



Pre K–12 Appropriations Committee

Committee Action Packet

Larry Cretul
Speaker

Anitere Flores
Chair

COMMITTEE MEETING REPORT

PreK-12 Appropriations Committee

10/6/2009 10:30:00AM

Location: 404 HOB

Summary: No Bills Considered

Committee meeting was reported out: Tuesday, October 06, 2009 1:38:04PM

COMMITTEE MEETING REPORT

PreK-12 Appropriations Committee

10/6/2009 10:30:00AM

Location: 404 HOB

Attendance:

	<i>Present</i>	<i>Absent</i>	<i>Excused</i>
Anitere Flores (Chair)	X		
Dwight Bullard	X		
Gwyndolen Clarke-Reed	X		
Marti Coley	X		
Erik Fresen			X
Tom Grady	X		
Martin Kiar	X		
John Legg	X		
Ronald Renuart	X		
Ron Schultz	X		
Kelli Stargel	X		
Richard Steinberg	X		
Will Weatherford	X		
Michael Weinstein	X		
Totals:	13	0	1

Committee meeting was reported out: Tuesday, October 06, 2009 1:38:04PM

COMMITTEE MEETING REPORT

PreK-12 Appropriations Committee

10/6/2009 10:30:00AM

Location: 404 HOB

Workshop

ARRA Funding Presentation

Appearances:

Dr. Frances Haithcock, Chancellor (Lobbyist) (State Employee) (At Request Of Chair) - Information Only

ARRA - Race to the Top

Department of Education, Division of Public Schools

325 W. Gaines Street

Tallahassee FL

Phone:(850) 245-0509

Linda Champion, Deputy Commissioner (Lobbyist) (At Request Of Chair) - Information Only

ARRA Funding

Department of Education

325 W. Gaines Street

Tallahassee FL

Phone:(850) 245-0406

Committee Overview Presentation

FEFP Overview Presentation

Implementation of the School District Virtual Instruction Program Presentation

Introduction of New Committee Members and Staff

Committee meeting was reported out: Tuesday, October 06, 2009 1:38:04PM

2009-2010 FLORIDA EDUCATION FINANCE PROGRAM
Second Calculation

Statewide Summary
Comparison of Public School Funding to 2008-2009 4th calc

	2008-2009 4th Calculation	2009-2010 2nd Calculation	Difference	Percentage Difference	
MAJOR FEFP FORMULA COMPONENTS					
STEP 1	Unweighted FTE	2,618,006.46	2,608,006.73	(9,999.73)	-0.38%
	Weighted FTE	2,815,852.73	2,802,487.98	(13,364.75)	-0.47%
	School Taxable Value	1,814,378,625,064	1,622,946,057,603	(191,432,567,461)	-10.55%
	Required Local Effort Millage	5.136	5.288	0.152	2.96%
	Discretionary Millage	0.498	0.748	0.250	50.20%
	Equalized Discretionary Millage	0.250		(0.250)	-100.00%
	Total Millage	5.884	6.036	0.152	2.58%
	Base Student Allocation	3,886.14	3,630.62	(255.52)	-6.58%
FEFP DETAIL					
STEP 2	WFTE x BSA x DCD	10,942,625,443	10,177,089,512	(765,535,931)	-7.00%
	Declining Enrollment Supplement	46,084,243	23,105,233	(22,979,010)	-49.86%
	Sparsity Supplement	38,345,157	35,822,046	(2,523,111)	-6.58%
	Lab School Discretionary Contribution	6,269,108	11,455,187	5,186,079	82.72%
	Safe Schools	71,998,330	67,260,840	(4,737,490)	-6.58%
	0.25 Millage Equalization	7,040,925	0	(7,040,925)	-100.00%
	0.748 Millage Compression	123,828,227	161,324,450	37,496,223	30.28%
	Supplemental Academic Instruction	687,015,407	637,781,383	(49,234,024)	-7.17%
	Reading Instruction Allocation	109,102,676	101,923,720	(7,178,956)	-6.58%
STEP 3	ESE Guaranteed Allocation	1,056,618,468	981,724,365	(74,894,103)	-7.09%
	Merit Award Allocation	31,245,648	20,000,000	(11,245,648)	-35.99%
	DJJ Supplemental Allocation	10,502,092	10,258,490	(243,602)	-2.32%
	Instructional Materials	0	216,031,121	216,031,121	
	Student Transportation	0	428,931,491	428,931,491	
	Teachers Lead Program	0	33,283,309	33,283,309	
	ARRA Education Stabilization Allocation	0	907,920,175	907,920,175	
	Minimum Guarantee	0	12,800,702	12,800,702	
	Governor's Veto	0	(6,000,000)	(6,000,000)	
	Net Proration	(18,444,733)	(14,220,794)	4,223,939	-22.90%
	TOTAL FEFP	13,112,230,991	13,806,491,230	694,260,239	5.29%
STEP 4	LOCAL FEFP FUNDS				
	Required Local Effort Taxes	8,249,604,587	7,801,379,986	(448,224,601)	-5.43%
	STATE & FEDERAL FEFP FUNDS	4,862,626,404	6,005,111,244	1,142,484,840	23.50%
	Federal ARRA Fiscal Stabilization Allocation	0	907,920,175	907,920,175	
	NET STATE FEFP		5,097,191,069	234,564,665	
STEP 5	DISTRICT LOTTERY/SCHOOL RECOGNITION	212,710,203	129,914,030	(82,796,173)	-38.92%
	STATE CATEGORICAL PROGRAMS				
	Instructional Materials	253,945,129		(253,945,129)	-100.00%
	Student Transportation	460,903,559		(460,903,559)	-100.00%
	Teachers Lead Program	36,756,829		(36,756,829)	-100.00%
	Class Size Reduction	2,729,491,033	2,845,578,849	116,087,816	4.25%
	TOTAL STATE CATEGORICAL FUNDING	3,481,096,550	2,845,578,849	(635,517,701)	-18.26%
	TOTAL STATE & FEDERAL FUNDING	8,556,433,157	8,980,604,123	424,170,966	4.96%
	TOTAL STATE FUNDING	8,556,433,157	8,072,683,948	(483,749,209)	-5.65%
STEP 6	LOCAL FUNDING				
	Total Required Local Effort	8,249,604,587	7,801,379,986	(448,224,601)	-5.43%
	.748 Discretionary Local Effort	858,385,370	1,153,262,575	294,877,205	34.35%
	.25 Discretionary Local Effort	255,461,904	0	(255,461,904)	-100.00%
	TOTAL LOCAL FUNDING	9,363,451,861	8,954,642,561	(408,809,300)	-4.37%
	TOTAL FUNDING	17,919,885,018	17,935,246,684	15,361,666	0.09%
	TOTAL FUNDS PER UNWEIGHTED FTE	6,844.86	6,876.99	32.13	0.47%

House PK-12 Appropriations Committee
American Recovery and Reinvestment Act
(ARRA)
Implementation and Reporting Requirements
October 6, 2009

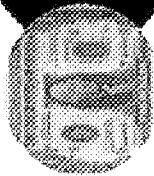


Florida Department of Education

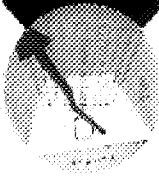
Dr. Frances Haithcock

Linda Champion

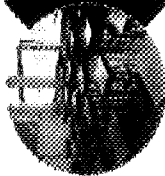
Guiding Principles



Spend Quickly to Save and
Create Jobs



Ensure Transparency and
Accountability



Thoughtfully Invest One-time
Funds



Advance Effective Reforms

Advance Core Reforms: Assurances

Achieve Equity In
Teacher Distribution and
Teacher Quality

Enhance Academic
Standards and
Assessments

Improve the Collection
and Use of Data

Support Struggling
Schools

ARRA - Major Programs Impacting Education

<u>PROGRAM</u>	<u>Total Available Funding</u>		<u>Status</u>
	<u>Nationally</u>	<u>Florida</u>	
State Fiscal Stabilization Fund	\$48.6 Billion	\$2.7 Billion	Phase 1 – 100% released to Florida, awaiting Phase 2 application
Title I Grants to LEAs	\$10 Billion	\$490.6 Million	100% released to Florida
Title I School Improvement Fund	\$3 Billion	\$144.1 Million	To be released in January, 2010
IDEA Part B Grants to States (includes Preschool grants of \$400m nationally, \$19.7m Florida)	\$11.7 Billion	\$647 Million	100% released to Florida
Race to the Top	\$4.35 Billion	Competitive	Preliminary Federal Guidance Available
Innovation Fund	\$650 Million	Competitive	Awaiting Federal Guidance
Education Technology	\$650 Million	\$30.2 Million	100% released to Florida
Teacher Incentive Fund	\$200 Million	Competitive	Awaiting Federal Guidance
State Longitudinal Data Systems	\$250 Million	Competitive	Federal Guidance Available, Application Deadline November 19, 2009.

American Recovery and Reinvestment Act (ARRA)

State Fiscal Stabilization Funds

Conditions for State Receipt of SFSF

- State must agree to meet the four ARRA assurances (Slide 2)
- State must confirm baseline data reflecting the current status of the state with respect to the four ARRA education assurances
- Maintenance of Effort (MOE) Requirement
 - The state must maintain for FY 2008/09, FY 2009/10, and FY 2010/11 a level of state support for elementary and secondary education at least as great as the level of state support provided in FY 2005/06
- If a state does not meet MOE for any given year, the Secretary of the USDOE may grant a waiver for that year if the percentage of state revenues used to support elementary, secondary, and public higher education is at least as great as the percentage of total state revenues used for this purpose in the preceding year.

Status of Federal Release of SFSF

	<u>Nationally</u>	<u>Florida</u>	<u>Released to Florida</u>	<u>FI Release Pending Phase 2</u>
Education SFSF	\$39,524,124,000	\$2,208,839,244	\$1,479,922,294	\$728,916,950
Government Services SFSF	<u>\$8,793,876,000</u>	<u>\$491,453,230</u>	<u>\$491,453,230</u>	
Total SFSF	<u>\$48,318,000,000</u>	<u>\$2,700,292,474</u>	<u>\$1,971,375,524</u>	<u>\$728,916,950</u>

Legislative Use of SFSF Funds

	<u>2009/10 GAA</u>	<u>Additional Available From Currently Released Funds</u>	<u>Additional Available Pending Phase 2</u>
Education SFSF	\$1,104,419,622	\$375,502,672	\$728,916,950
Government Services SFSF	<u>\$246,080,378</u>	<u>\$245,372,852</u>	
Total SFSF	<u>\$1,350,500,000</u>	<u>\$620,875,524</u>	<u>\$728,916,950</u>

SFSF – Next Steps

- Update application to reflect Legislative action
- Obtain approval of MOE waiver for 2010-11
- Apply for SFSF - Phase 2

American Recovery and Reinvestment Act (ARRA)

Reporting Requirements

School Districts – 2009-10 Allocations and Disbursements As of September 30, 2009

	Allocated	Disbursed
SFSF - Education/Gov Svcs	898,613,076	60,899,591
IDEA	645,240,228	56,289,114
Title I	488,615,015	32,046,405
Title II - D	30,195,950	-
Title X - Homeless Children and Youth	3,124,358	46,992
Total Major Programs	2,065,788,627	149,282,102

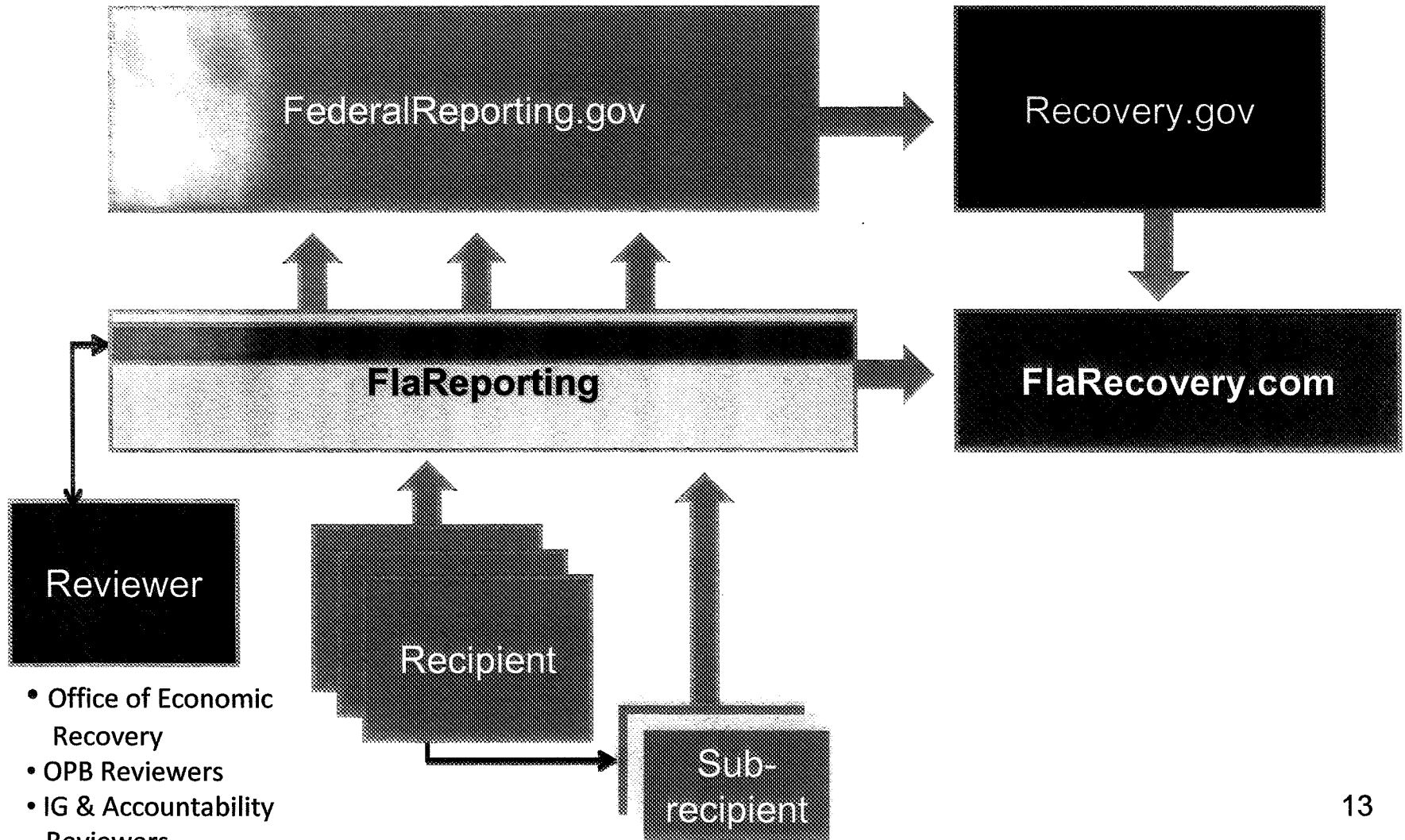
Numbers of Jobs/Saved/Continued by School Districts

(As Reported in 2009-10 Budgets)

- Jobs Saved – 20,292
- Jobs Created – 5,304
- Jobs Continued – 13,689

- Total – 39,285

Florida's Reporting Process



ARRA – Reporting

Process

- Through Sept 30: Update budgets
- Oct 1–5: Report on-line
- Oct 6: DOE uploads to “FlaReporting”
- Oct 10: FL uploads to FederalReporting
- Oct 11-21: State reviews and corrections
- Oct 22-31: Federal agency reviews and necessary revisions

Accountability and Transparency: Oversight

- Inspectors General (DOE, Governor's Office, US Department of Education)
- General Accounting Office (GAO)
- Auditor General's Office
- Federal Program Offices
- Florida Department of Financial Services (DFS)

House Education PK-12 Appropriations Committee

Race to the Top

October 6, 2009

**Dr. Frances Haithcock, Chancellor
Division of Public Schools**

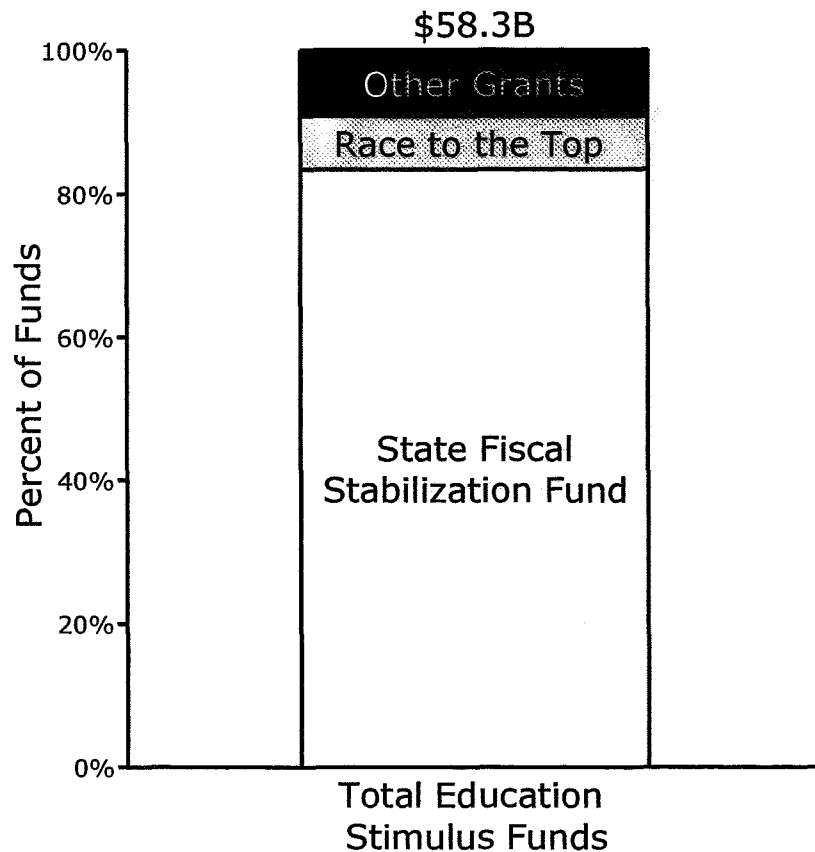


Florida Department of Education

Introduction to Race to the Top

\$4.35B Available to States Through the RTTT Fund

Breakdown of Stimulus Package Education Funds



Race to the Top (\$4.35B)

- Largest discretionary spending in history of Department of Education
- Competitive grants for states spans 19 criteria
- Rewards and incents states to achieve reform in 4 areas to significantly improve student outcomes
- \$350MM of funds may be released in a separate Standards & Assessment competition

ARRA - Major Programs Impacting Education

Total Available Funding

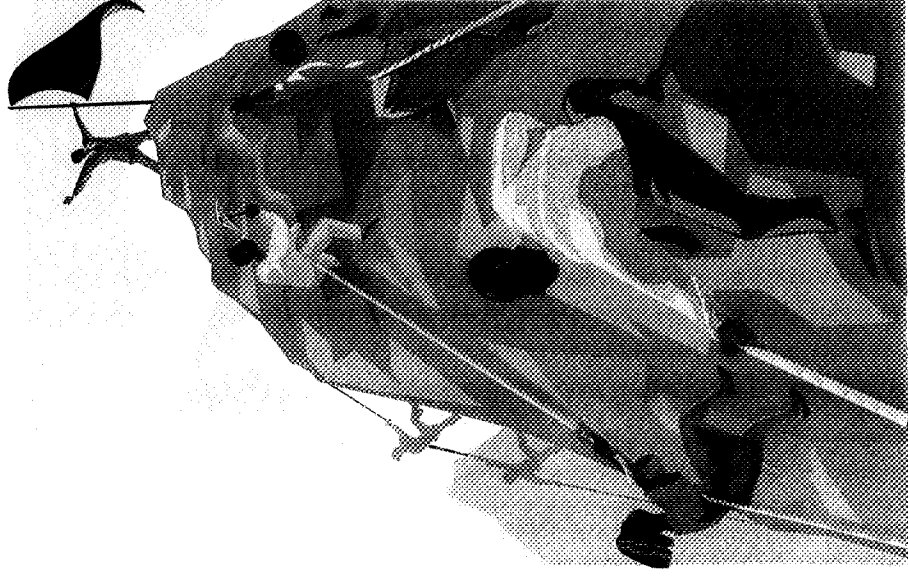
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Guiding Principles

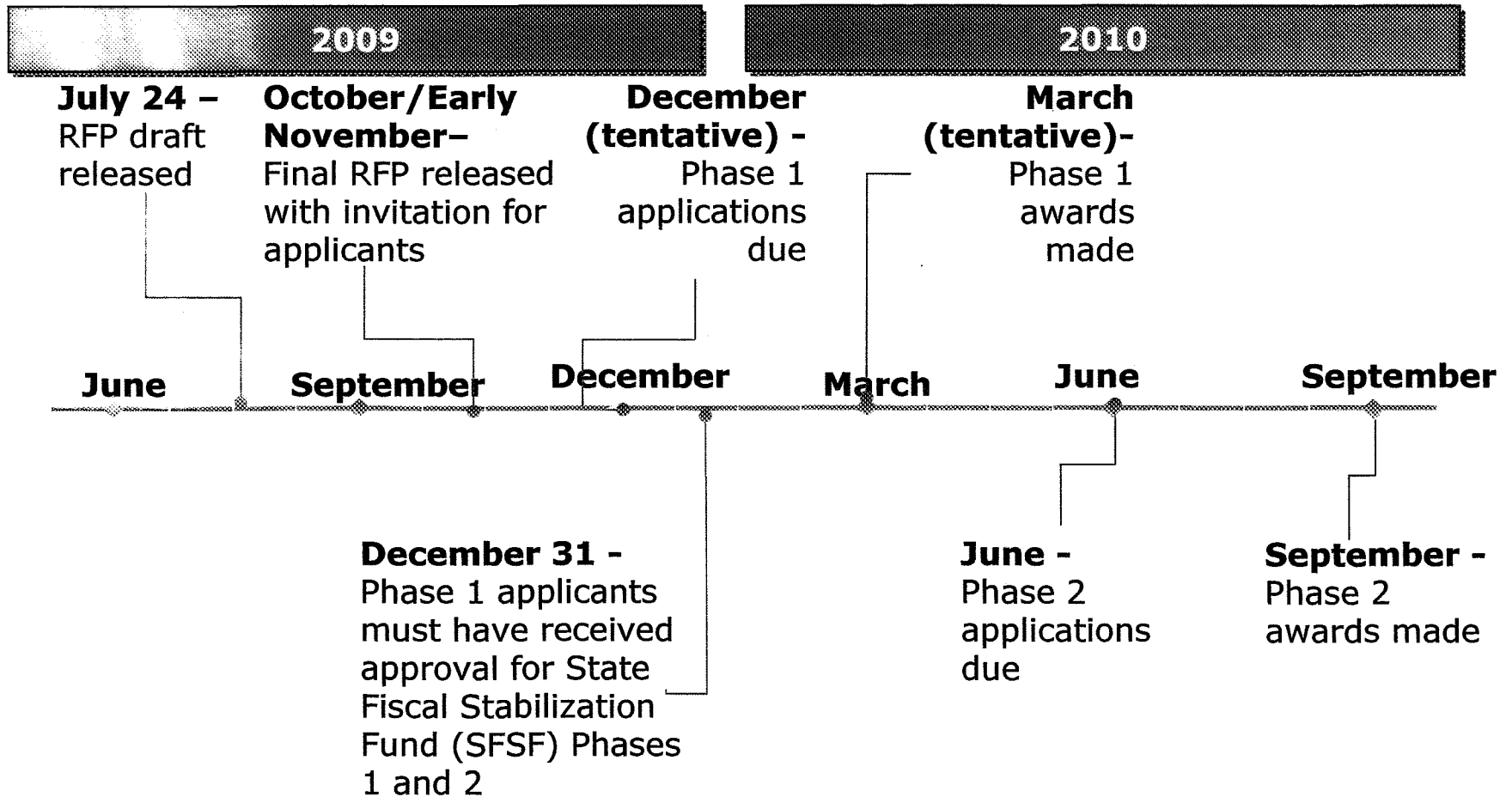
- Focus on raising achievement in core subjects and closing achievement gap
- Prudent and decisive (pilot bold ideas first)
- Participation in pilots by choice
- Guided by evidence or research

Guiding Principles

- Will address all required elements of USED guidelines
- Focused on implementing sustainable policies



Tentative Program Timeline



Stakeholders

- Partnering with Parthenon Group through the Bill & Melinda Gates Foundation
- Working closely with Governor's Office
- Seeking input from districts and public – have received formal input from 53 individuals in 23 districts
- Working with districts, unions, school boards, PTA, business groups, and others to gain support

Race to the Top

- Basing plans on draft RFP
- Prepared to make changes based on final RFP
- At least 50% of the funds go to LEAs based on proportionate share of Title I funds
- Remainder available to State – much will likely go to school districts

Draft guidelines include four assurances and nineteen selection criteria

(I) Standards and Assessments

- (1) Developing and adopting common standards
- (2) Developing and implementing common, high-quality assessments
- (3) Supporting transition to enhanced standards and high-quality assessments

(II) Data Systems to Support Instruction

- (4) Fully implementing a statewide longitudinal data system
- (5) Accessing and using state data
- (6) Using data to improve instruction

Draft guidelines include four assurances and nineteen selection criteria

(III) Great Teachers and Leaders

- (7) Providing alternative pathways for aspiring teachers and principals
- (8) Differentiating teacher and principal effectiveness based on performance
- (9) Ensuring equitable distribution of effective teachers and principals
- (10) Reporting the effectiveness of teacher and principal preparation programs
- (11) Providing effective support to teachers and principals

Draft guidelines include four assurances and nineteen selection criteria

(IV) Turning Around Struggling Schools

- (12) Intervening in the lowest-performing schools and LEAs
- (13) Increasing the supply of high-quality charter schools
- (14) Turning around struggling schools

Overall Criteria

- (15) Demonstrating significant progress
- (16) Making education funding a priority
- (17) Enlisting statewide support and commitment
- (18) Raising achievement and closing gaps
- (19) Building strong statewide capacity to implement, scale, and sustain proposed plans

RTTT Will Build on The Next Generation Strategic Plan

Florida DOE Strategic Focus Areas

- 1) Strengthen Foundational Skills**
- 2) Improve College and Career Readiness**
- 3) Expand Opportunities For Post-Secondary Degrees and Certificates
- 4) Improve Quality of Teaching in the Education System**
- 5) Improve K-12 Educational Choice Options**
- 6) Align Resources to Strategic Goals



Standards & Assessments

Data Systems

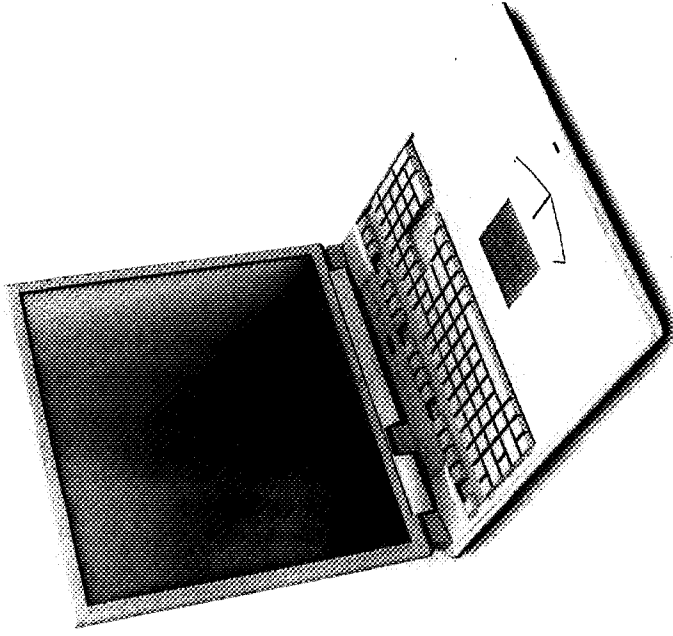
Great Teachers & Leaders

Struggling Schools

Race to the Top

USED Website

<http://www.ed.gov/policy/gen/leg/recovery/index.html#apps>



Florida's Public K-12 Virtual Education Options, 2009-10

	Florida Virtual School (FLVS)*	District Franchise of FLVS	District Virtual Instruction Program (VIP)	Other District Programs	State-level K-8 Virtual School Programs (FCA and FLVA) Transitioning Out
Statutory Authority	1002.37	1002.37	1002.45	1002.45(9)	1002.45
Type of Program	Primarily Supplemental	Part-time/Full-time	Primarily Full-time Part-time or Full-time for DOP, AI, or DJJ in 9-12	Supplemental in district schools	Full-time
Grade Levels	Grades 6-12	Grades 6-12	Grades K-12	Varies	Grades K-8
Student Eligibility	Public, private, and home education students	Public, private, and home education students	Public school students and military dependents	These are public school students in district public schools	Public school students (grades 2-8), K-1, and siblings
Funding	FEFP based on successful completions (courses passed or credits earned)	FEFP based on successful completions (courses passed or credits earned) Limited to 1.0 FTE	FEFP based on successful completions (promotion for K-5, courses passed (6-8), credits earned (9-12) Limited to 1.0 FTE	FEFP	Previously by Line Item 2009-10-FEFP Based on seat-time (enrollment and attendance) Limited to 1.0 FTE
Accountability	Performance Funding Not in state or federal accountability because program is supplemental Accountability goes to school of record in district	Performance funding If full-time, same accountability as other public schools in district If part-time, accountability goes to school of record	Performance Funding District-operated: virtual program in accountability Provider-operated: provider receives statewide grade Grade D or F for one year—submit SIP to DOE Grade D or F for 2 of 4 years—contract or program terminated	Part of school's accountability	In state and federal accountability Grade D or F for one year—submit SIP to DOE Grade D or F for 2 of 4 years—Contract terminated

* If FLVS contracts to operate District VIP program, they must meet requirements of section 1002.415, F.S.



Florida Department of Education
Race To The Top Update

October 5, 2009

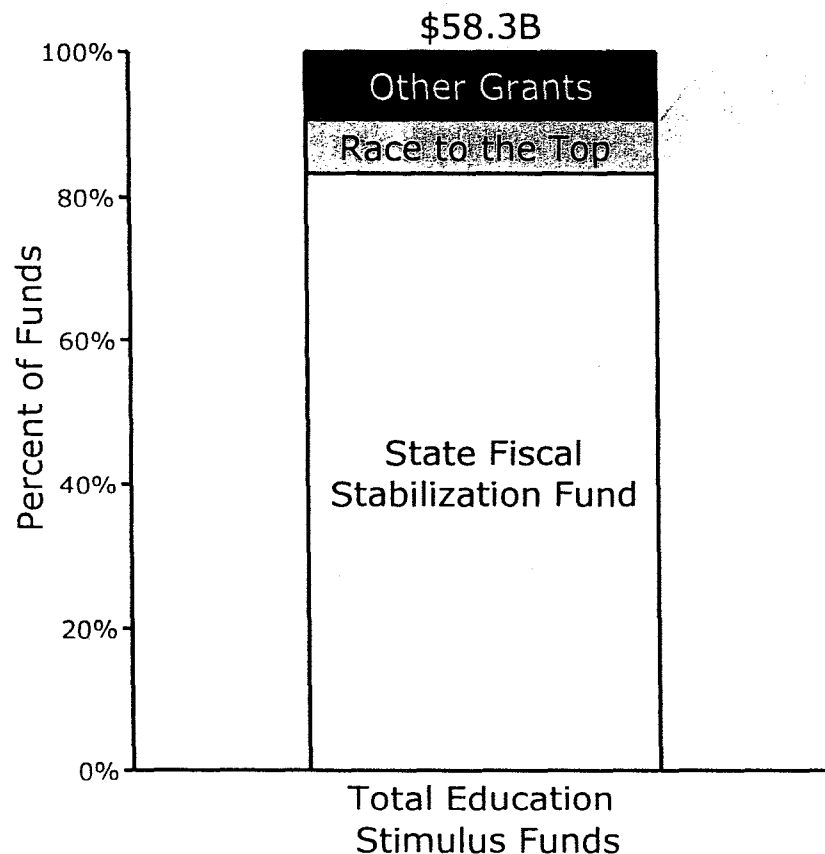
- **Introduction to Race to the Top**

- Florida Context for Reform
- Specific Strategies under Consideration
 - Standards & Assessments
 - Data Systems
 - Great Teachers and Leaders
 - Struggling Schools

Introduction to Race to the Top

\$4.35B Available to States Through the RTTT Fund

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Introduction to Race to the Top

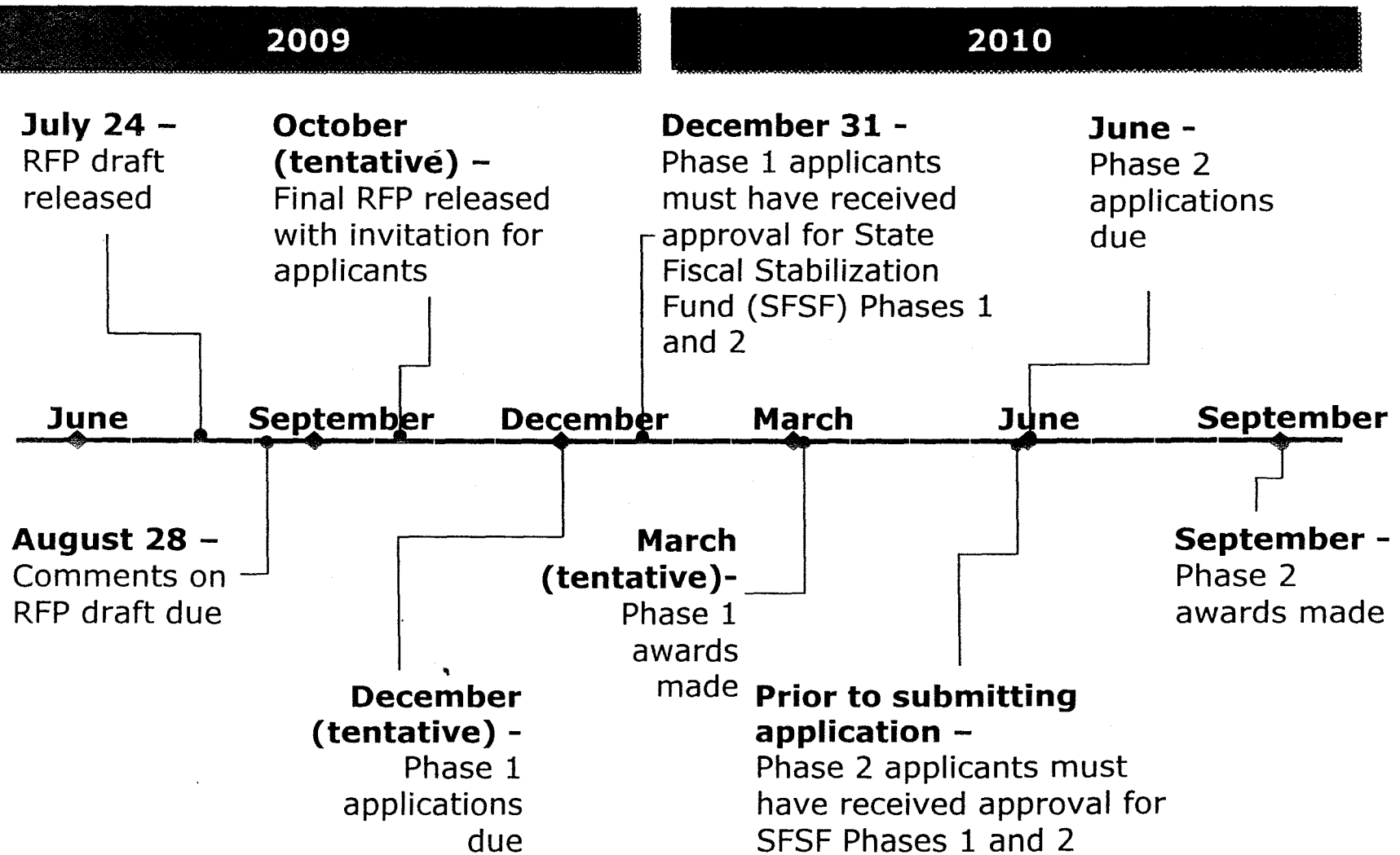
Education Reform Areas

Absolute Priority	Comprehensive Approach to the Four Education Reform Areas			
	A) Standards and Assessments	B) Data Systems to Support Instruction	C) Great Teachers and Leaders	D) Turning Around Struggling Schools
	<ul style="list-style-type: none">• Describe use of RTTT and other funds to implement comprehensive and coherent policies and practices in 4 reform areas to:<ul style="list-style-type: none">- Increase student achievement- Reduce the achievement gap across student subgroups- Increase the rates at which students graduating from high school are prepared for college & careers			
Competitive Preference	Emphasis on Science, Technology, Engineering, and Mathematics (STEM)			
	<ul style="list-style-type: none">• Describe plans to offer a rigorous course of study in math, science, technology, and engineering• Collaborate with community partners• Prepare more students for advanced study and careers in STEM areas			

Introduction to Race to the Top

*Draft Materials
For Discussion*

Tentative Program Timeline



Introduction to Race to the Top

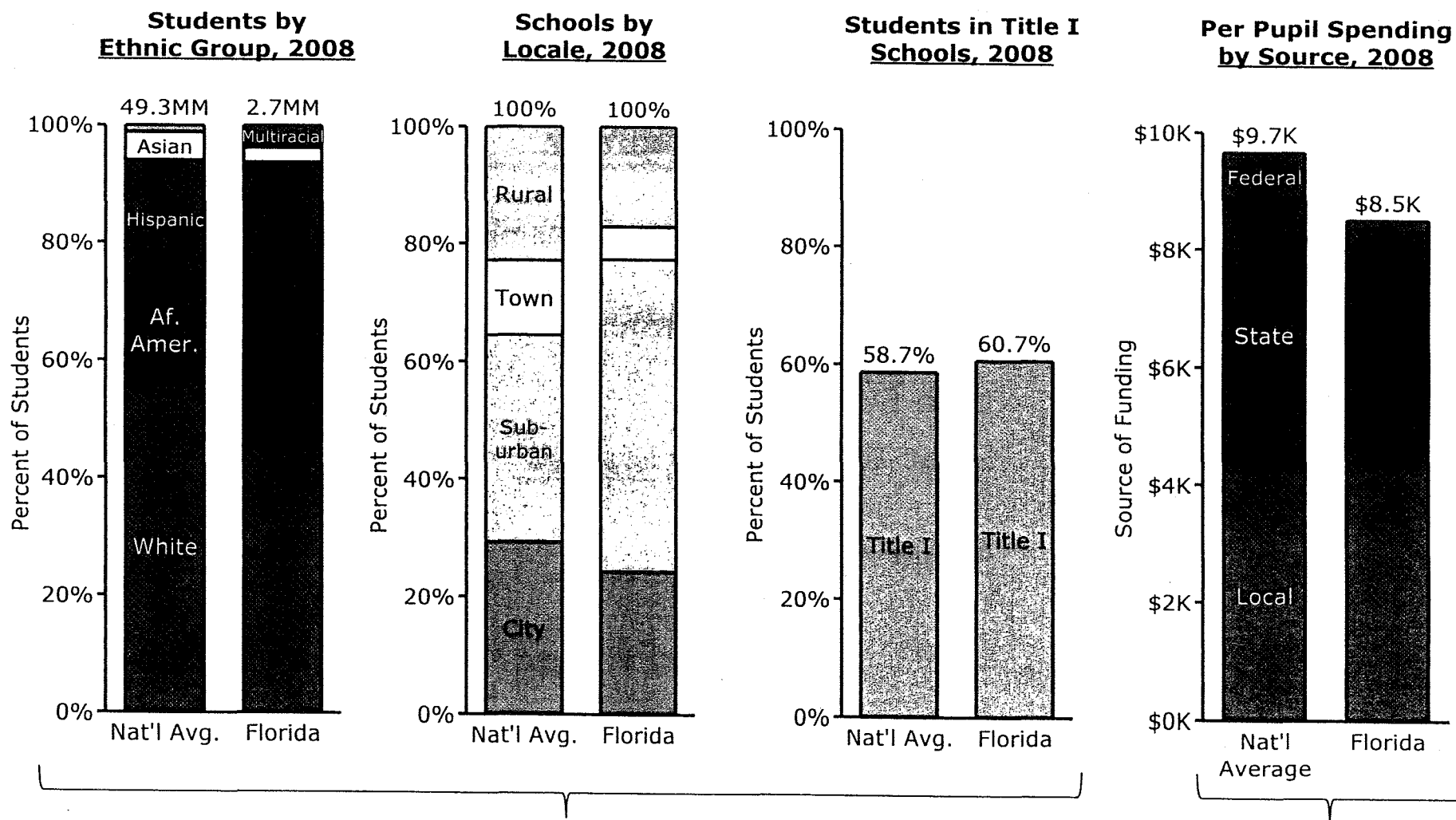
Guiding Principles

- Our ultimate focus will be to raise student achievement in core subjects and to close the achievement gap, particularly for low-income, minority children
- Our plan will be prudent and decisive in approach – pilot bold ideas first to prove efficacy, before rolling-out more broadly
- Participation in pilots will be by choice as opposed to by mandate
- Our efforts will be guided by evidence or research-based practices
- Our proposal will address all required elements of the USED guidelines for Race to the Top
- Our proposal will be focused on implementing sustainable policies

- Introduction to Race to the Top
- **Florida Context for Reform**
- Specific Strategies under Consideration
 - Standards & Assessments
 - Data Systems
 - Great Teachers and Leaders
 - Struggling Schools

Florida Context for Reform

Florida Is Representative of National Demographics, Lending Itself to be an Example for Reform Despite Lower Per Pupil Spending



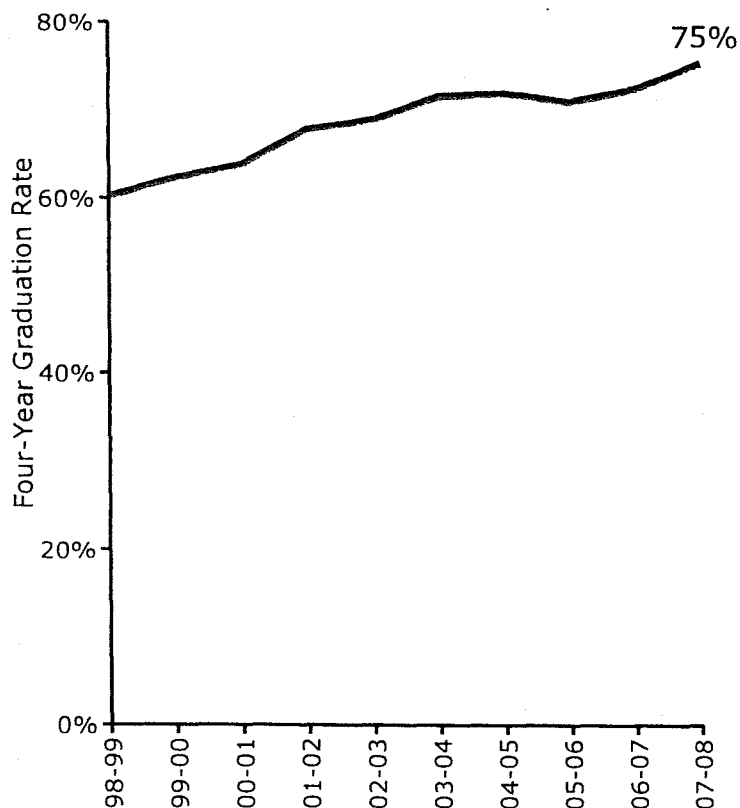
Florida's demographic landscape is very similar to the national average...

...though Florida's per pupil spending is less

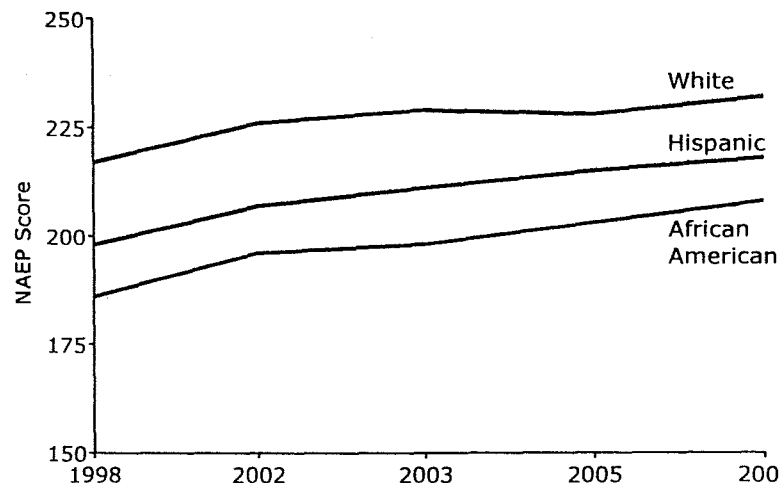
Source: Florida DOE, NCES, Census.gov

Florida Has Shown Steady Progress over the Past Decade

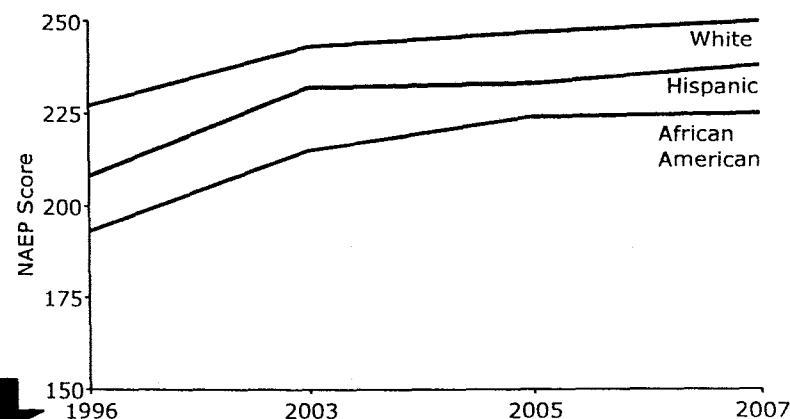
Four-Year Graduation Rate, 1998-2008



NAEP Average Score on Grade 4 Reading, 1998-2007



NAEP Average Score on Grade 4 Math, 1996-2007



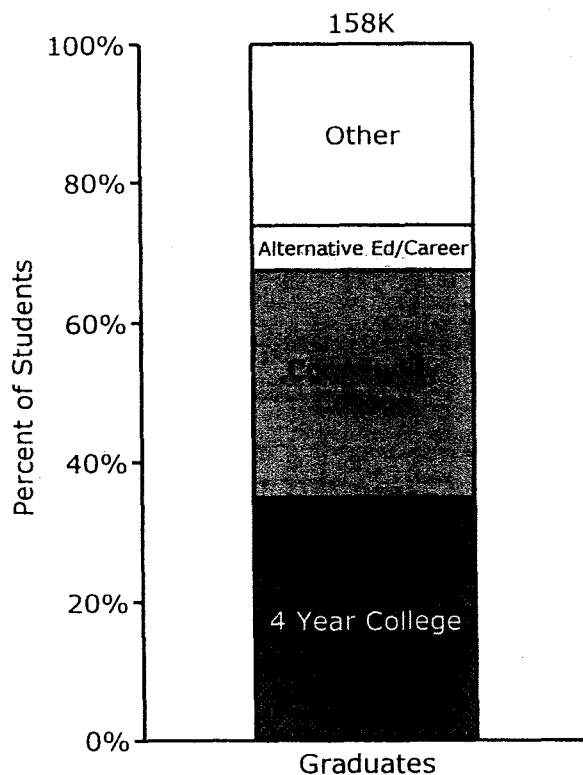
However, absolute achievement levels remain too low

Note: Grad rate is calculated as percent of students who graduate within four years of 1st enrollment in ninth grade, removing exiting transfers and deceased students, and adding entering students into the class with which they are scheduled to graduate; recipients of standard diplomas, special diplomas, and GEDs are counted as grads
Source: Florida DOE; Quality Counts

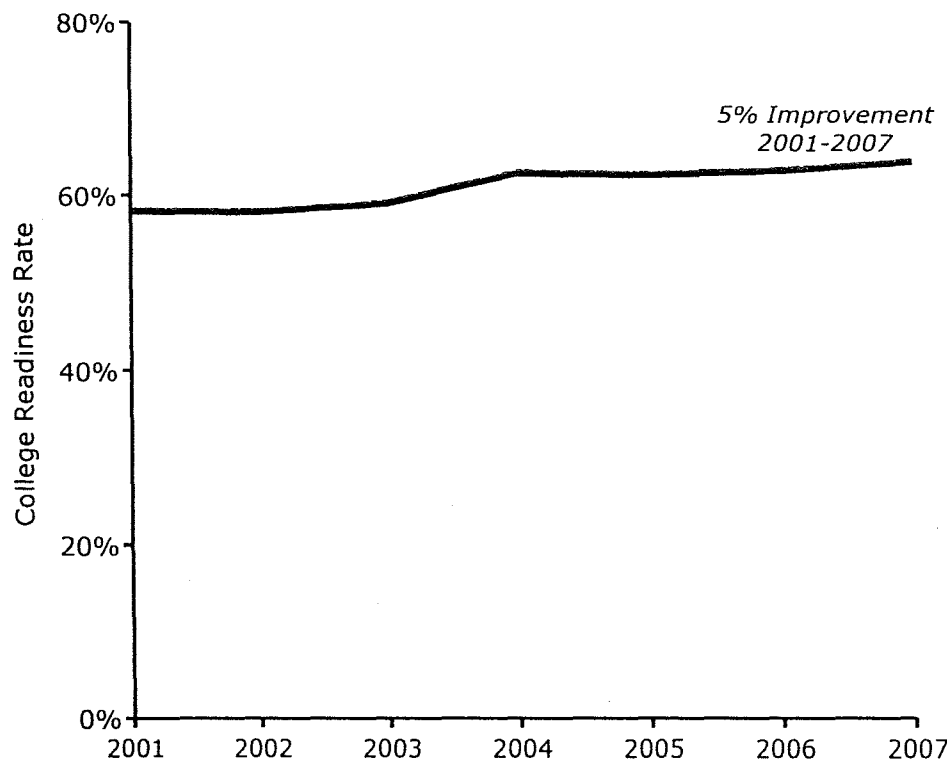
Florida Context for Reform

An “Expectations Gap” Results in Too Many Florida Students Being Underprepared for College

Postsecondary Plans of Florida HS Graduates, 2007-2008



College-Bound Florida Students Performance on Common Placement Tests, 2001-2007



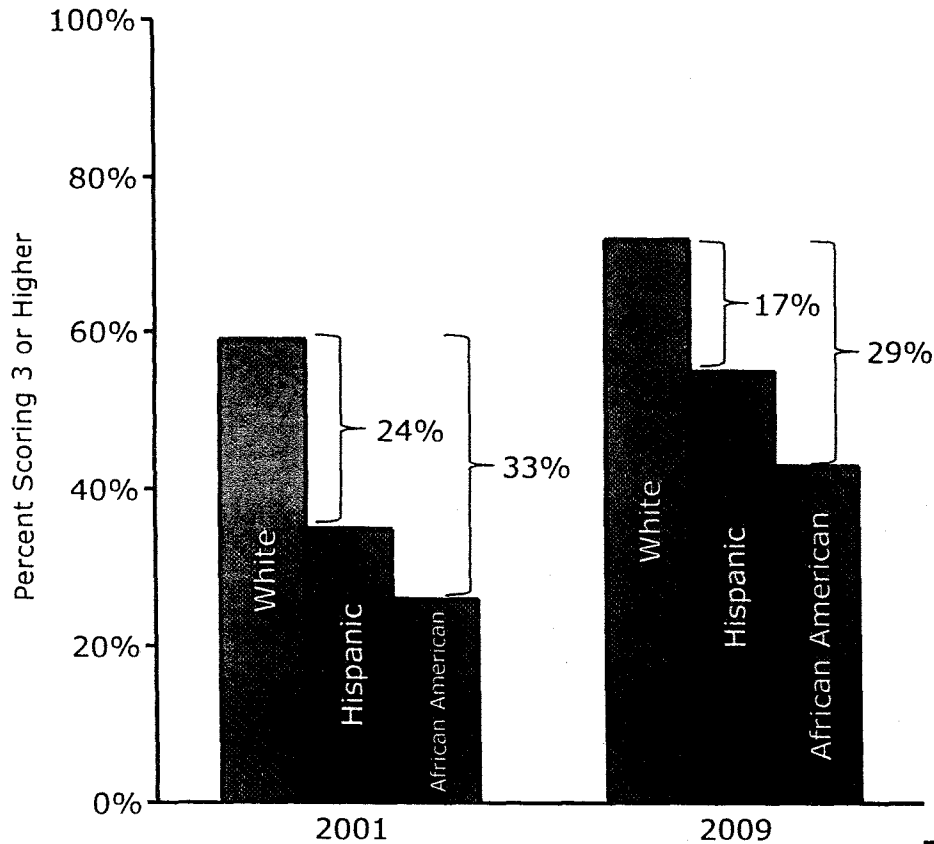
Note: College Readiness on Common Placement tests can be achieved by scoring above 72, 83, and 83 on Algebra, Reading, and Sentence Skills on the CPT, 440 on the Math and Verbal sections of the SAT, and 18, 17, and 19 on Reading, English, and Math on the ACT; College-Bound Students include only those attending public Florida postsecondary institutions

Source: National Center for Education Statistics, Florida DOE

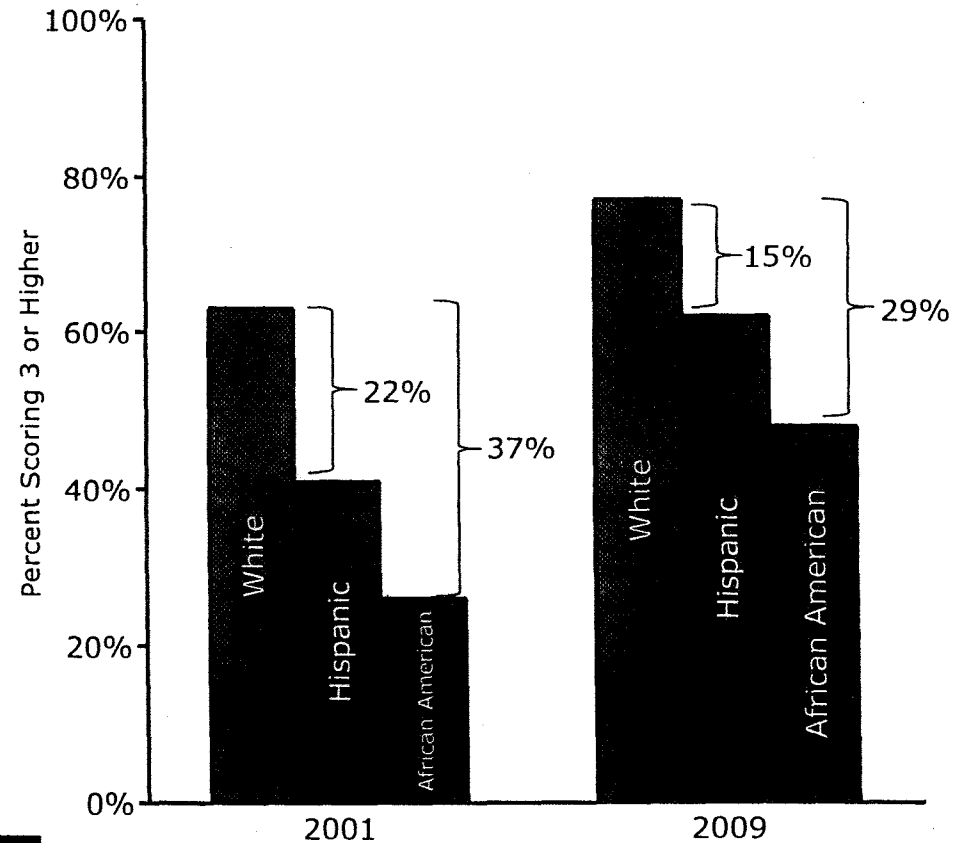
Florida Context for Reform

And While Progress Has Been Made, Florida Continues to Face A Persistent Achievement Gap

FCAT Reading Achievement by
Ethnicity, 2001-2007



FCAT Math Achievement by
Ethnicity, 2001-2007



Florida needs to raise expectations and close the achievement gap

Note: Charts do not include all sub-groups
Source: Florida DOE

Florida Context for Reform

Florida Has Put In Place A Strong Foundation to Address These Challenges...

	A) Standards and Assessments	B) Data Systems to Support Instruction	C) Great Teachers and Leaders	D) Turning Around Struggling Schools
Absolute Priority	<ul style="list-style-type: none"> Developing statewide EOC assessments In process of adopting the Common Core as NGSSS Launched Florida Assessment for Instruction in Reading (FAIR) and K-3 Math Formative Assessments are in development 	<ul style="list-style-type: none"> Developed Florida's statewide longitudinal data system (PK20 Education Data Warehouse) <ul style="list-style-type: none"> System has a unique student ID that can track the individual across databases 	<ul style="list-style-type: none"> Developed a data system that links student performance data with the corresponding teacher 	<ul style="list-style-type: none"> Implemented Differentiated Accountability program Provides option for district to choose a charter school solution for struggling schools
Enabling Legislation	<ul style="list-style-type: none"> 2008 Senate Bill 1908 	<ul style="list-style-type: none"> America COMPETES Act 	<ul style="list-style-type: none"> Sections 1012.34, 1012.12, 1012.225, F.S." 	<ul style="list-style-type: none"> 2009 House Bill 991
Emphasis on Science, Technology, Engineering, and Mathematics (STEM)				
Competitive Preference	<ul style="list-style-type: none"> Adopted and implementing NGSSS in Mathematics and Science 	<ul style="list-style-type: none"> Launched CPALMS (standards-based instructional management tool) 	<ul style="list-style-type: none"> Providing PD to mathematics and science teachers through PROMiSE U-Teach Programs (FSU & UF) 	<ul style="list-style-type: none"> DA regions are staffed with math and science specialists; some have more than 1

...And RTTT Will Build on The Next Generation Strategic Plan

Florida DOE Strategic Focus Areas

- 1) **Strengthen Foundational Skills**
- 2) **Improve College and Career Readiness**
- 3) **Expand Opportunities For Post-Secondary Degrees and Certificates**
- 4) **Improve Quality of Teaching in the Education System**
- 5) **Improve K-12 Educational Choice Options**
- 6) **Align Resources to Strategic Goals**



Standards & Assessments

Strengthen Foundational Skills:

- Implement NGSSS/ Common Core
- Develop Interim and Formative Assessments
- Redesign and Align FCAT

Improve College and Career Readiness:

- Develop and implement End-of-Course Exams

Data Systems

Improve Quality of Teaching in the Education System:

- Provide front-end access to student data linked to diagnostic and intervention tools
- Provide robust training to districts to leverage data

Great Teachers & Leaders

Improve Quality of Teaching in the Education System:

- Raise standards for entry into profession
- Strengthen connection between teacher effectiveness and student performance
- Maintain a highly effective workforce

Struggling Schools

Strengthen Foundational Skills:

- Support Struggling Schools and Districts
- Expand targeted Interventions for at-risk populations

Improve K-12 Educational Choice Options:

- Strengthen quality of and expand school choice options

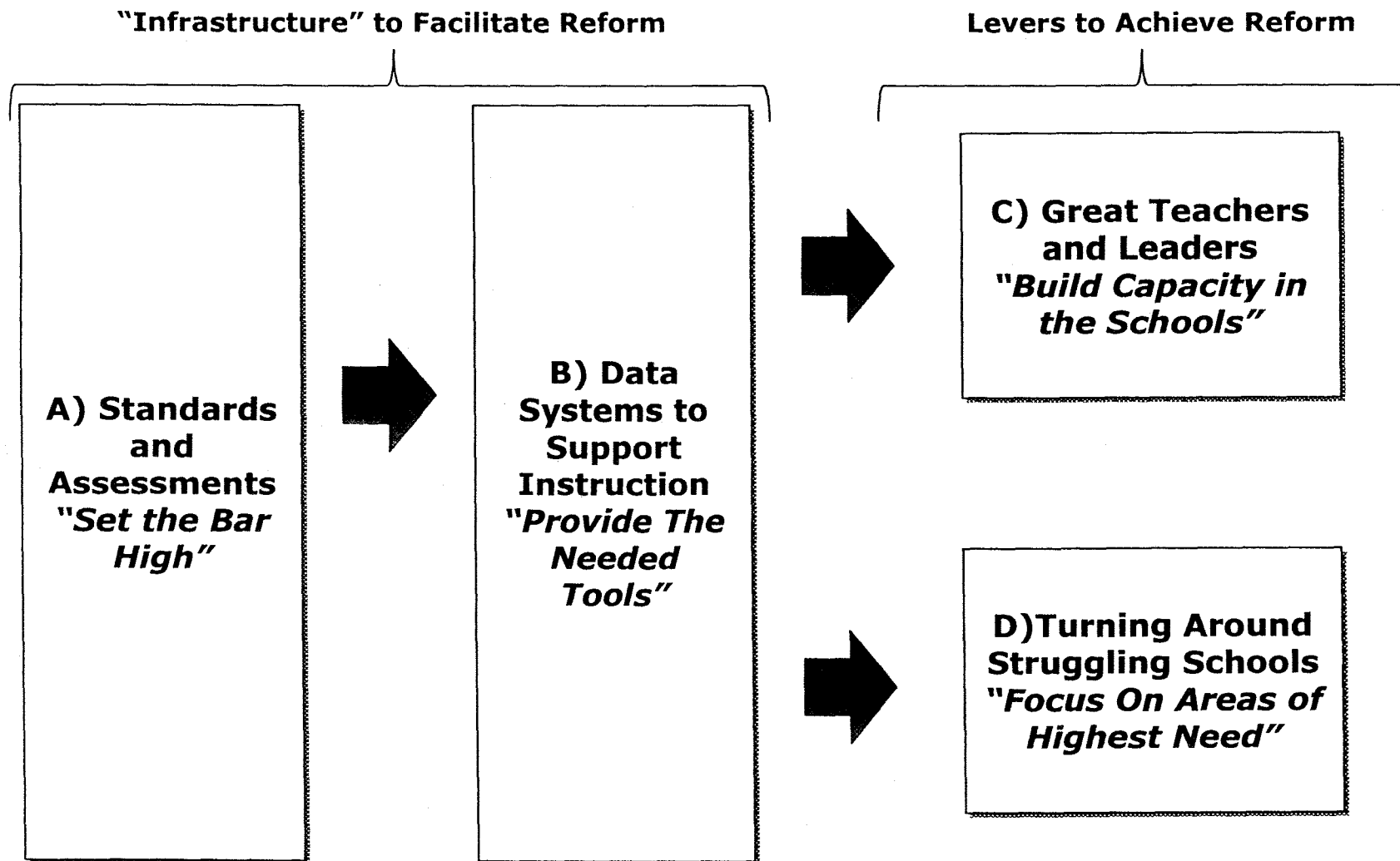
- Introduction to Race to the Top
- Florida Context for Reform

- **Specific Strategies under Consideration**

- Standards & Assessments
- Data Systems
- Great Teachers and Leaders
- Struggling Schools

Education Reform Areas

Draft Conceptual Framework



(I) Standards and Assessments

- (1) Developing and adopting common standards
- (2) Developing and implementing common, high-quality assessments
- (3) Supporting transition to enhanced standards and high-quality assessments

(II) Data Systems to Support Instruction

- (4) Fully implementing a statewide longitudinal data system
- (5) Accessing and using state data
- (6) Using data to improve instruction

(III) Great Teachers and Leaders

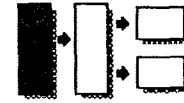
- (7) Providing alternative pathways for aspiring teachers and principals
- (8) Differentiating teacher and principal effectiveness based on performance
- (9) Ensuring equitable distribution of effective teachers and principals
- (10) Reporting the effectiveness of teacher and principal preparation programs
- (11) Providing effective support to teachers and principals

(IV) Turning Around Struggling Schools

- (12) Intervening in the lowest-performing schools and LEAs
- (13) Increasing the supply of high-quality charter schools
- (14) Turning around struggling schools

Overall Criteria

- (15) Demonstrating significant progress
- (16) Making education funding a priority
- (17) Enlisting statewide support and commitment
- (18) Raising achievement and closing gaps
- (19) Building strong statewide capacity to implement, scale, and sustain proposed plans

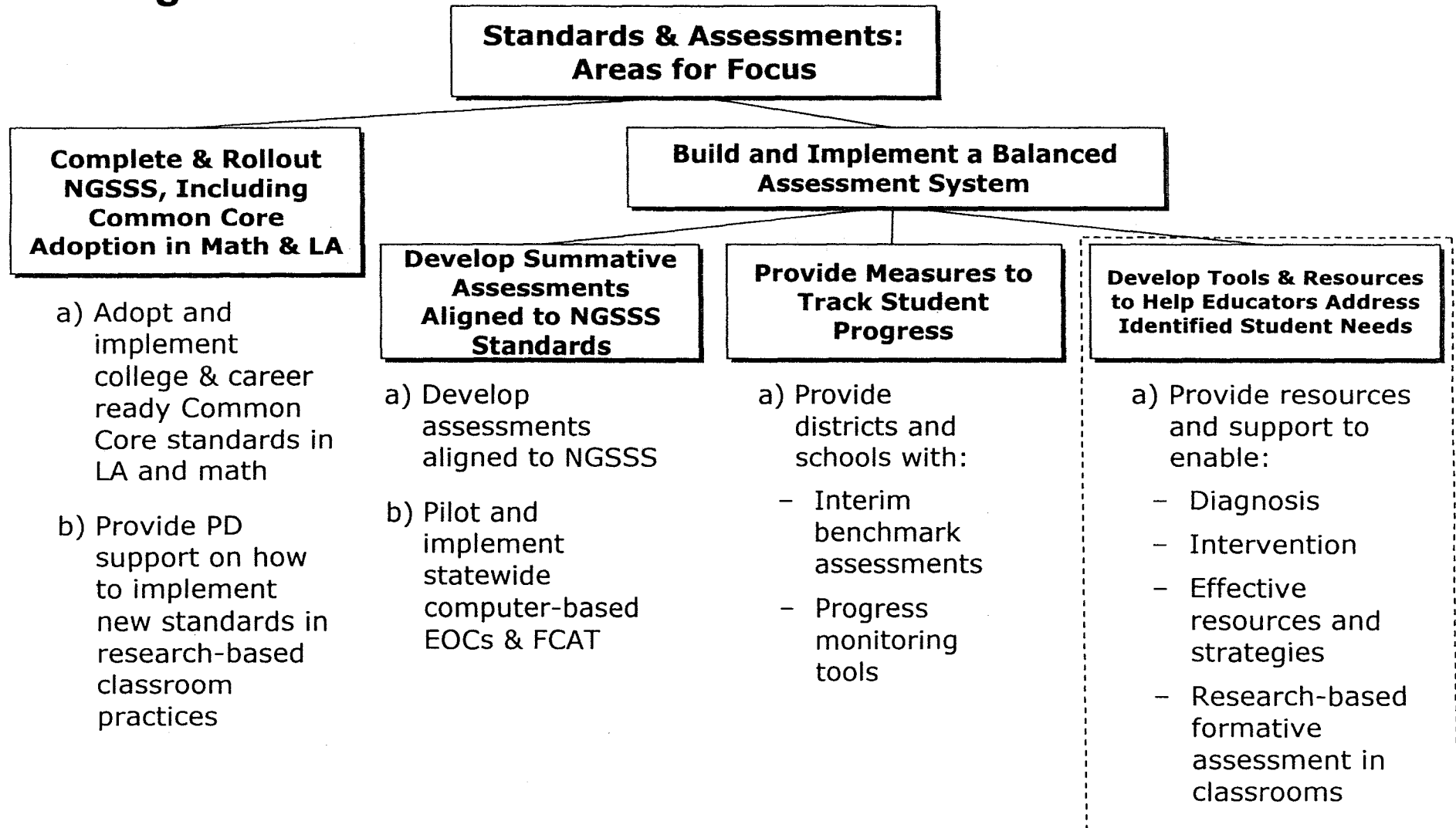


Vision and Proposed Approach

- FL to continue the ongoing Next Generation work to achieve **fewer, clearer and higher standards**
- **Assessments must then be aligned** with the college & career ready standards
- We must provide educators with **interim assessments and other tools and resources** to successfully move students towards these higher standards

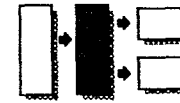


Strategies for Consideration



Overlap with Data Systems and Struggling Schools

Data Systems to Support Instruction

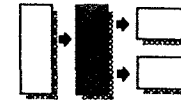


*Draft Materials
For Discussion*

Vision and Proposed Approach

- Florida's statewide Longitudinal Data System (LDS) will provide **equitable access** to data for all districts
- Florida's statewide LDS will provide **relevant information and resources** to all districts and educators
- Florida will provide the right **training methods** and **support tools** to enable usage of data

Data Systems to Support Instruction



*Draft Materials
For Discussion*

Strategies for Consideration

Develop interoperable, open architecture instructional management tools

- a) Build on existing infrastructure and tools
- b) To include, if possible:
 - Student assessment data, linked to teachers
 - Diagnostic tools and reports
 - Detailed information on standards & courses
 - Links to instructional resources and PD

Differentiated Tools

- a) For districts with robust tools, will provide access to FL DOE resources; for other districts, will provide stand-alone fully functional tools

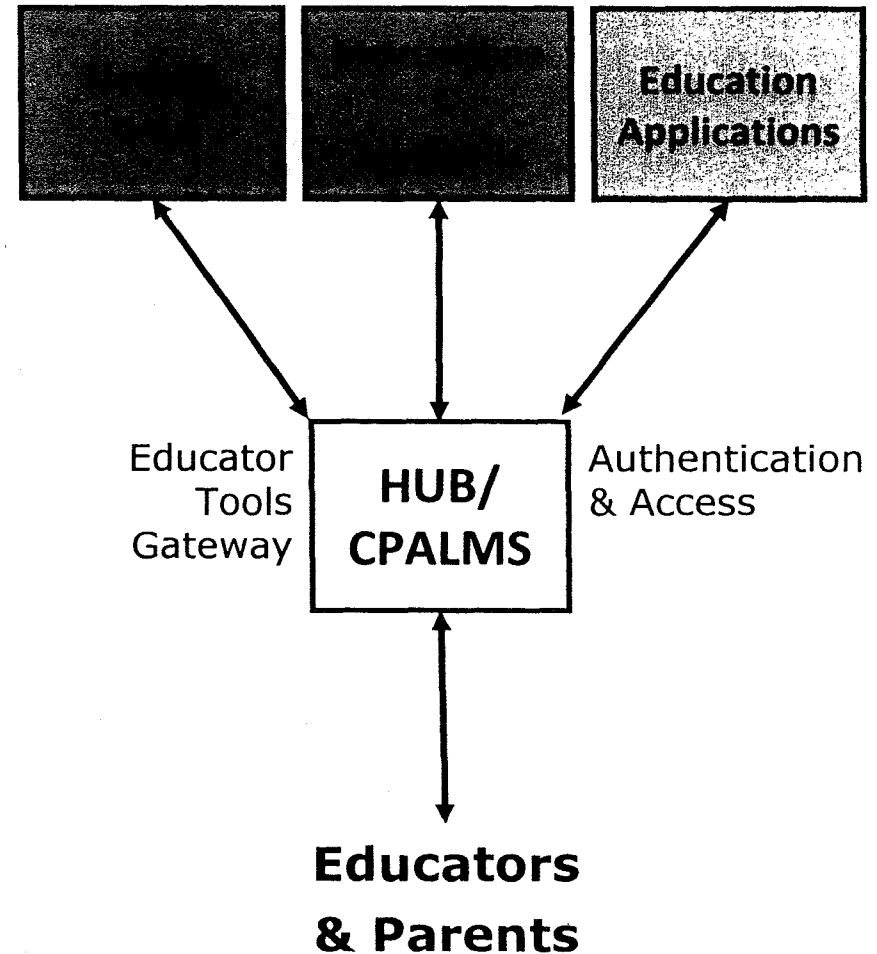
Overlap with Great Teachers & Leaders

- b) Develop a front-end solution for parents

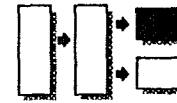
Training and Support

- a) Develop and provide "just-in-time" training on systems, resources and tools

Overlap with Great Teachers & Leaders

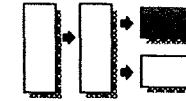


* "Back-end" systems work, including enhancement of near real-time data access to be funded through SLDS and other funding streams



Vision and Proposed Approach

- **Increase the number of effective teachers and principals** in FL schools by:
 - Creating a common, measurable **definition of effective teaching**
 - Increasing the **number and quality of new teachers and leaders** in the pipeline
 - **Promoting** effective teachers and leaders, **dismissing** those that are not effective, and **compensating** all teachers and leaders **according to their performance**
 - Increasing the effectiveness of all teachers in the system with **improved evaluation** and individualized **professional development**



Great Teachers and Leaders

Strategies for Consideration

State-Wide Measure of Teacher Effectiveness

- a) Develop a more robust teacher-level student growth measure
- b) Develop multi-metric state-wide measure of teacher effectiveness

Preparation, Recruitment and Placement

1. Preparation and Recruitment

- a) Raise the bar for teacher preparation programs
- b) Raise necessary level of competency demonstrated for entry into teaching

c) Expand programs to develop teachers for hard-to-staff subjects (e.g., UTeach)

Overlap with Struggling Schools

- d) Incorporate measure of effectiveness into teacher and leader recruiting

2. Placement

a) Increase number of effective educators in high-needs schools

Overlap with Struggling Schools

Career Management

1. Support for District Pilots To:

- a) Develop performance-based processes for awarding tenure
- b) Implement a performance-based career progression
- c) Implement changes to compensation based on teacher effectiveness and accomplishment
- d) Develop processes for dismissal for under-performance

2. Removal of Obstacles

- a) Provide policy and legislative support for district action

Professional Development

1. Teaching Knowledge

a) Create a "just-in-time" interface to student data that enables districts to individualize PD

Overlap with Data Systems

b) Create conditions for districts / schools to implement common planning time, pacing guide and lesson study approaches

Overlap with Struggling Schools

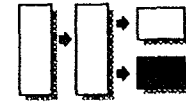
2. Teaching Skills

a) Increase number of Teacher Residency Programs, especially targeting hard-to staff schools and STEM areas

Overlap with Struggling Schools

- b) Partner with teacher preparation programs to develop coaching support initiatives

Turning Around Struggling Schools

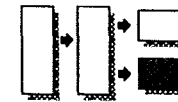


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For Discussion*

Vision and Proposed Approach

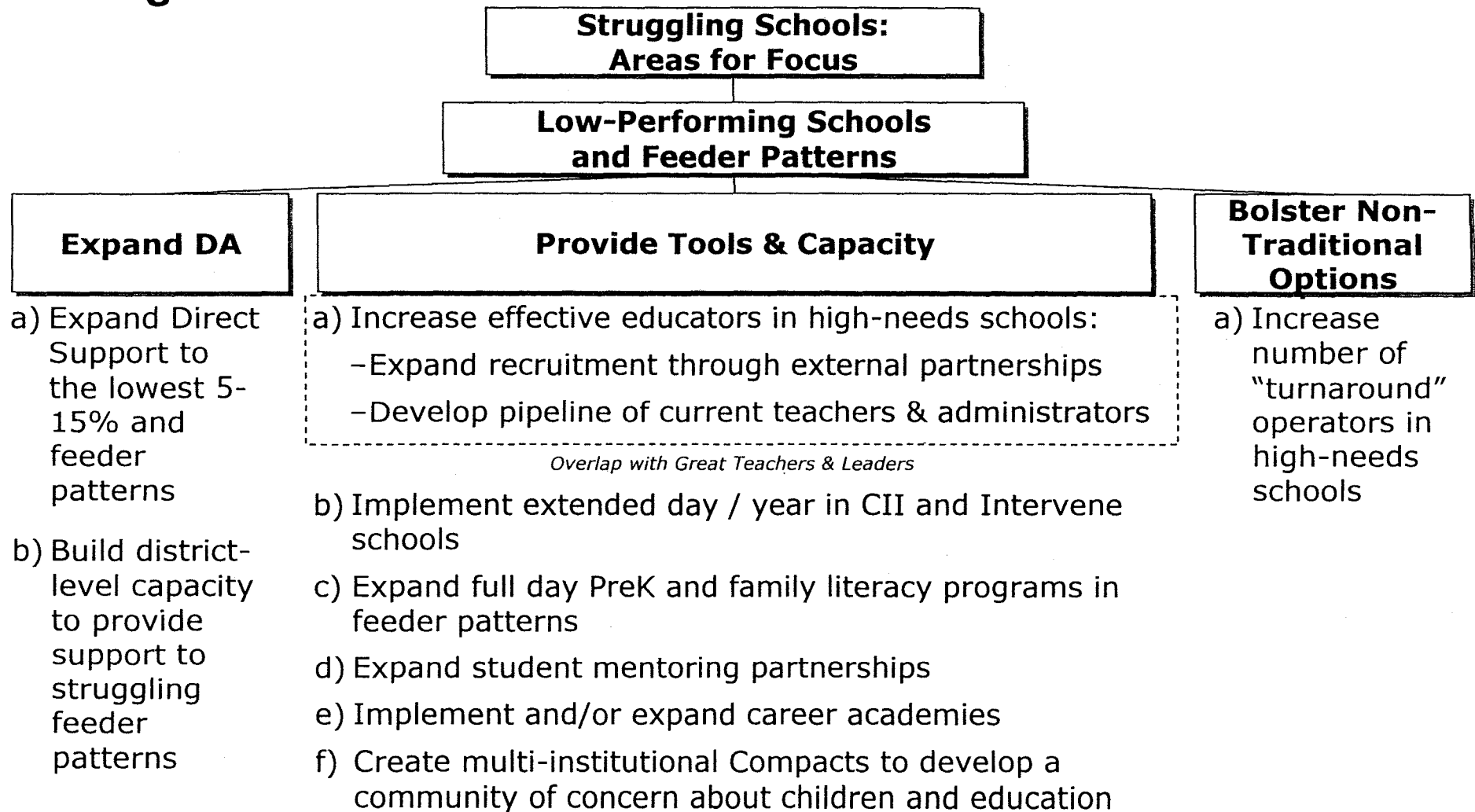
- **Expand DA direct support** from the lowest 5% of schools **to the lowest 5-15%** and **throughout feeder patterns**
- **Provide tools and capacity** for schools and districts to turn around low-performing schools
- Provide districts with **viable options for external turnaround support**
- **Support districts** with persistently struggling schools

Turning Around Struggling Schools



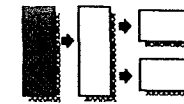
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Strategies for Consideration



Full Versions

*Draft Materials
For Discussion*



Overview

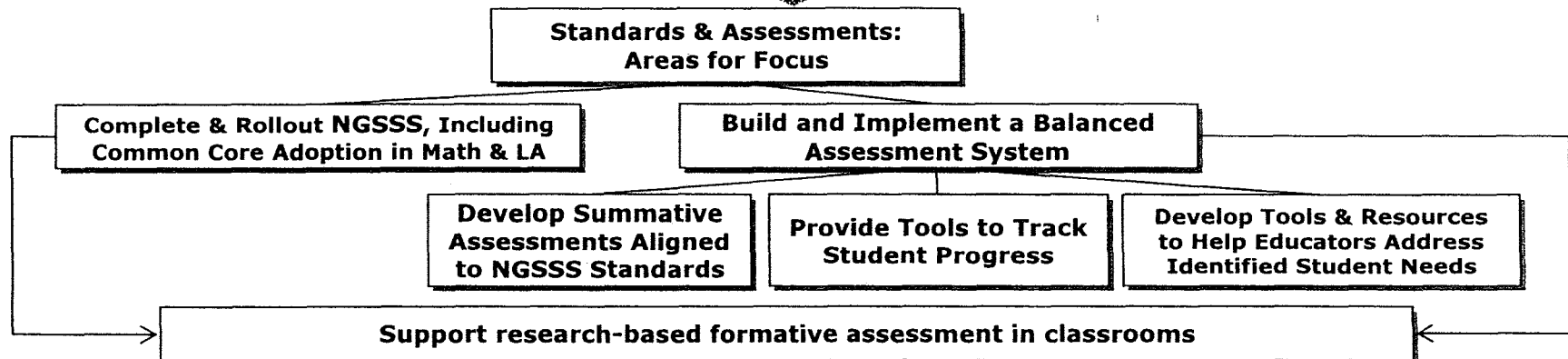
Problem to Be Addressed

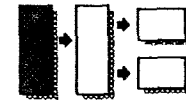
- Prior standards were in grade clusters and thus were not sufficiently clear, providing room for interpretation and inequitable instruction and assessment across the state
- Clearer and internationally-benchmarked Next Generation Sunshine State Standards (NGSSS) are currently being implemented; Common Core math and language arts standards will be adopted mid-2010
- Current comprehensive assessments end in 10th grade and do not measure student progress towards rigorous college and career ready standards
- A need for a statewide system of interim assessments in more subject areas impacts teachers' ability to identify gaps in students' achievement of the standards



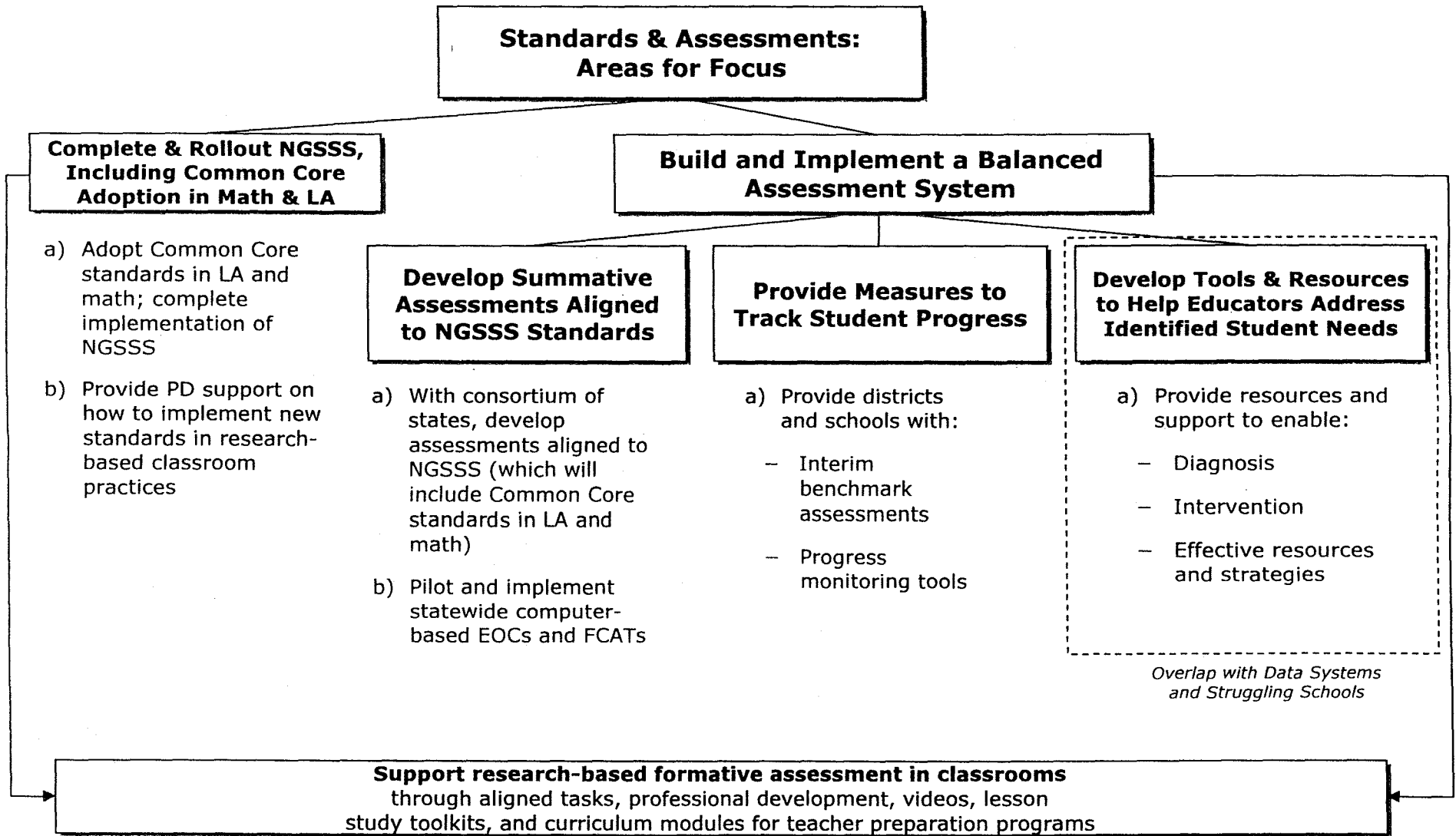
Vision and Proposed Approach

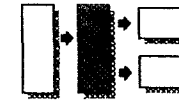
- Complete rollout of NGSSS, including adoption of language arts and mathematics Common Core standards
- Support evidence-based professional development to teachers and leaders to understand and implement standards, including aligning pre-service education programs and assessments to course descriptions
- Move towards computer-based exams (comprehensive and end-of-course) to measure achievement of standards in a timely and efficient manner
- Provide support for tools and strategies to measure student progress and apply intervention to identified student needs





Detailed Initiatives





Overview

Problem to Be Addressed

- **Access:** Small districts do not have the resources to design, develop and implement the required data systems to support instruction. In addition, while large districts have independently developed and implemented solutions to support instruction in their districts, these systems are not currently interconnected with Florida’s statewide longitudinal data system
- **Usage:** Even with access to the data system, many districts do not make full use of Florida’s statewide longitudinal data system. Additionally the state has not provided the required instructional resources to the users. Thus, some users have access to the data and analysis but this information doesn’t necessarily lead to changes in behavior/action



Vision and Proposed Approach

- Florida’s statewide longitudinal data system will provide **equitable access** to the relevant data to all districts regardless of their size
- Florida’s statewide longitudinal data system will provide **relevant information and resources** that is valuable to all districts and educators
- Florida will provide the right **training methods** and **support tools** to ensure the usage of its statewide longitudinal data system

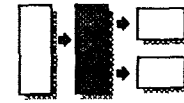


Develop interoperable instructional management tool

Provide differentiated tools

Provide training and support tools

Data Systems to Support Instruction



Draft Materials
For Discussion

Detailed Initiatives

Develop interoperable, open-architecture instructional management tools for teachers and principals*

- a) Build on existing infrastructure and tools
- b) To include, if possible:
 - Student assessment data, linked to teacher
 - Diagnostic tools and reports relevant to different stakeholders (including not only teachers and principals but parents)
 - Detailed information on standards and courses
 - Links to expanded repository of instructional resources and professional development

Differentiated Tools

- a) For districts with robust tools, will provide access to FL DOE resources; for other districts, will provide stand-alone fully functional tools

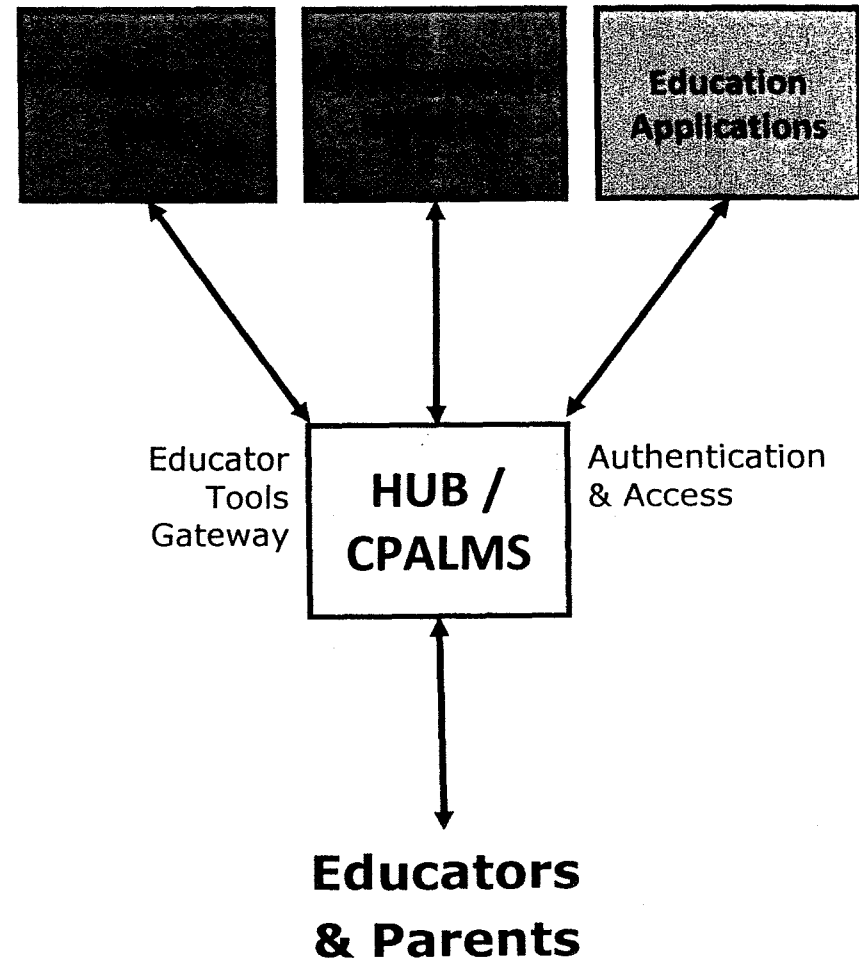
Overlap with Great Teachers & Leaders

Training and Support

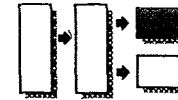
- a) Develop and provide "just-in-time" training on systems, resources and tools

Overlap with Great Teachers & Leaders

- b) Develop a front-end solution for parents, where they can easily track aspects concerning their child's education



* "Back-end" systems work, including enhancement of near real-time data access to be funded through SLDS and other funding streams



Overview

Problem to Be Addressed

- Effectiveness for educators is defined as the success that teachers and principals have in driving gains in student achievement that will lead to college and career ready graduation
- Based on these measures, Florida’s level of effectiveness is too low for most students, especially students in high-need schools, and Florida is not implementing successful recruitment, preparation, retention and development (“human capital”) strategies to remedy this situation for all students
- Florida does not have adequate tools to differentiate between effective and ineffective teachers , and, therefore, cannot improve the human capital strategies than could significantly improve its student outcomes



Vision and Proposed Approach

- Increase the number of effective teachers and principals in FL schools, particularly those serving high-need and ELL children, by focusing on the following levers:
 - Create a common, measurable definition of effective teaching
 - Increase the number and quality of new teachers and leaders in the pipeline
 - Promote effective teachers and leaders and retain them for longer periods of time, dismiss those that are not effective, and compensate all teachers and leaders according to their performance
 - Increase the effectiveness of all teachers in the system (targeting evaluation and individualization of professional development)

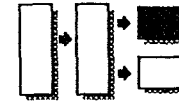


Develop state-wide tools and measure(s) of teacher effectiveness

**Improve
Recruitment and
Placement**

**Effectively Manage
Career Progression**

**Improve
Professional
Development**



Detailed Initiatives

State-Wide Measure of Teacher Effectiveness

- a) Develop a more robust teacher-level student growth measure
- b) Develop multi-metric state-wide measure of teacher effectiveness

Preparation, Recruitment and Placement

1. Preparation and Recruitment

- a) Raise the bar for teacher preparation programs, and demonstrate model teacher prep programs by partnering with state-sponsored institutions
- b) Raise the level of competency demonstrated for entry into all routes of teacher preparation and certification
- c) Expand programs to develop teachers for hard-to-staff subjects (e.g. UTeach)
- d) Incorporate measure of effectiveness into teacher and leader recruiting

Overlap with Struggling Schools

2. Placement

- a) Increase number of effective educators in high-needs schools, including charters, through:
 - Expanding recruitment through external partnerships (e.g., TFA, New Leaders)
 - Developing a pipeline of current teachers & administrators (e.g. Leadership Academy)

Overlap with Struggling Schools

Career Management

1. Support for District Pilots To:

- a) Develop performance-based processes for awarding tenure
- b) Implement a performance-based career progression including differentiated roles.
- c) Implement changes to compensation based on teacher effectiveness and accomplishment (including base and bonus)
- d) Develop processes for dismissal for under-performance

2. Removal of Obstacles

- a) Provide policy and legislative support for district action

Professional Development

1. Teaching Knowledge

- a) Create a "just-in-time" interface to student data that enables districts to individualize professional development that links teacher development needs with student performance

Overlap with Data Systems

- b) Create conditions and incentives for districts / schools to implement common planning time, pacing guide and lesson study approaches to ongoing, job-embedded professional development focused on student work

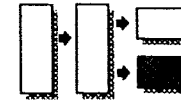
Overlap with Struggling Schools

2. Teaching Skills

- a) Increase number of Teacher Residency Programs, especially targeting hard-to-staff schools and STEM areas
- b) Partner with teacher preparation programs to develop coaching support initiatives that will help new teachers in their first two years at the job

Overlap with Struggling Schools

Turning Around Struggling Schools



Overview

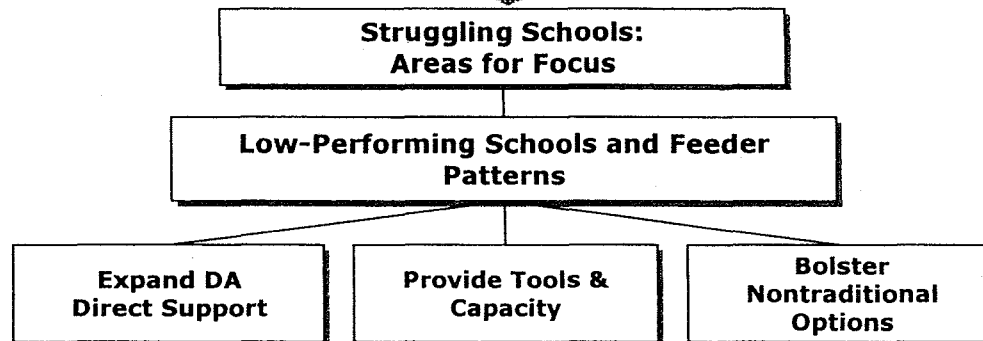
Problem to Be Addressed

- The Differentiated Accountability (DA) program’s direct support has shown success in Florida, but more schools would benefit from similar intervention, including those schools “feeding” low performing high schools
- The current district accountability system fails to highlight districts with persistently struggling schools



Vision and Proposed Approach

- Expand DA direct support from the lowest 5% of schools to the lowest 5-15%, as well as throughout feeder patterns
- Provide tools and capacity for schools and districts to turn around low-performing schools
- Provide districts with viable options for external turnaround support
- Identify and support districts with persistently struggling schools



Turning Around Struggling Schools



*Draft Materials
For Discussion*

Detailed Initiatives

