



## ***Race To The Top: Summary of Florida's Application***

December 18, 2009

# Florida's Approach to Race to the Top

## From a Strong Foundation, RTTT Enables Florida to Expand and Deepen Educational Progress

### Vision for Race to the Top

Set higher, college-ready goals

Prepare, recruit, retain and compensate the most effective teachers and leaders

Provide teachers and leaders with the support, data, and tools to educate effectively

Provide the lowest performing schools and feeder patterns the tools, resources, and support to improve

### Build Upon Past Success

- Florida's Strategic Plan has laid the foundation for educational reform with goals to Strengthen Foundational Skills, Improve College and Career Readiness, Improve the Quality of Teaching, and Improve K-12 Educational Choice Options
- Over the past decade, graduation rates and NAEP scores have both improved, and while the achievement gap continues to be far too large, it has been reduced

### Accelerate and Deepen Our Efforts Through RTTT

- Florida will take advantage of the opportunities presented through RTTT to accelerate and deepen the State's strategy to implement comprehensive education reform statewide

# Florida’s Approach to Race to the Top

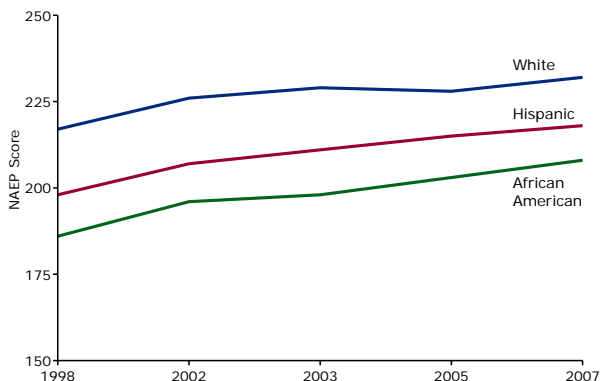
## Florida’s Groundwork for Reform Spans All Assurances

Standards & Assessments	Data Systems to Support Instruction	Great Teachers & Leaders	Turning Around Lowest-Achieving Schools	Other
<ul style="list-style-type: none"> <li>Adopted nationally and internationally-benchmarked standards as Next Generation Sunshine State Standards (NGSSS)</li> <li>Currently aligning summative assessments to NGSSS</li> <li>Provided interim assessments in K – 12 reading (Florida Assessments for Instruction in Reading)</li> <li>Currently developing a formative assessment system for K – 3 Mathematics</li> <li>Adopted college-ready competencies aligned with ADP; revising college-placement test</li> </ul>	<ul style="list-style-type: none"> <li>Florida has a statewide longitudinal data system that includes all of the elements specified in section 6401(e)(2)(D) of the America COMPETES Act</li> <li>Florida was the first, and is currently one of only eleven states in the nation to be recognized by the Data Quality Campaign (DQC) for meeting the 10 elements necessary to build a longitudinal data system</li> </ul>	<ul style="list-style-type: none"> <li>FL has created high-quality pathways for aspiring teachers and principals</li> <li>State approves teacher and leader prep programs based on completers’ performance and placement</li> <li>Statutes already exist for performance pay and evaluations based on student achievement</li> <li>Passed a bill in 2007 revising teacher performance pay resulting in the “Merit Award Program,” a program that rewards top performing instructional and administrative personnel</li> </ul>	<ul style="list-style-type: none"> <li>Implemented the Differentiated Accountability (DA) program to identify and support turnaround of lowest-achieving schools                             <ul style="list-style-type: none"> <li>– AYP is used to place all FL schools in DA</li> <li>– Evidence of effective turnaround in 79% of our lowest performing schools</li> </ul> </li> <li>Evaluation of DA school principals is based on AYP</li> </ul>	<ul style="list-style-type: none"> <li>Charters:                             <ul style="list-style-type: none"> <li>– Adopted legislation to support charter growth which includes no charter caps, equitable funding, and facilities funding support for charters after 3 years</li> </ul> </li> <li>STEM:                             <ul style="list-style-type: none"> <li>– Statewide, multi-stakeholder planning underway to increase student participation and achievement in STEM subjects</li> <li>– Two Florida universities offer a program modeled after the UTeach program at UTexas-Austin</li> </ul> </li> </ul>

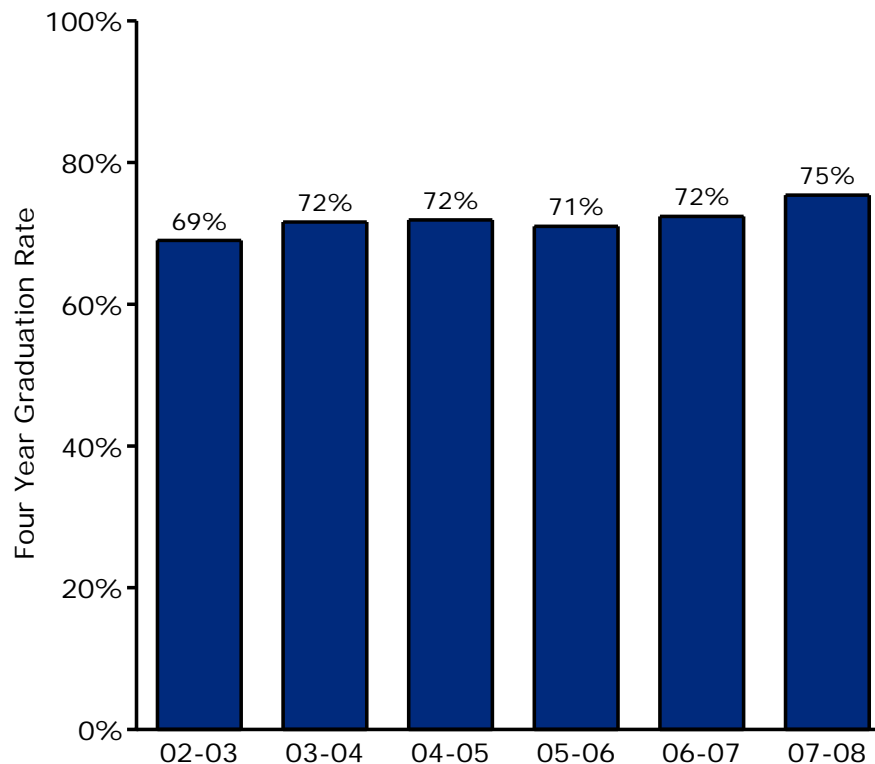
# Florida's Approach to Race to the Top

## The Conditions that Florida Has Laid Have Supported Substantial Growth in Student Achievement Over the Past Decade

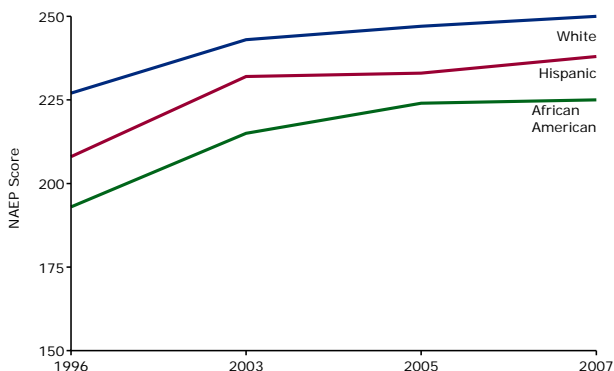
**NAEP Average Score on Grade 4 Reading, 1998-2007**



**Four-Year Graduation Rate, 2003-2008**

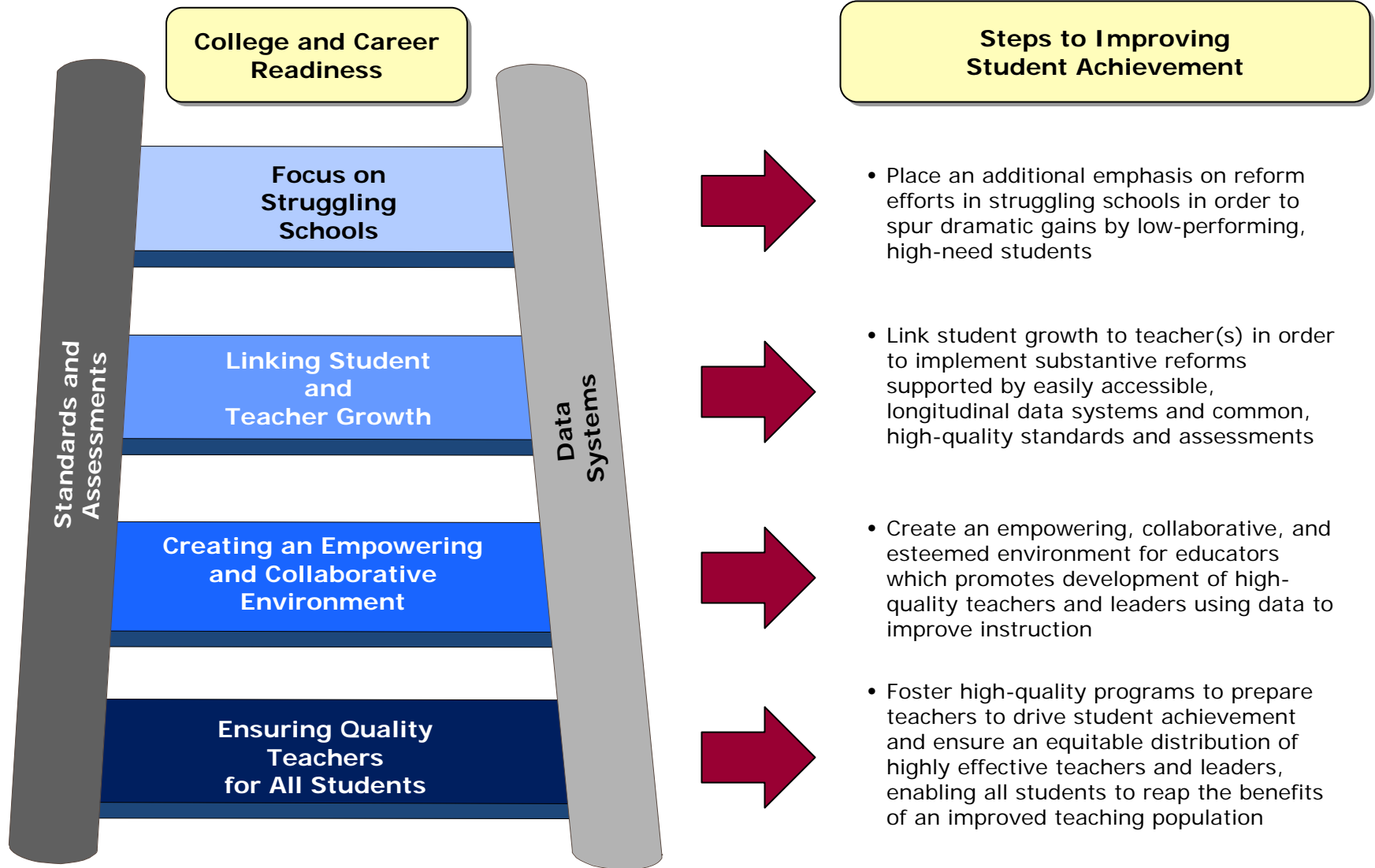


**NAEP Average Score on Grade 4 Math, 1996-2007**



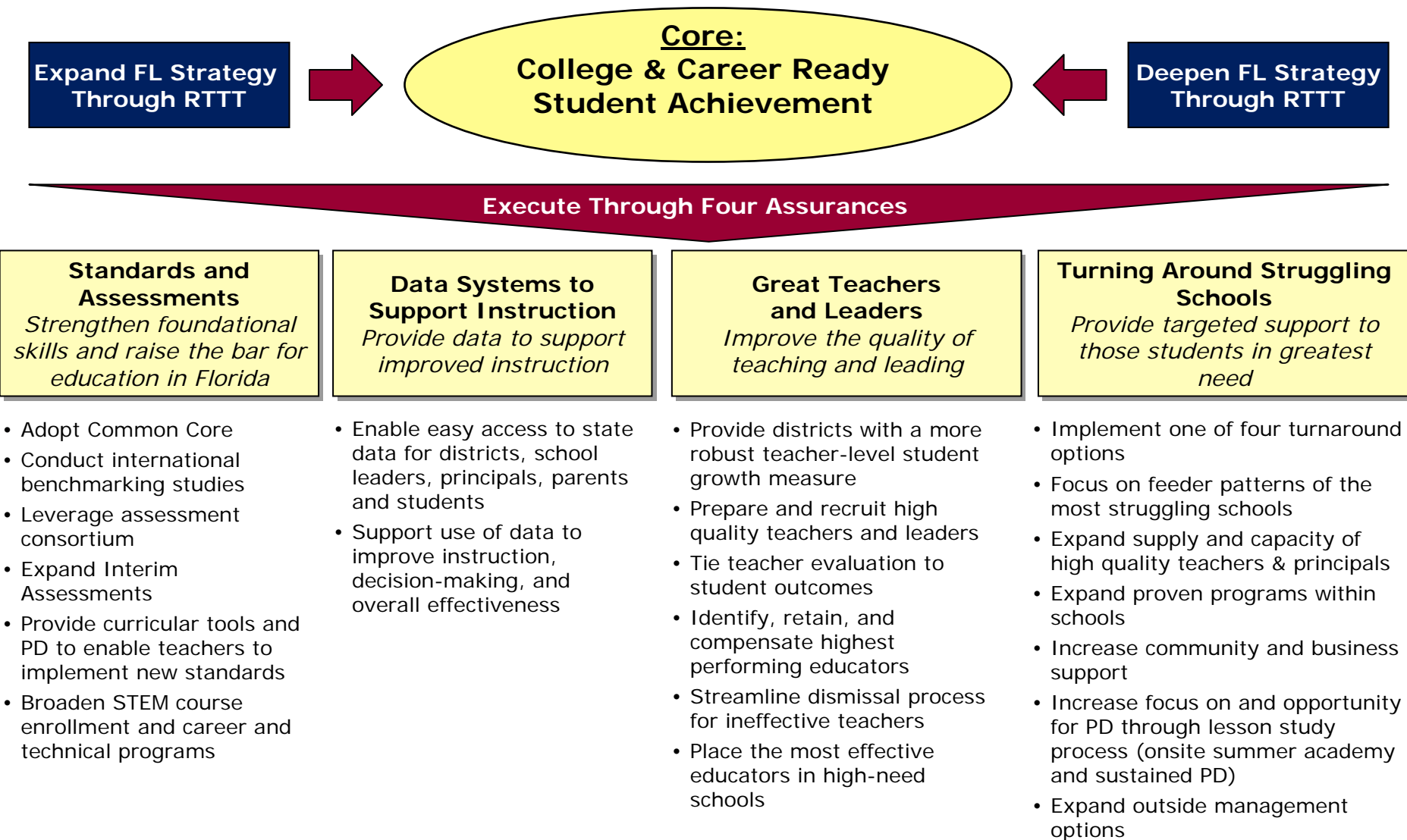
# Florida's Approach to Race to the Top

## Consistent with the Strategic Plan, College & Career Readiness Is The Focus of FL's RTTT Application



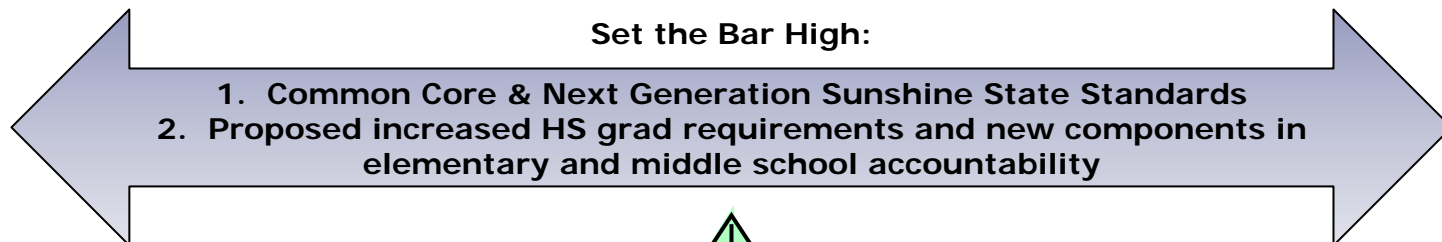
# Florida's Approach to Race to the Top

## The Plan for Growth in Student Achievement Is Supported by a Coherent Set of Initiatives Across Four Assurances

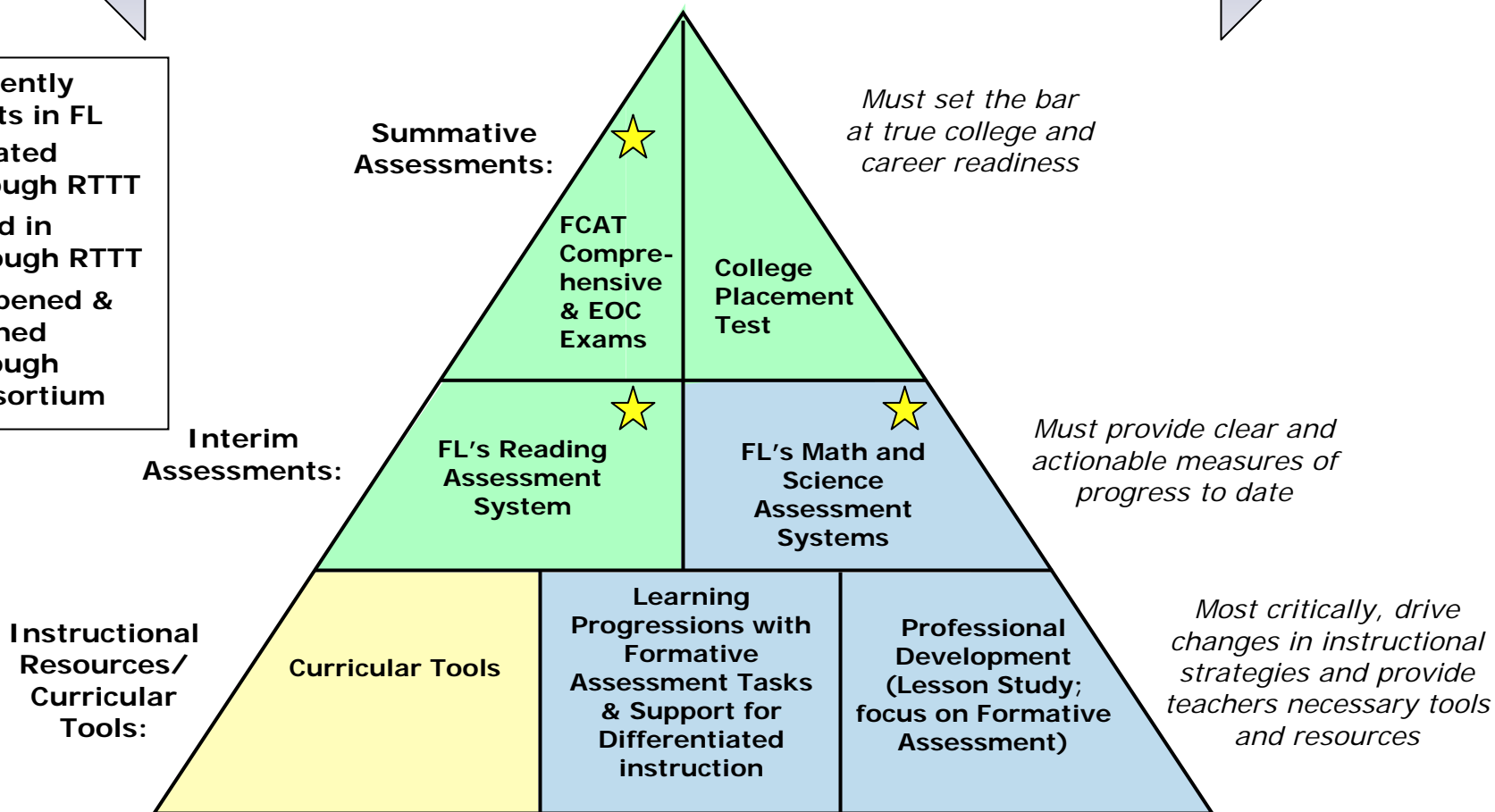


# Standards & Assessments

## FL Will Set High Expectations for Achievement and Provide Support and Actionable Data to Inform Differentiated Instruction



	Currently Exists in FL
	Updated Through RTTT
	Filled in Through RTTT
★	Deepened & Aligned Through Consortium



## FL Qualifications and Strategic Options by RTTT Criteria

**State Reform Conditions Criteria:**

**DATA: Fully implementing a statewide longitudinal data system**

- Florida has a statewide longitudinal data system that includes all of the elements specified in section 6401(e)(2)(D) of the America COMPETES Act
- Florida was the first, and is currently one of only eleven states in the nation to be recognized by the Data Quality Campaign (DQC) for meeting the 10 elements necessary to build a longitudinal data system

**State Reform Plan Criteria:**

**ACCESS: Accessing and using State data**

- Improve and streamline data communication between the district and the state by standardizing the way district systems and applications access state data
- Pre-populate state applications and reports with student and/or staff data for better accuracy and process efficiency
- Provide single sign-on access to state provided resources. Existing and future resources will utilize this single sign-on environment
- Implement Data, Program and Technology Governance

**USE: Using data to improve instruction**

- Provide technical framework and governance around technology-based solutions proposed in RTTT:
  - Create a one-stop portal for teachers to find educational/curricular tools
  - Provide technical support to deliver learning progressions and computer-based assessments.
  - Provide technical and data support for reporting as a condition of the RTTT award and to support the other assurance initiatives
- Provide districts with additional resources to support their professional development activities related to the use of data and technology

## Teacher Effectiveness Measure (D2/D3)

- Provide districts with a more robust teacher-level student growth measure; provide districts with guidelines to develop multi-metric state-wide evaluation measures of teacher effectiveness
- Provide districts with models to evaluate student growth using other standardized assessments and with models and software to measure growth with local qualifying assessments
- Provide districts with intensive technical assistance and support on developing high quality evaluation systems and use of student growth measures.

### Teacher and Leader Preparation Programs (D4)

#### Teacher Preparation Programs

- Issue grants to eligible Florida institutions to implement initial STEM program or a residency program for job-embedded teacher preparation
- Opportunities for teacher leadership residency programs to produce highly effective teacher leaders in challenging school environments
- Set performance standards and targets and report performance for teacher preparation programs

#### School Leadership Prep Programs

- Set performance standards and targets, and report performance for teacher preparation programs
- Provide opportunities to develop principal preparation programs for hard to staff urban or rural schools (see Struggling Schools) and fast track dual certification programs for highly effective teachers and executives

### Certification and Professional Development (D1/D4/D5)

- Florida provides high-quality pathways for aspiring teachers and principals
- Raise the bar for earning a Florida Certificate through review and redevelopment of more rigorous certification examinations in reading and STEM areas
- Provide centralized and convenient access to follow-up training and trainer materials for professional development provided under Standards and Assessments and through the Leadership Academy (overlap with Struggling Schools)
- Provide teachers job-embedded professional development time, including common planning for focus on lesson development and improvement
- Provide district leadership professional development on school improvement and successful human capital management
- Provide districts with ongoing technical assistance in evaluating professional development
- Focus Title II A, as well as appropriate IDEA and Title I funds, at the state level and district on: evaluation of teacher professional development, and training for teachers, principals, evaluators

### District Partnership (D2/D3)

#### Responsibilities of Participating LEAs:

- A personnel appraisal system that measures individual teacher and school leader effectiveness
- A system for compensation that includes a salary schedule with the greatest increases tied to effectiveness, and compensation tied to working in a high-need school
- Processes for awarding professional contracts (tenure) based on multiple years of effectiveness as demonstrated through appraisal system
- Provide career advancement and leadership opportunities for teachers and principals who demonstrate sustained effectiveness
- Streamlined processes for exiting teachers and school leaders that are determined to be ineffective
- Professional development based on student learning data and results of multiple evaluations by master teachers or coaches
- Placement of the most effective teachers and school leaders in the district's most vulnerable schools – also new state reporting requirements
- Improve district and state reporting systems for annual appraisal results to inform districts and parents of staff effectiveness at the school level

# Turning Around the Lowest-Achieving Schools

## FL Will Support the Successful Execution of the Four Turnaround Options Through State and District-Led Initiatives

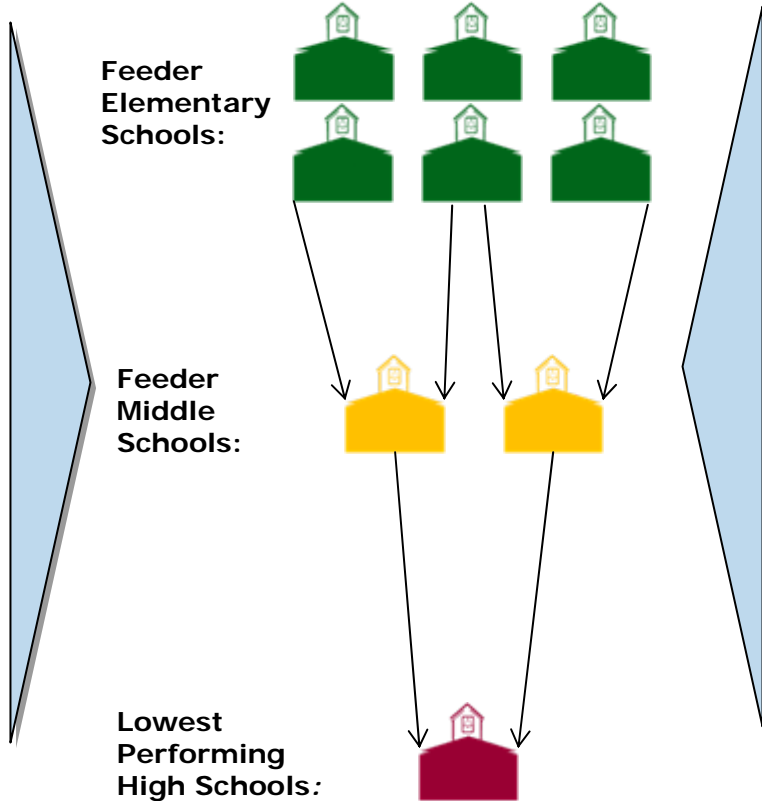
### Approach to Turning Around the Lowest Achieving Schools

- (1) With State support, the LEA will select and implement one of the four school intervention models to turn around the lowest-achieving schools
- (2) The State will support and sustain those interventions through State initiatives and a targeted feeder pattern approach

#### State-Led Initiatives

- State will implement the following initiatives to support school turnaround through human capital, proven programs, and community and business support:
  - External partnerships for teacher recruitment and principal/assist. principal development
  - Build district-level capacity to project manage
  - Offer PD for current coaches, department chairs, and lead teachers through DA Academy
  - Provide reading and STEM coordinators throughout the state
  - Develop Community Compacts including family literacy programs, parent academy, and engagement of business partners
  - Partner with national organization to support expansion of outside management options
  - Expand public awareness campaign to promote education and college awareness in high-poverty communities

#### Example Feeder Pattern System



#### District-Led Initiatives

- LEA will implement one or more of the following programs in each persistently lowest-achieving school and within the feeder pattern of each persistently lowest-achieving high school:
  - Extended Learning Time in Intervene schools
  - Full Day PreK
  - Expanded Career and Professional Academies
  - Implement proven programs to support dropout prevention, encourage advanced classes, positive behavior support systems, mentoring, and curriculum that provide high-need students with college-ready skills

# There is High Overlap Across Assurances

*DRAFT  
For Discussion Only*

	Standards & Assessments	Data Systems to Support Instruction	Great Teachers & Leaders	Turning Around Lowest-Achieving Schools
<b>Teacher Effectiveness Measure:</b>		<ul style="list-style-type: none"> <li>Provide technical and data support as a condition of the RTTT award and to support the other assurance initiatives</li> </ul>	<ul style="list-style-type: none"> <li>Provide districts with a more robust teacher-level student growth measure, and provide districts with guidelines to develop multi-metric state-wide evaluation measures of teacher effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Support struggling schools to remove ineffective teachers and identify effective ones</li> <li>Provide performance and incentive pay to recruit and retain the highest performing administrators and teachers</li> </ul>
<b>Curricular Tools:</b>	<ul style="list-style-type: none"> <li>Expand and update curricular tool content to new standards to provide educators access to high-quality educational tools to support differentiated instruction</li> </ul>	<ul style="list-style-type: none"> <li>Create a one-stop portal for teachers to find educational and curricular tools</li> </ul>	<ul style="list-style-type: none"> <li>Provide educators access to high-quality educational tools to support differentiated instruction</li> </ul>	<ul style="list-style-type: none"> <li>Provide educators access to high-quality educational tools to support differentiated instruction, particularly in highest-need schools</li> </ul>
<b>Learning Progressions and Computer-Based Assessments:</b>	<ul style="list-style-type: none"> <li>Ensure that each school possesses the technology to provide teachers and students sufficient access to strategic tools for improved classroom instruction and computer-based assessment</li> </ul>	<ul style="list-style-type: none"> <li>Provide technical support to deliver learning progressions and computer-based assessments</li> </ul>	<ul style="list-style-type: none"> <li>Provide teachers and students sufficient access to strategic tools for improved classroom instruction and computer-based assessment</li> </ul>	<ul style="list-style-type: none"> <li>Provide access to strategic tools for improved classroom instruction and computer-based assessment, particularly in highest-need schools</li> </ul>
<b>Professional Development:</b>	<ul style="list-style-type: none"> <li>Support and expand high-quality professional development using the principles of lesson study and formative assessment</li> </ul>	<ul style="list-style-type: none"> <li>Provide districts with additional resources to support their professional development activities related to the use of data and technology</li> </ul>	<ul style="list-style-type: none"> <li>Provide centralized and convenient access to follow-up training and trainer materials for professional development</li> </ul>	<ul style="list-style-type: none"> <li>Offer professional development for current coaches, department chairs, and lead teachers through a DA Summer Academy</li> </ul>
<b>STEM Focus:</b>	<ul style="list-style-type: none"> <li>LEA will implement at least one additional high school career and technical program</li> <li>LEA will increase the number of STEM-related accelerated courses</li> <li>FL will provide interim assessments for math and science</li> </ul>		<ul style="list-style-type: none"> <li>Issue grants to eligible Florida institutions to implement dual major programs in STEM areas or a residency program for job-embedded teacher preparation</li> </ul>	<ul style="list-style-type: none"> <li>Provide STEM coordinators throughout the state</li> <li>Expand opportunities for students to attend career and professional academies, especially STEM academies</li> </ul>
<b>Expand Supply of High Quality External Mgmt. Options:</b>				<ul style="list-style-type: none"> <li>Overlap with Charter section</li> <li>"Flood the zone" of feeders with increased supply of strong educational options</li> </ul>