fact which is highly significant, since there are only 16,000 school districts in the nation. The collection consists of fourteen volumes with 15,000 goals covering every major subject taught in the public schools from kindergarten through grade twelve.

This *GOALS COLLECTION*, which is based on "the theoretical work of Bloom, Tyler, Gagne, Piaget, Krathwohl, Walbesser, Mager, and others," **blatantly**

recommends the use of Mastery Learning when it says “The K-12 Goals Collection provides a resource for developing diagnostic-prescriptive Mastery Learning approaches, both programmed and teacher managed;” **the use of MBO/PPBS** when it says, “Perhaps the greatest need addressed by the project is for a sound basis for accountability in education ... assistance such as Planning, Program Budget, and Management systems or even general concepts such as Management by Objectives;...” **and the use of Values Clarification** when it says “Value goals of two types are included: Those related to processes of values clarification; secondly, those representing values, choices that might be fostered in the context of the discipline.” It states under “Content” there is to be none, as predicted by Scanlon, since “established facts change, causing many fact-bound curricula to become obsolete during the approximately five-year lag between their inception and their wide spread dissemination, and social mobility and cultural pluralism make it increasingly difficult to identify the ‘important facts’.”⁵⁰ So what do you teach? Nothing, just clarify values also predicted by Mr. Scanlon in 1974.

▼

THE THERAPY CONTINUES TO BE NAME OF EDUCATION GAME

The Introduction to *COURSE GOALS COLLECTION*, from which I have quoted, documents this author’s contention that education has not reversed gears, as Americans are being told at all levels and by a constant media barrage. The present reforms very simply deal with how to systematize the controversial non-academic “therapy” components of education which caused our nation to be “at risk” and which, interestingly enough, were not even mentioned in “A Nation at Risk.” Proof of this is found in a recent grant application which was subsequently approved by the U.S. Department of Education, from the Indian Springs School district in Justice, Illinois to the U.S. Department

of Education for \$80,000 to conduct a project entitled Computer-Assisted Network Systems (C.A.N.S.). The application says, “With the implementation of this proposal C.A.N.S. teachers and administrators will be afforded the opportunities **to expend much more time with students in the affective domain of learning...**” i.e., attitudes, values, and beliefs education.

▼

ENFORCEMENT OF PUPIL RIGHTS AMENDMENT THREATENS WORLD GOVERNMENT CURRICULUM

Since the use of many of the controversial “therapy” components requires informed parental consent under the 1978 Protection of Pupil Rights Amendment, it is understandable that the mammoth education establishment is having hysterics over the recently approved regulations to enforce the amendment, and is lobbying the Congress to overturn the law.

If the regulations are strictly enforced, the schools will have to do the unthinkable: let parents and taxpayers in on their well-kept federally-funded curriculum research, development, and dissemination-across-the nation secrets. Such enforcement would spell disaster for their plans to convert our children into advocates of the coming socialist one world government.

▼

GOVERNMENT TO OPERATE THROUGH SKINNERIAN TECHNIQUES?

Skinner says in *TECHNOLOGY OF TEACHING*, 1968:

“Absolute power in education is not a serious issue today because it seems out of reach. However, a technology of teaching will need to be much more powerful if the race with catastrophe is to be won, and it may then, like any powerful technology, need to be contained. An appropriate counter control will not be generated as a revolt against aversive measures but by a policy designed to maximize the contribu-

tion which education will make to the strength of the culture. The issue is important because the **government of the future will probably operate mainly through educational techniques.**”⁵¹ [Emphasis added]

The views of Skinner, and others who authorize funding of curricula, must be challenged on all counts. Not only our children, but **all the world’s** children, for generations to come, must be allowed to live WITH freedom and dignity, not **BEYOND FREEDOM AND DIGNITY**, as spelled out by Skinner in his book of the same title.

▼

CONGRESS WILL ACT IF ENOUGH AMERICANS DEMAND AN INVESTIGATION

Our government is still “the people’s government, made for the people, by the people and answerable to the people.”⁵² Only the people—each one individually—can turn education around through pressure on their elected representatives to conduct a congressional investigation of the subversive activities of the U.S. Department of Education AND certain corporations and tax-exempt foundations.

A 1981 report on the very important federally-funded National Assessment of Educational Progress by Willard Wirtz (a promoter of MACOS) and Archie LaPointe, describes the influence wielded by three important foundations when it says:

“In a different sense, this report is designed to meet the responsibilities imposed at least implicitly by the three foundations which have initiated and have supported the project: The Carnegie Corporation, the Ford Foundation, and the Spencer Foundation.”⁵³

▼

STATE DEPARTMENTS OF EDUCATION MUST ALSO BE ABOLISHED

Such an investigation is essential to jus-

tify the abolition of the U.S. Department of Education, its experimental laboratories and centers, and eventually, through state legislative action, ALL fifty state departments of education which are nothing but powerful, federally-funded clones of the U.S. Department of Education, clicking their heels in unison at every federal policy initiative in order to keep the bucks rolling into their state education coffers.

(The former U.S. Office of Education and present U.S. Department of Education have over the years provided hundreds of millions of dollars to the state departments of education through their State Capacity Building grants, the purpose of which is to increase federal control over the local schools. Even top educators now admit in their learned journals that the state departments of education have total control over the local schools.)

**ONLY YOU CAN SINK THE
TREACHEROUS ICEBERG
CALLED EDUCATION FOR
WORLD CITIZENSHIP**

For those few who, after reading this book, may question the need for such drastic action, let me remind them that the goings-on described herein constitute just the tip of a gigantic and treacherous international, federal, and foundation-funded iceberg labeled Education for World Citizenship, as outlined in the National Education Association's 1976 Bicentennial Program, "Declaration of Interdependence: Education for a Global Community" with community defined as "the equitable sharing of like values."

Whether or not the United States of America, through citizen preoccupation with fashion, TV, sports, gourmet cooking, jogging, making a living, etc., all of which are perfectly legitimate and worthwhile activities in a "free" society, and lack of understanding of the internationalists' use of **Gradualism** and **Hegelian Philosophy** to attain their goals, slides into the totalitarian **Black Hole** of a socialist one world government, with

the resulting loss of freedoms our ancestors fought and died for, depends on whether YOU, the reader, are convinced the problems described in this book are serious enough for you to spend a few minutes writing to your elected officials.

You should send them a copy of this book and request from them

- (1) the materials related to the grants and programs described herein;
- (2) a Congressional investigation (with balance in the selection of witnesses) of the U.S. Department of Education and its labs and centers, and of certain corporations and tax-exempt foundations which control American education; and
- (3) abolition of the U.S. Department of Education and its labs and centers.

Should such an effort prove successful, the next step is to convince your state legislators to abolish the powerful state departments of education since they are nothing but surrogates of the federal Department of Education and through heavy federal funding in the past could very likely stand on their own, even if the U.S. Department of Education were abolished.

Also, persuade at least ten friends to take the same action. Copies of correspondence with your elected officials and of this book should be sent to President Ronald Reagan under cover of a letter requesting that he honor his 1980 pledge to the American people to abolish the U.S. Department of Education and that HE reply to your letter **and not send it to the Department of Education for reply.**

If the present situation continues unchecked, by the year 1998 children now in kindergarten will have been through thirteen years of Skinnerian world government brainwash, under the deceptive guise of the "New Basics," you and I may well no longer be around to vote, and the 18-year-olds may well be on their way to vote what historians refer to as the greatest experiment in human freedom – straight down the tubes.

ABOUT THE AUTHOR

Charlotte Thomson Iserbyt served as Special Assistant in the Office of Educational Research and Improvement, U.S. Department of Education, 1981-1982, and as a school board member in Camden, Maine, 1976-1979. She is co-founder of and research analyst for Guardians of Education for Maine (GEM). She has also served in the Foreign Service (U.S. Department of State) abroad 1956-1963 and with the American Red Cross overseas during the Korean War.

Mrs. Iserbyt is a freelance writer who has had articles published in *Human Events*, *The Washington Times*, the *Bangor Daily News*, and included in the record of Congressional hearings.

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Send this information to local school board members, state legislators, U.S. Congressmen and Senators.

Elected officials MUST be informed about the damaging, dumbing down activities that state/federal education reform policies and public tax dollars have supported and continue to support, all in the name of "accountability to the corporate/federal government partnership", NOT to the parent or local school district.

The unconstitutional U.S. Department of Education (in partnership with the U.S. Department of Labor) must be abolished by legislators.

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1993 UPDATE

The computerized, values-changing Skinnerian (outcome-based) international curriculum predicted in this book written in 1985 is former President [George H.W.] Bush's **American 2000**, referred to by President Clinton as **Goals 2000**. The majority of outcomes on state tests (assessments) now deal with politically-correct attitudes. Critical Thinking, Cooperative Learning and Individual Education Plans (No competition, dumb-down, outcome-based/Mastery Learning), testing and retesting (recycling) will assure "mastery of politically-correct values and workforce skills required for participation in the global community, economy, and government. Education will be LIFELONG.

ALL GOALS, OBJECTIVES, OUTCOMES, ETC., EMANATE FROM THE UNITED NATIONS' AGENCIES, ESPECIALLY THE UNITED NATIONS EDUCATIONAL, SCIENTIFIC, AND CULTURAL ORGANIZATIONS (UNESCO).

FIND OUT MORE ABOUT THE DUMBING DOWN OF EDUCATION

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IMPORTANT OBE/ML QUOTES

When you are told by educators that Outcome-based Education (OBE) and Direct Instruction is not Skinnerian Mastery Learning/Direct Instruction (ML/DI), show them the following statement by William Spady, sociologist and international leader in the OBE/ML movement, which appeared in an article entitled "On Outcome-based Education: A Conversation with Bill Spady," *Educational Leadership*, December 1992/January 1993.

"In January of 1980 we convened a meeting of 42 people to form the Network for Outcome-Based Schools. Most of the people who were there—Jim Block, John Champlin—had a strong background in mastery learning, since it was what OBE was called at that time. But I pleaded with the group not to use the name "Mastery Learning" in the Network's new name because the word "mastery" had already been destroyed through poor implementation..." (Classic case of semantic deception at work which rears its ugly head again in 1993 with denials that OBE is ML.)

When you are told by educators that OBE/ML is not a Skinnerian Dumb-down System of Education, focusing on behavioral change (collectivism vs. individualism), show them the following statement by Jim Block, Spady's co-worker, which appeared in an article by him entitled: "Mastery Learning: The Current State of the Craft," *Educational Leadership*, November 1979.

"One of the striking personal features of mastery learning, for example, is the degree to which it encourages cooperative individualism in student learning as opposed to selfish competition. Just how much room is there left in the world for individualists who are more concerned with their own performance than the performance of others. One of the striking societal features of mastery learning is the degree to which it presses for a society based on the excellence of all participants rather than one based on the excellence of a few. Can any society afford universal excellence, or must all societies make most people incompetent so that a few can be competent?"

THE SECOND PRINTING OF THIS BOOK WAS DEDICATED TO TWO REMARKABLE AND COURAGEOUS AMERICANS:

ANN HERZER, parent and public school teacher/college professor, whose impeccable research on Mastery Learning/Outcome-Based Education provided the author and many other concerned Americans with an understanding of the totalitarian method by which the "politically correct" brainwash is taking place in the tax-supported government schools of America; And

ANITA HOGE, parent and former teacher, whose intelligence and persistence resulted in exposure of the U.S. Department of Education's long-standing unconstitutional/illegal program to mold American students' values and attitudes—through programming (curriculum development) and assessment (testing)—to conform to those values and attitudes deemed necessary for world citizenship.

A NOTE FROM THE AUTHOR: Unfortunately, everything predicted in this book has happened to one degree or another, "OUR BRAINS ARE EMPTY" OBE, OUTCOME-BASED EDUCATION/MASTERY LEARNING has gone international with William Spady (see p. 4) named Director of the International Center on Outcome-Based Restructuring, P.O. Box 1630, Eagle, CO 81631.