

Florida's Race to the Top Annual Performance Report

[Review the State-reported Year One APR](#)

Comprehensive Approach to Education Reform

Local Educational Agency (LEA) Participation

Student Outcomes Data: State Assessment Results

Student Outcomes Data: NAEP Results

Student Outcomes Data: Closing Achievement Gaps

Student Outcomes Data: Graduation Rates and Postsecondary Data

College and Career-Ready Standards and Assessments

Data Systems to Support Instruction

Great Teachers and Leaders

Turning Around the Lowest-Achieving Schools

Education Funding and Charter Schools

Emphasis on Science, Technology, Engineering, and Mathematics (STEM)

Progress Updates on Invitational Priorities

Year One Budget

[Download Florida's State-reported Year One Annual Performance Report](#)

The Florida State-reported Year One Annual Performance Report will be posted here when available.

[Download Florida's Year One State-specific Summary Report](#)

The Florida Year One State-specific Summary report will be posted here when available.

[Download Year One State-reported Annual Performance Report for All Race to the Top Grantees](#)

The Year One State-reported Annual Performance Report for all Race to the Top Grantees will be posted here when available.

[Back to the Top](#)

State-reported information

Question: Describe the State's progress in implementing a comprehensive and coherent approach to education reform from the time of application through June 30, 2011. In particular, highlight key accomplishments over the reporting period in the four reform areas: standards and assessments, data systems to support instruction, great teachers and leaders, and turning around lowest-achieving schools. States are also encouraged to describe examples of LEAs' progress in the four reform areas.

Florida's State-reported Progress in Comprehensive Education Reform

State-reported response: Florida has relied on its strong foundation of education reform and results coupled with the new resources of Race to the Top to further its reform efforts. The state has accomplished a great deal during Year 1 of the grant, not only in initiating state and LEA grant projects, but in furthering related state reforms through embracing Race to the Top as the new way of work in Florida.

General

- Use of stakeholder implementation committees to provide input and guide decision making. Five began work in Year 1: Formative and Interim Assessment Design, District-Developed Student Assessments for Instructional Effectiveness, Local Systems, Student Growth, and Teacher Leader Preparation. Three others will begin work in Year 2.
- Supporting legislation was enacted during the 2011 legislative session

Standards and Assessments

- LEAs are implementing lesson study with fidelity in neediest schools
- LEAs successfully completed the state's first large-scale computer-based testing administration
- Florida saw a 14% increase in enrollment in accelerated STEM coursework from 2010 to 2011
- Florida saw a 7% increase in enrollment in STEM career courses from 2010 to 2011
- Florida saw an increase in its graduation rate from 66% (2009) to 69% (2010)

Using Data to Support Instruction

- Publication of minimum standards for local instructional improvement systems
- Launch of Local Systems Exchange, a collaborative tool to assist district users with implementation of their local instructional improvement systems
- Publication of Department research agenda based on RTTT priorities

- A new law was enacted that requires all districts to have a local instructional improvement system that meets the state's minimum standards by June 30, 2014
- Cohesive plan to integrate FLDOE data systems through RTTT and Statewide Longitudinal Data Systems grants

Great Teachers and Leaders

- A new law was enacted requiring 50% of teacher and principal evaluations to be based on student growth
- The Student Growth Implementation Committee recommended a value-added model to measure student growth that was approved by the Commissioner on June 1, 2011
- All participating LEAs submitted revised teacher evaluation systems on June 1 for 2011-12 school year implementation

Turning Around the Lowest-Achieving Schools

- Staffing school improvement regional offices with Reading, STEM, Data, and Career & Technical Education experts (a total of 74 positions)

[Back to the Top](#)



Florida

Standard Version

Accessible Version



Local Educational Agency (LEA) Participation

LEAs participating in Florida's Race to the Top plan

The name and NCES ID for each participating LEA

Number of participating LEAs committed to implementing Florida's plan in each of the reform areas

Collapse All

LEAs participating in Florida's Race to the Top plan

State-reported information

	Statewide (#)	Participating LEAs (#) as indicated in the application	Participating LEAs (#) as of June 30, 2011	Involved LEAs (#) as of June 30, 2011
LEAs	73	69	65	0
Schools	3,883	3,574	3,546	0
K-12 Students	2,590,568	2,453,612	2,401,335	0
Students in poverty	1,480,430	1,322,732	1,381,059	0
Teachers	169,540	156,576	156,091	0
Principals	3,251	3,578	3,013	0

[View Table Key](#)

Question: Provide a brief explanation of any change in the number of participating LEAs from figure provided in the application.

State-reported response: Four LEAs that signed an MOU during the application phase did not submit a Final Scope of Work, thus removing themselves as participating LEAs. These LEAs are Dixie, Hamilton, Suwannee, and the Florida School for the Deaf and the Blind.

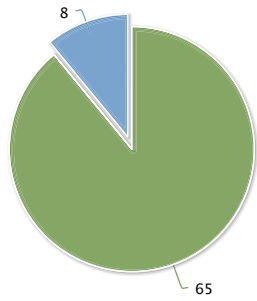
Additional information provided by the State:

For the "K-12 Students" row, figures reported in the application included PreKindergarten students. Figures in the "Participating LEAs as of June 30, 2011" column do not include PreKindergarten students. These figures are from the Fall 2010 survey.

For the "Students in poverty" row, figures do include PreKindergarten students. These figures are from the Fall 2011 survey. Although the number of students in poverty is greater in column 3 then in column 2, this is plausible for two reasons: (1) in Florida there has been an increasing trend in students in poverty since school year 2006-07; (2) the counts of students in poverty data in column 3 excludes students in grade level PK, but the counts of students in poverty in column 2 does not exclude any students based on grade level.

These numbers are based on the Fall 2010 Survey.

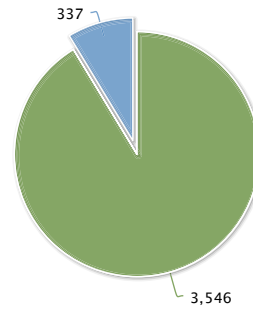
LEAs Participating in Florida's Race to the Top Plan



- Participating LEAs (#) as of June 30, 2011
- Involved LEAs (#) as of June 30, 2011
- Other LEAs

[View Table \(Accessible\)](#)

Schools in LEAs Participating in Florida's Race to the Top Plan

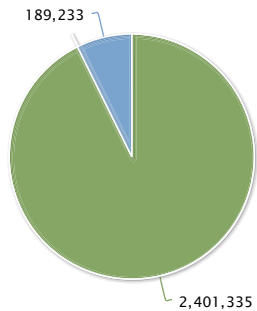


- Schools (#) in participating LEAs
- Schools (#) in involved LEAs
- Schools (#) in other LEAs

[View Table \(Accessible\)](#)

[Click to see the name and NCES ID for each participating LEA](#)

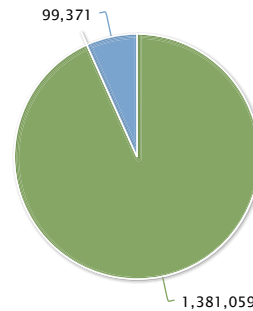
K-12 Students in LEAs Participating in Florida's Race to the Top Plan



- K-12 Students (#) in participating LEAs
- K-12 Students (#) in involved LEAs
- K-12 students (#) in other LEAs

[View Table \(Accessible\)](#)

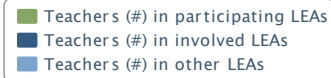
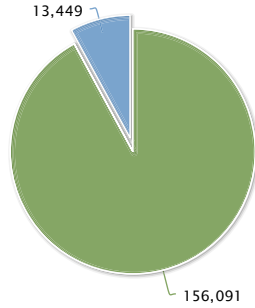
Students in Poverty in LEAs Participating in Florida's Race to the Top Plan



- Students in poverty (#) in participating LEAs
- Students in poverty (#) in involved LEAs
- Students in poverty (#) in other LEAs

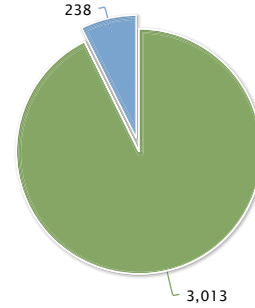
[View Table \(Accessible\)](#)

Teachers in LEAs Participating in Florida's Race to the Top Plan



[View Table \(Accessible\)](#)

Principals in LEAs Participating in Florida's Race to the Top Plan



[View Table \(Accessible\)](#)

Term	State's Definition
Teacher	Section 1012.01 (2)(a), Florida Statutes, defines teacher as "Classroom teachers are staff members assigned the professional activity of instructing students in courses in classroom situations, including basic instruction, exceptional student education, career education, and adult education, including substitute teachers."
Principal	Section 1012.01 (3)(c)1., Florida Statutes, defines principal as "School principals or school directors who are staff members performing the assigned activities as the administrative head of a school and to whom have been delegated responsibility for the coordination and administrative direction of the instructional and non-instructional activities of the school. This classification also includes career center directors."

[View Table Key](#)

[Back to the Top](#)

The name and NCES ID for each participating LEA

State-reported information

LEA	NCES ID
ALACHUA	1200030
BAY	1200090
BRADFORD	1200120
BREVARD	1200150
BROWARD	1200180
CALHOUN	1200210
CHARLOTTE	1200240
CITRUS	1200270
CLAY	1200300
COLLIER	1200330
COLUMBIA	1200360
DADE	1200390
DESOTO	1200420
DUVAL	1200480
ESCAMBIA	1200510
FAMU LAB SCH	1202014
FAU LAB SCH	1202012
FLAGLER	1200540
FRANKLIN	1200570
GADSDEN	1200600
GILCHRIST	1200630
GLADES	1200660

[View Table Key](#)

LEA	NCES ID
GULF	1200690
HARDEE	1200750
HENDRY	1200780
HERNANDO	1200810
HIGHLANDS	1200840
HILLSBOROUGH	1200870
HOLMES	1200900
INDIAN RIVER	1200930
JACKSON	1200960
JEFFERSON	1200990
LAFAYETTE	1201020
LAKE	1201050
LEE	1201080
LEON	1201110
LEVY	1201140
LIBERTY	1201170
MADISON	1201200
MANATEE	1201230
MARION	1201260
MARTIN	1201290
MONROE	1201320
NASSAU	1201350

[View Table Key](#)

LEA	NCES ID
OKALOOSA	1201380
OKEECHOBEE	1201410
ORANGE	1201440
OSCEOLA	1201470
PASCO	1201530
PINELLAS	1201560
POLK	1201590
PUTNAM	1201620
SANTA ROSA	1201650
SARASOTA	1201680
SEMINOLE	1201710
ST. JOHNS	1201740
ST. LUCIE	1201770
SUMTER	1201800
TAYLOR	1201860
UF LAB SCH	1202015
UNION	1201890
VOLUSIA	1201920
WAKULLA	1201950
WALTON	1201980
WASHINGTON	1202010

[View Table Key](#)

Participating LEAs committed to implementing Florida's plan in each of the reform areas

State-reported information

Elements of State Reform Plans	Number of participating LEAs (#) in this subcriterion as of June 30, 2011		Percentage of LEAs participating in this subcriterion (%)
	Conditional Participating LEAs	Total Participating LEAs	
B. Standards and Assessments			
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	0	65	100
C. Data Systems to Support Instruction			
(C)(3) Using data to improve instruction:			
(i) Use of local instructional improvement systems	0	65	100
(ii) Professional development on use of data	0	65	100
(iii) Availability and accessibility of data to researchers	0	65	100
D. Great Teachers and Leaders			
(D)(2) Improving teacher and principal effectiveness based on performance:			
(i) Measure student growth	0	65	100
(ii) Design and implement evaluation systems	0	65	100
(iii) Conduct annual evaluations	0	65	100
(iv)(a) Use evaluations to inform professional development	0	65	100
(iv)(b) Use evaluations to inform compensation, promotion and retention	64	65	100
(iv)(c) Use evaluations to inform tenure and/or full certification	0	65	100
(iv)(d) Use evaluations to inform removal	0	65	100
(D)(3) Ensuring equitable distribution of effective teachers and principals:			
(i) High-poverty and/or high-minority schools	64	65	100
(ii) Hard-to-staff subjects and specialty areas	64	65	100
(D)(5) Providing effective support to teachers and principals:			
(i) Quality professional development	0	65	100
(ii) Measure effectiveness of professional development	0	65	100
E. Turning Around the Lowest-Achieving Schools			
(E)(2) Turning around the lowest-achieving schools	0	65	100

[View Table Key](#)

Additional information provided by the State:

Senate Bill 736 passed in March of 2011 and put into law several new teacher quality requirements. (D)(2)(ii), (D)(2)(iii), (D)(2)(iv)(c), and (D)(2)(iv)(d) are related criteria that included conditional districts in the application, but now because of the law they are no longer conditional. Criteria (D)(2)(iv)(b), (D)(3)(i), and (D)(3)(ii) still have conditional districts. The number is 64 instead of 65 because one of our participating LEAs does not have a union (Calhoun).

For (E)(2), our application indicated that all participating LEAs would address this criterion (69 at time of application). Please note that 23 participating LEAs have a persistently lowest-achieving school.

[Close](#)

[Back to the Top](#)

Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

[Back to the Top](#)

Local Educational Agency (LEA) Participation

Page 3 of 12

[Select a State »](#)

[About the APR »](#)

[Contact »](#)

[Recovery.gov »](#)

[Terms of Use »](#)



State-reported APR: Year One

Florida

Standard Version

Accessible Version

Student Outcomes Data: State Assessment Results

Page 4.1 of 12

English language arts (ELA) assessment results

Mathematics assessment results

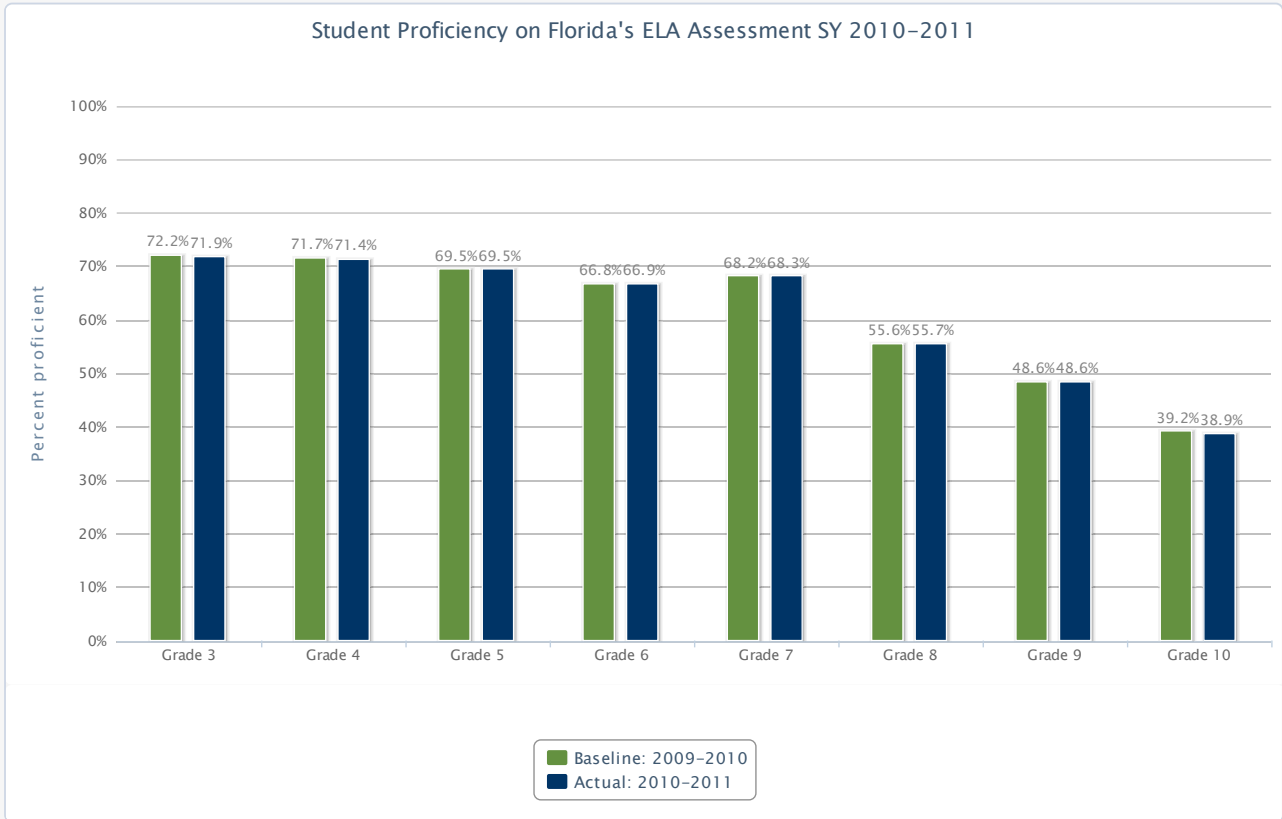
Collapse All

English language arts (ELA) assessment results

State-reported information

Results of Florida's ELA assessment under the Elementary and Secondary Education Act (ESEA)

Preliminary SY 2010-2011 data reported as of: October 27, 2011



[View Table \(Accessible\)](#)

Student proficiency on Florida's ELA assessment SY 2010-2011.	Baseline:	Actual:	Target from Florida's
---	-----------	---------	-----------------------

Preliminary data reported as of October 27, 2011.	SY 2009-2010	SY 2010-2011	approved plan: SY 2010-2011
Grade 3	72.2%	71.9%	N/A
Grade 4	71.7%	71.4%	N/A
Grade 5	69.5%	69.5%	N/A
Grade 6	66.8%	66.9%	N/A
Grade 7	68.2%	68.3%	N/A
Grade 8	55.6%	55.7%	N/A
Grade 9	48.6%	48.6%	N/A
Grade 10	39.2%	38.9%	N/A

[View Table Key](#)

Additional information provided by the State:

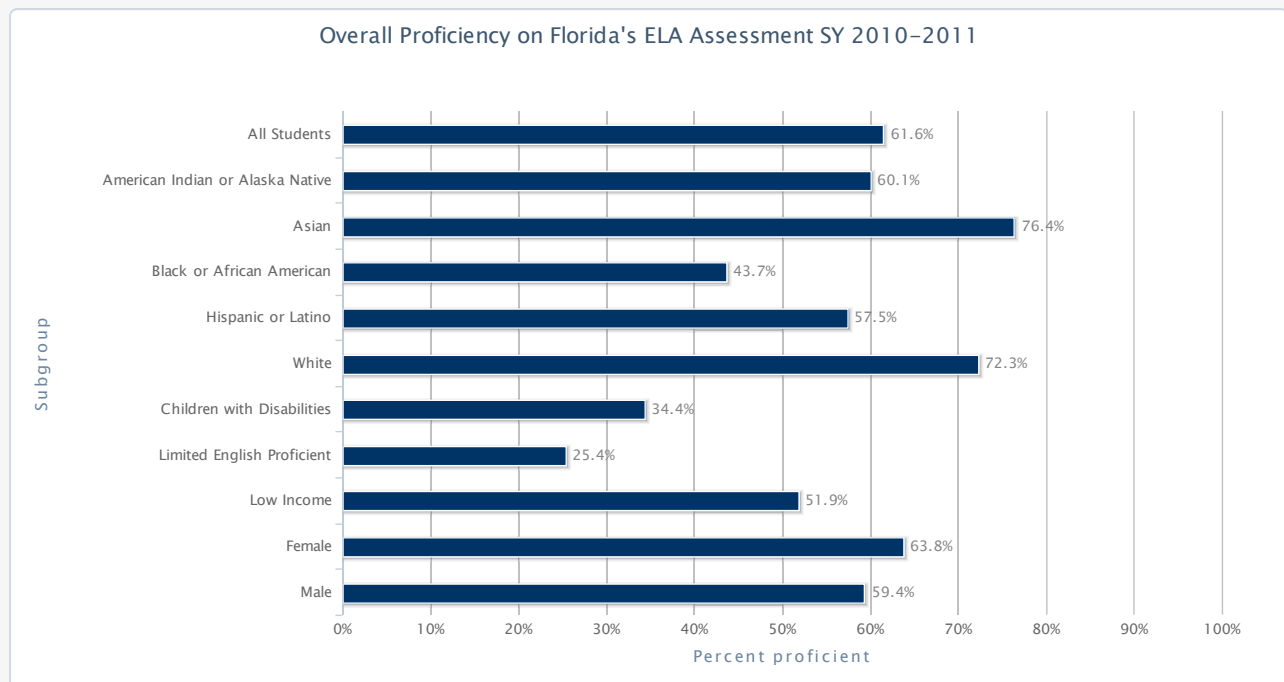
Beginning in the 2010-11 school year, Florida is transitioning to revised statewide assessments to align with new student academic content standards- the Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) and end-of-course assessments in high school (eventually including exams in Algebra I, geometry, and biology). These assessments are designed to measure more rigorous, internationally-aligned content standards. We did not include goals for FCAT 2.0 and the new end-of-course assessments because accurate comparisons between the current assessments and the new 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. This will be done after 2012 assessment results are known.

Student performance on the 2011 FCAT 2.0 was linked to the existing FCAT score scale through the equipercentile linking method. By this method, 2011 FCAT 2.0 scores were linked to 2010 FCAT scores at the same percentile rank. This means that at the state level, the same proportion of students scored Achievement Level 3 and above in both 2010 and 2011.

2010-11 assessment data will be reported to ED Facts in December 2011.

[Close](#)

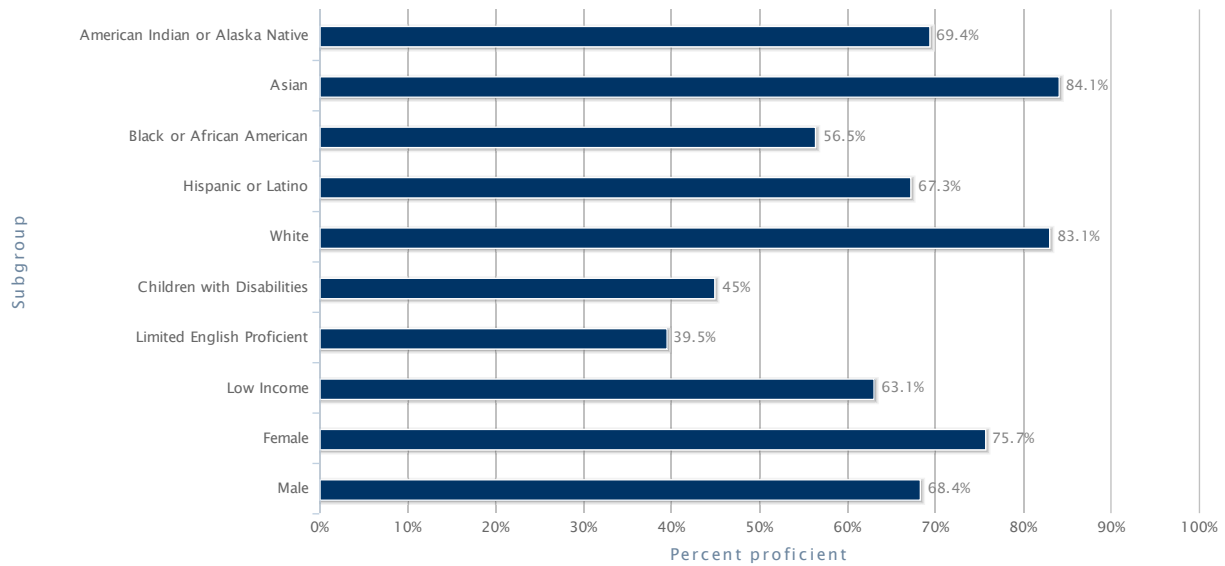
NOTE: Over the past three years, the Department has transitioned from five to seven racial and ethnic groups used for reporting data, including English language arts and mathematics proficiency results. Therefore, racial and ethnic data reported for SY 2009-2010 may not be directly comparable to racial and ethnic data reported for SY 2010-2011.



Actual: 2010-2011

[View Table \(Accessible\)](#)

Grade 3 Proficiency on Florida's ELA Assessment SY 2010-2011



Actual: 2010-2011

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
---------	---------	---------	---------	---------	---------	---------	----------

[View Table \(Accessible\)](#)

Preliminary Overall Proficiency SY 2010-2011		
Category	Actual: SY 2010-2011	Target from Florida's approved plan: SY 2010-2011
All Students	61.6%	N/A
American Indian or Alaska Native	60.1%	N/A
Asian	76.4%	N/A
Black or African American	43.7%	N/A
Hispanic or Latino	57.5%	N/A
Native Hawaiian or Other Pacific Islander	--	N/A
White	72.3%	N/A
Two or More Races	--	N/A
Children with Disabilities	34.4%	N/A
Limited English Proficient	25.4%	N/A
Low Income	51.9%	N/A
Female	63.8%	N/A
Male	59.4%	N/A

[View Table Key](#)

Overall Proficiency SY 2009-2010	
Category	Baseline: SY 2009-2010
All Students	61.7%
American Indian or Alaska Native	62.9%
Asian or Pacific Islander	76.1%
Black, non-Hispanic	43.8%
Hispanic	57.6%
White, non-Hispanic	71.9%
Children with Disabilities	35.7%
Limited English Proficient	28.5%
Low Income	52.1%
Female	64.5%
Male	59%

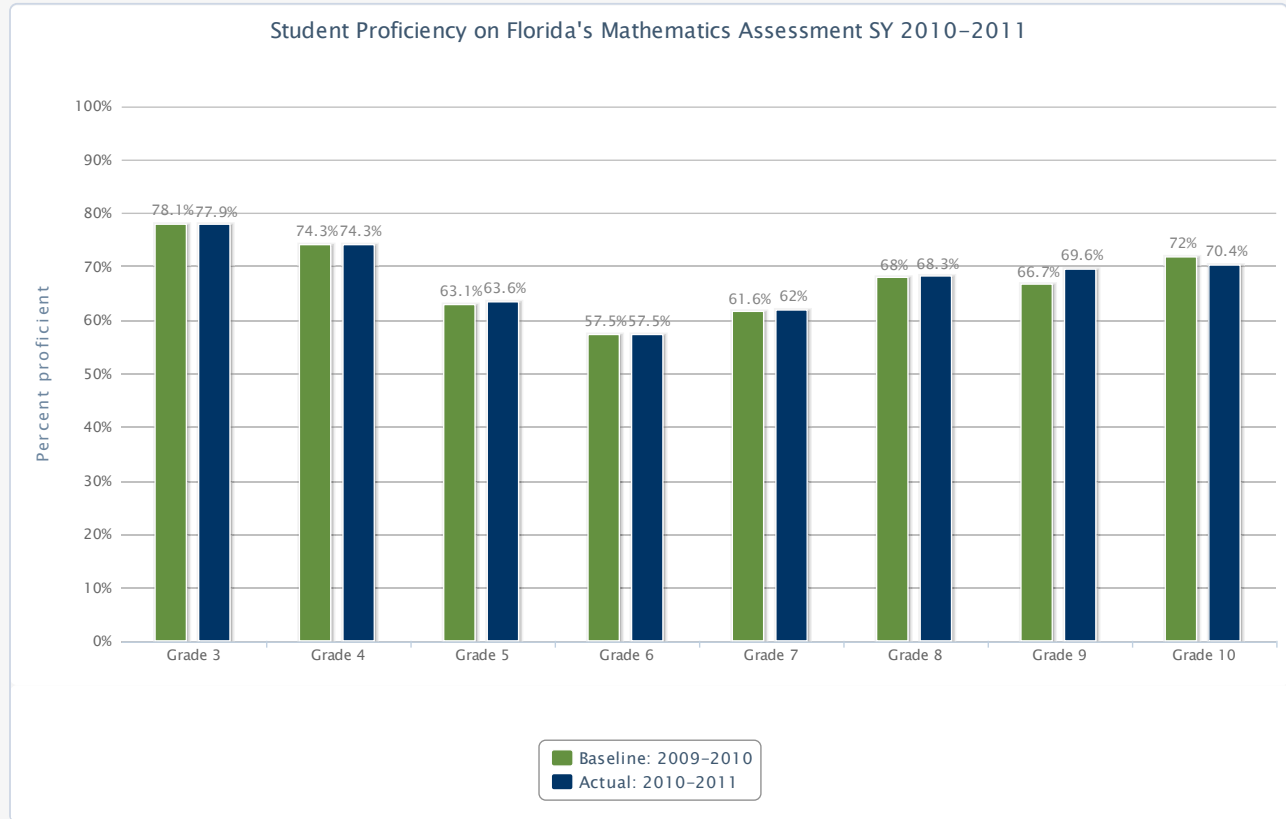
[View Table Key](#)

Mathematics assessment results

State-reported information

Results of Florida's mathematics assessment under the Elementary and Secondary Education Act (ESEA)

Preliminary SY 2010-2011 data reported as of: **October 27, 2011**



[View Table \(Accessible\)](#)

Student proficiency on Florida's mathematics assessment SY 2010-2011. Preliminary data reported as of October 27, 2011.	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Florida's approved plan: SY 2010-2011
Grade 3	78.1%	77.9%	N/A
Grade 4	74.3%	74.3%	N/A
Grade 5	63.1%	63.6%	N/A
Grade 6	57.5%	57.5%	N/A
Grade 7	61.6%	62%	N/A
Grade 8	68%	68.3%	N/A
Grade 9	66.7%	69.6%	N/A
Grade 10	72%	70.4%	N/A

[View Table Key](#)

Additional information provided by the State:

Beginning in the 2010-11 school year, Florida is transitioning to revised statewide assessments to align with new student

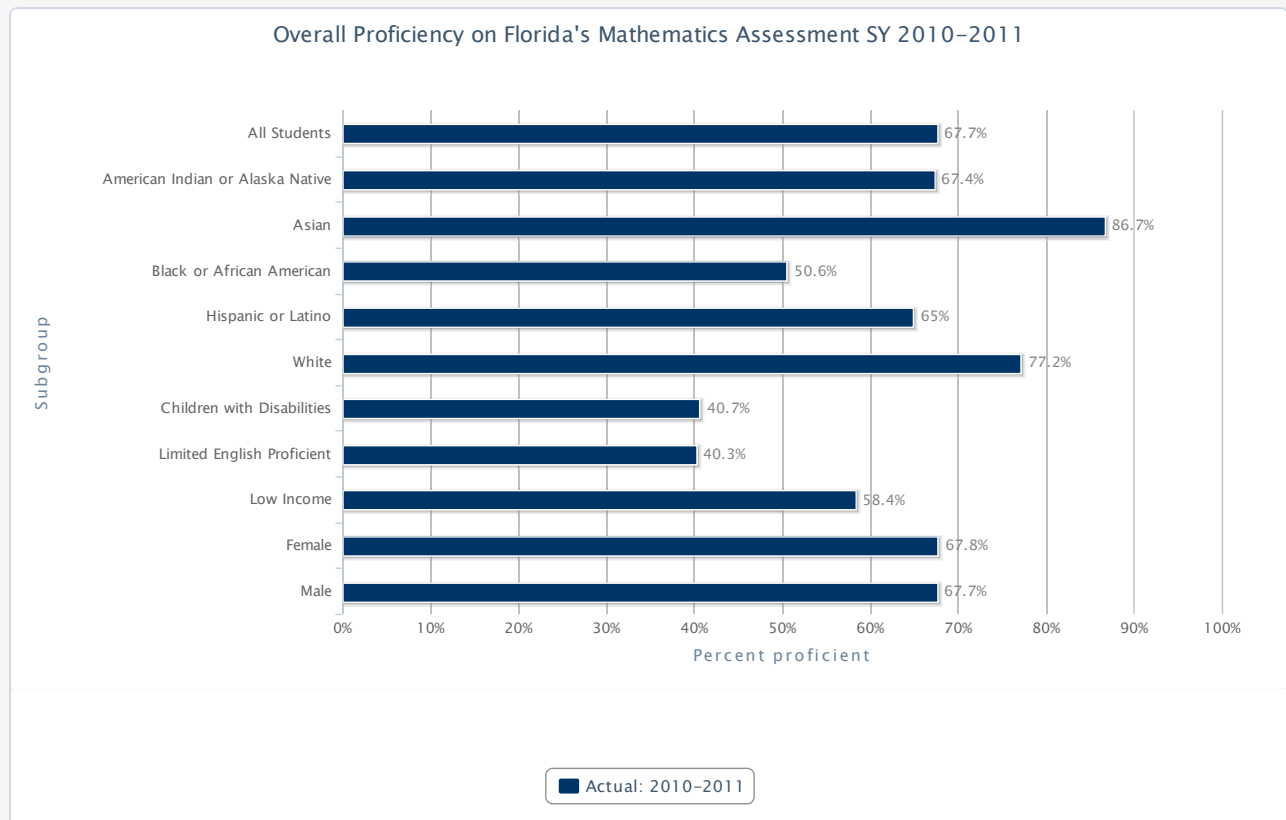
academic content standards- the Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) and end-of-course assessments in high school (eventually including exams in Algebra I, geometry, and biology). These assessments are designed to measure more rigorous, internationally-aligned content standards. We did not include goals for FCAT 2.0 and the new end-of-course assessments because accurate comparisons between the current assessments and the new 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. This will be done after 2012 assessment results are known.

Student performance on the 2011 FCAT 2.0 was linked to the existing FCAT score scale through the equipercntile linking method. By this method, 2011 FCAT 2.0 scores were linked to 2010 FCAT scores at the same percentile rank. This means that at the state level, the same proportion of students scored Achievement Level 3 and above in both 2010 and 2011.

2010-11 assessment data will be reported to ED Facts in December 2011.

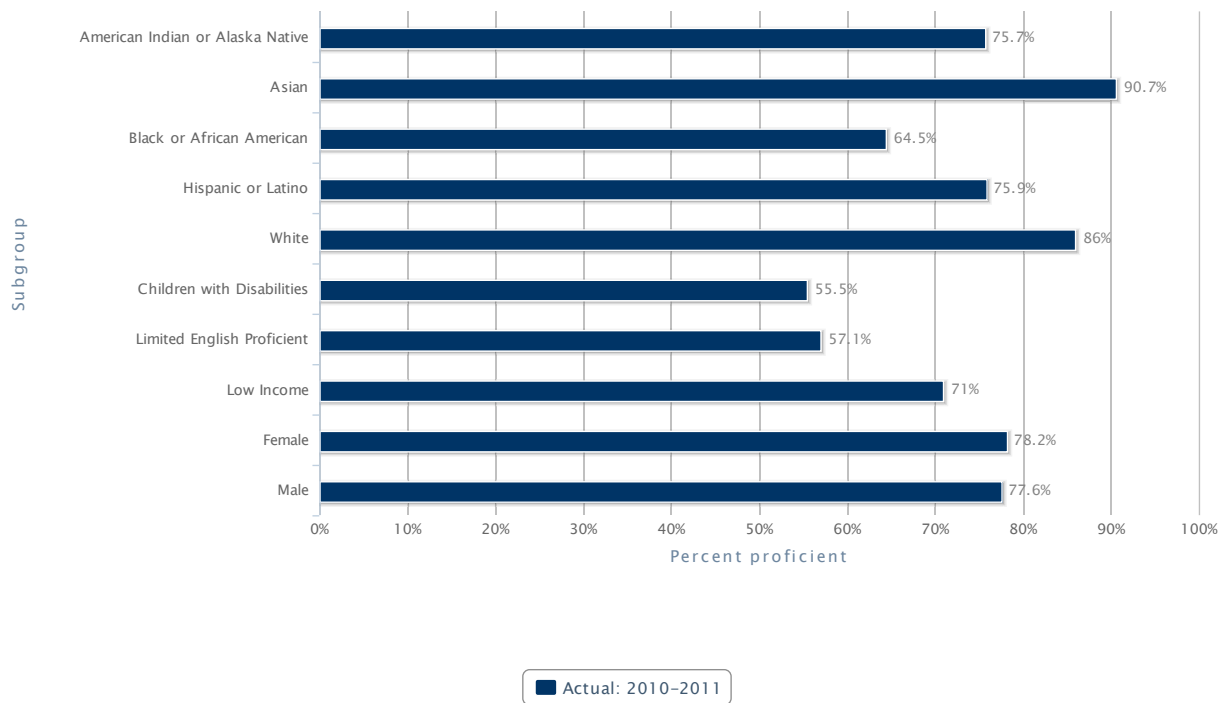
Close

NOTE: Over the past three years, the Department has transitioned from five to seven racial and ethnic groups used for reporting data, including English language arts and mathematics proficiency results. Therefore, racial and ethnic data reported for SY 2009-2010 may not be directly comparable to racial and ethnic data reported for SY 2010-2011.



[View Table \(Accessible\)](#)

Grade 3 Proficiency on Florida's Mathematics Assessment SY 2010–2011



Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
----------------	---------	---------	---------	---------	---------	---------	----------

[View Table \(Accessible\)](#)

Preliminary Overall Proficiency SY 2010-2011		
Category	Actual: SY 2010-2011	Target from Florida's approved plan: SY 2010-2011
All Students	67.7%	N/A
American Indian or Alaska Native	67.4%	N/A
Asian	86.7%	N/A
Black or African American	50.6%	N/A
Hispanic or Latino	65%	N/A
Native Hawaiian or Other Pacific Islander	- -	N/A
White	77.2%	N/A
Two or More Races	- -	N/A
Children with Disabilities	40.7%	N/A
Limited English Proficient	40.3%	N/A
Low Income	58.4%	N/A
Female	67.8%	N/A
Male	67.7%	N/A

[View Table Key](#)

Overall Proficiency SY 2009-2010	
Category	Baseline: SY 2009-2010
All Students	67.7%
American Indian or Alaska Native	69.3%
Asian or Pacific Islander	85.5%
Black, non-Hispanic	49.4%
Hispanic	64.6%
White, non-Hispanic	77.6%
Children with Disabilities	40.4%
Limited English Proficient	38.9%
Low Income	57.9%
Female	67.4%
Male	67.9%

[View Table Key](#)

Preliminary Grade 3 Proficiency SY 2010-2011		
Category	Actual: SY 2010-2011	Target from Florida's approved plan: SY 2010-2011
American Indian or Alaska Native	75.7%	N/A

Grade 3 Proficiency SY 2009-2010	
Category	Baseline: SY 2009-2010
American Indian or Alaska Native	77.6%

[Close Subgroup Graphs](#)

[Back to the Top](#)

Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

[Back to the Top](#)

Student Outcomes Data: State Assessment Results

Page 4.1 of 12

[Select a State »](#)

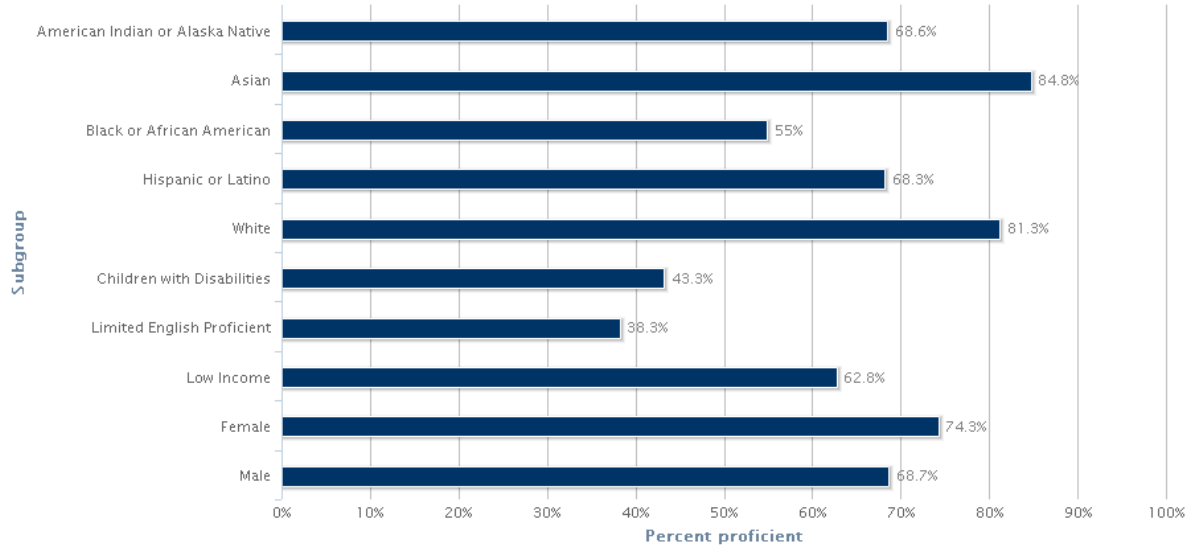
[Contact »](#)

[Terms of Use »](#)

[About the APR »](#)

[Recovery.gov »](#)

Grade 4 Proficiency on Florida's ELA Assessment SY 2010–2011



Actual: 2010–2011

Grade 3

Grade 4

Grade 5

Grade 6

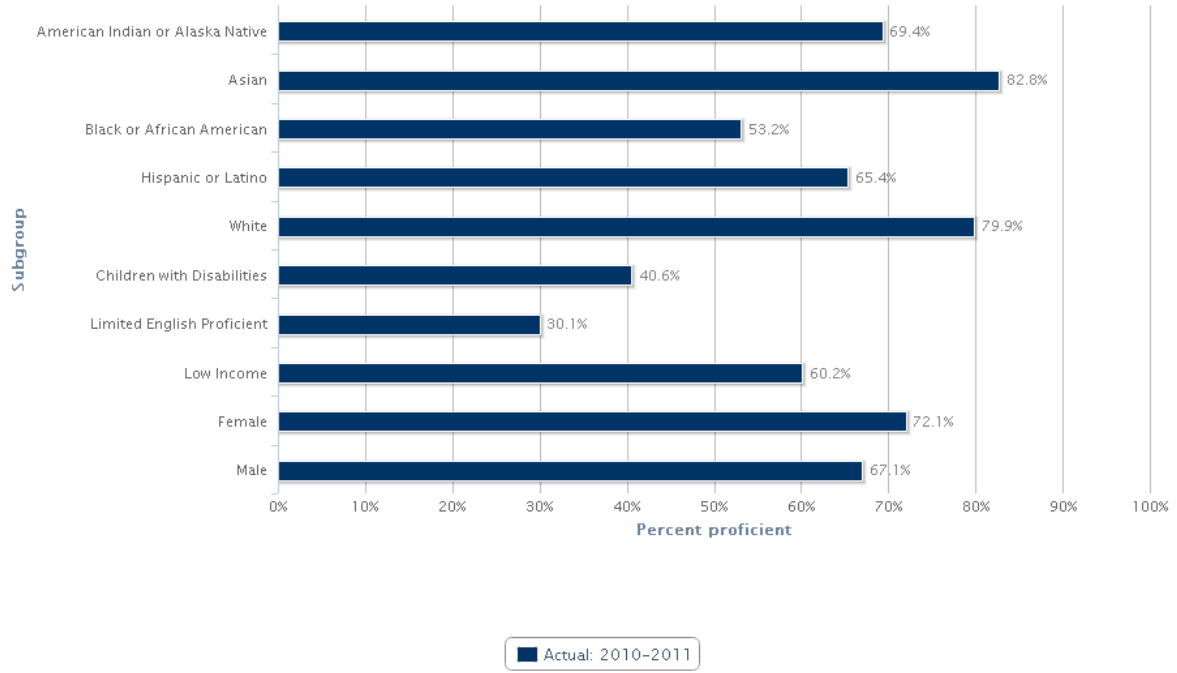
Grade 7

Grade 8

Grade 9

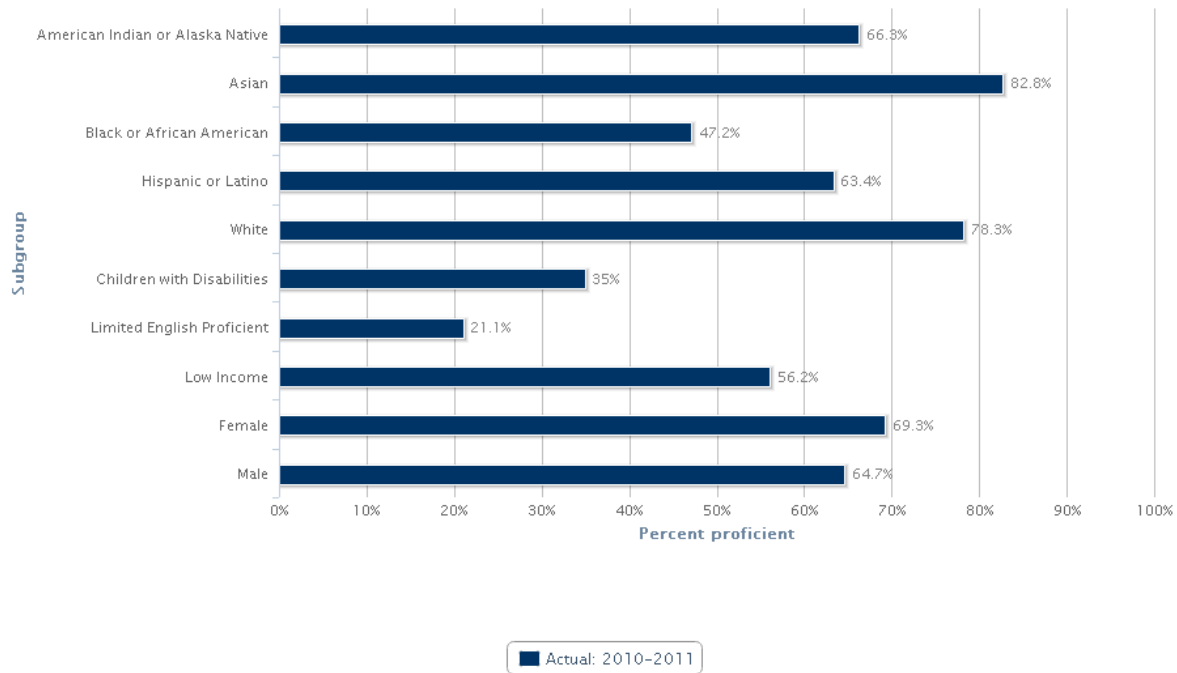
Grade 10

Grade 5 Proficiency on Florida's ELA Assessment SY 2010-2011



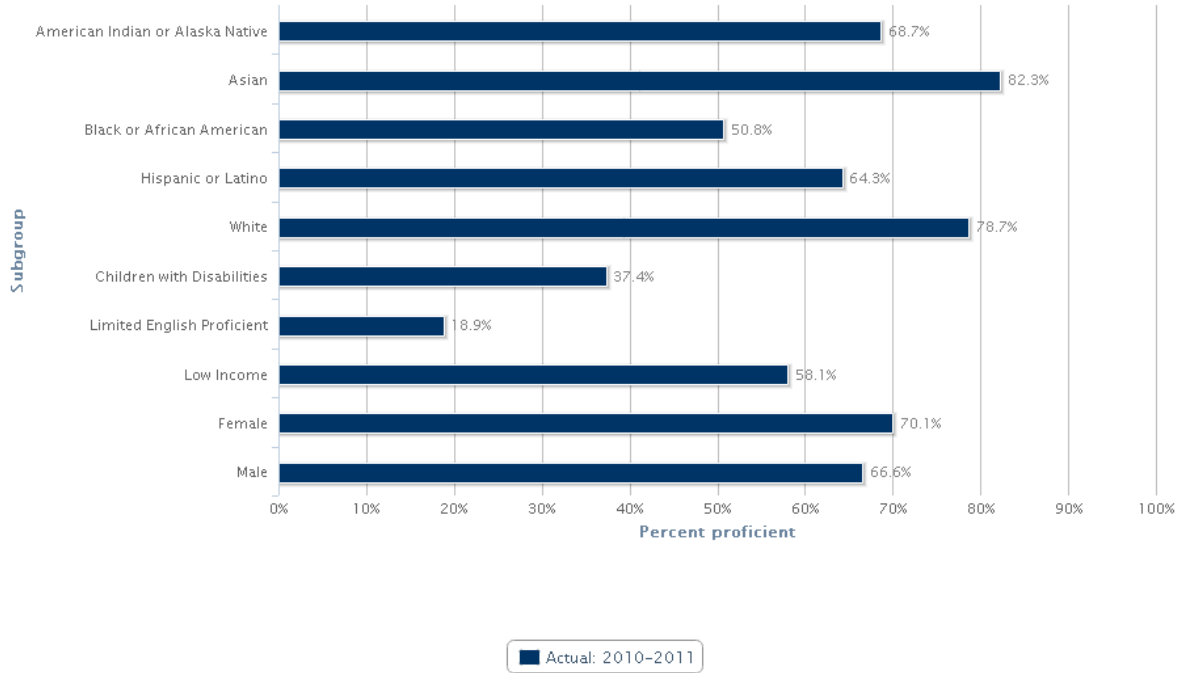
Grade 3 Grade 4 **Grade 5** Grade 6 Grade 7 Grade 8 Grade 9 Grade 10

Grade 6 Proficiency on Florida's ELA Assessment SY 2010-2011



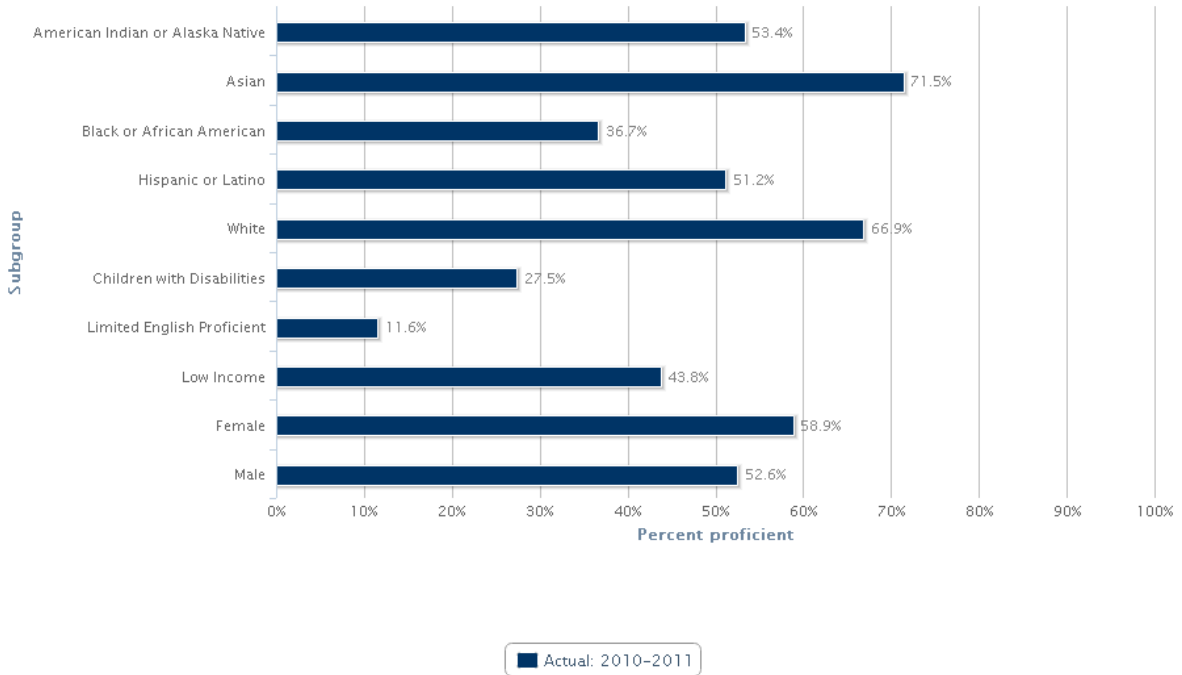
Grade 3 Grade 4 Grade 5 **Grade 6** Grade 7 Grade 8 Grade 9 Grade 10

Grade 7 Proficiency on Florida's ELA Assessment SY 2010-2011



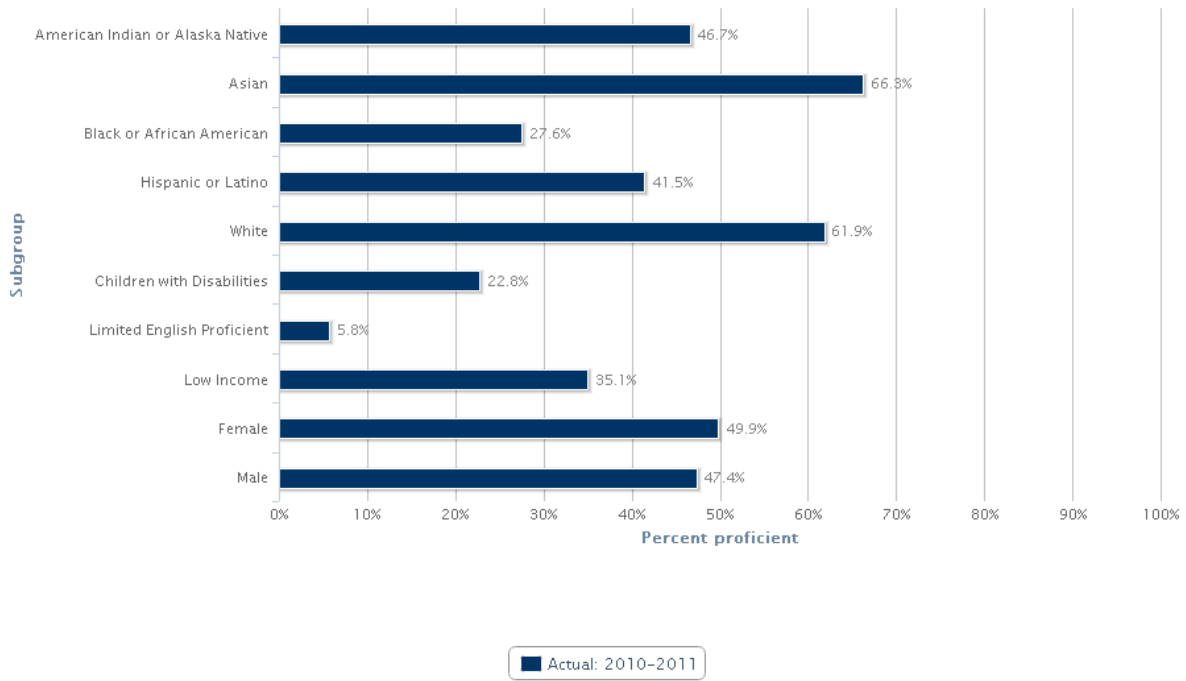
Grade 3 Grade 4 Grade 5 Grade 6 **Grade 7** Grade 8 Grade 9 Grade 10

Grade 8 Proficiency on Florida's ELA Assessment SY 2010-2011



Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 **Grade 8** Grade 9 Grade 10

Grade 9 Proficiency on Florida's ELA Assessment SY 2010-2011



Grade 3

Grade 4

Grade 5

Grade 6

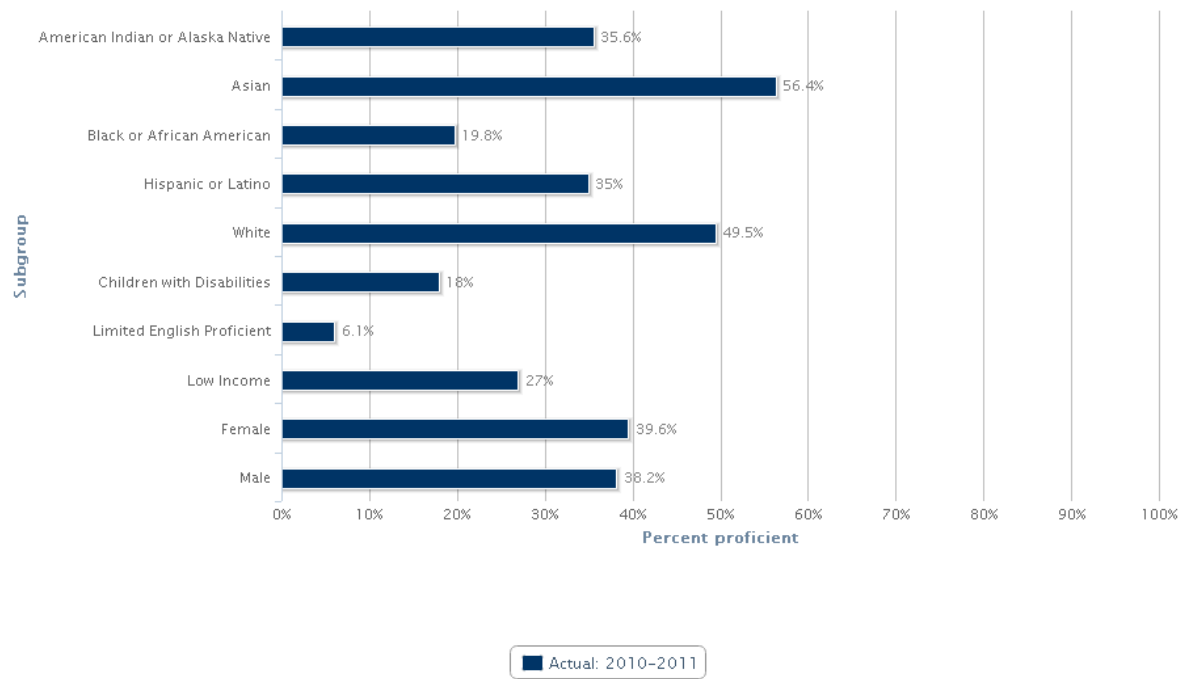
Grade 7

Grade 8

Grade 9

Grade 10

Grade 10 Proficiency on Florida's ELA Assessment SY 2010-2011



Grade 3

Grade 4

Grade 5

Grade 6

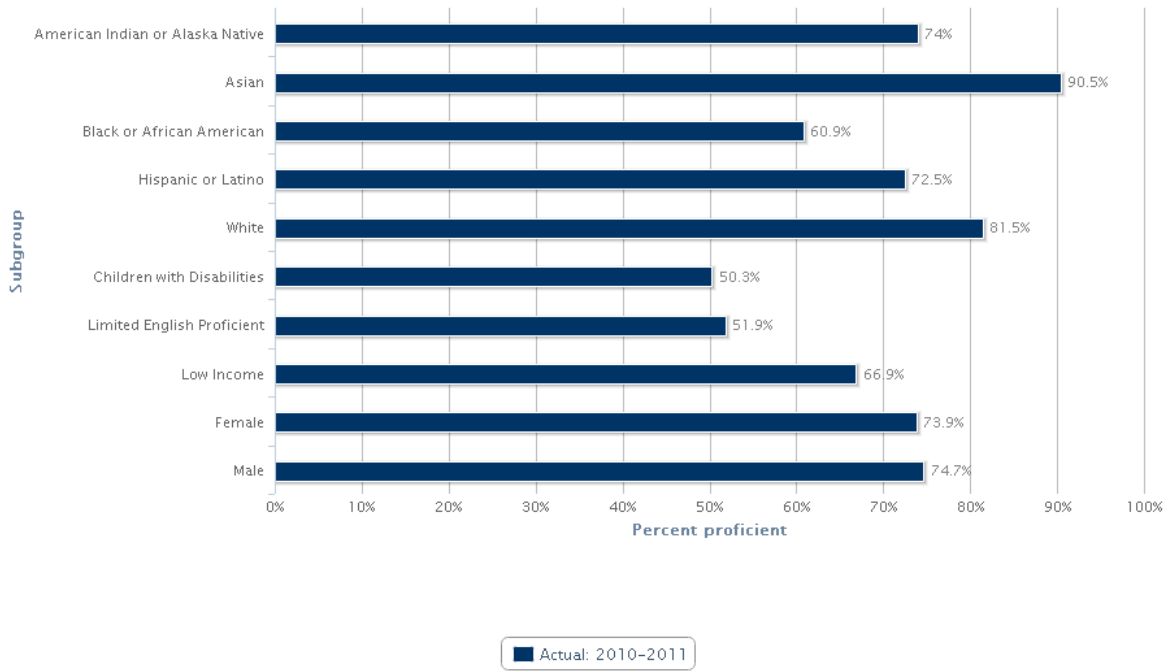
Grade 7

Grade 8

Grade 9

Grade 10

Grade 4 Proficiency on Florida's Mathematics Assessment SY 2010–2011



Grade 3

Grade 4

Grade 5

Grade 6

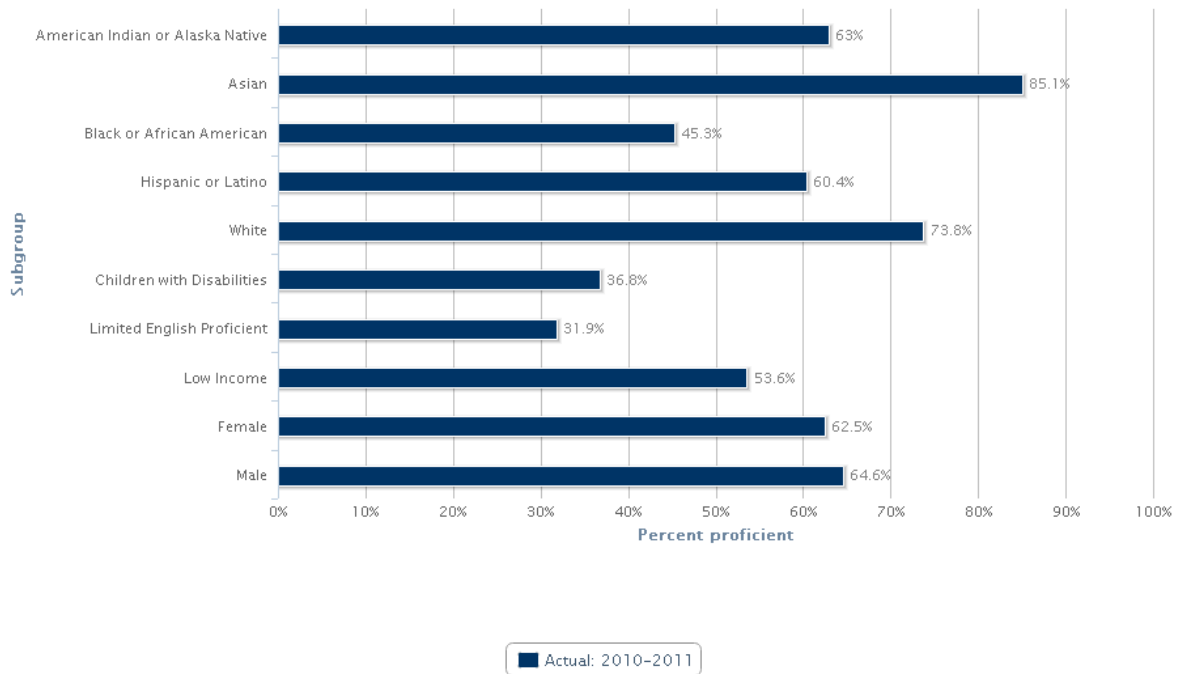
Grade 7

Grade 8

Grade 9

Grade 10

Grade 5 Proficiency on Florida's Mathematics Assessment SY 2010–2011



Grade 3

Grade 4

Grade 5

Grade 6

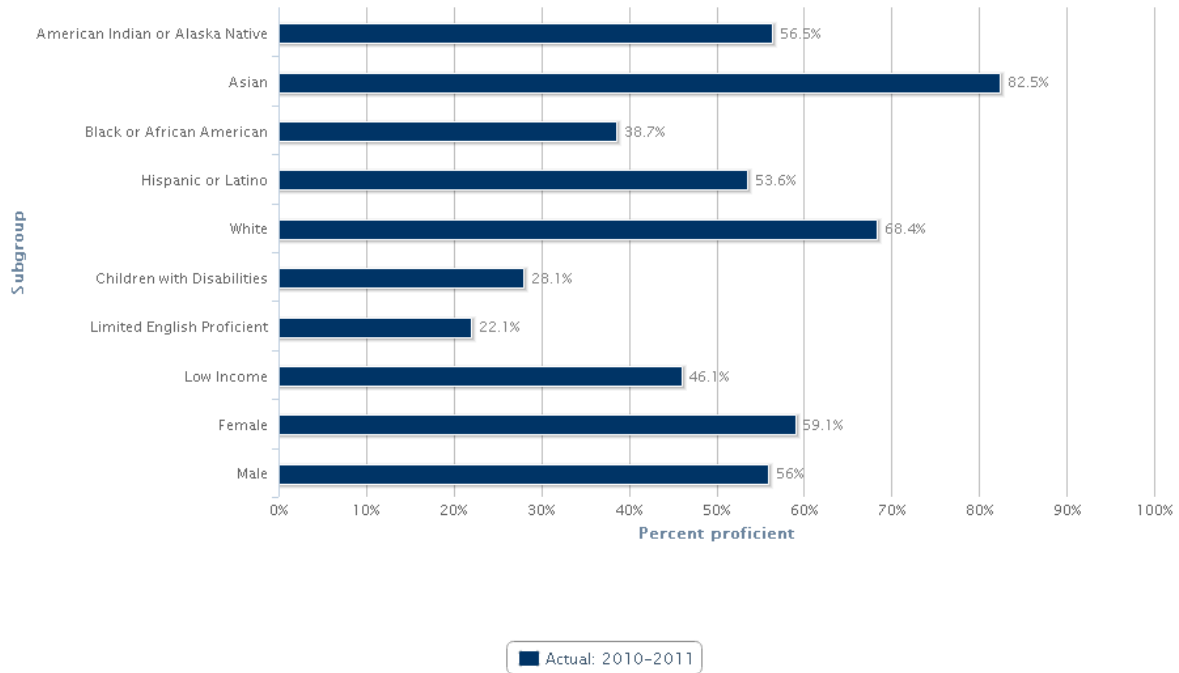
Grade 7

Grade 8

Grade 9

Grade 10

Grade 6 Proficiency on Florida's Mathematics Assessment SY 2010–2011



Grade 3

Grade 4

Grade 5

Grade 6

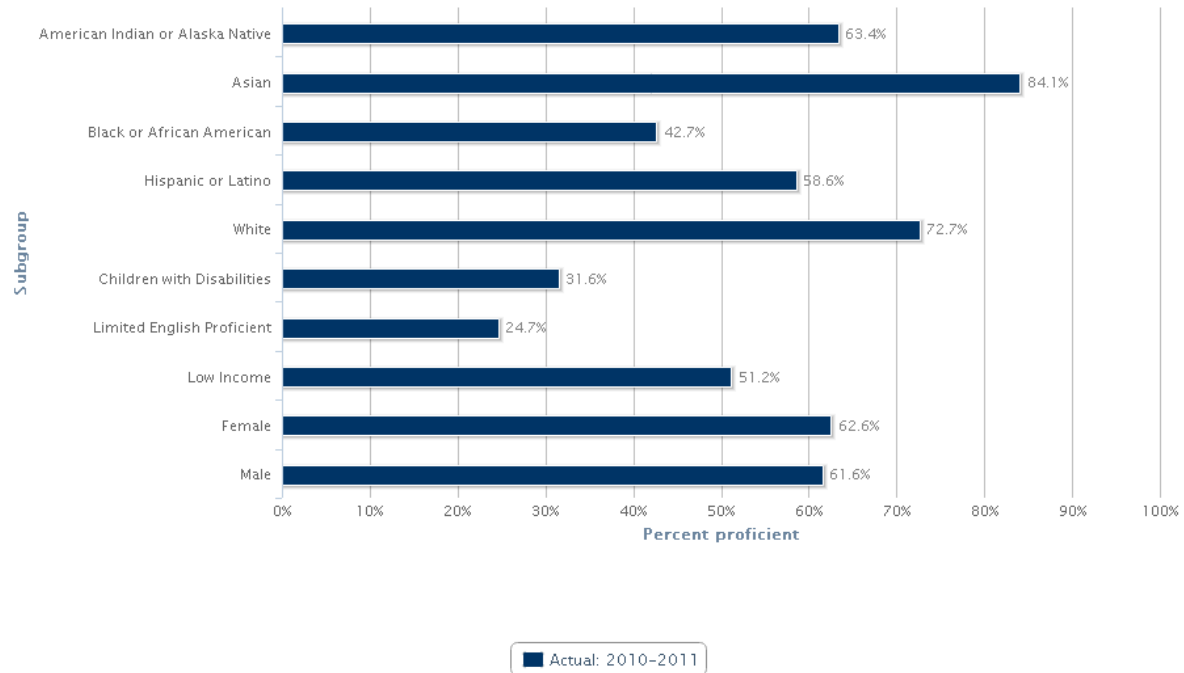
Grade 7

Grade 8

Grade 9

Grade 10

Grade 7 Proficiency on Florida's Mathematics Assessment SY 2010–2011



Grade 3

Grade 4

Grade 5

Grade 6

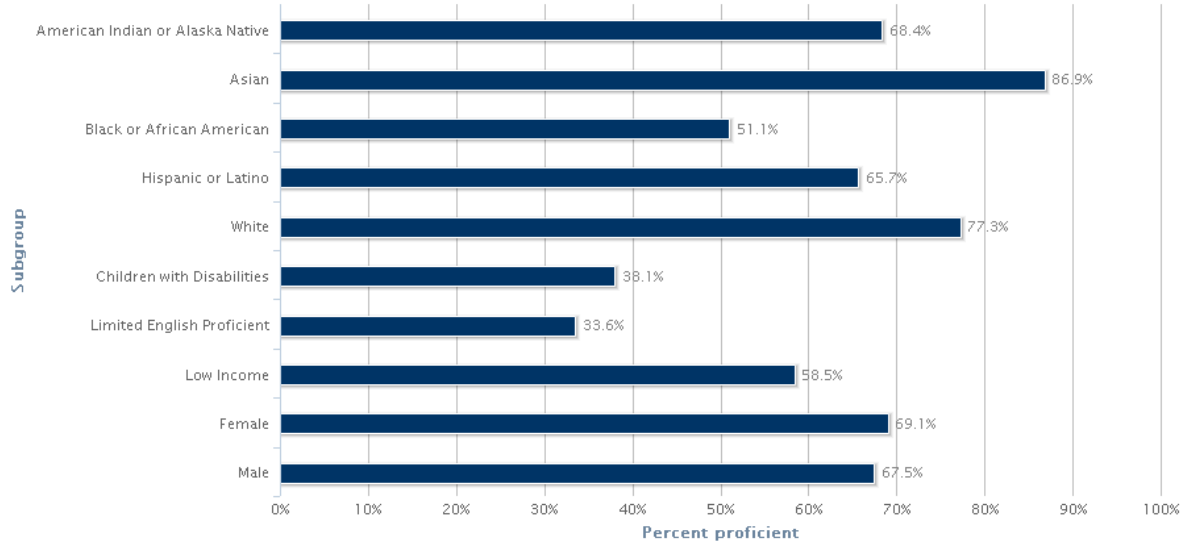
Grade 7

Grade 8

Grade 9

Grade 10

Grade 8 Proficiency on Florida's Mathematics Assessment SY 2010–2011



Actual: 2010–2011

Grade 3

Grade 4

Grade 5

Grade 6

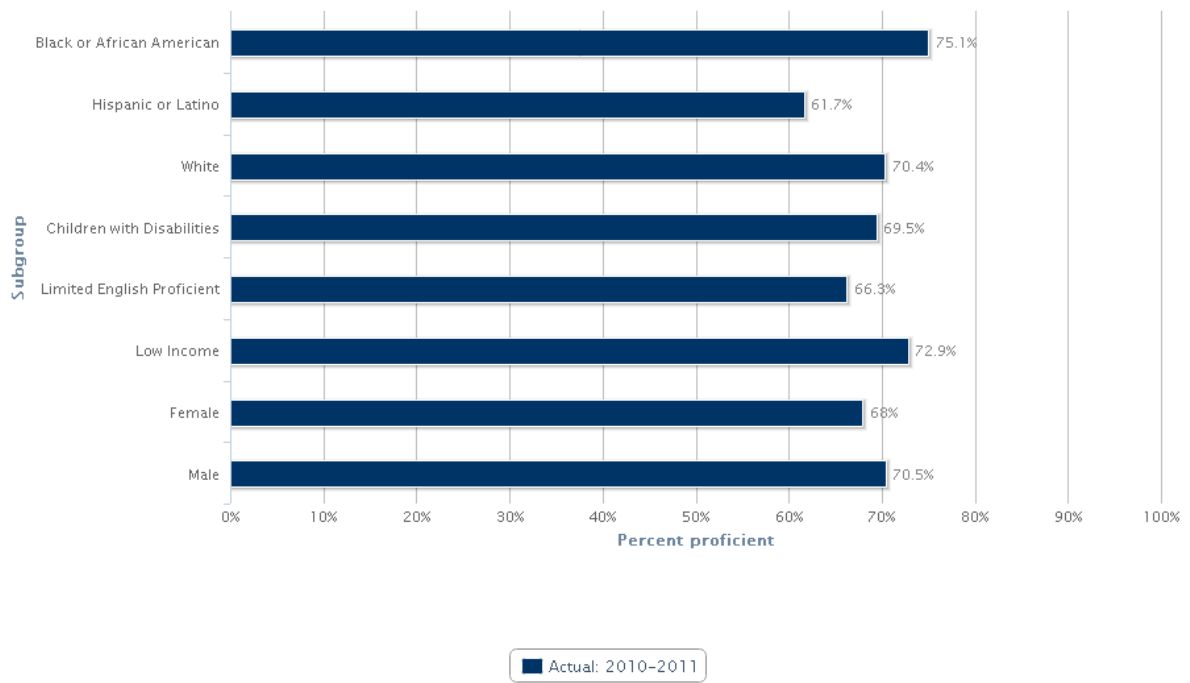
Grade 7

Grade 8

Grade 9

Grade 10

Grade 9 Proficiency on Florida's Mathematics Assessment SY 2010–2011



Grade 3

Grade 4

Grade 5

Grade 6

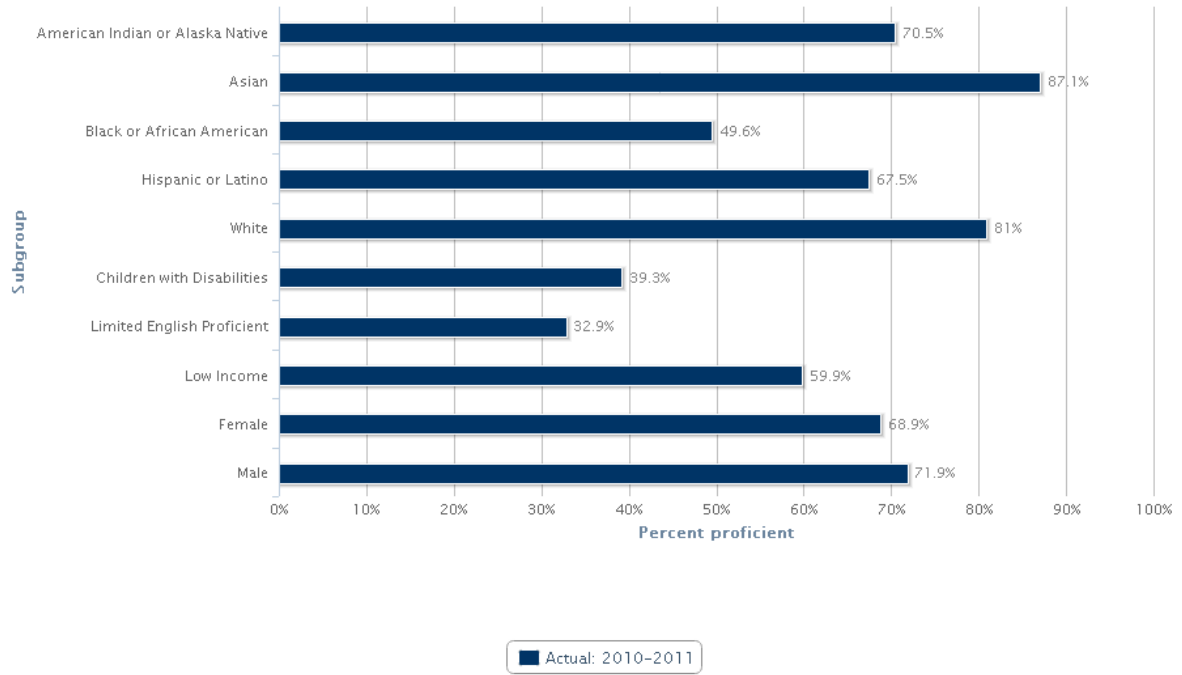
Grade 7

Grade 8

Grade 9

Grade 10

Grade 10 Proficiency on Florida's Mathematics Assessment SY 2010-2011



Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Grade 9

Grade 10



Florida

Standard Version

Accessible Version

Student Outcomes Data: NAEP Results

NAEP reading results

NAEP mathematics results

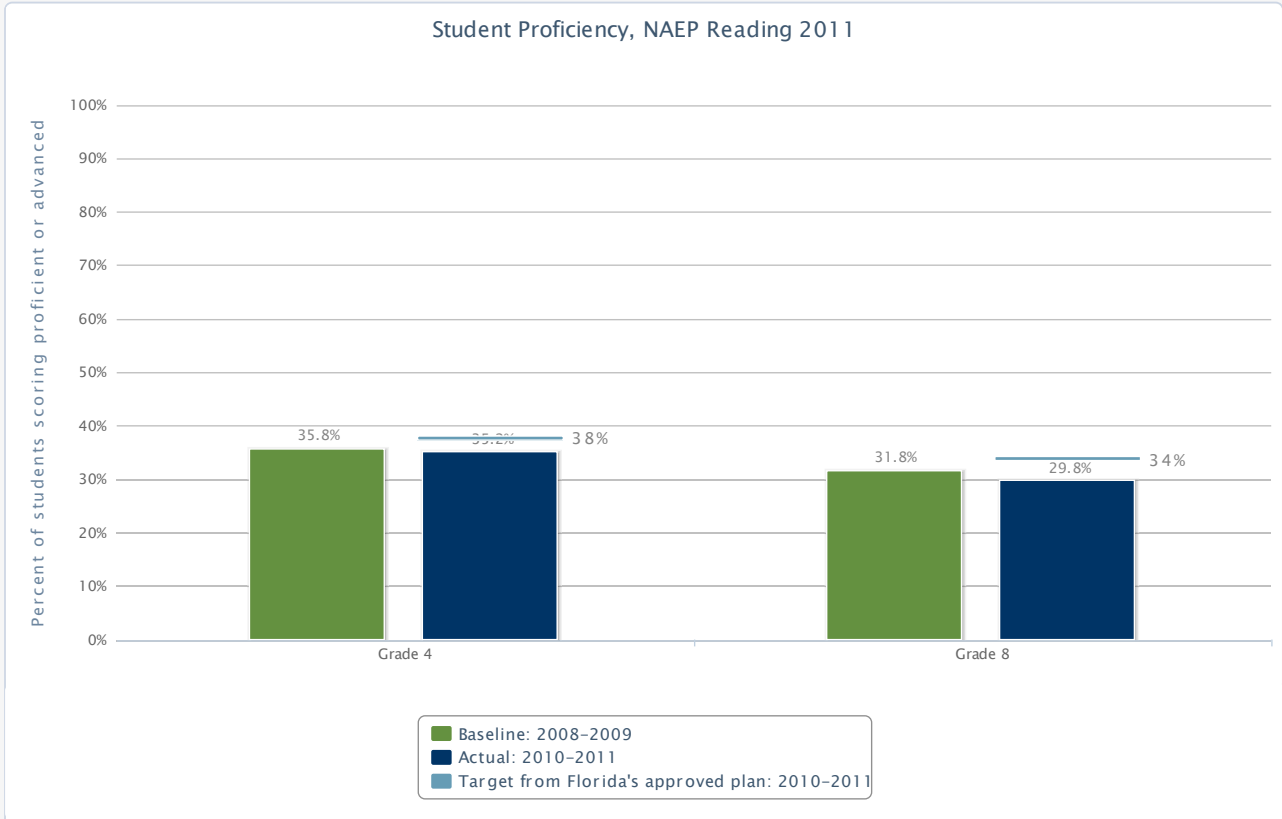
Collapse All

NAEP reading results

Department-reported information

NOTE: NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011. NAEP reading results are provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit <http://nces.ed.gov/nationsreportcard/>.

Florida's approved Race to the Top plan included targets for NAEP results based on percentages, not based on students' average scale scores.



[View Table \(Accessible\)](#)

NOTE:

Percentages:

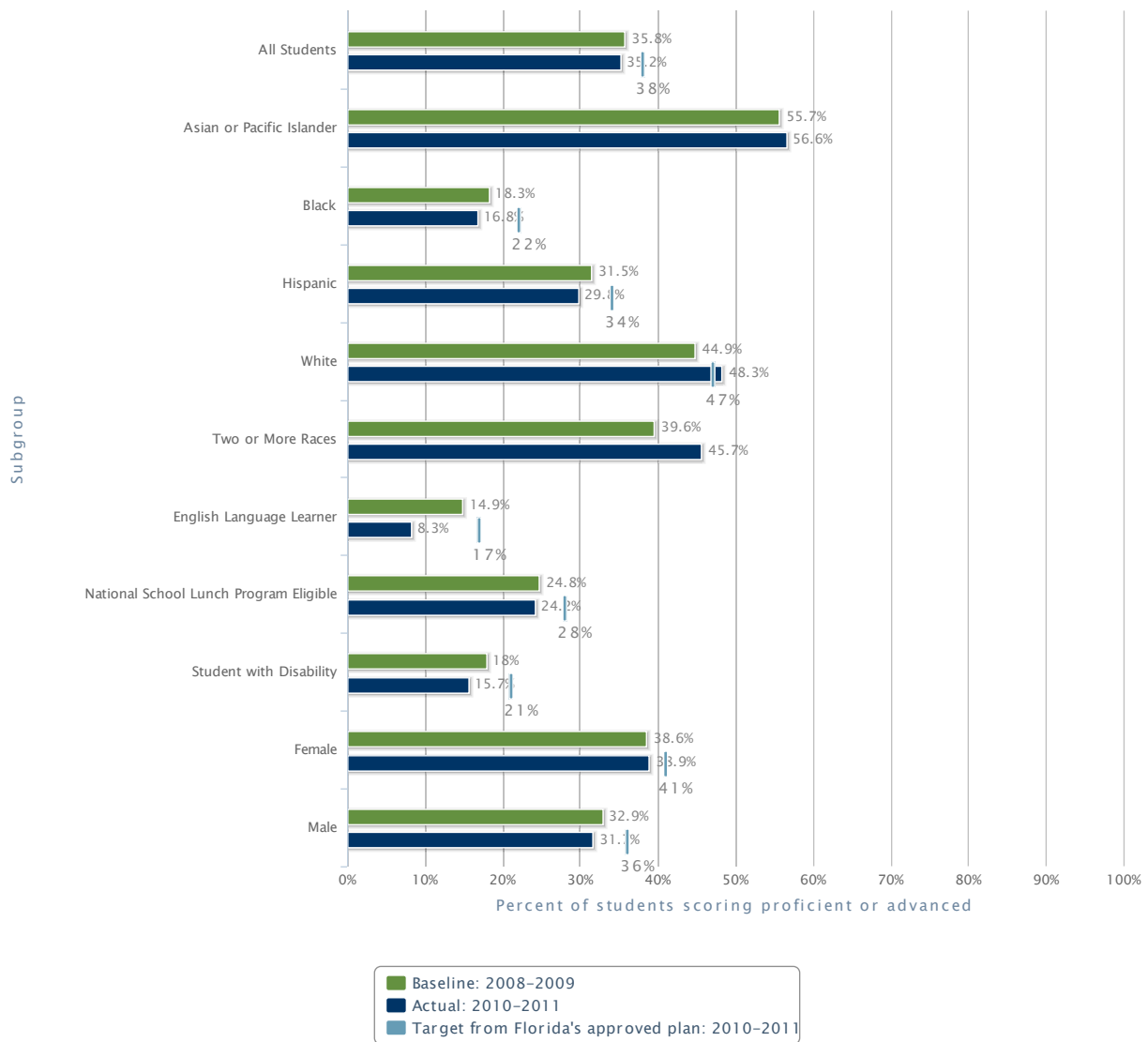
The percentage of Florida's grade 4 students who were at or above Proficient in reading in 2011 was not significantly different than in 2009.

[Expand to See More](#)

Student proficiency on NAEP reading	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011	Target from Florida's approved plan (percentage): SY 2010-2011	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011
Grade 4	35.8%	35.2%	38%	225.7	224.5
Grade 8	31.8%	29.8%	34%	264.4	262.1

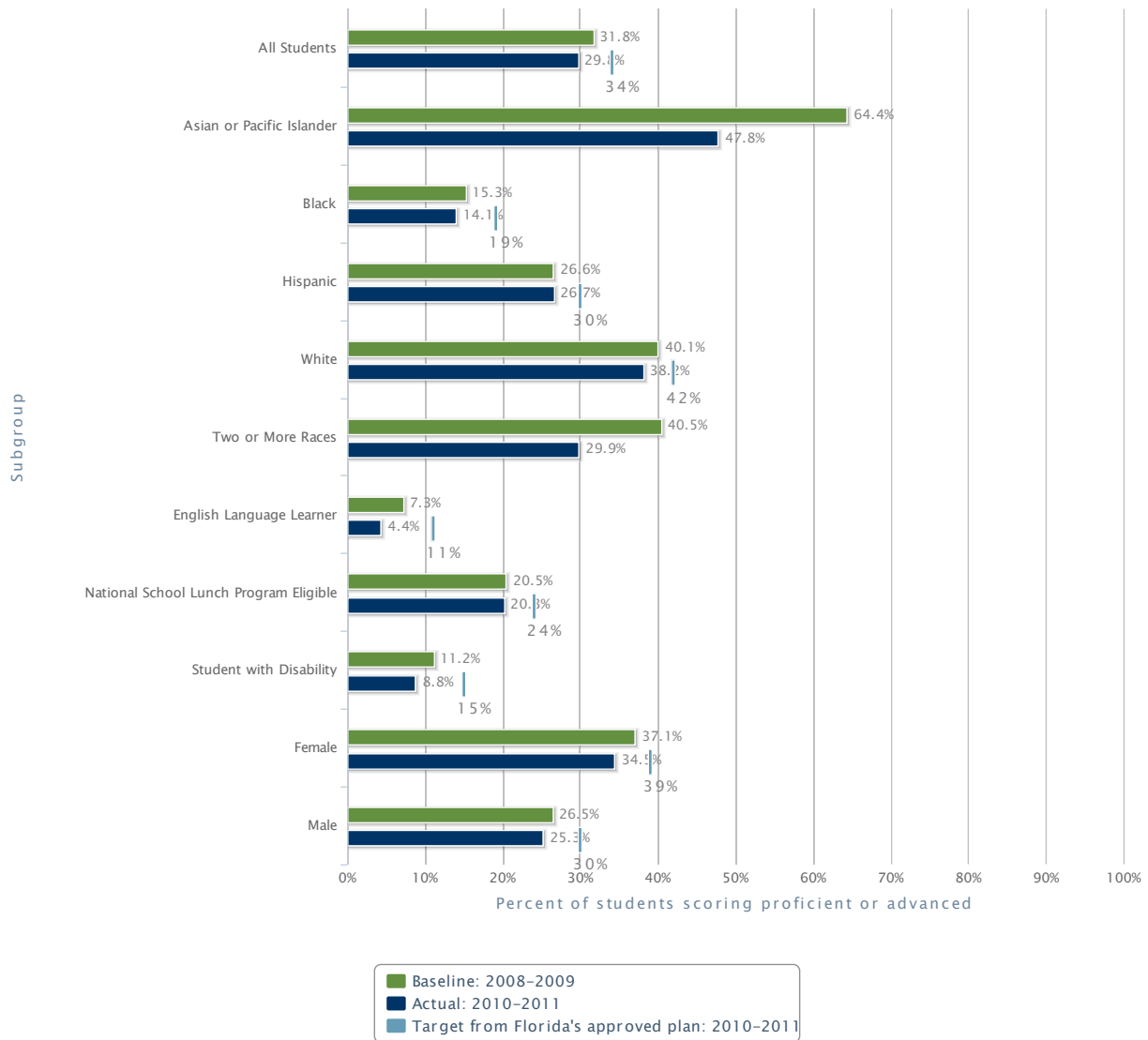
[View Table Key](#)

Grade 4 Proficiency, NAEP Reading 2011



[View Table \(Accessible\)](#)

Grade 8 Proficiency, NAEP Reading 2011



Percentages | Scale Score

[View Table \(Accessible\)](#)

Grade 4 Proficiency					
Subgroup	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011	Target from Florida's approved plan (percentage): SY 2010-2011	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011
American Indian/Alaska Native	<n	<n	N/A	<n	<n
Asian/Pacific Islander	55.7%	56.6%	N/A	237.4	244.4
Black	18.3%	16.8%	22%	211	209.5
Hispanic	31.5%	29.8%	34%	222.8	219.9
White	44.9%	48.3%	47%	233.1	234.9
Two or More Races	39.6%	45.7%	N/A	229.7	235.4
English Language Learner	14.9%	8.3%	17%	208.9	197.4
National School Lunch Program Eligible	24.8%	24.2%	28%	217.1	215.9

Student with Disability	18%	15.7%	21%	205	203
Female	38.6%	38.9%	41%	228.9	228.1
Male	32.9%	31.7%	36%	222.5	221
Not National School Lunch Program Eligible	48.6%	53.2%	50%	235.7	238.7

View Table Key

Grade 8 Proficiency					
Subgroup	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011	Target from Florida's approved plan (percentage): SY 2010-2011	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011
American Indian/Alaska Native	<n	<n	N/A	<n	<n
Asian/Pacific Islander	64.4%	47.8%	N/A	288.2	278.6
Black	15.3%	14.1%	19%	250.4	247.6
Hispanic	26.6%	26.7%	30%	260.1	259.1
White	40.1%	38.2%	42%	271.5	269.9
Two or More Races	40.5%	29.9%	N/A	271.6	264.8
English Language Learner	7.3%	4.4%	11%	235.4	225.7
National School Lunch Program Eligible	20.5%	20.3%	24%	254.6	253.5
Student with Disability	11.2%	8.8%	15%	239.2	236
Female	37.1%	34.5%	39%	269.5	266.9
Male	26.5%	25.3%	30%	259.3	257.5
Not National School Lunch Program Eligible	42%	41.3%	43%	273.2	272.6

View Table Key

Close Subgroup Graphs

Back to the Top

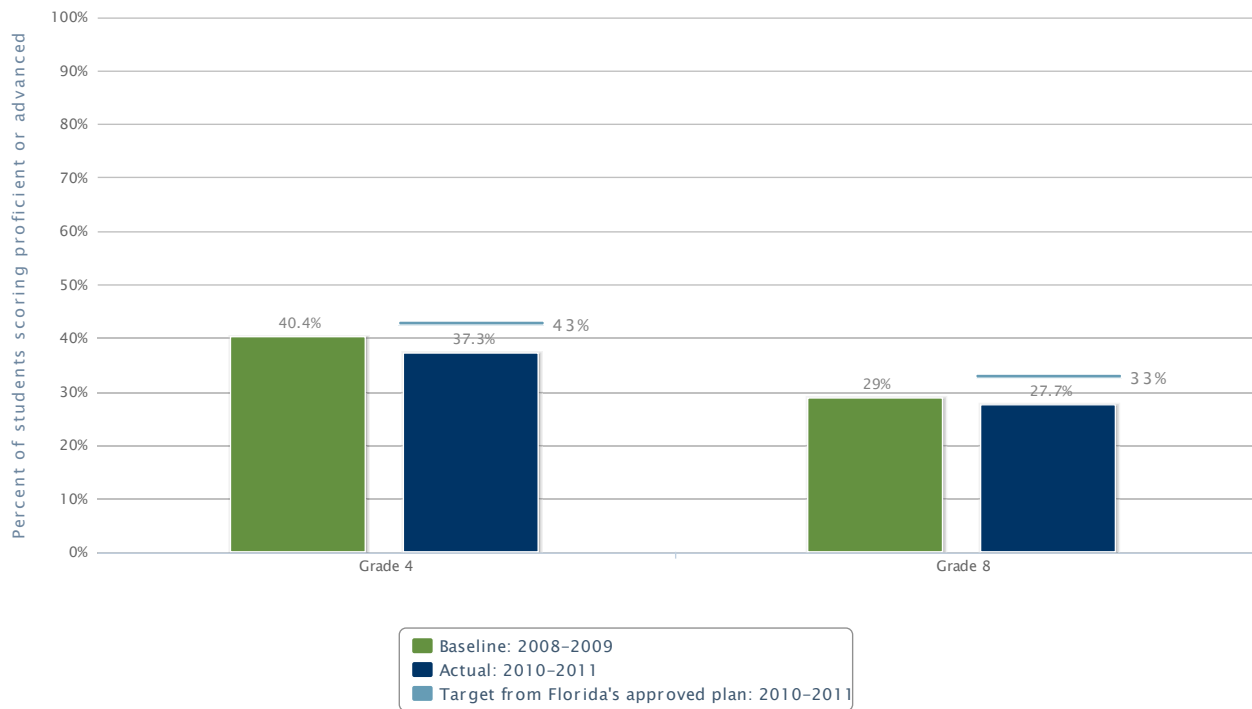
NAEP mathematics results

Department-reported information

NOTE: NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011. NAEP mathematics results are provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit <http://nces.ed.gov/nationsreportcard/>.

Florida's approved Race to the Top plan included targets for NAEP results based on percentages, not based on students' average scale scores.

Student Proficiency, NAEP Mathematics 2011



Percentages | Scale Score

[View Table \(Accessible\)](#)

NOTE:

Percentages:

The percentage of Florida's grade 4 students who were at or above Proficient in mathematics in 2011 was not significantly different than in 2009.

The percentage of Florida's grade 8 students who were at or above Proficient in mathematics in 2011 was not significantly different than in 2009.

Scale Score:

Florida's grade 4 mathematics score was not significantly different in 2011 than in 2009.

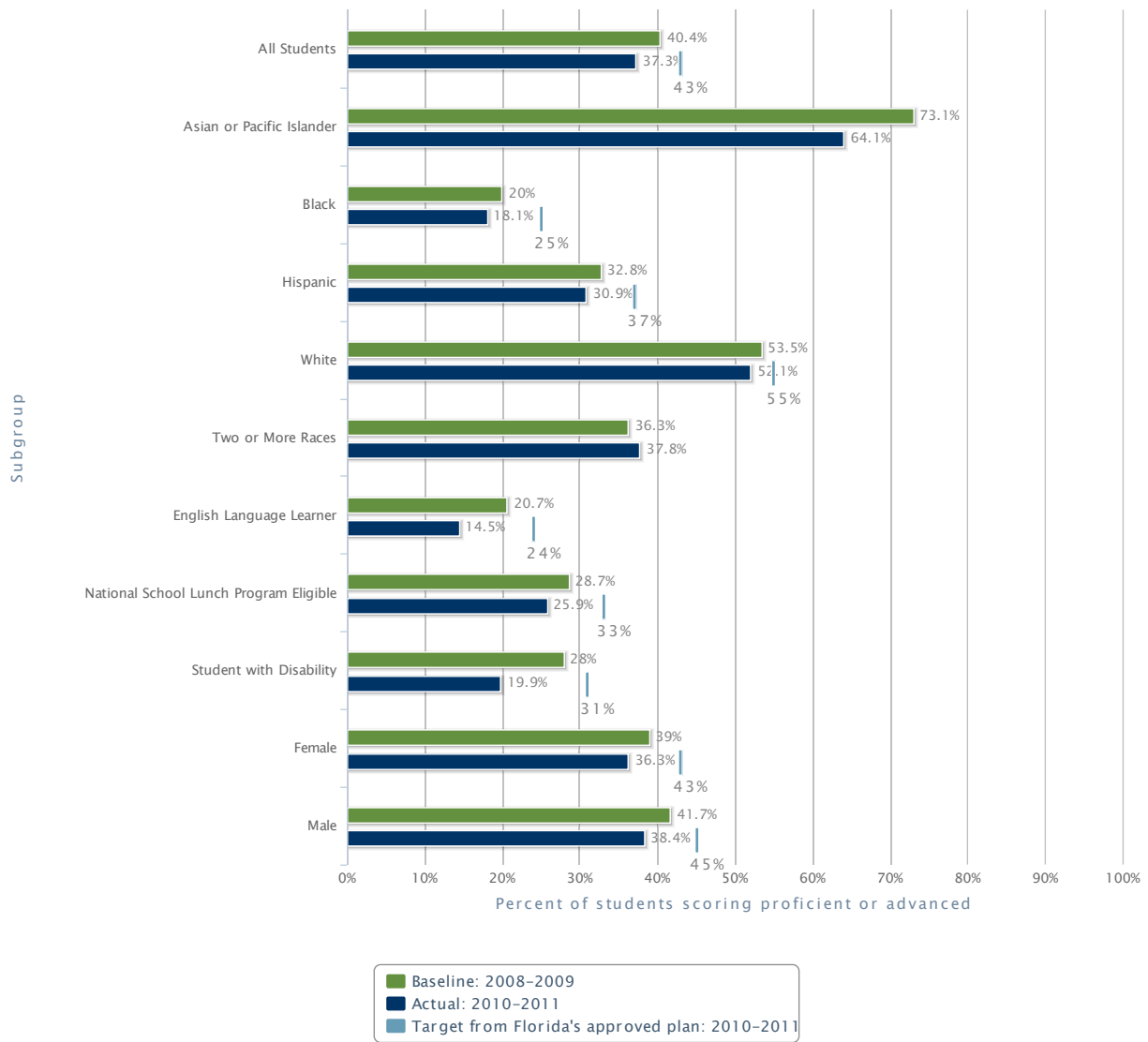
Florida's grade 8 mathematics score was not significantly different in 2011 than in 2009.

Close

Student proficiency on NAEP mathematics	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011	Target from Florida's approved plan (percentage): SY 2014-2015	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011
Grade 4	40.4%	37.3%	43%	241.9	239.8
Grade 8	29%	27.7%	33%	279.3	277.8

[View Table Key](#)

Grade 4 Proficiency, NAEP Mathematics 2011

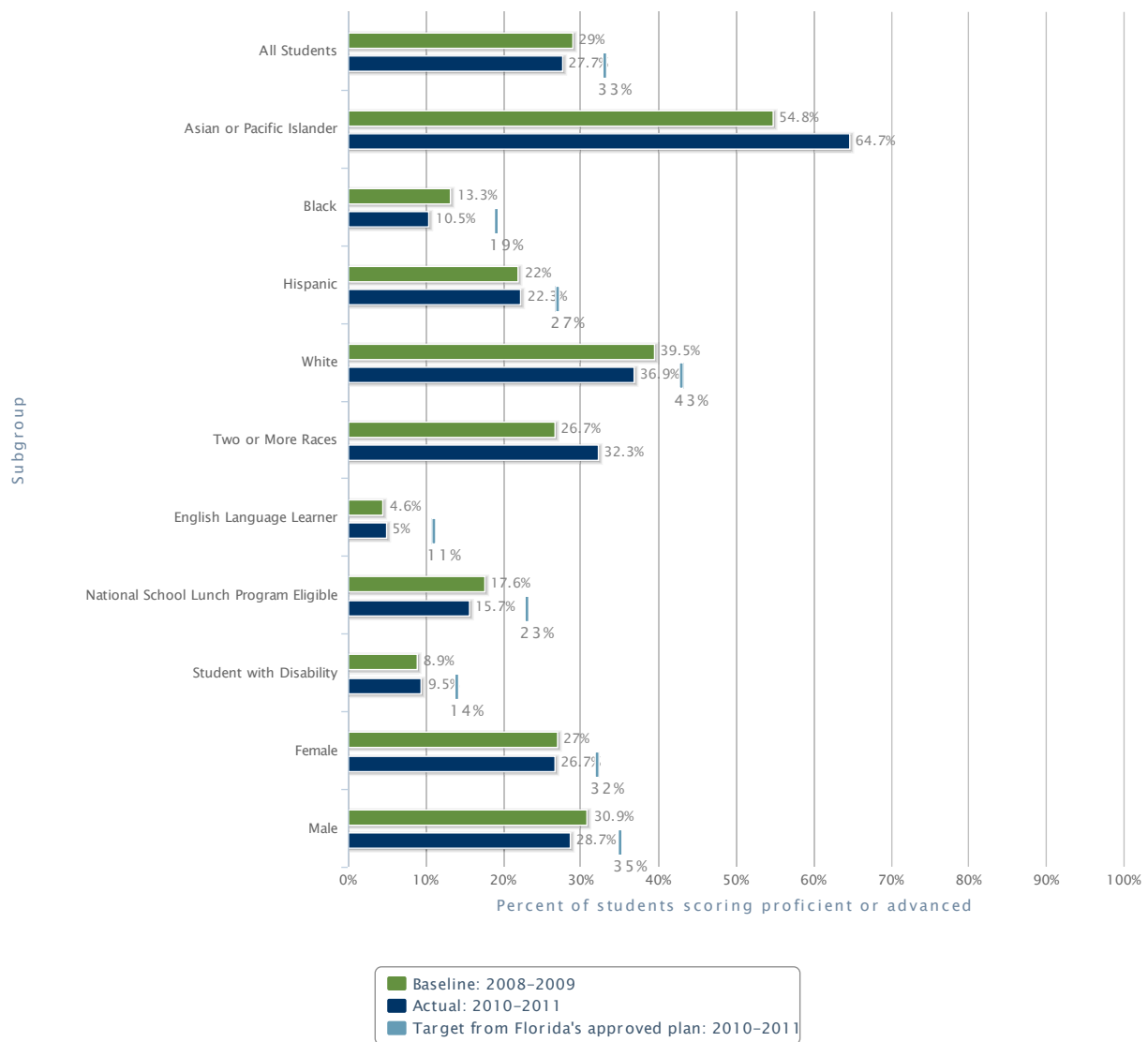


Percentages

Scale Score

[View Table \(Accessible\)](#)

Grade 8 Proficiency, NAEP Mathematics 2011



Percentages Scale Score

[View Table \(Accessible\)](#)

Grade 4 Proficiency					
Subgroup	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011	Target from Florida's approved plan (percentage): SY 2010-2011	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011
American Indian/Alaska Native	<n	<n	N/A	<n	<n
Asian/Pacific Islander	73.1%	64.1%	N/A	260.6	257.4
Black	20%	18.1%	25%	228.2	226.4
Hispanic	32.8%	30.9%	37%	237.9	235.8
White	53.5%	52.1%	55%	250.3	249.7
Two or More Races	36.3%	37.8%	N/A	239.9	242.1
English Language Learner	20.7%	14.5%	24%	226.6	221.1
National School Lunch Program Eligible	28.7%	25.9%	33%	234.7	232.3
Student with Disability	28%	19.9%	31%	231	224.7

Female	39%	36.3%	43%	241.3	239.5
Male	41.7%	38.4%	45%	242.5	240.1
Not National School Lunch Program Eligible	54.9%	56%	57%	250.9	252.1

[View Table Key](#)

Grade 8 Proficiency					
Subgroup	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011	Target from Florida's approved plan (percentage): SY 2010-2011	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011
American Indian/Alaska Native	<n	<n	N/A	<n	<n
Asian/Pacific Islander	54.8%	64.7%	N/A	302.3	311.6
Black	13.3%	10.5%	19%	263.6	258.5
Hispanic	22%	22.3%	27%	274	273.8
White	39.5%	36.9%	43%	288.8	287.4
Two or More Races	26.7%	32.3%	N/A	280.4	283.5
English Language Learner	4.6%	5%	11%	242.8	247.7
National School Lunch Program Eligible	17.6%	15.7%	23%	268.7	266.9
Student with Disability	8.9%	9.5%	14%	253.2	251
Female	27%	26.7%	32%	278	277.4
Male	30.9%	28.7%	35%	280.6	278.3
Not National School Lunch Program Eligible	39.6%	42.5%	44%	289.2	291.2

[View Table Key](#)

[Close Subgroup Graphs](#)

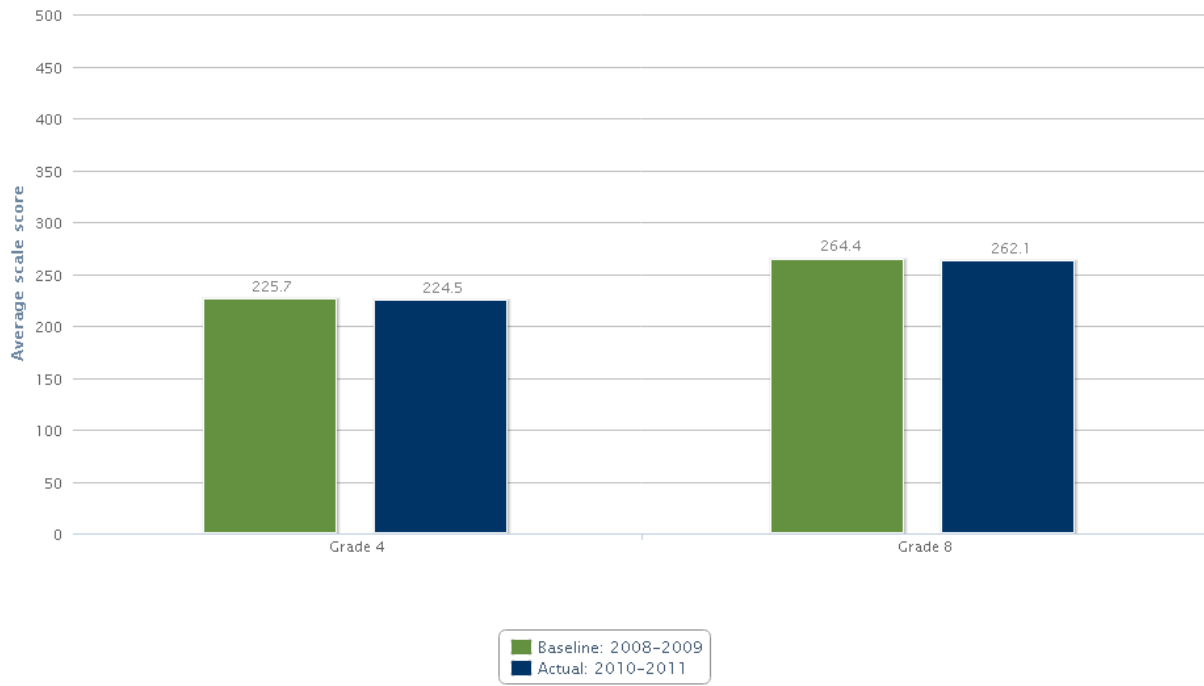
[Back to the Top](#)

Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

[Back to the Top](#)

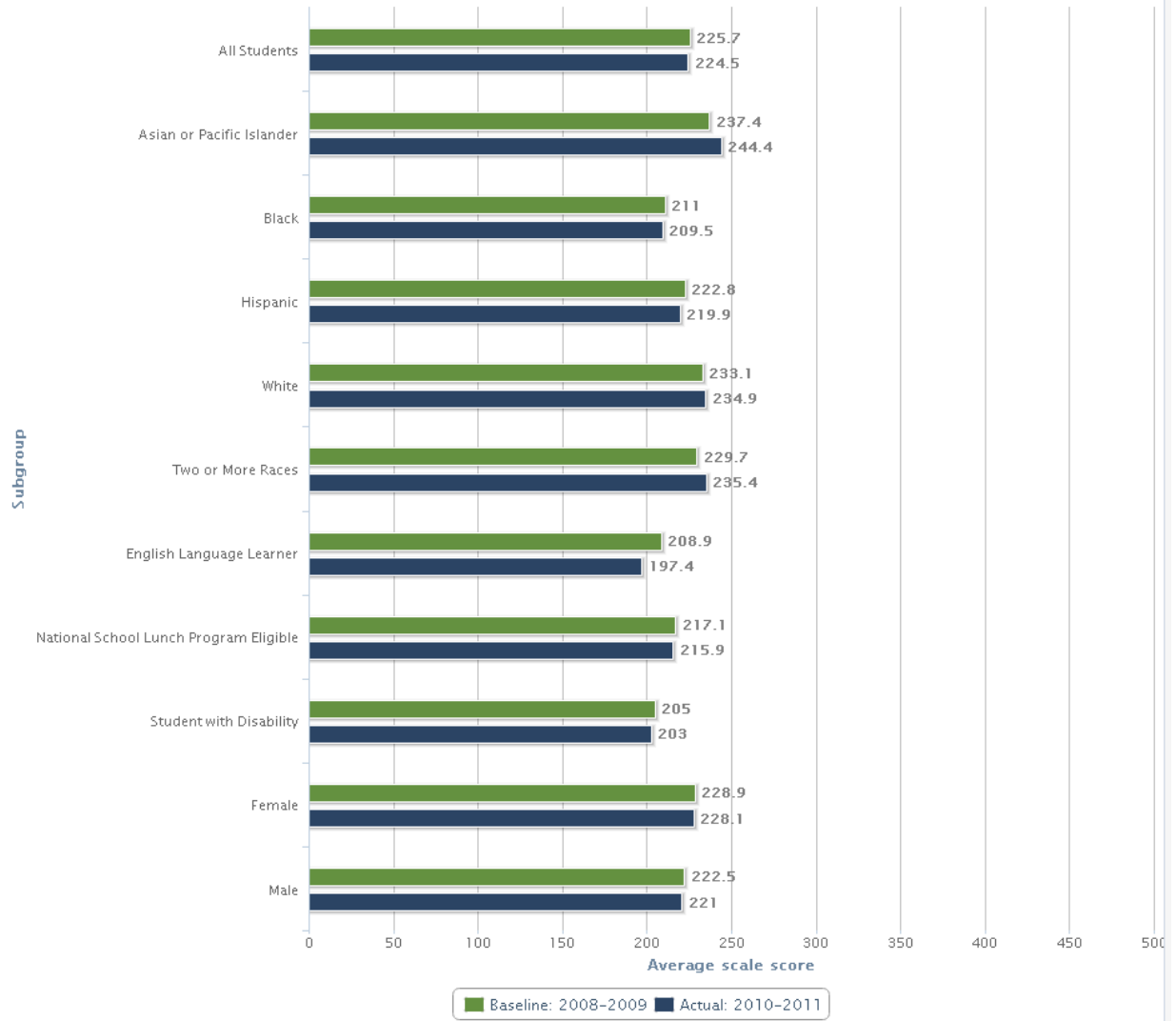
Student Proficiency, NAEP Reading 2011



Percentages

Scale Score

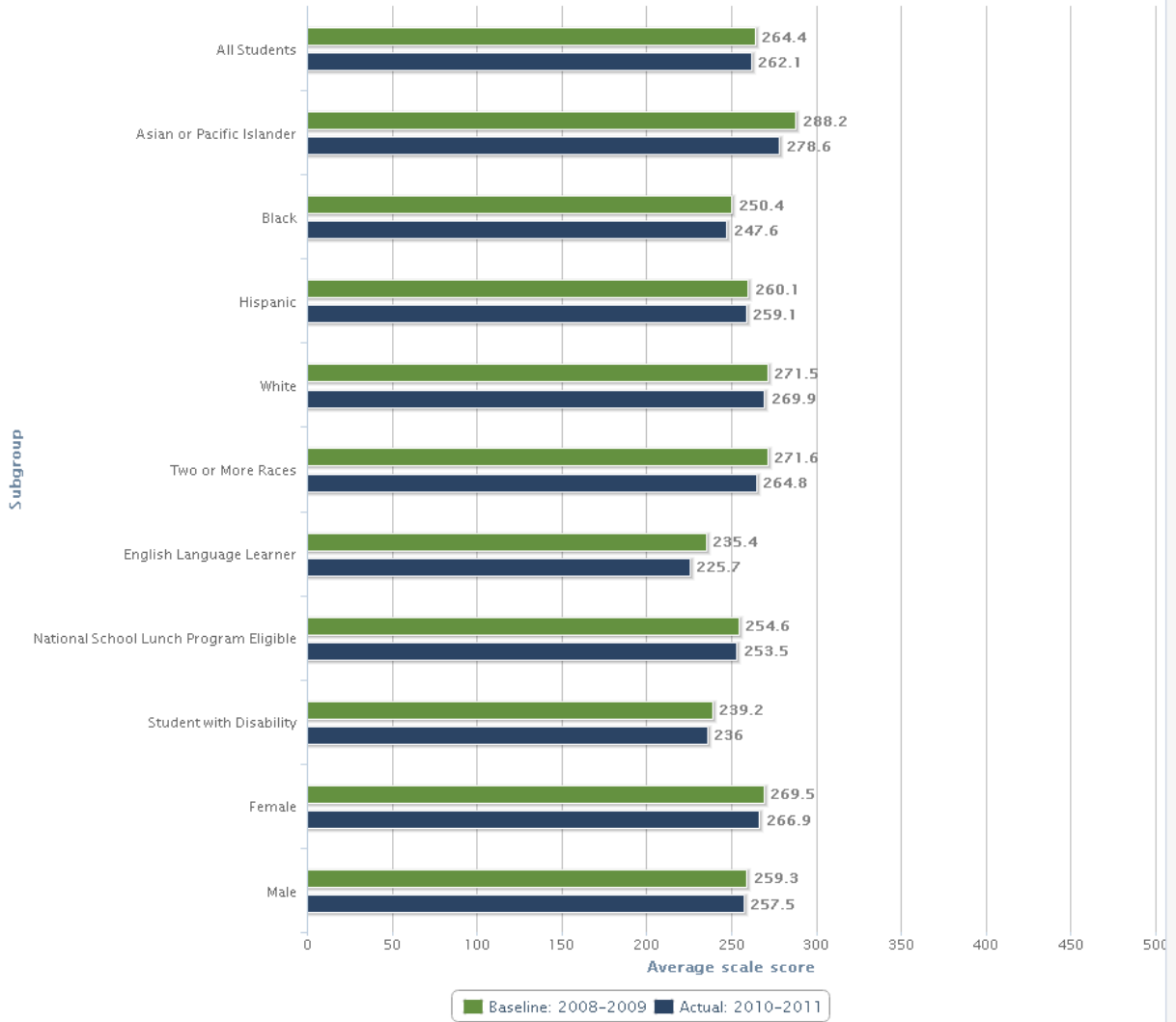
Grade 4 Proficiency, NAEP Reading 2011



Percentages

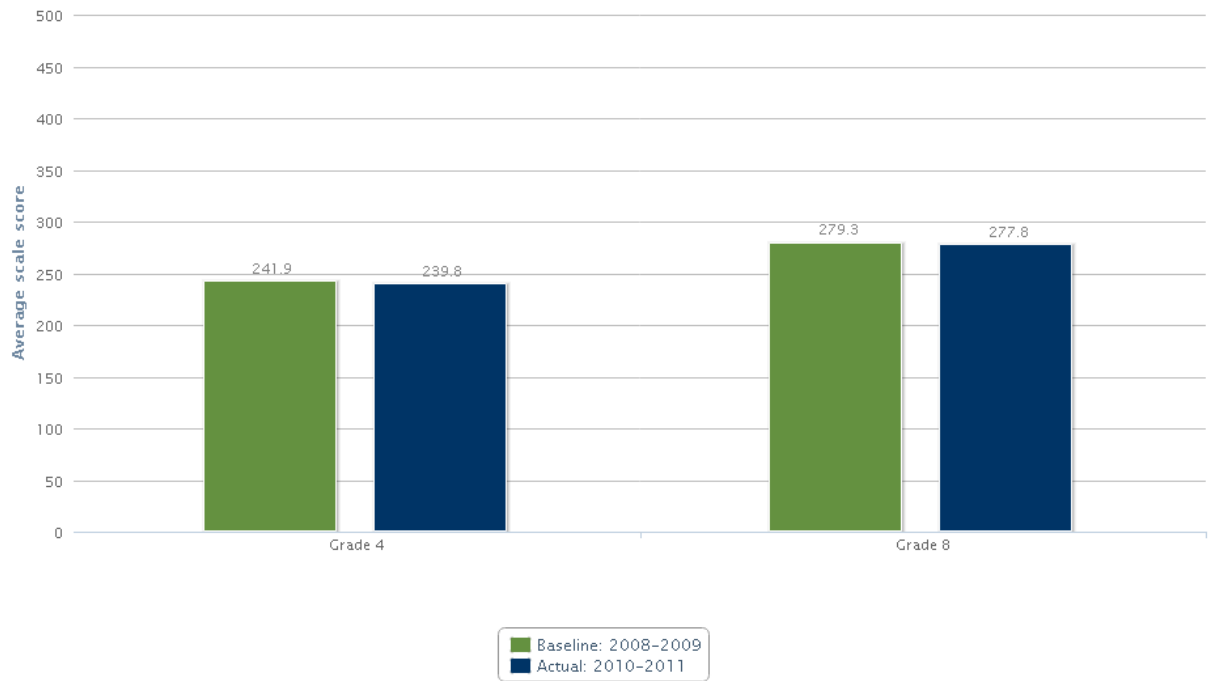
Scale Score

Grade 8 Proficiency, NAEP Reading 2011



Percentages **Scale Score**

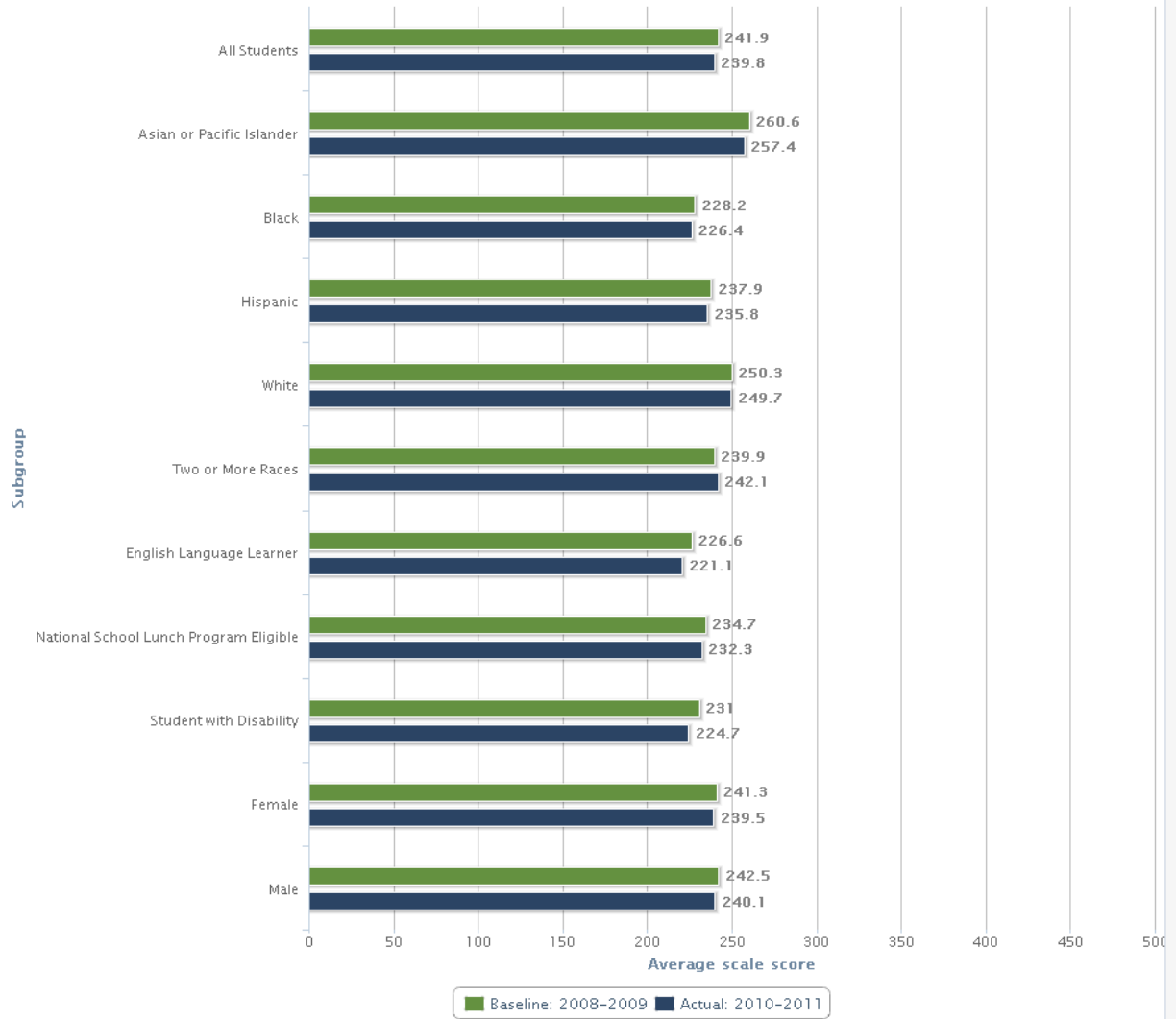
Student Proficiency, NAEP Mathematics 2011



Percentages

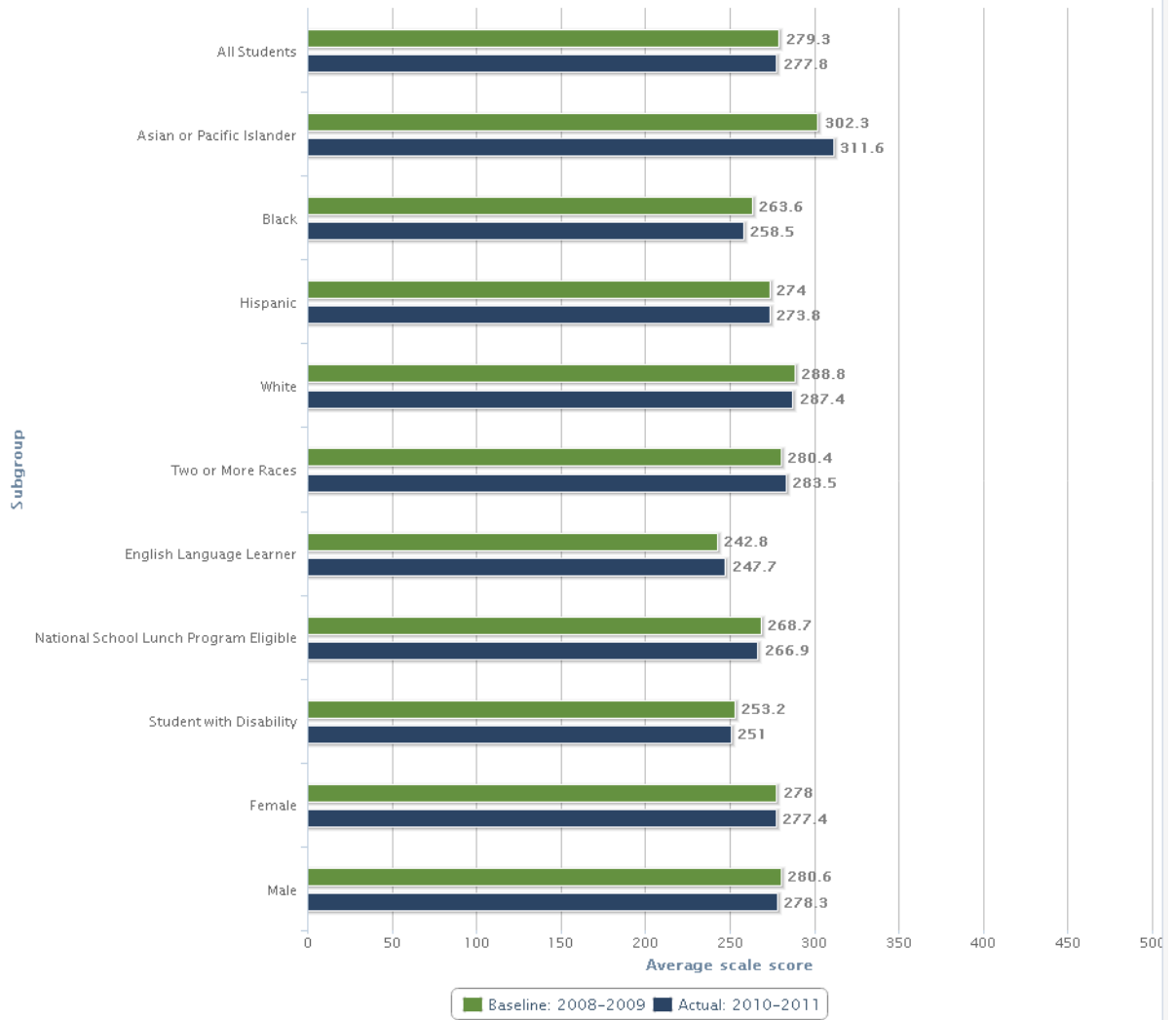
Scale Score

Grade 4 Proficiency, NAEP Mathematics 2011



Percentages **Scale Score**

Grade 8 Proficiency, NAEP Mathematics 2011



Percentages

Scale Score



Florida

Standard Version

Accessible Version

Student Outcomes Data: Closing Achievement Gaps

- Results in closing the achievement gap on Florida's ELA assessment
- Results in closing the achievement gap on Florida's mathematics assessment
- Results in closing the achievement gap on NAEP reading
- Results in closing the achievement gap on NAEP mathematics

Collapse All

Results in closing the achievement gap on Florida's ELA assessment

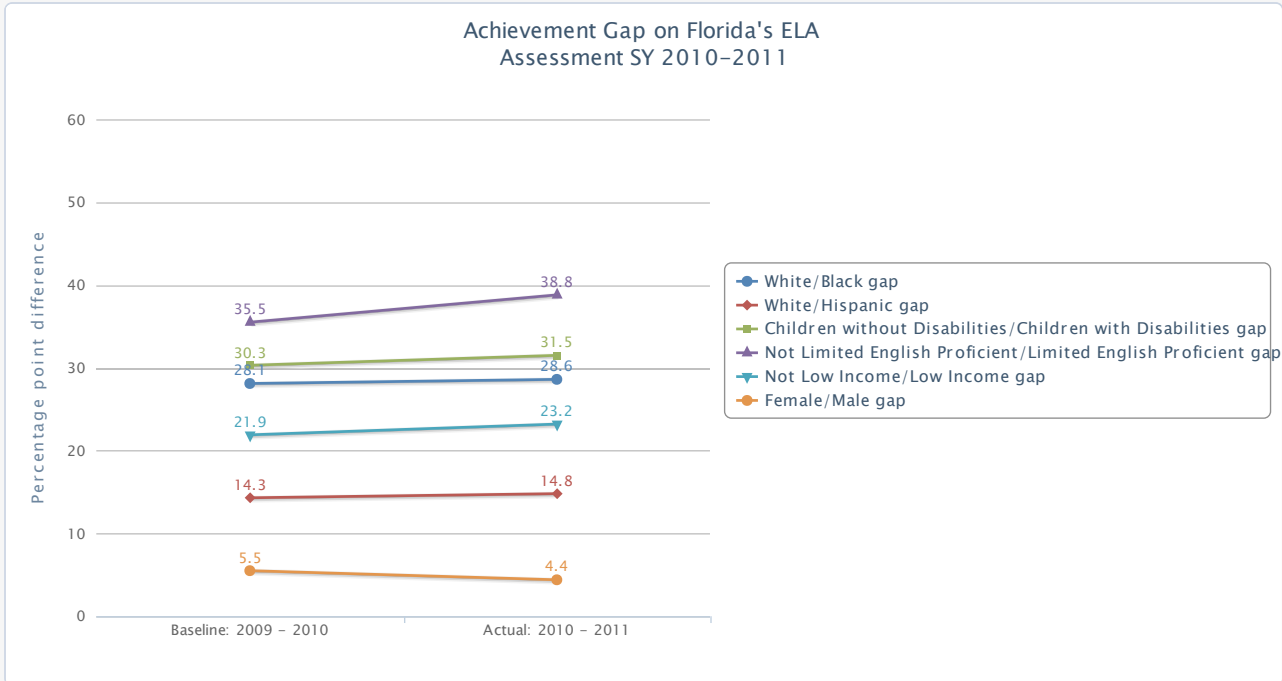
State-reported information

Preliminary SY 2010-2011 data reported as of: **October 27, 2011**

NOTE: Numbers in the graph represent the gap in a school year between two subgroups on the State's ELA assessment.

Achievement gaps were calculated by subtracting the percent of students scoring proficient in the lower-performing subgroup from the percent of students scoring proficient in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups.

If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.



[View Table \(Accessible\)](#)

NOTE: To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

Achievement gap as measured by percentage point difference on Florida's ELA assessment SY 2010-2011. Preliminary data. Preliminary data reported as of October 27, 2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Florida's approved plan: SY 2010-2011
White/Black gap	28.1	28.6	N/A
White/Hispanic gap	14.3	14.8	N/A
Children without Disabilities/Children with Disabilities gap	30.3	31.5	N/A
Not Limited English Proficient/Limited English Proficient gap	35.5	38.8	N/A
Not Low Income/Low Income gap	21.9	23.2	N/A
Female/Male gap	5.5	4.4	N/A

[View Table Key](#)

Additional information provided by the State:

Beginning in the 2010-11 school year, Florida is transitioning to revised statewide assessments to align with new student academic content standards- 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 did not include goals for FCAT 2.0 and the new end-of-course assessments because accurate comparisons between the current assessments and the new 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. This will be done after 2012 assessment results are known.

Student performance on the 2011 FCAT 2.0 was linked to the existing FCAT score scale through the equipercentile linking method. By this method, 2011 FCAT 2.0 scores were linked to 2010 FCAT scores at the same percentile rank. This means that at the state level, the same proportion of students scored Achievement Level 3 and above in both 2010 and 2011.

2010-11 assessment data will be reported to EDFacts in December 2011.

[Close](#)

[Back to the Top](#)

Results in closing the achievement gap on Florida's mathematics assessment

State-reported information

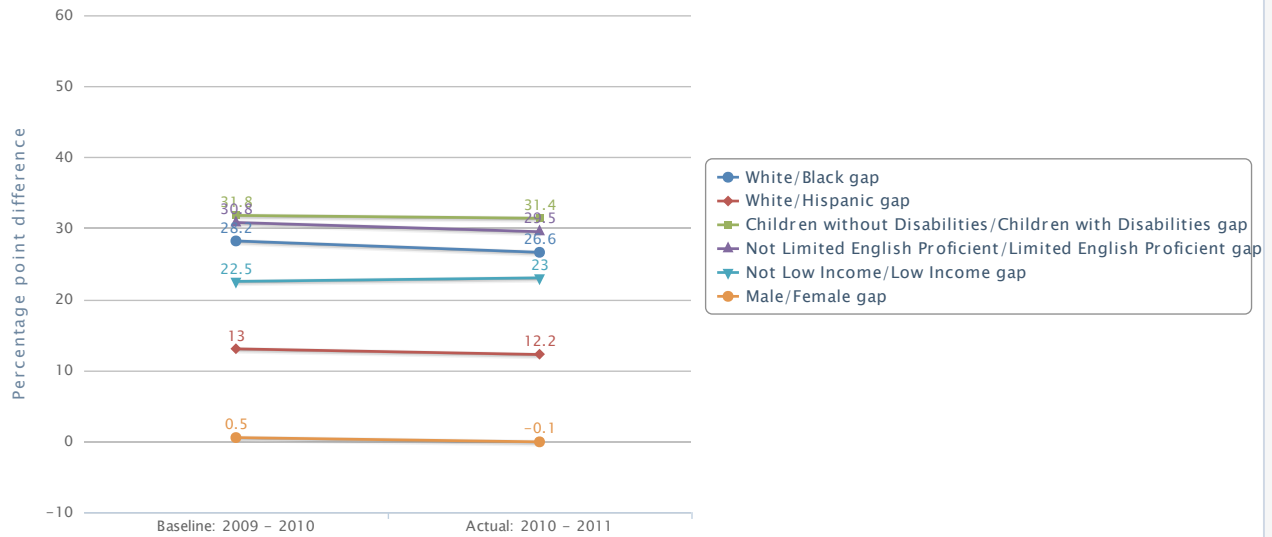
Preliminary SY 2010-2011 data reported as of: [October 27, 2011](#)

NOTE: Numbers in the graph represent the gap in a school year between two subgroups on the State's mathematics assessment.

Achievement gaps were calculated by subtracting the percent of students scoring proficient in the lower-performing subgroup from the percent of students scoring proficient in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups.

If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.

Achievement Gap on Florida's Mathematics Assessment SY 2010-2011



[View Table \(Accessible\)](#)

NOTE: To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

Achievement gap as measured by percentage point difference on Florida's mathematics assessment SY 2010-2011. Preliminary data. Preliminary data reported as of October 27, 2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Florida's approved plan: SY 2010-2011
White/Black gap	28.2	26.6	N/A
White/Hispanic gap	13	12.2	N/A
Children without Disabilities/Children with Disabilities gap	31.8	31.4	N/A
Not Limited English Proficient/Limited English Proficient gap	30.8	29.5	N/A
Not Low Income/Low Income gap	22.5	23	N/A
Male/Female gap	0.5	-0.1	N/A

[View Table Key](#)

Additional information provided by the State:

Beginning in the 2010-11 school year, Florida is transitioning to revised statewide assessments to align with new student academic content standards- 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 did not include goals for FCAT 2.0 and the new end-of-course assessments because accurate comparisons between the current assessments and the new 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. This will be done after 2012 assessment results are known.

Student performance on the 2011 FCAT 2.0 was linked to the existing FCAT score scale through the equipercentile linking method. By this method, 2011 FCAT 2.0 scores were linked to 2010 FCAT scores at the same percentile rank. This means that at the state level, the same proportion of students scored Achievement Level 3 and above in both 2010 and 2011.

2010-11 assessment data will be reported to EDFacts in December 2011.

[Close](#)

Results in closing the achievement gap on NAEP reading

Department-reported information

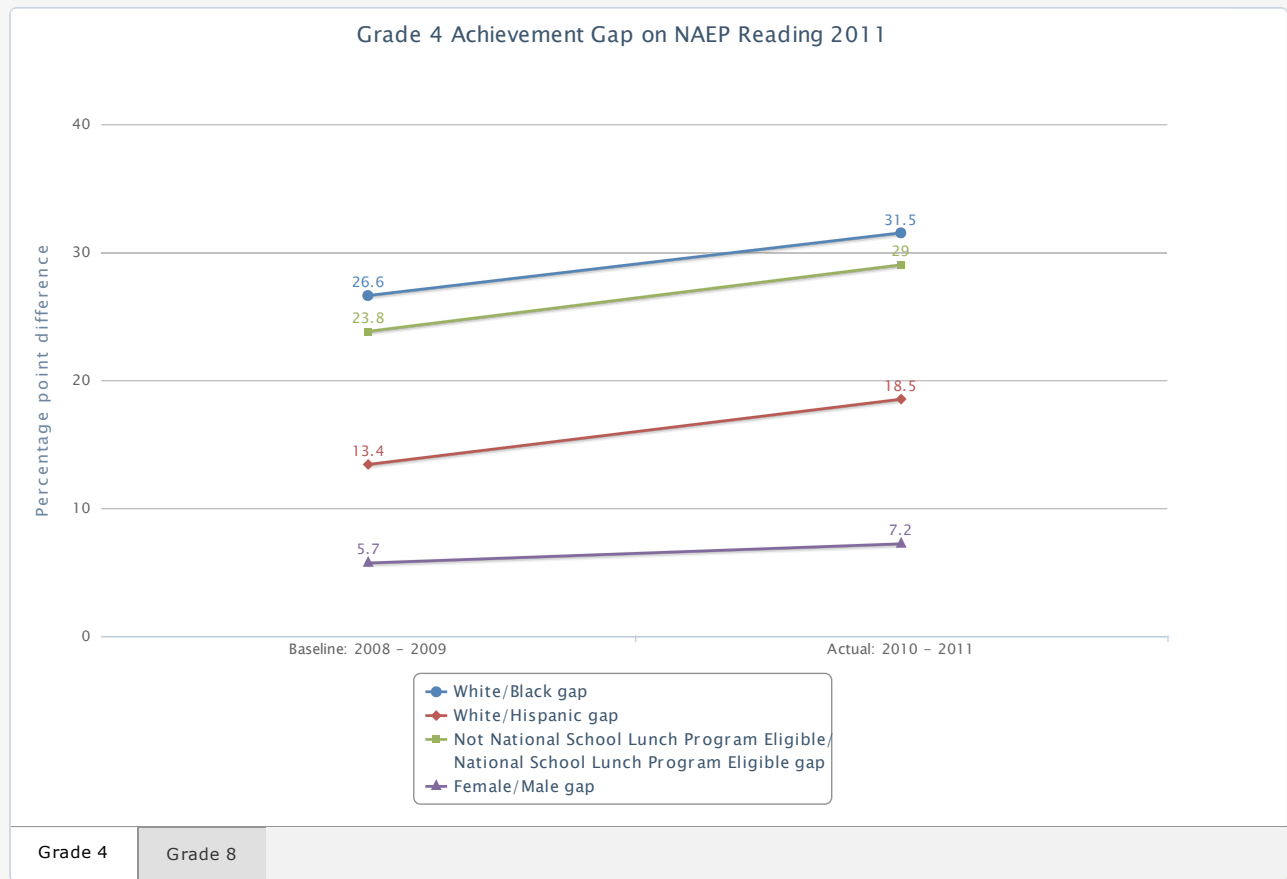
NOTE: NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011.

Florida's NAEP reading results as provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit <http://nces.ed.gov/nationsreportcard/>.

Numbers in the graph represent the gap in a school year between two subgroups on NAEP reading.

Achievement gaps were calculated by subtracting the percent of students scoring proficient or advanced in the lower-performing subgroup from the percent of students scoring proficient or advanced in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups.

If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.



[View Table \(Accessible\)](#)

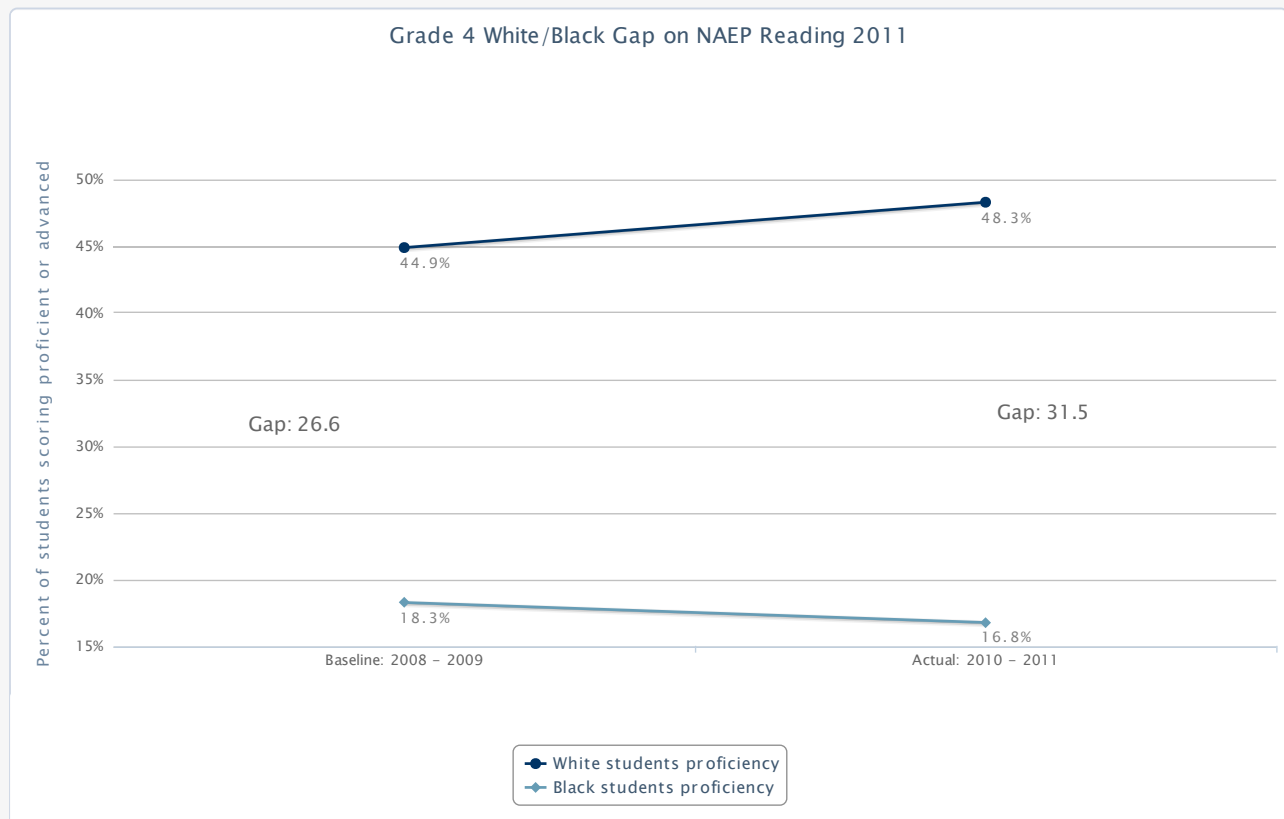
NOTE: To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

Grade 4 Achievement Gap			
Achievement gap as measured by percentage point difference on NAEP reading 2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Florida's approved plan: SY 2010-2011
White/Black gap	26.6	31.5	25

White/Hispanic gap	13.4	18.5	13
Not National School Lunch Program Eligible/National School Lunch Program Eligible gap	23.8	29	22
Female/Male gap	5.7	7.2	5
View Table Key			

Grade 8 Achievement Gap			
Achievement gap as measured by percentage point difference on NAEP reading 2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Florida's approved plan: SY 2010-2011
White/Black gap	24.8	24.1	23
White/Hispanic gap	13.5	11.5	12
Not National School Lunch Program Eligible/National School Lunch Program Eligible gap	21.5	21	19
Female/Male gap	10.6	9.2	9
View Table Key			

Achievement Gaps: NAEP reading 2011



Gap 1	Gap 2	Gap 3	Gap 4	Gap 5	Gap 6	Gap 7	Gap 8
-------	-------	-------	-------	-------	-------	-------	-------

[View Table \(Accessible\)](#)

White/Black Gap						
Category	Grade 4			Grade 8		
	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Florida's approved plan: SY 2010-2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Florida's approved plan: SY 2010-2011
White students proficiency	44.9%	48.3%	47%	40.1%	38.2%	42%

Black students proficiency	18.3%	16.8%	22%	15.3%	14.1%	19%
White/Black gap (percentage point difference)	26.6	31.5	25	24.8	24.1	23

[View Table Key](#)

White/Hispanic Gap						
Category	Grade 4			Grade 8		
	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Florida's approved plan: SY 2010-2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Florida's approved plan: SY 2010-2011
White students proficiency	44.9%	48.3%	47%	40.1%	38.2%	42%
Hispanic students proficiency	31.5%	29.8%	34%	26.6%	26.7%	30%
White/Hispanic gap (percentage point difference)	13.4	18.5	13	13.5	11.5	12

[View Table Key](#)

Not National School Lunch Program Eligible/National School Lunch Program Eligible Gap						
Category	Grade 4			Grade 8		
	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Florida's approved plan: SY 2010-2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Florida's approved plan: SY 2010-2011
Not National School Lunch Program Eligible students proficiency	48.6%	53.2%	50%	42%	41.3%	43%
National School Lunch Program Eligible students proficiency	24.8%	24.2%	28%	20.5%	20.3%	24%
Not National School Lunch Program Eligible/ National School Lunch Program Eligible gap (percentage point difference)	23.8	29	22	21.5	21	19

[View Table Key](#)

Female/Male Gap						
Category	Grade 4			Grade 8		
	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Florida's approved plan: SY 2010-2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Florida's approved plan: SY 2010-2011
Female students proficiency	38.6%	38.9%	41%	37.1%	34.5%	39%
Male students proficiency	32.9%	31.7%	36%	26.5%	25.3%	30%
Female/Male gap (percentage point difference)	5.7	7.2	5	10.6	9.2	9

[View Table Key](#)

[Close Graphs by Gap Types](#)

[Back to the Top](#)

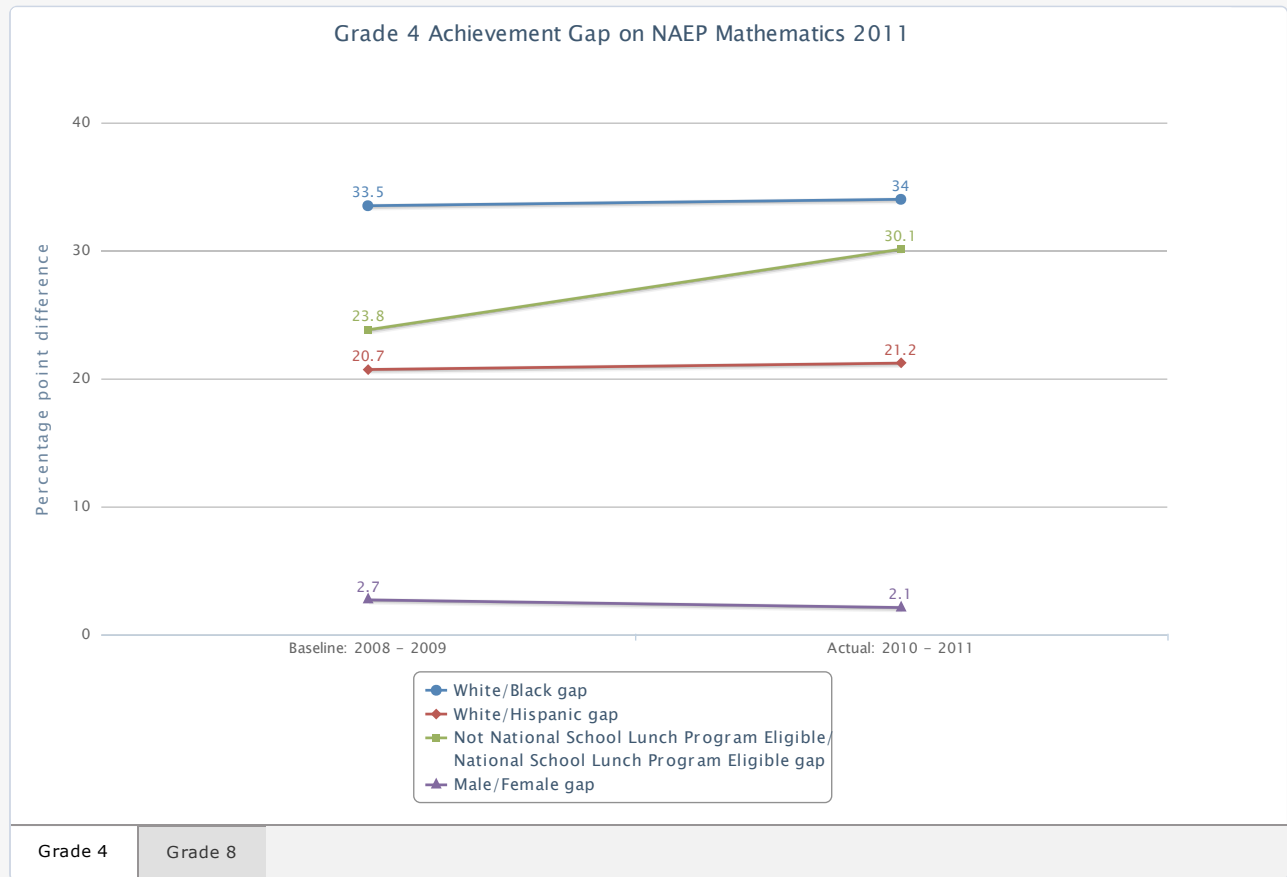
NOTE: NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011.

Florida's NAEP mathematics results as provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit <http://nces.ed.gov/nationsreportcard/>.

Numbers in the graph represent the gap in a school year between two subgroups on NAEP mathematics.

Achievement gaps were calculated by subtracting the percent of students scoring proficient or advanced in the lower-performing subgroup from the percent of students scoring proficient or advanced in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups.

If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.



[View Table \(Accessible\)](#)

NOTE: To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

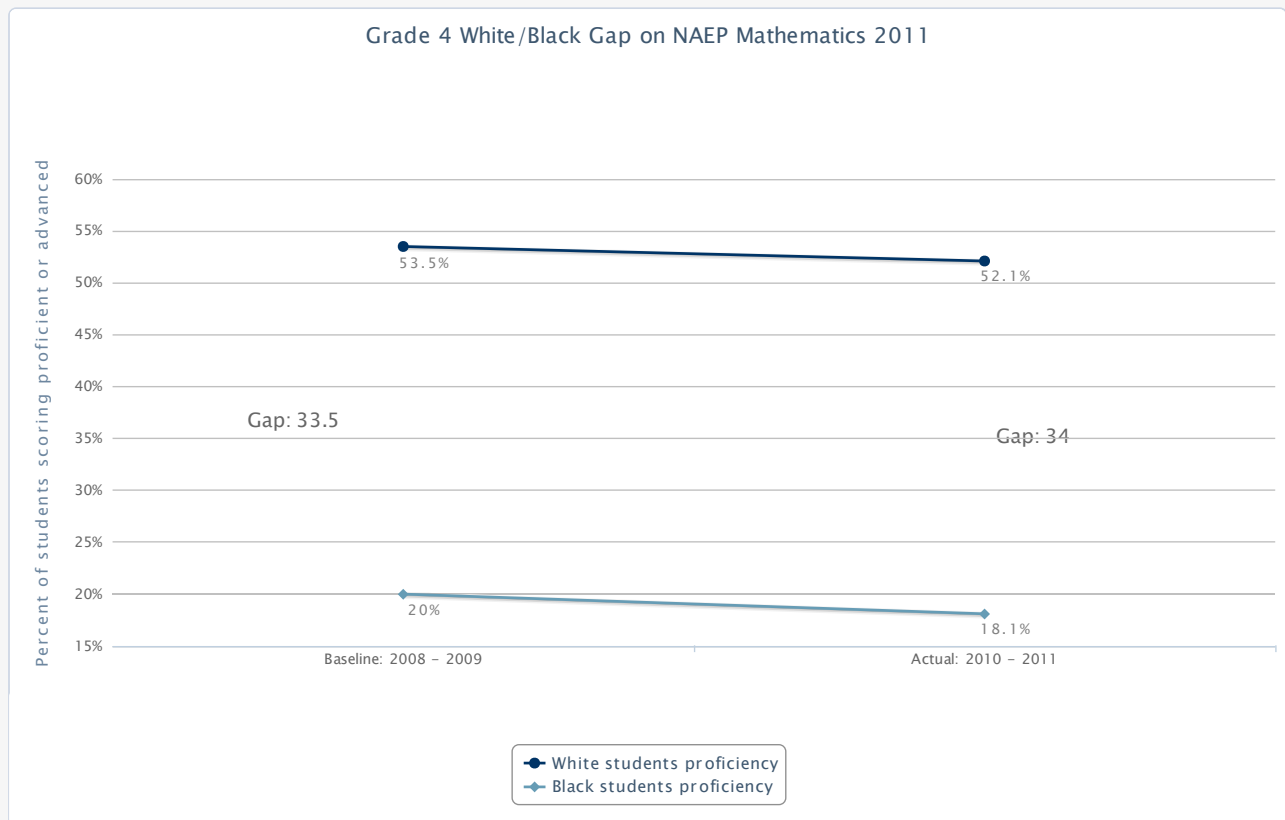
Grade 4 Achievement Gap			
Achievement gap as measured by percentage point difference on NAEP mathematics 2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Florida's approved plan: SY 2010-2011
White/Black gap	33.5	34	30
White/Hispanic gap	20.7	21.2	18
Not National School Lunch Program Eligible/National School Lunch Program Eligible gap	26.2	30.1	24
Male/Female gap	2.7	2.1	2

[View Table Key](#)

Grade 8 Achievement Gap			
Achievement gap as measured by percentage point difference on NAEP mathematics 2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Florida's approved plan: SY 2010-2011
White/Black gap	26.2	26.4	24
White/Hispanic gap	17.5	14.6	16
Not National School Lunch Program Eligible/National School Lunch Program Eligible gap	22	26.8	21
Male/Female gap	3.9	2	3

[View Table Key](#)

Achievement Gaps: NAEP Mathematics 2011



Gap 1	Gap 2	Gap 3	Gap 4	Gap 5	Gap 6	Gap 7	Gap 8
-------	-------	-------	-------	-------	-------	-------	-------

[View Table \(Accessible\)](#)

White/Black Gap						
Category	Grade 4			Grade 8		
	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Florida's approved plan: SY 2010-2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Florida's approved plan: SY 2010-2011
White students proficiency	53.5%	52.1%	55%	39.5%	36.9%	43%
Black students proficiency	20%	18.1%	25%	13.3%	10.5%	19%
White/Black gap (percentage point difference)	33.5	34	30	26.2	26.4	24

[View Table Key](#)

White/Hispanic Gap						
Category	Grade 4			Grade 8		
	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Florida's approved plan: SY 2010-2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Florida's approved plan: SY 2010-2011
White students proficiency	53.5%	52.1%	55%	39.5%	36.9%	43%
Hispanic students proficiency	20%	18.1%	25%	13.3%	10.5%	19%
White/Hispanic gap (percentage point difference)	33.5	34	30	26.2	26.4	24

[View Table Key](#)

Not National School Lunch Program Eligible/National School Lunch Program Eligible Gap						
Category	Grade 4			Grade 8		
	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Florida's approved plan: SY 2010-2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Florida's approved plan: SY 2010-2011
Not National School Lunch Program Eligible students proficiency	53.5%	52.1%	55%	39.5%	36.9%	43%
National School Lunch Program Eligible students proficiency	20%	18.1%	25%	13.3%	10.5%	19%
Not National School Lunch Program Eligible/National School Lunch Program Eligible gap (percentage point difference)	33.5	34	30	26.2	26.4	24

[View Table Key](#)

Male/Female Gap						
Category	Grade 4			Grade 8		
	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Florida's approved plan: SY 2010-2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Florida's approved plan: SY 2010-2011
Male students proficiency	39%	36.3%	43%	27%	26.7%	32%
Female students proficiency	41.7%	38.4%	45%	30.9%	28.7%	35%
Male/Female gap (percentage point difference)	2.7	2.1	2	3.9	2	3

[View Table Key](#)

[Close Graphs by Gap Types](#)

[Back to the Top](#)

Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.

N/A

indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

[Back to the Top](#)

Student Outcomes Data: Closing Achievement Gaps

Page 4.3 of 12

[Select a State »](#)

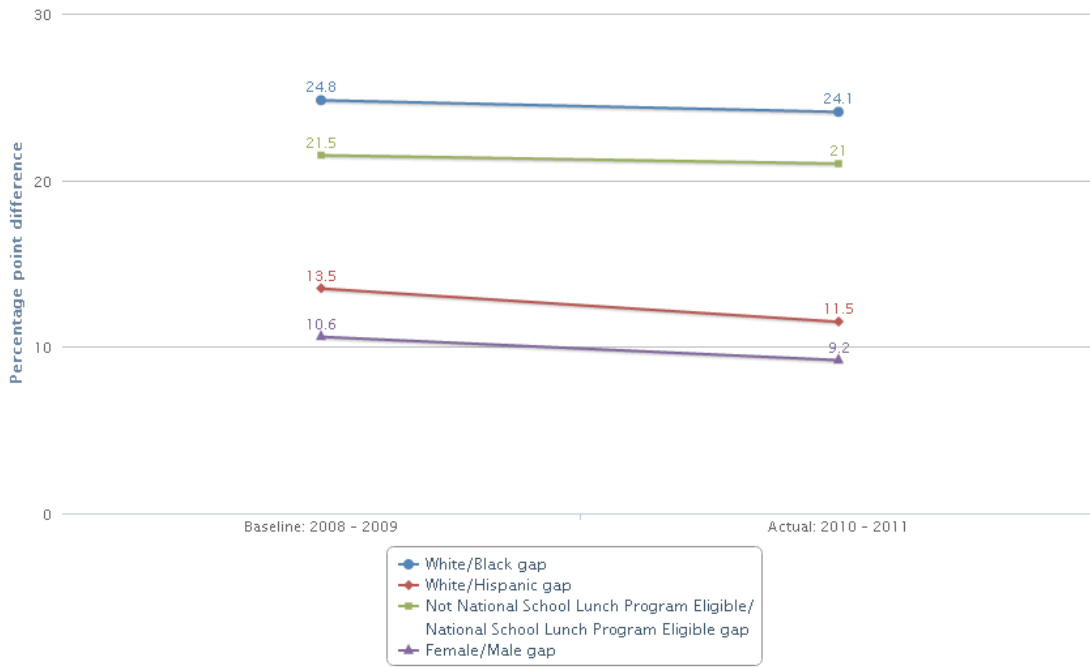
[Contact »](#)

[Terms of Use »](#)

[About the APR »](#)

[Recovery.gov »](#)

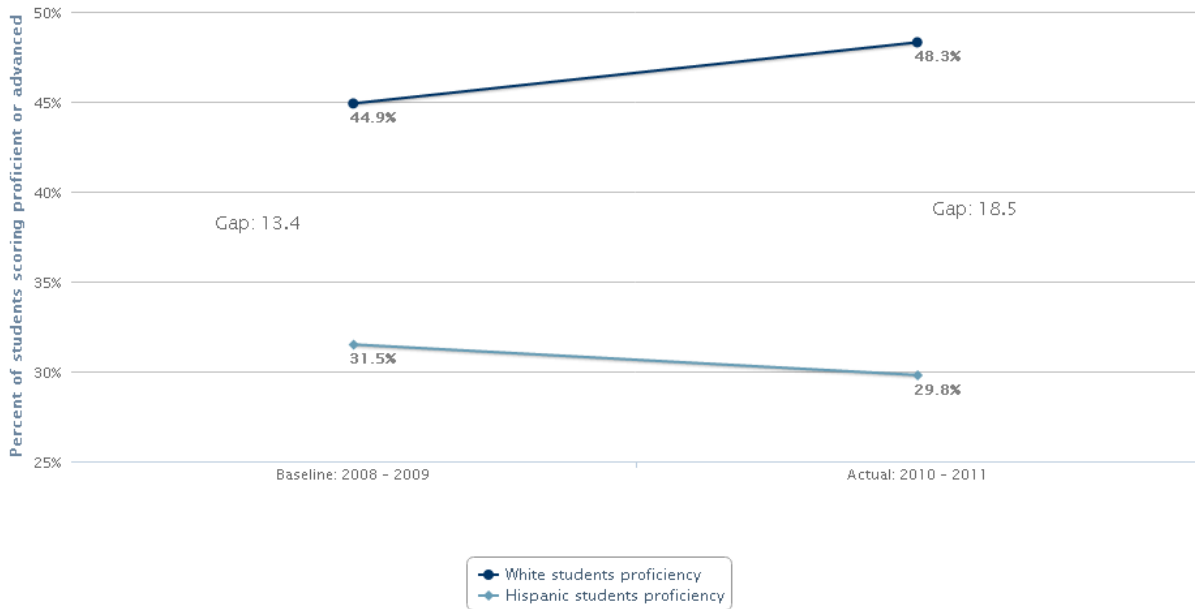
Grade 8 Achievement Gap on NAEP Reading 2011



Grade 4

Grade 8

Grade 4 White/Hispanic Gap on NAEP Reading 2011



Gap 1

Gap 2

Gap 3

Gap 4

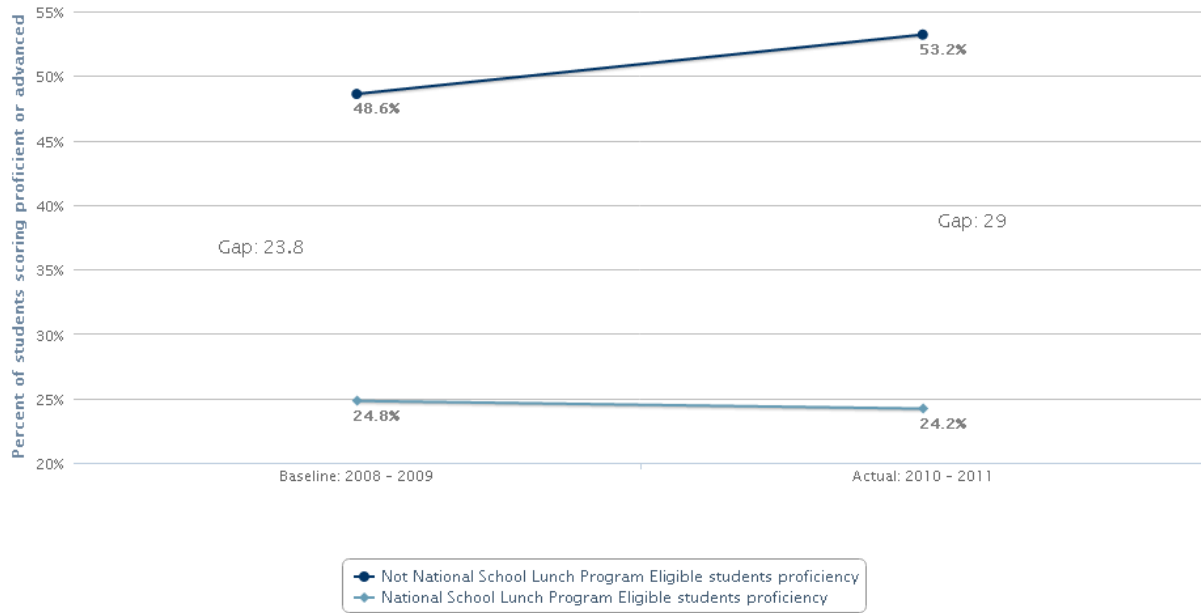
Gap 5

Gap 6

Gap 7

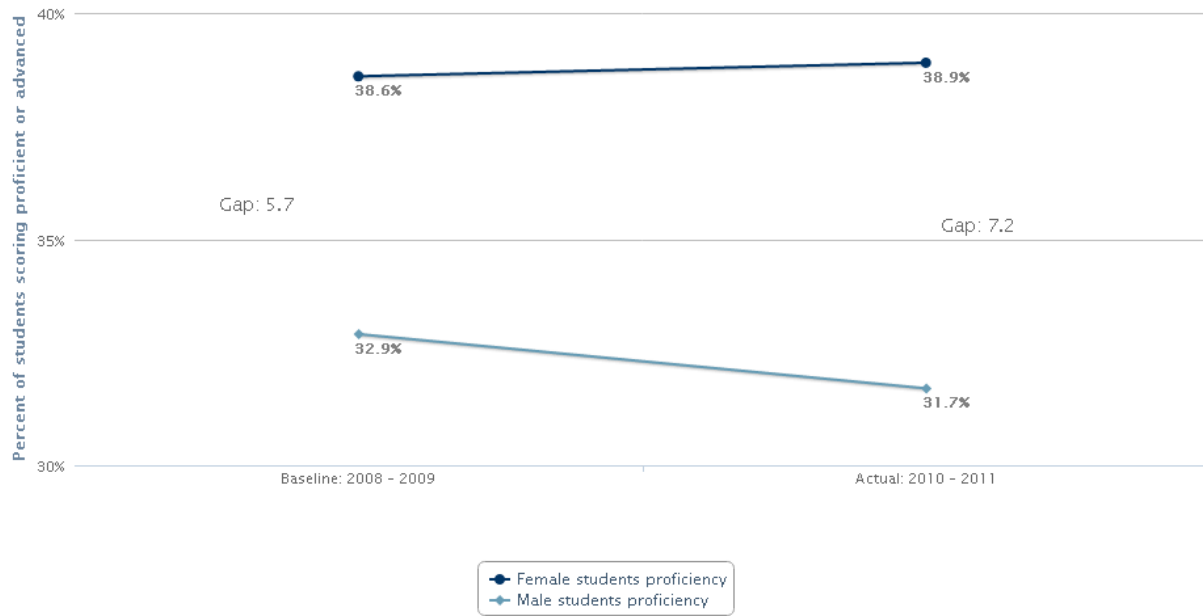
Gap 8

Grade 4 Not National School Lunch Program Eligible/National School Lunch Program Eligible Gap on NAEP Reading 201



Gap 1	Gap 2	Gap 3	Gap 4	Gap 5	Gap 6	Gap 7	Gap 8
-------	-------	-------	-------	-------	-------	-------	-------

Grade 4 Female/Male Gap on NAEP Reading 2011



Gap 1

Gap 2

Gap 3

Gap 4

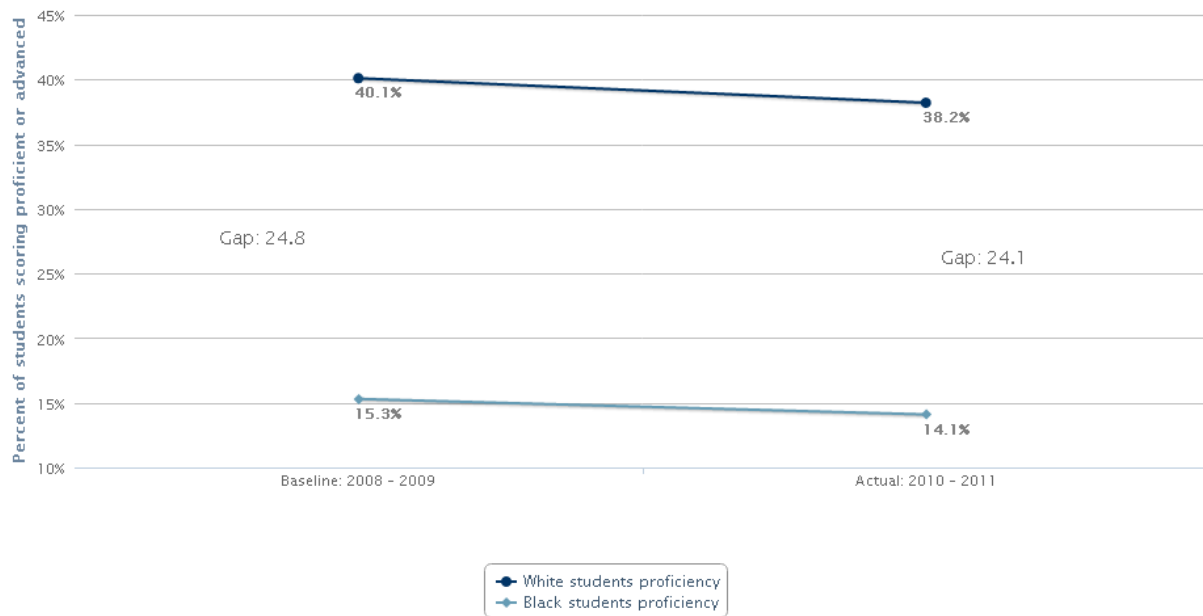
Gap 5

Gap 6

Gap 7

Gap 8

Grade 8 White/Black Gap on NAEP Reading 2011



Gap 1

Gap 2

Gap 3

Gap 4

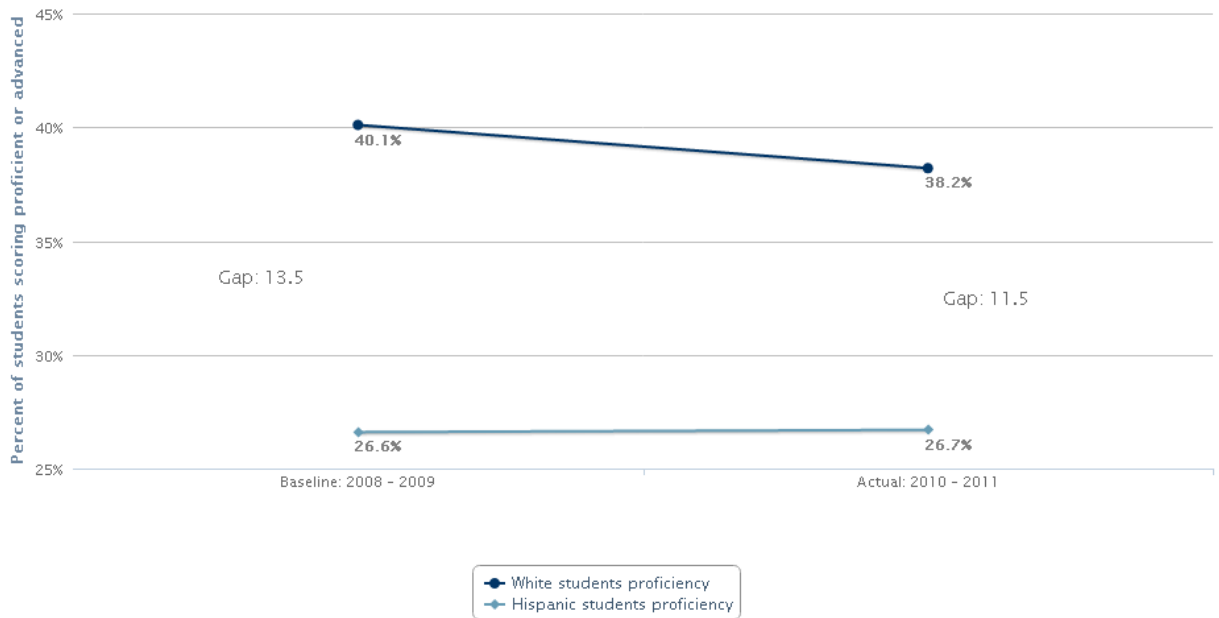
Gap 5

Gap 6

Gap 7

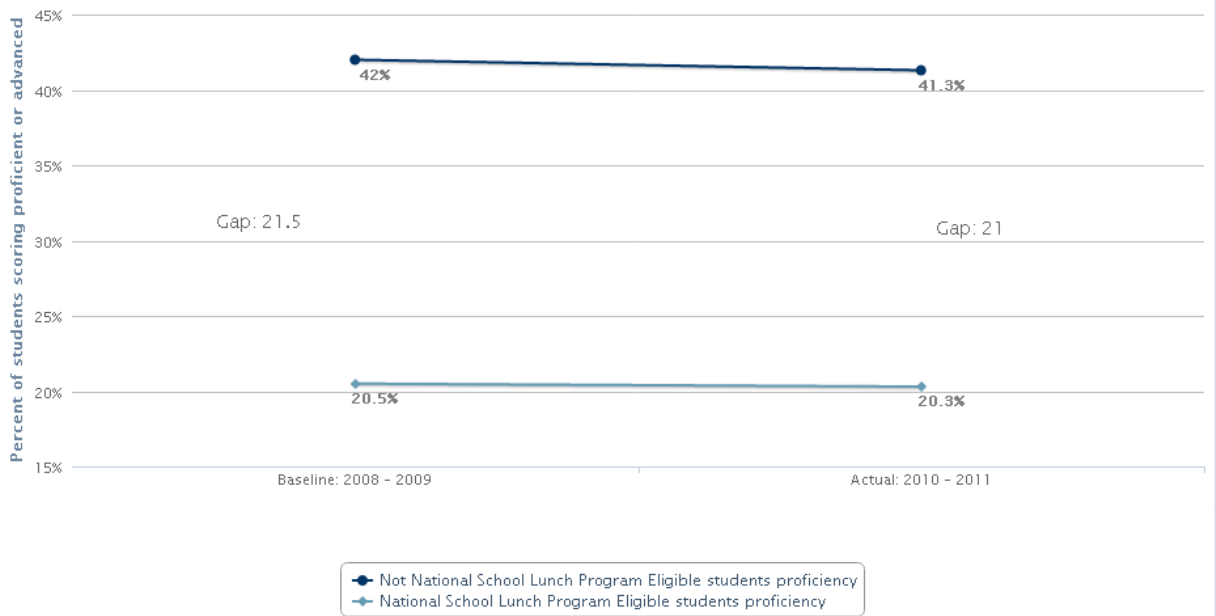
Gap 8

Grade 8 White/Hispanic Gap on NAEP Reading 2011



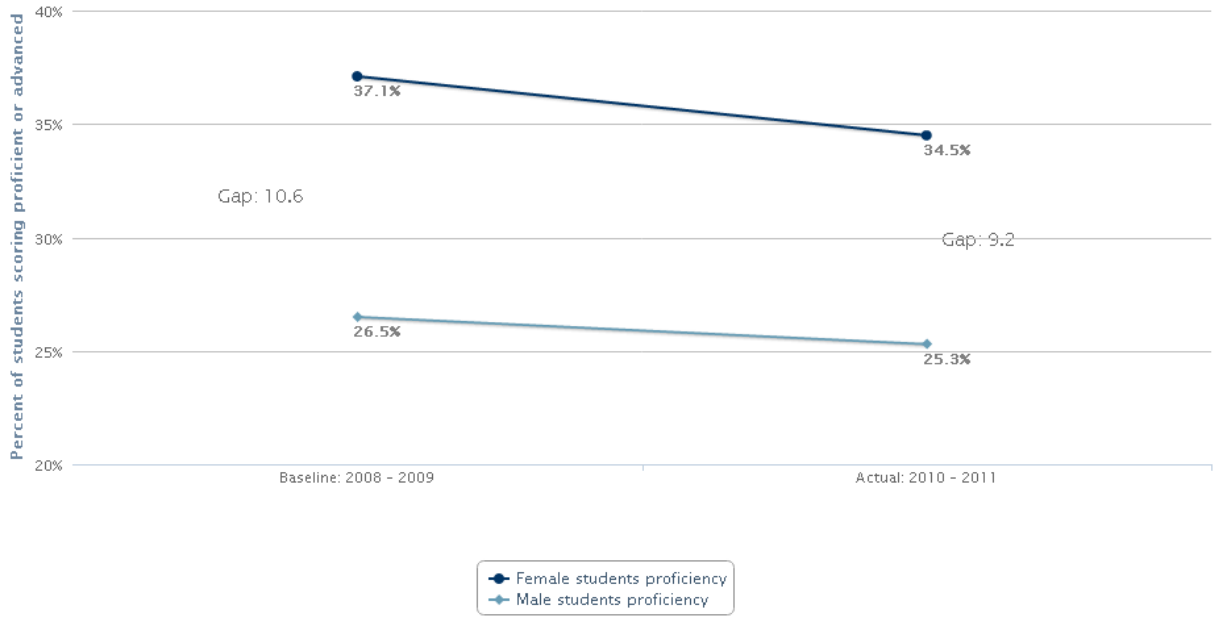
Gap 1	Gap 2	Gap 3	Gap 4	Gap 5	Gap 6	Gap 7	Gap 8
-------	-------	-------	-------	-------	-------	-------	-------

Grade 8 Not National School Lunch Program Eligible/National School Lunch Program Eligible Gap on NAEP Reading 2011



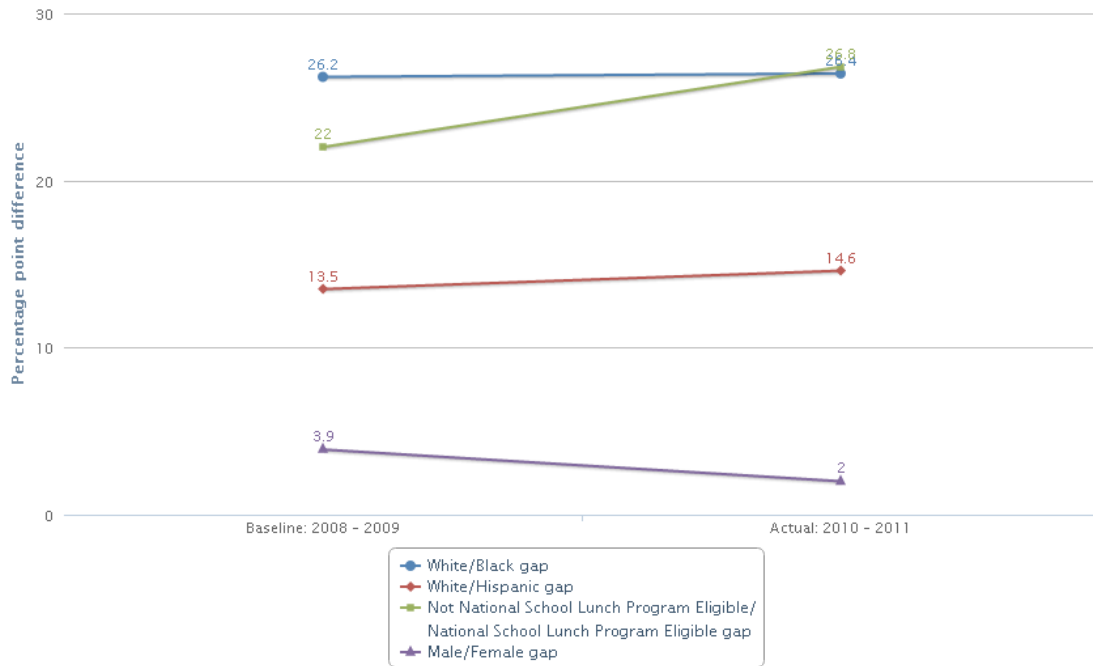
Gap 1	Gap 2	Gap 3	Gap 4	Gap 5	Gap 6	Gap 7	Gap 8
-------	-------	-------	-------	-------	-------	-------	-------

Grade 8 Female/Male Gap on NAEP Reading 2011



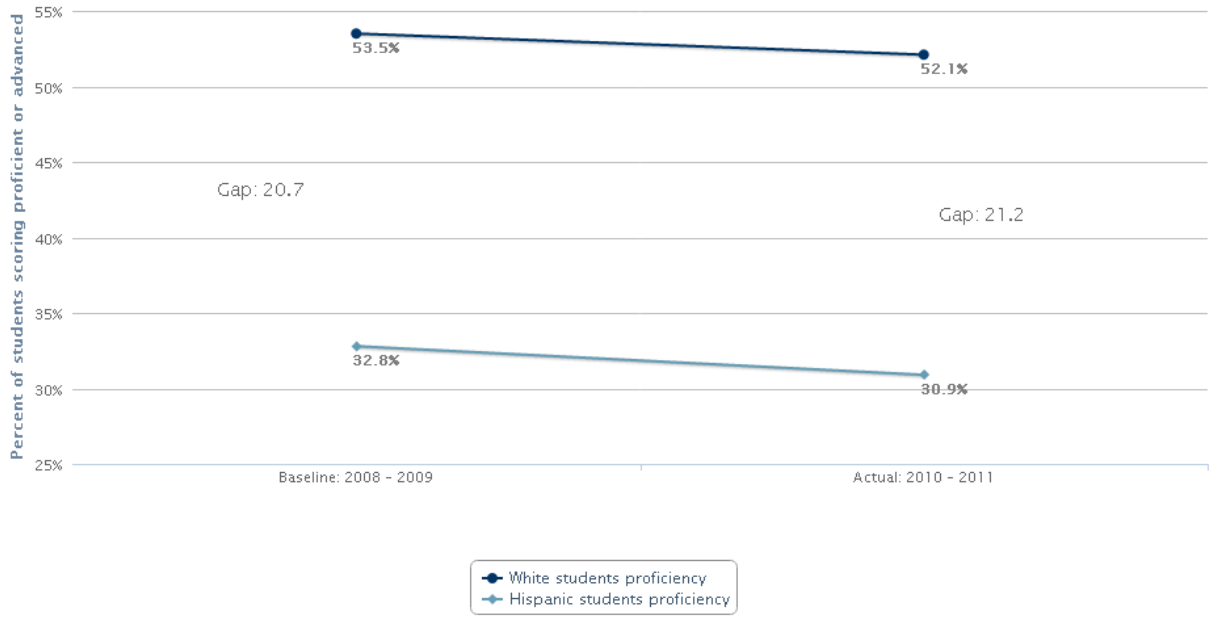
Gap 1	Gap 2	Gap 3	Gap 4	Gap 5	Gap 6	Gap 7	Gap 8
-------	-------	-------	-------	-------	-------	-------	-------

Grade 8 Achievement Gap on NAEP Mathematics 2011



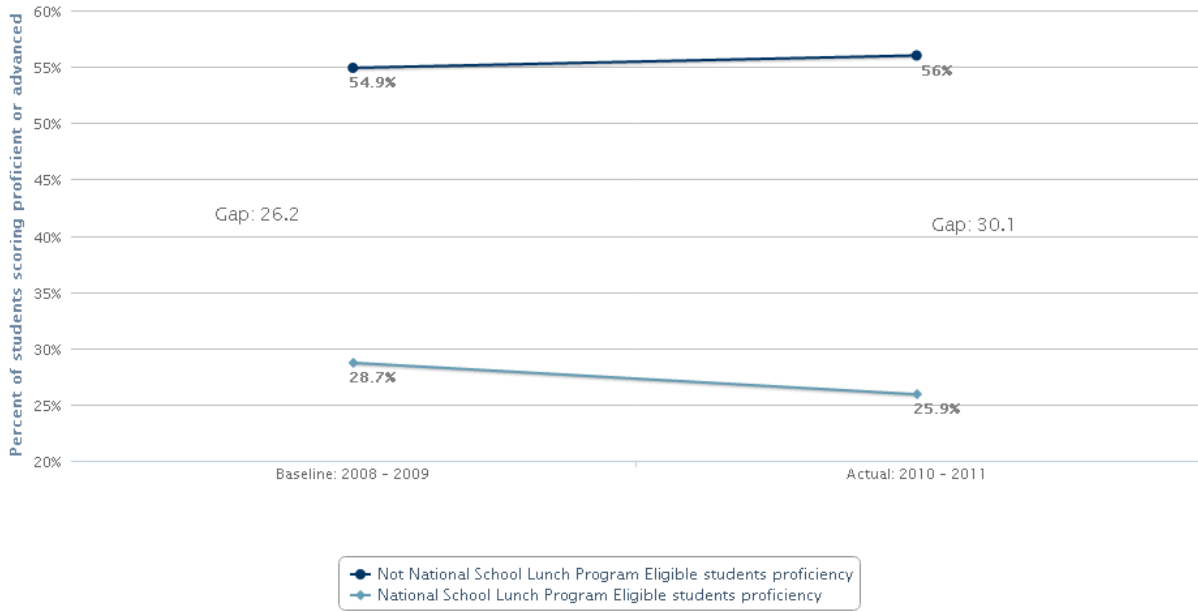
Grade 4	Grade 8
---------	---------

Grade 4 White/Hispanic Gap on NAEP Mathematics 2011



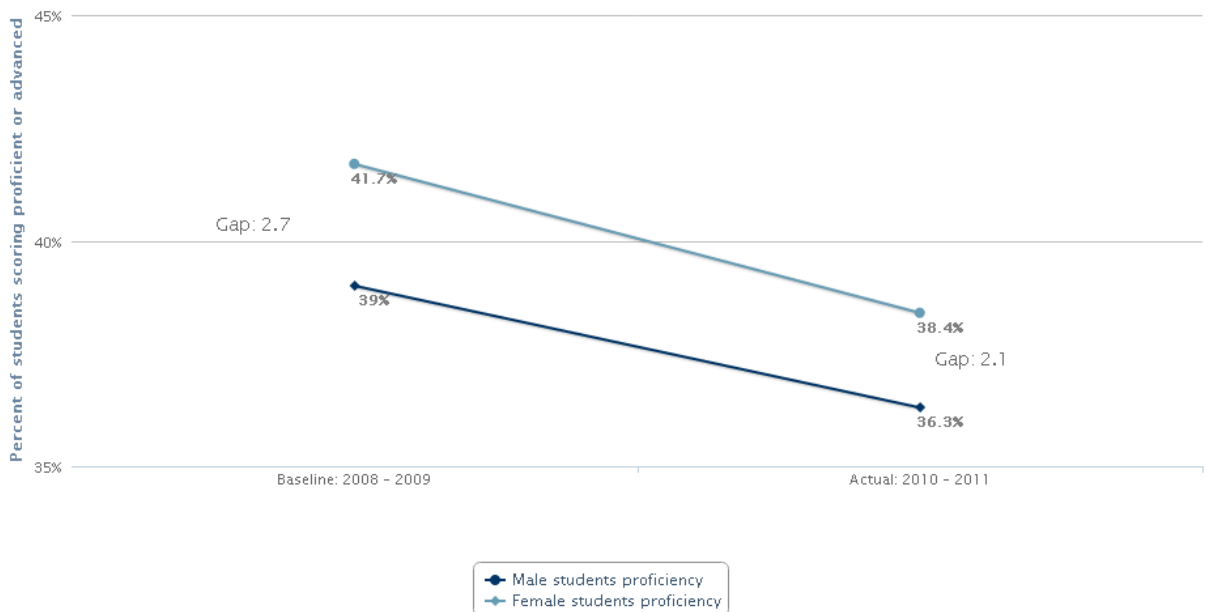
Gap 1	Gap 2	Gap 3	Gap 4	Gap 5	Gap 6	Gap 7	Gap 8
-------	-------	-------	-------	-------	-------	-------	-------

Grade 4 Not National School Lunch Program Eligible/National School Lunch Program Eligible Gap on NAEP Mathematics 2011



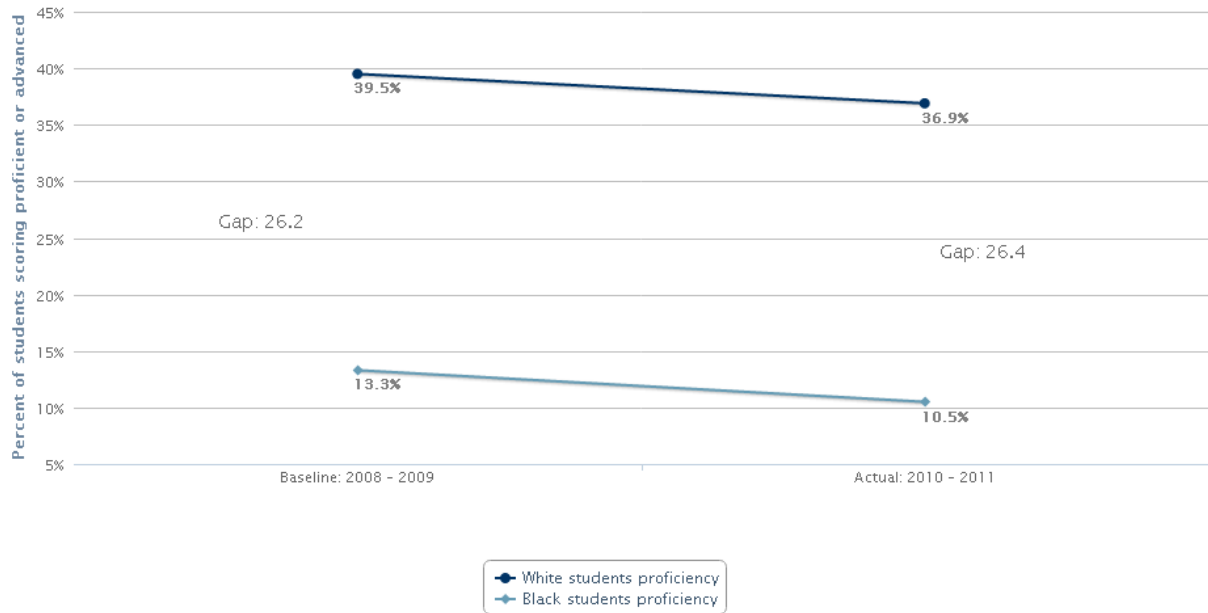
Gap 1	Gap 2	Gap 3	Gap 4	Gap 5	Gap 6	Gap 7	Gap 8
-------	-------	-------	-------	-------	-------	-------	-------

Grade 4 Male/Female Gap on NAEP Mathematics 2011



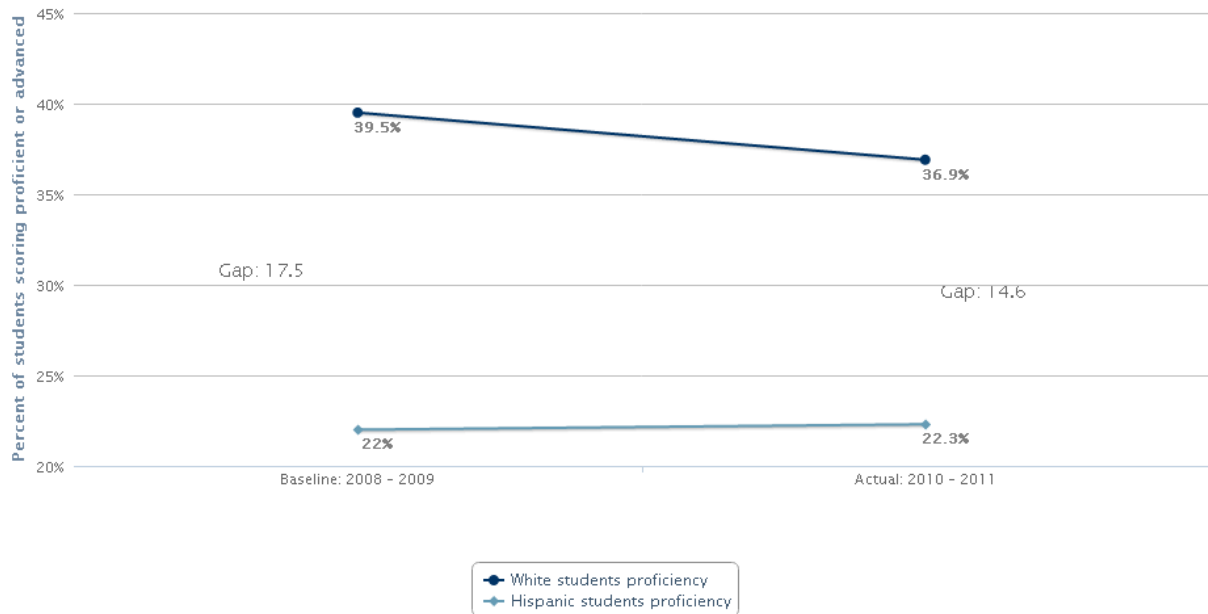
Gap 1	Gap 2	Gap 3	Gap 4	Gap 5	Gap 6	Gap 7	Gap 8
-------	-------	-------	-------	-------	-------	-------	-------

Grade 8 White/Black Gap on NAEP Mathematics 2011



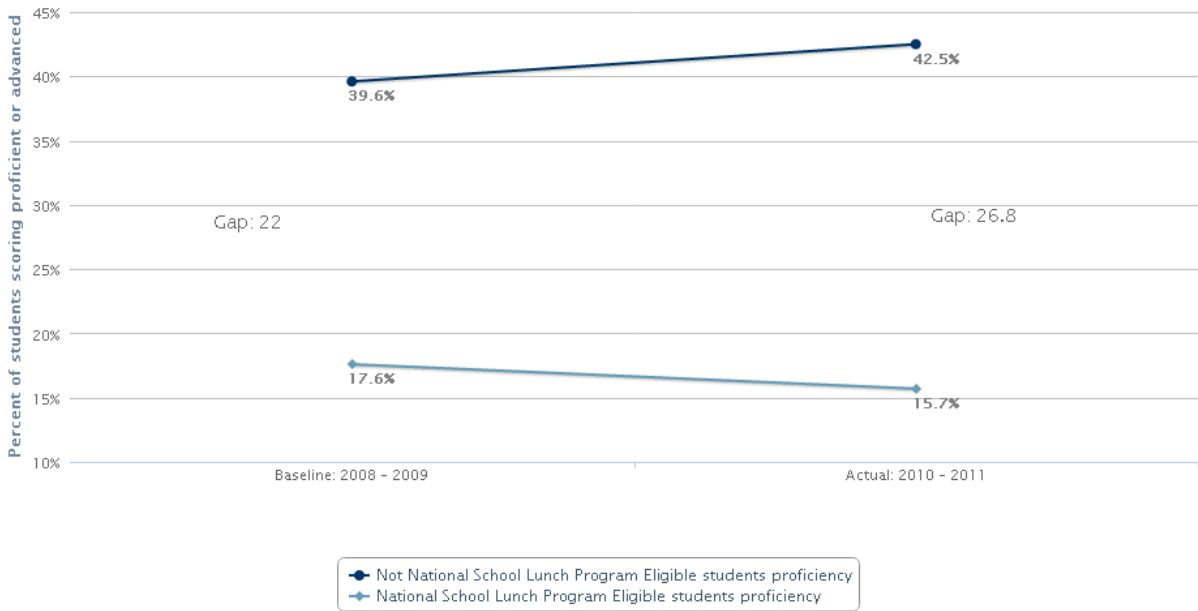
Gap 1	Gap 2	Gap 3	Gap 4	Gap 5	Gap 6	Gap 7	Gap 8
-------	-------	-------	-------	-------	-------	-------	-------

Grade 8 White/Hispanic Gap on NAEP Mathematics 2011



Gap 1	Gap 2	Gap 3	Gap 4	Gap 5	Gap 6	Gap 7	Gap 8
-------	-------	-------	-------	-------	-------	-------	-------

Grade 8 Not National School Lunch Program Eligible/National School Lunch Program Eligible Gap on NAEP Mathematics 2011



Gap 1

Gap 2

Gap 3

Gap 4

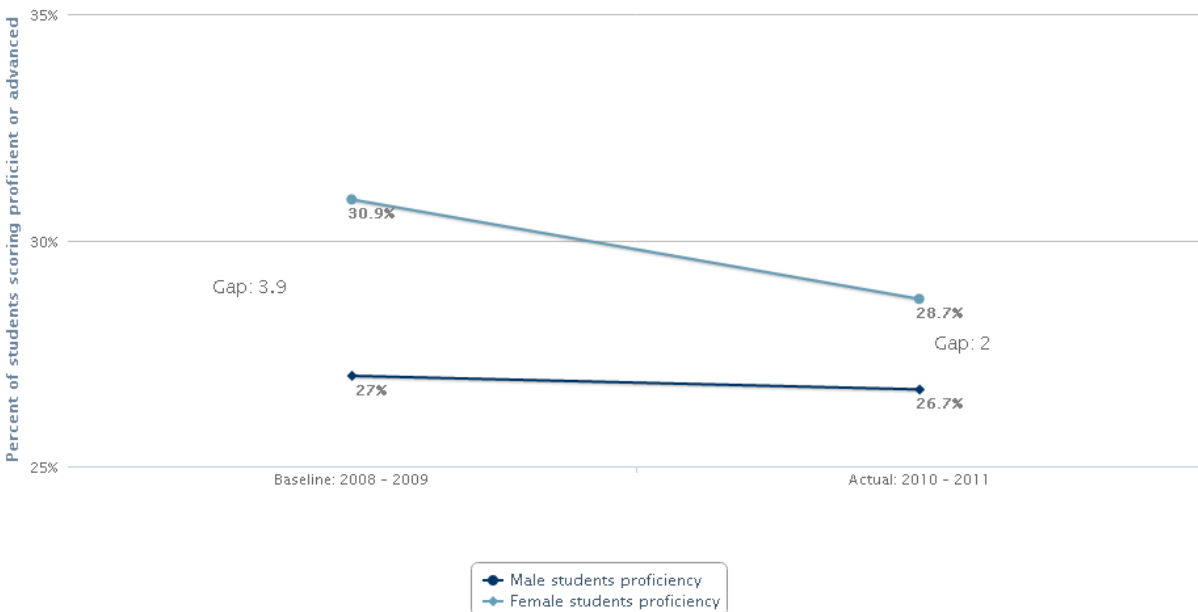
Gap 5

Gap 6

Gap 7

Gap 8

Grade 8 Male/Female Gap on NAEP Mathematics 2011



Gap 1

Gap 2

Gap 3

Gap 4

Gap 5

Gap 6

Gap 7

Gap 8



Florida

State-reported APR: Year One

Standard Version

Accessible Version

Student Outcomes Data: Graduation Rates and Postsecondary Data

Page 4.4 of 12

High school graduation rates

College enrollment rates

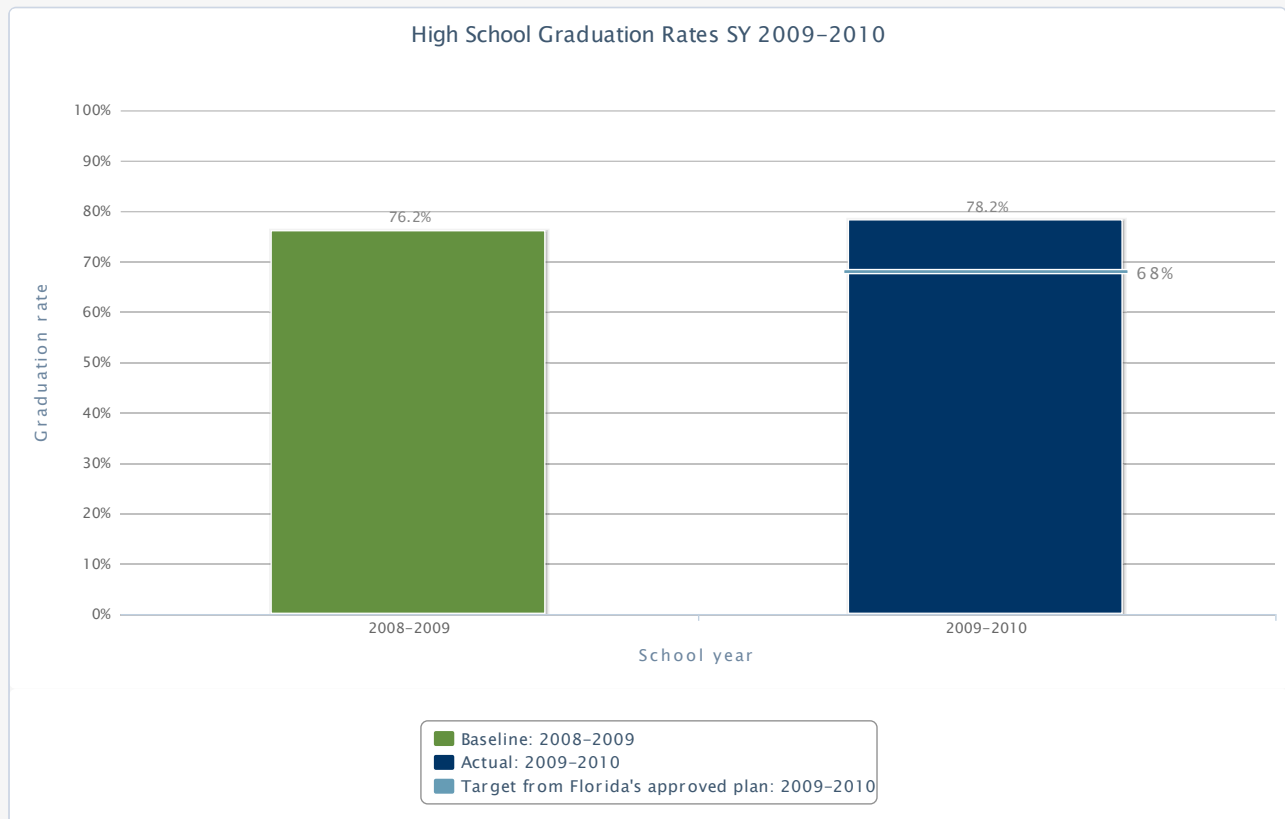
College course completion rates

Collapse All

High school graduation rates

State-reported information

Preliminary SY 2009-2010 data reported as of: [October 27, 2011](#)



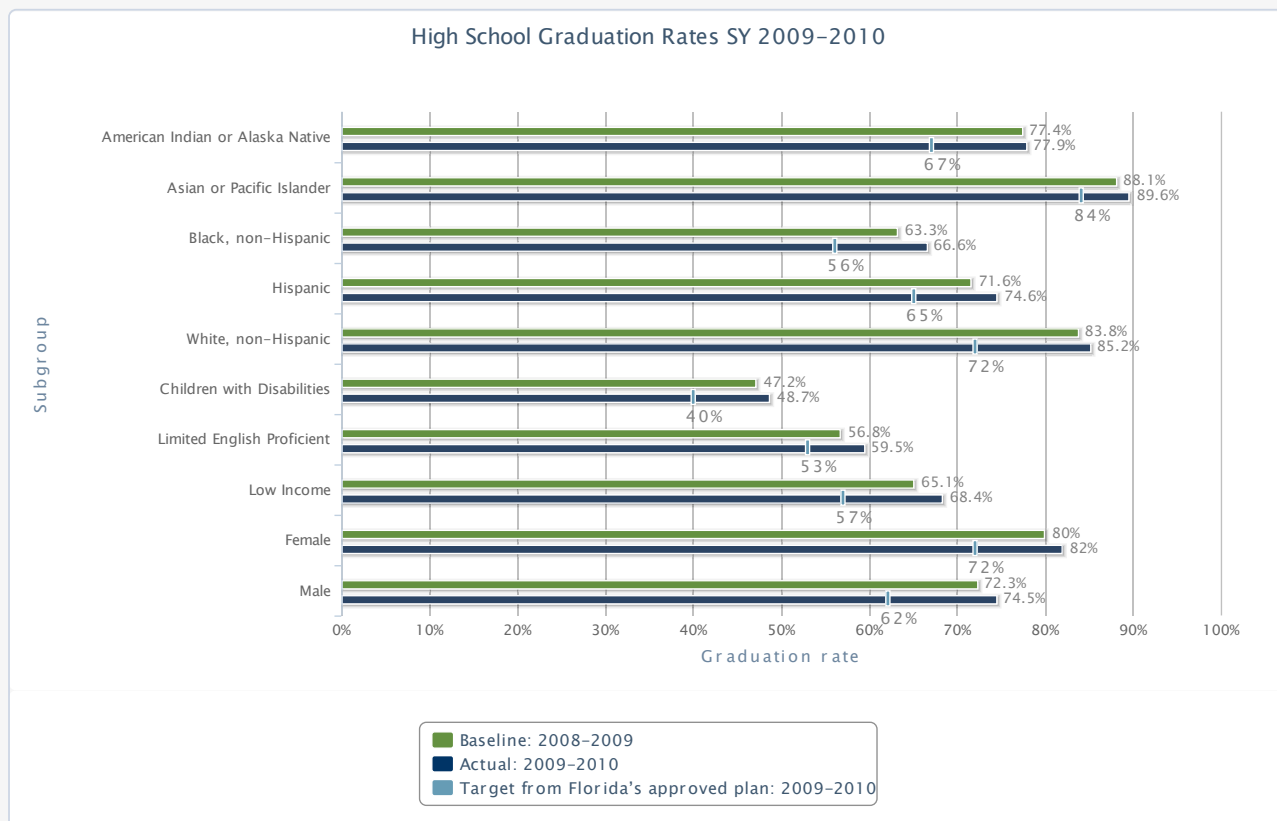
[View Table \(Accessible\)](#)

Preliminary high school graduation rates reported as of October 27, 2011	Baseline: SY 2008-2009	Actual: SY 2009-2010	Target from Florida's approved plan: SY 2009-2010
All Students	76.2%	78.2%	68%
View Table Key			

Additional information provided by the State:

The 08-09 and 09-10 graduation rate data above is correct according to the NCLB rate as approved in Florida's Accountability Workbook and reported through ED Facts. However, for Race to the Top our graduation rate goals were set according to the new federal uniform rate. See attached for Florida's 08-09 and 09-10 federal graduation rate data statewide, by district, and subgroup.

[Close](#)



[View Table \(Accessible\)](#)

Preliminary High School Graduation Rates			
Subgroup	Baseline: SY 2008-2009	Actual: SY 2009-2010	Target from Florida's approved plan: SY 2009-2010
American Indian or Alaska Native	77.4%	77.9%	67%
Asian or Pacific Islander	88.1%	89.6%	84%
Black, non-Hispanic	63.3%	66.6%	56%
Hispanic	71.6%	74.6%	65%
White, non-Hispanic	83.8%	85.2%	72%
Children with Disabilities	47.2%	48.7%	40%
Limited English Proficient	56.8%	59.5%	53%

Low Income	65.1%	68.4%	57%
Female	80%	82%	72%
Male	72.3%	74.5%	62%
View Table Key			

[Close Subgroup Graph](#)

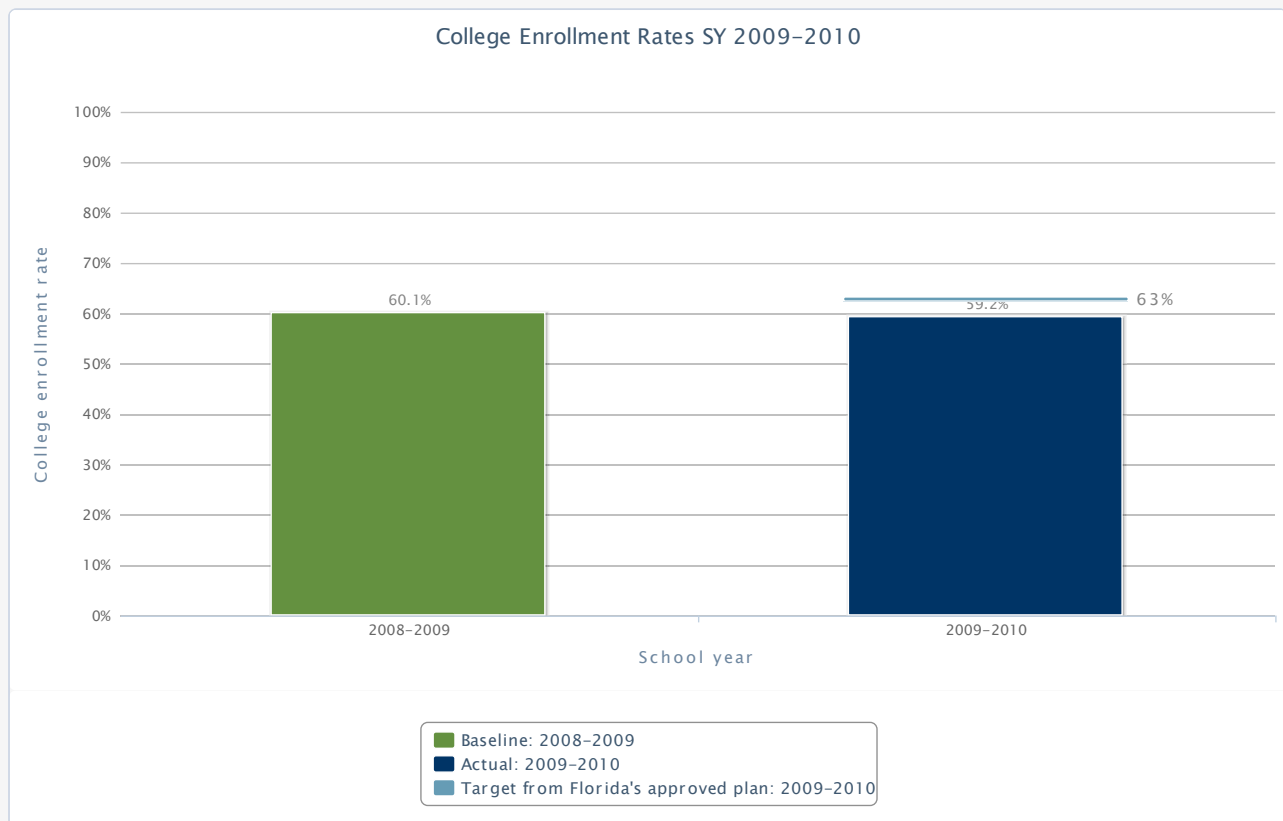
[Back to the Top](#)

College enrollment rates

State-reported information

Preliminary SY 2009-2010 data reported as of: [October 27, 2011](#)

NOTE: The Department provided guidance to States regarding the reporting period for college enrollment. For example, for SY 2009-2010, a State would report on the students who graduated from high school in SY 2007-2008 and enrolled in an institution of higher education (IHE) within 16 months of graduation.



[View Table \(Accessible\)](#)

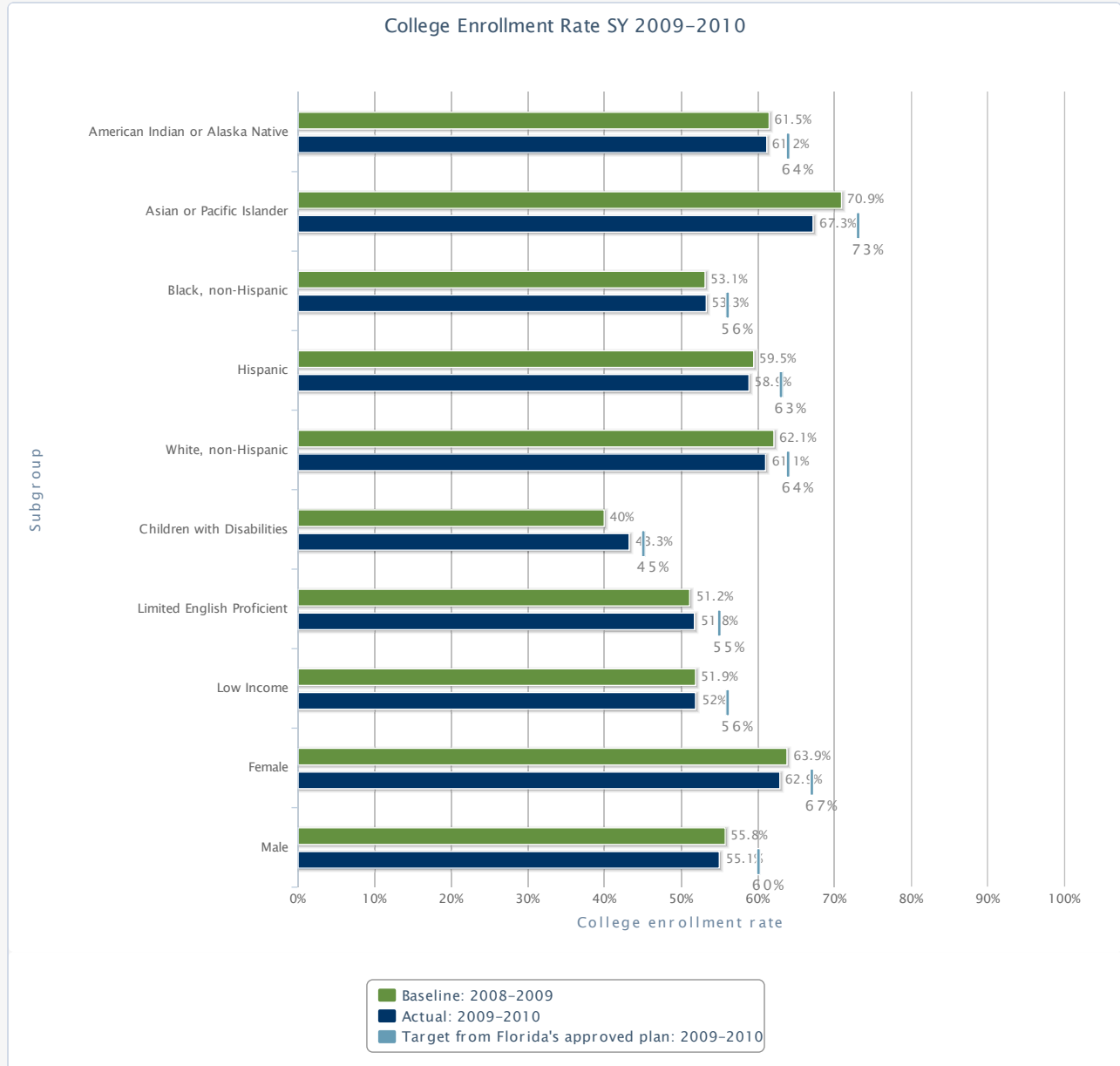
Preliminary college enrollment rates reported as of October 27, 2011	Baseline: SY 2008-2009	Actual: SY 2009-2010	Target from Florida's approved plan: SY 2009-2010
All Students	60.1%	59.2%	63%
View Table Key			

Additional information provided by the State:

College enrollment data for SY 2008-09 and SY 2009-10 is reported for the high school graduating classes of 2006-07 and

2007-08, respectively. The percentages represent students enrolling in an institution of higher education within 16 months of high school graduation. For high school graduates in 2006-07, enrollment would have occurred in Summer '07, Fall '07, Spring '08, or Summer '08. For high school graduates in 2007-08, enrollment would have occurred in Summer '08, Fall '08, Spring '09, or Summer '09

Close



[View Table \(Accessible\)](#)

Preliminary College Enrollment Rates			
Subgroup	Baseline: SY 2008-2009	Actual: SY 2009-2010	Target from Florida's approved plan: SY 2009-2010
American Indian or Alaska Native	61.5%	61.2%	64%
Asian or Pacific Islander	70.9%	67.3%	73%
Black, non-Hispanic	53.1%	53.3%	56%
Hispanic	59.5%	58.9%	63%

White, non-Hispanic	62.1%	61.1%	64%
Children with Disabilities	40%	43.3%	45%
Limited English Proficient	51.2%	51.8%	55%
Low Income	51.9%	52%	56%
Female	63.9%	62.9%	67%
Male	55.8%	55.1%	60%
View Table Key			

[Close Subgroup Graph](#)

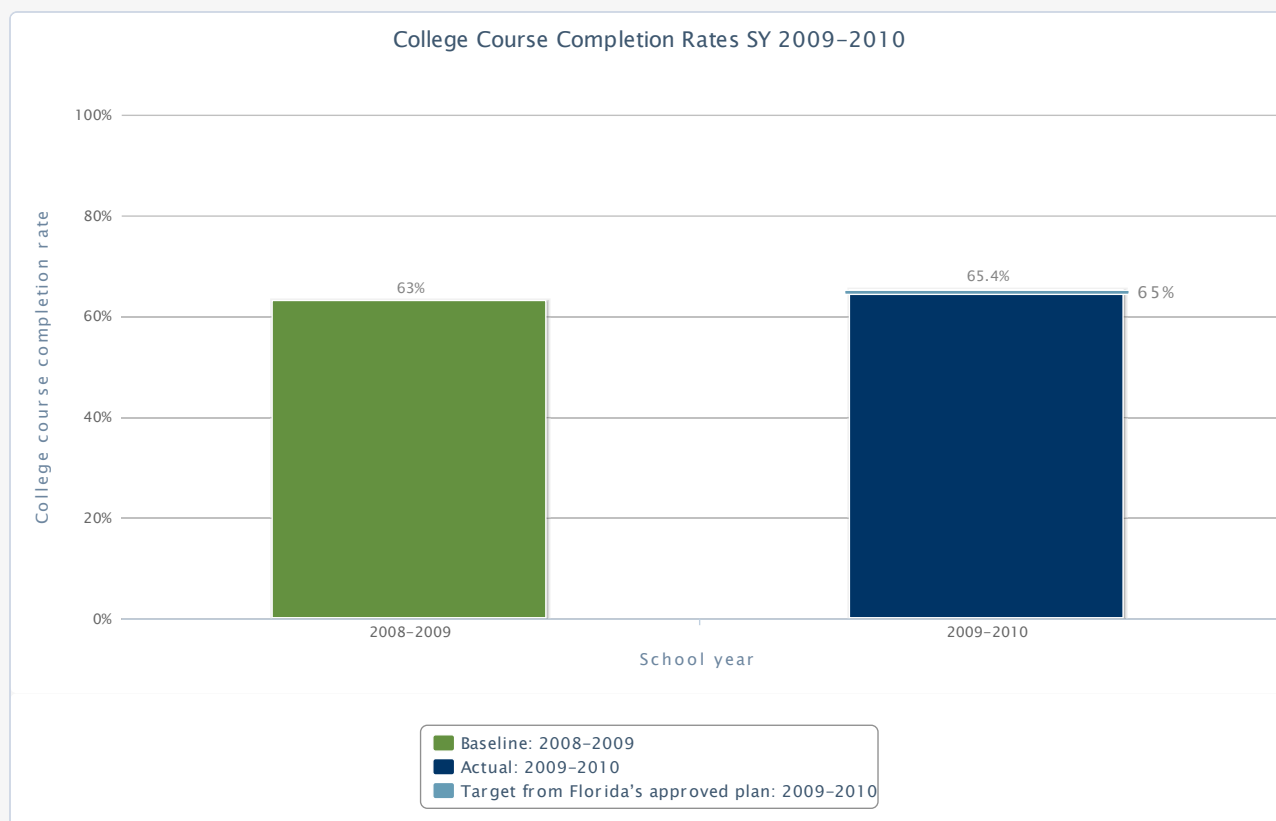
[Back to the Top](#)

College course completion rates

State-reported information

Preliminary SY 2009-2010 data reported as of: [October 27, 2011](#)

NOTE: The Department provided guidance to States regarding the reporting period for college course completion. For example, for SY 2009-2010, a State would report on the students who graduated from high school in SY 2005-2006, enroll in an institution of higher education (IHE) within 16 months of graduation, and complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.

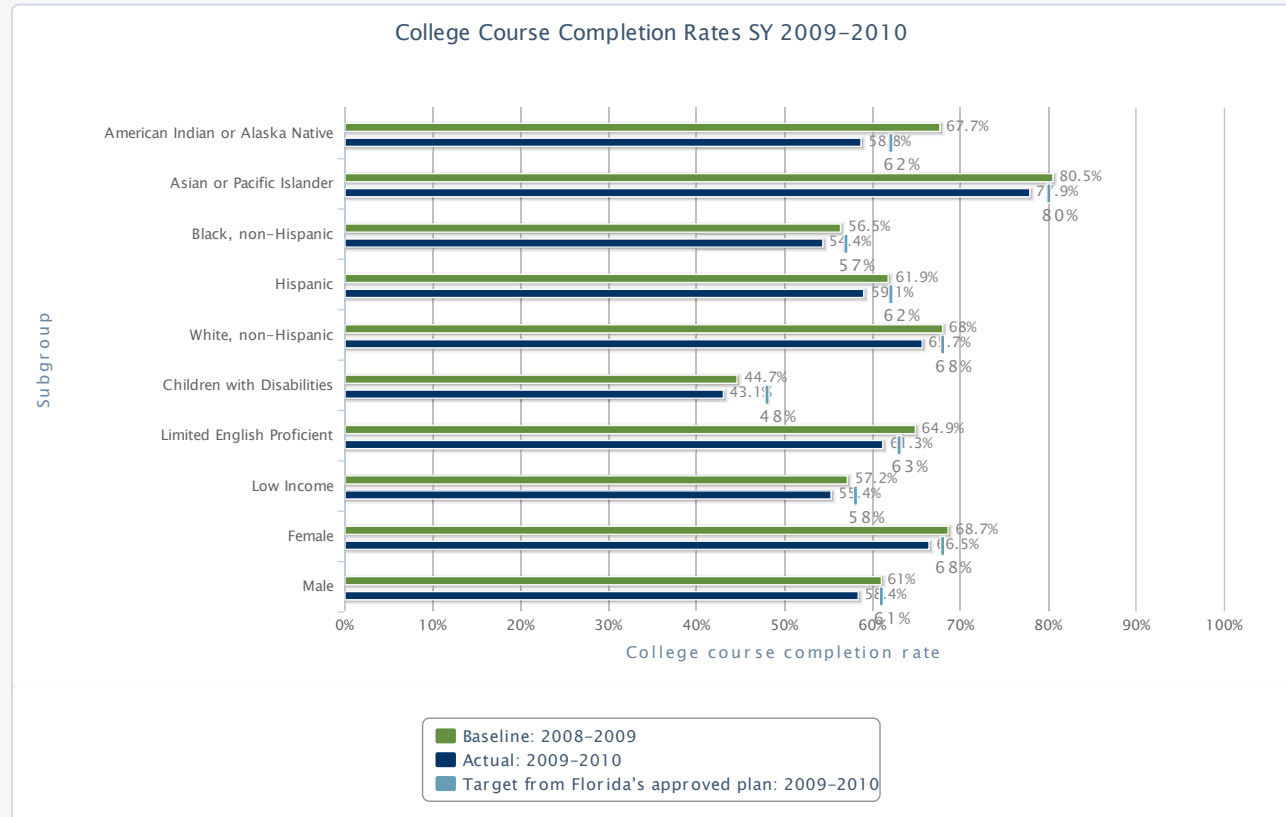


[View Table \(Accessible\)](#)

Preliminary college course completion rates reported as of October 27, 2011	Baseline: SY 2008-2009	Actual: SY 2009-2010	Target from Florida's approved plan: SY 2009-2010
All Students	63%	65.4%	65%

Additional information provided by the State:

College course completion data for SY 2008-09 and SY 2009-10 is reported for the high school graduating classes of 2004-05 and 2005-06, respectively. The percentages represent students enrolling in an institution of higher education within 16 months of high school graduation and subsequently earning at least one year's worth of college credit within two years of enrollment.



View Table (Accessible)

Preliminary College Course Completion Rates			
Subgroup	Baseline: SY 2008-2009	Actual: SY 2009-2010	Target from Florida's approved plan: SY 2009-2010
American Indian or Alaska Native	58.8%	67.7%	62%
Asian or Pacific Islander	77.9%	80.5%	80%
Black, non-Hispanic	54.4%	56.5%	57%
Hispanic	59.1%	61.9%	62%
White, non-Hispanic	65.7%	68%	68%
Children with Disabilities	43.1%	44.7%	48%
Limited English Proficient	61.3%	64.9%	63%
Low Income	55.4%	57.2%	58%
Female	66.5%	68.7%	68%
Male	58.4%	61%	61%

View Table Key

[Close Subgroup Graph](#)

[Back to the Top](#)

Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

[Back to the Top](#)

[Select a State »](#)

[About the APR »](#)

[Contact »](#)

[Recovery.gov »](#)

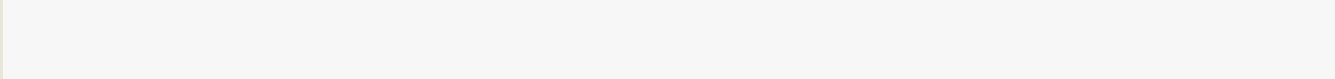
[Terms of Use »](#)



Florida

Standard Version

Accessible Version



College and Career-Ready Standards and Assessments

Supporting the transition to college and career-ready standards and high-quality assessments

Standards and assessments: Optional measures

Collapse All

Supporting the transition to college and career-ready standards and high-quality assessments

State-reported information

NOTE: The Department does not expect States to begin implementing such assessments until school year 2014-2015.

Question: Has the State implemented any common, high-quality assessments aligned to college and career-ready standards in SY 2010-2011? If so, please indicate what assessment and for which grades.

State-reported response:

Additional information provided by the State:

The Florida Department of Education is serving as the fiscal agent and as a governing state for the Partnership for Assessment of Readiness for College and Careers (PARCC). As such, Florida will have high-quality assessments for Mathematics and English / Language Arts (ELA) for grades 3 to 8 (and high school Mathematics and ELA courses) based on the Common Core State Standards in SY 2014-15.

Florida is currently providing statewide, high-quality testing based on Florida's Next Generation Sunshine State Standards for grades 3 - 10 in Reading, grades 3 - 8 in Mathematics, Writing assessments in grades 4, 8, and 10, and Science in grades 5, 8, and 11. Over the next three years, the state is also transitioning to administering end-of-course assessments for high school courses including Algebra 1, Geometry, Biology 1, and US History, as well as middle school Civics.

The following websites provide additional information:

- <http://www.parcconline.com/>
- <http://www.fldoe.org/parcc/>
- <http://fcats.fldoe.org/fcats2/>

Close

[Back to the Top](#)

Standards and assessments: Optional measures

State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Florida's approved plan: SY 2010-2011
N/A	N/A	N/A	N/A	N/A
View Table Key				

Additional information provided by the State:

N/A

[Back to the Top](#)

Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

[Back to the Top](#)



Florida

Standard Version

Accessible Version

Data Systems to Support Instruction

Fully implementing a statewide longitudinal data system

Data systems to support instruction: Optional measures

Collapse All

Fully implementing a statewide longitudinal data system

State-reported information

America COMPETES elements	State included this element as of June 30, 2011	Optional explanatory comment provided by the State
(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system	Yes	
(2) Student-level enrollment, demographic, and program participation information	Yes	
(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs	Yes	
(4) The capacity to communicate with higher education data systems	Yes	
(5) A State data audit system assessing data quality, validity, and reliability	Yes	
(6) Yearly test records of individual students with respect to assessments	Yes	
(7) Information on students not tested by grade and subject	Yes	
(8) A teacher identifier system with the ability to match teachers to students	Yes	
(9) Student-level transcript information, including information on courses completed and grades earned	Yes	
(10) Student-level college readiness test scores	Yes	
(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework	Yes	
(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education	Yes	
View Table Key		

[Back to the Top](#)

Data systems to support instruction: Optional measures

State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Florida's approved plan: SY 2010-2011
Hire and train Data Coaches	(C)(3)	0	2	8
Number of data downloads available for secure, direct feed to LEA Local Systems- Updates during Years 2-4	(C)(2)	N/A	0	6
Number of actionable information available via portal	(C)(2)	N/A	0	6
Number of applications available via portal with single sign-on access	(C)(2)	N/A	N/A	N/A
Percentage of participating LEAs with user account information integrated to enable sign-on access to secure, confidential data and applications	(C)(2)	N/A	N/A	N/A
Number of logins by authorized users via centralized portal with single sign-on	(C)(2)	N/A	N/A	N/A
Number of schools receiving professional development per the plan	(C)(3)	0	0	0
Hire and train Data Captain	(C)(3)	0	1	1
Number of centralized portal visits	(C)(2)	N/A	N/A	N/A
Number of multi-media professional development materials created and made available on the portal	(C)(3)	0	0	0

[View Table Key](#)

Additional information provided by the State:

Florida is coordinating the implementation of the FY09 Statewide Longitudinal Data System grant, FY09 ARRA Statewide Longitudinal Data System grant, and Data Systems Assurance Area of Race to the Top to ensure successful outcomes for all three grants. The FY09 ARRA Statewide Longitudinal Data System grant is modernizing our data systems out of which the actionable information will be produced. Therefore, this initiative has been delayed resulting in our not meeting the performance measure targets originally projected in the application. This delay will not impede the amount of actionable information available by the end of Race to the Top. An amendment is currently in process for these performance measures.

As of September 16, 2011, there is one data coach vacancy. A candidate has been recommended and paperwork is

[Close](#)

[Back to the Top](#)

Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

[Back to the Top](#)



Florida

Standard Version

Accessible Version



Great Teachers and Leaders

- Providing high-quality pathways for aspiring teachers and principals
- Improving teacher and principal effectiveness based on performance
- Ensuring equitable distribution of effective teachers and principals
- Improving the effectiveness of teacher and principal preparation programs
- Great teachers and leaders: Optional measures

Collapse All

Providing high-quality pathways for aspiring teachers and principals

State-reported information

Question: In narrative form, describe any changes to legal, statutory, or regulatory provisions made since the submission of the Race to the Top application that allow alternative routes to certification for teachers and principals.

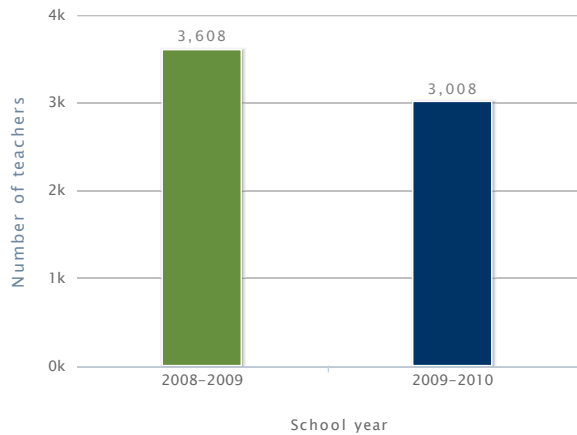
State-reported response: N/A Florida already met the requirements for alternative certification programs for teachers and principals at the time of submission of the RTTT application.

Question: Report the number of programs that currently provide alternative routes to certification.

Category	Prior year: SY 2009-2010	Most recent year: SY 2010-2011
Number of alternative certification programs for teachers	105	105
Number of alternative certification programs for principals	1	1
View Table Key		

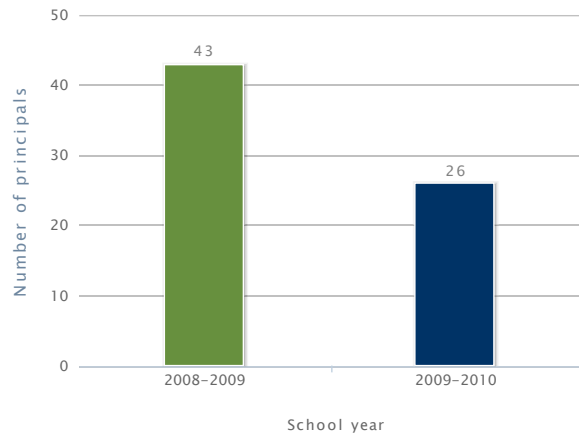
Question: Report the number of teachers and principals who completed an alternative routes to certification in the State.

Teachers Completing Alternative Certification



[View Table \(Accessible\)](#)

Principals Completing Alternative Certification



[View Table \(Accessible\)](#)

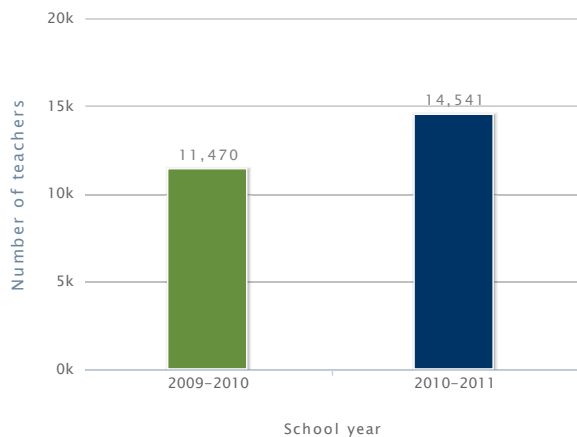
Category	Prior year: SY 2008-2009	Most recent year: SY 2009-2010
Number of teachers who have completed alternative certifications	3,608	3,008
Number of principals who have completed alternative certifications	43	26
View Table Key		

Additional information provided by the State:

There are 105 alternative certification programs for teachers. There is one operational alternative certification program that certifies principals. The state approves teacher and principal alternative certification programs separately.

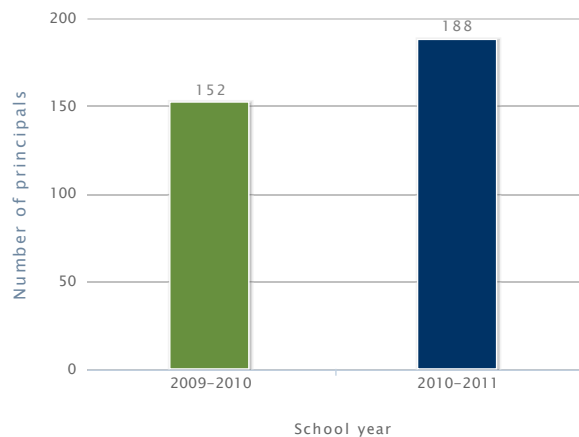
Question: Report on the number of teachers and principals who were newly certified statewide.

Teachers Newly Certified Statewide



[View Table \(Accessible\)](#)

Principals Newly Certified Statewide



[View Table \(Accessible\)](#)

Category	Prior year: SY 2009-2010	Most recent year: SY 2010-2011
Number of teachers newly certified statewide	11,470	14,541
Number of principals newly certified statewide	152	188

Teachers	11,470	14,541
Principals	152	188
View Table Key		

Additional information provided by the State:

A number of newly-certified educators have both teaching and administrative certification coverages on their newly-issued certificates. There is also an "other" certification category that includes specialty areas (e.g., counseling, media specialist, endorsements, and athletic coaching). Some newly-certified educators are issued certificates of various types and/or coverages. Attached is a full break-down.

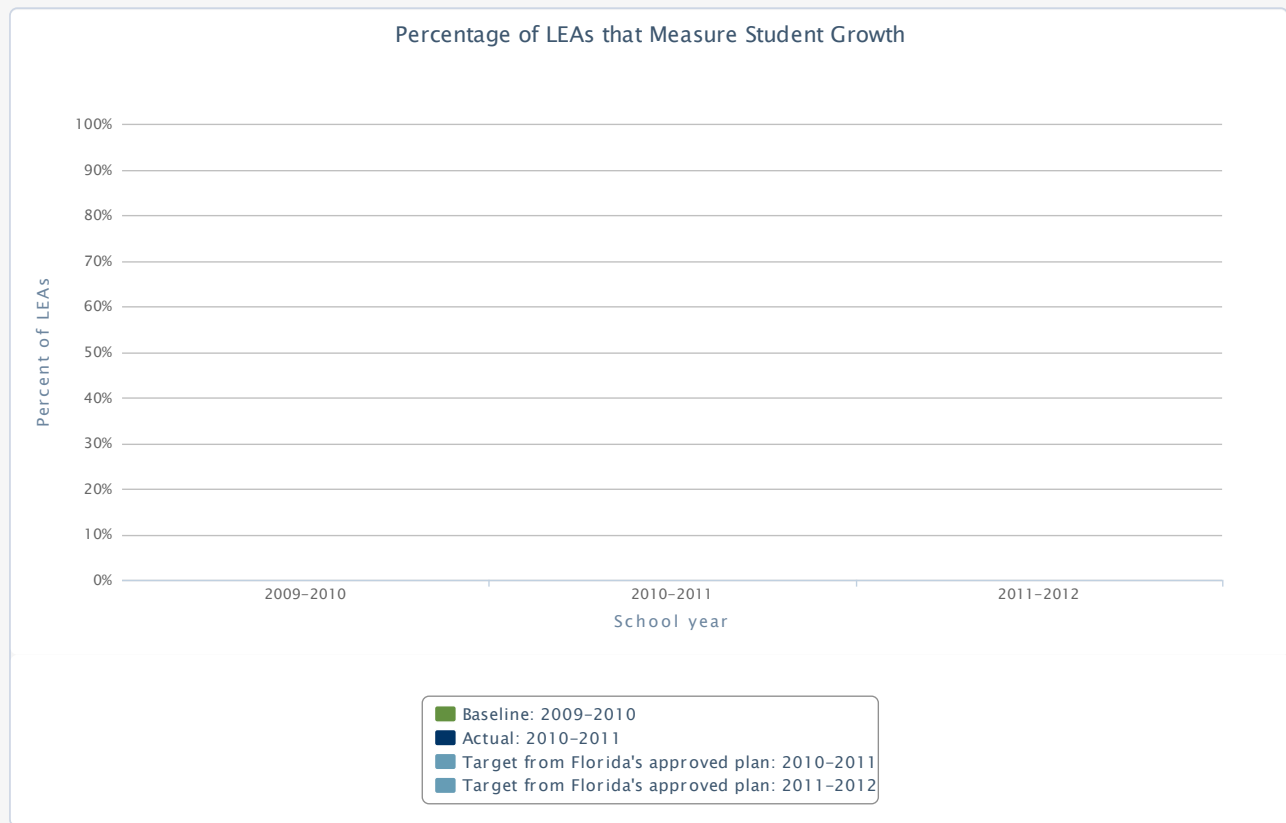
[Close](#)

[Back to the Top](#)

Improving teacher and principal effectiveness based on performance

State-reported information

Question: Report on the number of participating LEAs that measure student growth.



[View Table \(Accessible\)](#)

NOTE: Based on State's approved Race to the Top plans, the Department does not expect that grantee States will implement qualifying evaluation systems prior to SY 2011-2012.

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Florida's approved plan: SY 2010-2011	Target from Florida's approved plan: SY 2011-2012
Percentage of participating LEAs that measure student growth (as defined in the Race to the Top application)	0%	N/A	0%	0%

[View Table Key](#)

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Florida's approved plan: SY 2010-2011
Percentage of participating LEAs with qualifying evaluation systems for teachers	0%	N/A	0%
Percentage of participating LEAs with qualifying evaluation systems for principals	0%	N/A	0%
Percentage of participating LEAs with qualifying evaluation systems that are used to inform:			
• Teacher and principal development	0%	N/A	0%
• Teacher and principal compensation	0%	N/A	0%
• Teacher and principal promotion	0%	N/A	0%
• Retention of effective teachers and principals	0%	N/A	0%
• Granting of tenure and/or full certification (where applicable) to teachers and principals	0%	N/A	0%
• Removal of ineffective tenured and untenured teachers and principals	0%	N/A	0%

[View Table Key](#)

Performance measure	Baseline: SY 2009-2010		Actual: SY 2010-2011		Target from Florida's approved plan: SY 2010-2011	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage 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	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A

[View Table Key](#)

Additional information provided by the State:

As part of Race to the Top and recently passed state law (Senate Bill 736 from the 2011 Legislative Session), LEAs are implementing qualifying evaluation systems beginning with the 2011-12 School Year.

[Back to the Top](#)

Ensuring equitable distribution of effective teachers and principals

State-reported information

NOTE: Based on States' approved Race to the Top plans, the Department does not expect the grantee States will implement qualifying evaluation systems prior to SY 2011-2012

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Florida's approved plan: SY
---------------------	------------------------	----------------------	---

			2010-2011
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 the application)	0%	N/A	N/A
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in the application) who are highly effective (as defined in the application)	N/A	N/A	N/A
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in the application) who are effective or better (as defined in the application)	N/A	N/A	N/A
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in the application) who are effective or better (as defined in the application)	0%	N/A	N/A
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in the application) who are ineffective	0%	N/A	N/A
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in the application) who are ineffective	0%	N/A	N/A
Percentage of principals in schools that are high-poverty, high-minority, or both (as defined in the application) who are highly effective (as defined in the application)	0%	N/A	N/A
Percentage of principals in schools that are low-poverty, low-minority or both (as defined in the application) who are highly effective (as defined in the application)	0%	N/A	N/A
Percentage of principals in schools that are high-poverty, high-minority, or both (as defined in the application) who are effective or better (as defined in the application)	N/A	N/A	N/A
Percentage of principals in schools that are low-poverty, low-minority, or both (as defined in the application) who are effective or better (as defined in the application)	N/A	N/A	N/A
Percentage of principals in schools that are high-poverty, high-minority, or both (as defined in the application) who are ineffective	0%	N/A	N/A
Percentage of principals in schools that are low-poverty, low-minority, or both (as defined in the application) who are ineffective	0%	N/A	N/A
Percentage of mathematics teachers who were evaluated as effective or better	0%	N/A	73%
Percentage of science teachers who were evaluated as effective or better	0%	N/A	N/A
Percentage of special education teachers who were evaluated as effective or better	0%	N/A	41%
Percentage of teachers in language instructional programs who were evaluated as effective or better	0%	N/A	65%
View Table Key			

Term	State's Definition
Mathematics teachers	Any classroom teacher who teaches at least one mathematics course.
Science teachers	Any classroom teacher who teaches at least one science course.
Special education teachers	Any classroom teacher who teaches at least one special education course.
Teachers in language instruction educational programs	Any classroom teacher who was reported with the Bilingual Specialist staff job code.
View Table Key	

Additional information provided by the State:

As part of Race to the Top and recently passed state law (Senate Bill 736 from the 2011 Legislative Session), LEAs are implementing qualifying evaluation systems beginning with the 2011-12 School Year.

[Back to the Top](#)

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Florida's approved plan: SY 2010-2011
Number of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	N/A	N/A	N/A
Number of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	N/A	N/A	N/A
Total number of teacher preparation programs in the State	132	140	N/A
Total number of principal preparation programs in the State	68	68	N/A
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	0	N/A	0
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	0	N/A	0
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported	N/A	N/A	N/A
Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported	N/A	N/A	N/A
Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs	N/A	N/A	N/A
Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs	N/A	N/A	N/A

[View Table Key](#)

Additional information provided by the State:

As part of Race to the Top and recently passed state law (Senate Bill 736 from the 2011 Legislative Session), LEAs are implementing qualifying evaluation systems beginning with the 2011-12 School Year. This includes the development of a statewide value-added calculation that will provide a new look at student learning growth in mathematics and reading/English language arts. The state currently reports data by institution on the performance of program completers who teach mathematics and reading/English language arts, and those reports are publicly available (for all institutions); however, the previous calculation of student learning growth does not meet the definition used by Florida in its Race to the Top application; therefore, we have reported a N/A for these criteria.

[Close](#)

[Back to the Top](#)

Great teachers and leaders: Optional measures

State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Florida's approved plan: SY 2010-2011
N/A	N/A	N/A	N/A	N/A

[View Table Key](#)

Additional information provided by the State:

N/A

[Back to the Top](#)

Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

[Back to the Top](#)

[Select a State »](#)

[Contact »](#)

[Terms of Use »](#)

[About the APR »](#)

[Recovery.gov »](#)



Florida

Standard Version

Accessible Version

Turning Around the Lowest-Achieving Schools

Schools that initiated one of the four school intervention models in SY 2010-2011

Changes to Florida's legal, statutory, or regulatory authority to intervene in Florida's persistently lowest-achieving schools and in LEAs that are in improvement or corrective action status

Turning around the lowest-achieving schools: Additional information

Collapse All

Schools that initiated one of the four school intervention models in SY 2010-2011

State-reported information

School Intervention Models Initiated in Florida in SY 2010-2011



[View Table \(Accessible\)](#) | [School Intervention Models Definition](#)

[Click to see list of schools for which one of the four school intervention models was initiated in SY 2010-2011](#)

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Florida's approved plan: SY 2010-2011
The number of schools for which one of the four school intervention models will be initiated	71	71	0

[View Table Key](#)

Question: For each school for which one of the four [school intervention models](#) was initiated (that is, school(s) in the first year of implementation) in SY 2010-2011, list the school name and the respective school ID. For each of those schools,

indicate the LEA with which it is affiliated and that LEA's NCES ID number. Lastly, indicate which of the four school intervention models was initiated.

School name	School ID	LEA	NCES ID	School intervention model initiated in SY 2010-2011
Charles W. Duval Elementary School	0021	Alachua	1200030	Transformation model
Hawthorne Middle/High School	0201	Alachua	1200030	Transformation model
Marjorie Kinnan Rawlings Elementary School	0341	Alachua	1200030	Transformation model
Sunland Park Elementary School	0611	Broward	1200180	Transformation model
Larkdale Elementary School	0621	Broward	1200180	Transformation model
Coconut Creek High School	1681	Broward	1200180	Transformation model
Immokalee High School	0271	Collier	1200330	Transformation model
Eden Park Elementary School	0631	Collier	1200330	Transformation model
Columbia High School	0011	Columbia	1200360	Transformation model
Homestead Senior High School	7151	Dade	1200390	Transformation model
Miami Carol City Senior High	7231	Dade	1200390	Transformation model
Booker T. Washington Senior High	7791	Dade	1200390	Tumaround model
North Miami Middle School	6631	Dade	1200390	Transformation model
Jesse J. McCrary, Jr./Little River Elementary School	3021	Dade	1200390	Transformation model
North County Elementary School	3821	Dade	1200390	Tumaround model
Dr. Henry W. Mack/West Little River Elementary School	5861	Dade	1200390	Transformation model
Charles R. Drew Middle School	6141	Dade	1200390	Tumaround model
Miami Edison Middle School	6481	Dade	1200390	Tumaround model
Frederick R. Douglas Elementary School	1361	Dade	1200390	Tumaround model
Holmes Elementary School	2501	Dade	1200390	Transformation model
Miami Central Senior High School	7251	Dade	1200390	Tumaround model
Miami Edison Senior High School	7301	Dade	1200390	Tumaround model
Miami Jackson Senior High School	7341	Dade	1200390	Transformation model
Miami Norland Senior High School	7381	Dade	1200390	Tumaround model
Miami Northwestern Senior High	7411	Dade	1200390	Tumaround model
North Miami Senior High School	7591	Dade	1200390	Transformation model
Miami Southridge Senior High	7731	Dade	1200390	Tumaround model
Pine Villa Elementary School	4461	Dade	1200390	Transformation model
Andrew Jackson High School	0351	Duval	1200480	Tumaround model
North Shore K-8	0701	Duval	1200480	Tumaround model
Paxon Middle School	0921	Duval	1200480	Tumaround model
Jean Ribault High School	0961	Duval	1200480	Tumaround model
Long Branch Elementary School	1061	Duval	1200480	Tumaround model
Smart Pope Livingston Elementary	1491	Duval	1200480	Transformation model
Northwestern Middle School	1551	Duval	1200480	Transformation model
William M. Raines High School	1651	Duval	1200480	Tumaround model
Nathan B. Forrest High School	2411	Duval	1200480	Transformation model
Edward H. White High School	2481	Duval	1200480	Transformation model
A. Philip Randolph Academies	2851	Duval	1200480	Transformation model
Warrington Middle School	0561	Escambia	1200510	Tumaround model
West Gadsden High School	0051	Gadsden	1200600	Transformation model
East Gadsden High School	0071	Gadsden	1200600	Transformation model

Central Hamilton Elementary School	0031	Hamilton	1200720	Transformation model
Hamilton County High School	0032	Hamilton	1200720	Transformation model
Hardee Senior High School	0021	Hardee	1200750	Transformation model
Clewiston High School	0201	Hendry	1200780	Transformation model
Hernando High School	0051	Hernando	1200810	Transformation model
Central High School	0251	Hernando	1200810	Transformation model
Franklin Middle Magnet School	1521	Hillsborough	1200870	Transformation model
Middleton High School	3004	Hillsborough	1200870	Transformation model
Jefferson County Middle/High School	0021	Jefferson	1200990	Transformation model
Leesburg High School	0161	Lake	1201050	Transformation model
Amos P. Godby High School	0161	Leon	1201110	Transformation model
Williston High School	0091	Levy	1201140	Transformation model
Madison County High School	0011	Madison	1201200	Transformation model
Memorial Middle School	0151	Orange	1201440	Transformation model
Evans High School	0671	Orange	1201440	Transformation model
Oak Ridge High School	0691	Orange	1201440	Transformation model
Gateway High School	0601	Osceola	1201470	Transformation model
Poinciana High School	0841	Osceola	1201470	Transformation model
Celebration High School	0902	Osceola	1201470	Transformation model
Lake Worth High School	0691	Palm Beach	1201500	Transformation model
Rosenwald Elementary School	1321	Palm Beach	1201500	Transformation model
Glades Central High School	2301	Palm Beach	1201500	Transformation model
Ridgewood High School	0931	Pasco	1201530	Transformation model
Boca Ciega High School	0431	Pinellas	1201560	Transformation model
Dixie M. Hollins High School	1031	Pinellas	1201560	Transformation model
Gibbs High School	1531	Pinellas	1201560	Transformation model
Lakewood High School	2031	Pinellas	1201560	Transformation model
Oscar J. Pope Elementary School	1521	Polk	1201590	Transformation model
St. Johns Technical High School	0033	St. Johns	1201740	Transformation model

[View Table Key](#)

[Close](#)

Additional information provided by the State:

Florida's application included 71 schools in 25 districts. This persistently lowest-achieving schools list aligns with the list of School Improvement Grant (SIG) recipients for 2010-13. They chose their intervention model in the summer of 2010 in alignment with the SIG timeline. The 2010-11 school year was the first year of implementation for both SIG and Race to the Top purposes.

Five of the schools listed in the RTTT application are in non-participating LEAs (Palm Beach and Hamilton).

One school listed (Franklin Middle Magnet, Hillsborough) implemented a model in 2010-11 but closed at the end of that school year.

[Close](#)

[Back to the Top](#)

Changes to Florida's legal, statutory, or regulatory authority to intervene in Florida's persistently lowest-achieving schools and in LEAs that are in improvement or corrective action status

State-reported information

Question: Report any changes, from the time of application through June 30, 2011, in the State's legal, statutory, or regulatory authority to intervene in the State's [persistently lowest-achieving schools](#) and in LEAs that are in improvement or corrective action status.

State-reported response: In 2011, the Legislature amended section 1008.33, Florida Statutes, with regard to the manner in which high schools are placed within the Differentiated Accountability (DA) matrix/categories. Specifically, high school placement for the purposes of DA will be based upon the school's performance on statewide assessments and the level and rate of change in student performance in the areas of reading and mathematics, disaggregated into student subgroups.

[Close](#)

[Back to the Top](#)

Turning around the lowest-achieving schools: Additional information

State-reported information

Additional information provided by the State:

N/A

[Back to the Top](#)

Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

[Back to the Top](#)

Florida

Standard Version

Accessible Version

Education Funding and Charter Schools

Page 9 of 12

Making education funding a priority

Ensuring successful conditions for high-performing charter schools and other innovative schools

Collapse All

Making education funding a priority

State-reported information

Question: Describe in narrative form any changes from the time of application through June 30, 2011, to State policies that relate to equitable funding (a) between [high-need LEAs](#) and other LEAs, and (b) within LEAs, between [high-poverty schools](#) and other schools.

State-reported response: The State of Florida policies that relate to equitable funding for LEAs have remained the same from the time of the RTTT application through June 30, 2011.

[Back to the Top](#)

Ensuring successful conditions for high-performing charter schools and other innovative schools

State-reported information

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State has a charter school law that does not prohibit or effectively inhibit increasing the number of [high-performing charter schools](#) in the State, measured by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools.

State-reported response: No changes.

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which 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](#) 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](#) and have closed or not renewed ineffective charter schools.

State-reported response: During the 2011 legislative session the Florida Legislature passed Senate Bill 1546 on May 4, 2011, which was signed by Governor Rick Scott on June 27, 2011, and went into effect July 1, 2011. Senate Bill 1546 defined "high-performing charter school" and "high-performing charter school system." Charter schools that meet the high-performing criteria may replicate their successful programs through an expedited application and review process that is reserved solely for high-performing charter schools.

[Close](#)

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State's charter schools receive equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues.

State-reported response: No changes.

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which 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.

State-reported response: No changes.

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State enables LEAs to operate [innovative, autonomous public schools](#) other than charter schools.

State-reported response: On May 4, 2011, 2011 Florida Legislature passed HB 7197 which added to Florida's list of autonomous schools. It was signed by the Governor on June 2, 2011, and took effect on July 1, 2011. This legislation authorized Florida Virtual School to operate a full-time school for students in grades K-12 at the state level and authorized virtual charter schools. In addition, two of the university laboratory schools are now also operating franchises of Florida Virtual School.

[Close](#)

[Back to the Top](#)

Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

[Back to the Top](#)



Florida

Standard Version

Accessible Version

STEM performance measures

STEM performance measures: Additional information

Progress in implementing a high-quality STEM plan (Optional)

Collapse All

STEM performance measures

State-reported information

Question: Provide at least two performance measures to report on the State's progress in STEM.

Performance measure	Baseline		End of the Year Target		
	SY 2009-2010	SY 2010-2011	SY 2011-2012	SY 2012-2013	SY 2013-2014
Increase the percent of students enrolled in RTTT approved STEM career academy courses by no less than 3% annually.	95,292	112,514	101,095	104,128	107,251
Increase the percent of students enrolled in STEM accelerated courses by no less than 3% annually.	83,064	91,960	88,122	90,766	93,489

[View Table Key](#)

[Back to the Top](#)

STEM performance measures: Additional information

State-reported information

Additional information provided by the State:

STEM accelerated courses are defined as Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Dual Enrollment, and industry certification.

RTTT approved STEM career academies are defined as a program that provides training for occupations requiring science, technology, engineering, and/or math (STEM). These programs must lead to a high-wage, high-skill career for a majority of graduates that supports one of the eight targeted sectors identified by Enterprise Florida and result in an industry certification. The program must include at least one Career and Technical education course that has significant integration of math or science that will satisfy core credit requirements with the passing of the course and related statewide end-of-course exam. RTTT approved programs include:

- Aerospace Engineering
- Aerospace Technologies

- Agricultural Biotechnology
- Animal Biotechnology
- Architectural Drafting
- Automation and Production
- Biomedical Science
- Biotechnical Engineering
- Building and Construction Technology
- Civil Engineering and Architecture
- Computer Integrated Manufacturing
- Drafting/Illustrative Design Technology
- Drafting Technology
- Electrical Drafting
- Electronic Drafting
- Engineering Technology
- Environmental Resources
- Industrial Biotechnology
- Mechanical Drafting
- Plant Biotechnology
- Power and Energy Technology
- Structural Drafting

Both of these measures support increased offerings and student enrollment in rigorous courses of study in the STEM areas. They also support preparation of more students for advanced studies and careers in STEM areas. LEAs must include how their programs support closing sub-group achievement gaps.

[Close](#)

[Back to the Top](#)

Progress in implementing a high-quality STEM plan (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe the State's progress in implementing, consistent with its approved application, 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.

State-reported information

1. Offering a rigorous course of study in mathematics, the sciences, technology, and engineering has been supported in year 1 of Florida's RTTT implementation as evidenced by the following:
 - a. Common Core State Standards in Mathematics were adopted by Florida's State Board of Education July 2010. Internationally benchmarked science standards were adopted by the State Board of Education in 2008.
 - b. All participating LEAs have an implementation plan for the implementation of a rigorous STEM career and technical education academy.
 - c. In 2010-2011 Florida's first mathematics end-of-course exam in Algebra 1 was administered. New Biology and Geometry end-of-course exams will be administered statewide in 2011-2012.
2. Cooperating with industry experts, museums, universities, research centers, or other STEM-capable community partners:

- a. All participating LEAs must work with their local STEM industry partners with the implementation of their STEM career and technical education academies, many include working with their local state colleges.
 - b. The Florida Center of Research for Science, Technology, Engineering and Mathematics won the competitive awards for two Race to the Top projects, formative mathematics assessment and the teacher standards tool.
 - c. Twenty-two of Florida's persistently lowest-achieving high schools are implementing rigorous Career and Professional Education (CAPE) academies that result in industry certification.
3. Prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including female and other underrepresented groups:
- a. The STEM Program for Gifted and Talented Students was awarded to one of three rural district consortia but will serve students in all three rural district consortia, resulting in services to students in all Florida rural districts.
 - b. STEM coordinators have been hired and are in place in Florida's regional offices to service Florida's struggling schools.
 - c. Florida participated in TIMSS Spring of 2011.

[Close](#)

[Back to the Top](#)

Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

[Back to the Top](#)

Progress Updates on Invitational Priorities

Page 11 of 12

Innovations for improving early learning outcomes (Optional)

Expansion and adaption of statewide longitudinal data systems (Optional)

P-20 coordination, vertical and horizontal alignment (Optional)

School-level conditions for reform, innovation, and learning (Optional)

Additional optional performance measures (Optional)

Collapse All

Innovations for improving early learning outcomes (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe the State's progress in implementing, consistent with its approved application, practices, strategies, or programs to improve educational outcomes for high-need students who are young children (pre-kindergarten through third grade) by enhancing the quality of preschool programs. Describe the State's progress specifically in implementing practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between preschool and kindergarten.

State-reported response: Working with young children requires knowledge and competence regarding early childhood growth and development, as well as a recognition of the diversity children present (e.g., racial, ethnic, cultural, economic, language, and social background differences). Although families and communities are most influential, quality early learning environments are associated with improved cognitive, social, and language skills. With a sound understanding of what children should know and be able to do, teachers can individualize curriculum and provide and create the kinds of quality environments that move children toward kindergarten ready to learn. Instruction in Florida's Voluntary Prekindergarten (VPK) program should be systematic, explicit, and instructionally appropriate based upon the developmental needs of each student. Standards are grounded in Florida's conviction that children's early experiences are directly related to later success in school, in the workforce, and in life.

Florida's Early Learning and Developmental Standards for Four-Year-Olds were developed collaboratively by the Agency for Workforce Innovation and the Department of Education. They will go before the State Board of Education in October 2011. These revised standards reflect increased rigor, incorporation of current research in the field of early learning education including the National Early Literacy Panel Report and input from early learning state and national experts. These standards are organized into five domains, or areas of development including the following: Physical Development; Social and Emotional Development; Approaches to Learning; Language, Communication, and Emergent Literacy; and Cognitive Development and General Knowledge.

The standards assist adults with understanding what typical children may be able to do, and what to expect as they develop. While the Standards for Four-Year-Olds are not designed to be a screening or an assessment tool, they do serve to assist adults in understanding the typical order of development during the early years. The standards should guide

parents, caregivers, and teachers as they plan intentional and appropriate experiences for young children, based on an understanding of each child's developmental accomplishments and anticipated next steps.

Instructional strategies and environmental considerations are included within the Standards for Four-Year-Olds which guide teachers in understanding how the standards might be applied to curriculum and classroom planning and activities. In addition, environmental considerations are included within the standards including suggestions regarding room arrangement and classroom materials and equipment to foster effective instruction.

The standards define the knowledge and skills students should know and be able to do at the end of their instruction in VPK. These standards also create a common language for parents and caregivers. A hallmark of sound early experiences is that the adults who care about young children work together to ensure a seamless and enriching early experience - one that is based on nurturing relationships and active exploration of a changing world. Having a set of defined expectations and shared language for communication increases the probability that these adult partnerships will be successful.

The Department of Education has a grant with Florida Center for Reading Research at Florida State University for the purpose of creating a screening, progress monitoring, and end of the year assessment for the Florida VPK program. The Florida VPK Assessment includes progress monitoring measures in the areas of Print Knowledge, Phonological Awareness, Mathematics, and Oral Language/Vocabulary that are aligned with the VPK Standards and is optional for use by VPK teachers. The assessment is designed to:

- reflect current research on emergent literacy and numeracy
- align with the standards
- provide teachers with valid and reliable feedback regarding children's progress in attaining these specific skills so that teachers may use this information to customize instruction for all children

The Department of Education Office of Early Learning has developed the Florida VPK Assessment Online Reporting System to provide teachers with a user friendly tool to track children's progress in attaining the skills in the education standards, so that teachers may use this information to guide instructional decisions in the VPK classroom. This system went live during the 2010-11 school year.

[Close](#)

[Back to the Top](#)

Expansion and adaption of statewide longitudinal data systems (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe the State's progress expanding, consistent with its approved application, statewide longitudinal data systems to include or integrate data from special education programs, English language learner programs, early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility, human resources (i.e., information on teachers, principals, and other staff), school finance, student health, postsecondary education, and other relevant areas, with the purpose of connecting and coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and incorporated into effective continuous improvement practices. In addition, describe the State's progress in working together with other States to adapt one State's statewide longitudinal data system so that it may be used, in whole or in part, by one or more other States, rather than having each State build or continue building such systems independently."

State-reported response: Florida has a statewide longitudinal data system (SLDS) that has been in existence for almost 10 years, and has been collecting school and student information for more than 30 years. The SLDS includes information on special education, English language learners, voluntary prekindergarten and other early childhood programs, and at-risk and dropout prevention. The SLDS also tracks students across district lines so we can determine student mobility, has information on human resources, and postsecondary education.

Florida has a history of using the information in the SLDS to analyze important questions related to policy, practice, and overall effectiveness. Florida's legislature frequently uses information in the SLDS to determine the need for new

programs, modifications to existing programs, and/or their stance on specific bills related to education.

Florida met all 10 Data Quality Campaign (DQC) elements in 2006 and has met seven of the 10 state actions from DQC. Florida also meets all 12 components of the America COMPETES Act.

[Close](#)

[Back to the Top](#)

P-20 coordination, vertical and horizontal alignment (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe the State's progress addressing, consistent with the approved application, how early childhood programs, K-12 schools, postsecondary institutions, workforce development organizations, and other State agencies and community partners (e.g., child welfare, juvenile justice, and criminal justice agencies) will coordinate to improve all parts of the education system and create a more seamless preschool-through-graduate school (P-20) route for students. Vertical alignment across P-20 is particularly critical at each point where a transition occurs (e.g., between early childhood and K-12, or between K-12 and postsecondary/careers) to ensure that students exiting one level are prepared for success, without remediation, in the next. Horizontal alignment, that is, coordination of services across schools, State agencies, and community partners, is also important in ensuring that **high-need students** (as defined in the Race to the Top application) have access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide.

State-reported response: N/A

[Back to the Top](#)

School-level conditions for reform, innovation, and learning (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe progress consistent with the State's approved application, of participating LEAs creating the conditions for reform and innovation as well as the conditions for learning by providing schools with flexibility and autonomy in such areas as—

- (i) Selecting staff;
- (ii) Implementing new structures and formats for the school day or year that result in **increased learning time** (as defined in the Race to the Top application);
- (iii) Controlling the school's budget;
- (iv) Awarding credit to students based on student performance instead of instructional time;
- (v) Providing comprehensive services to **high-need students** (as defined in the Race to the Top application) (e.g., by mentors and other caring adults; through local partnerships with community-based organizations, nonprofit organizations, and other providers);
- (vi) Creating school climates and cultures that remove obstacles to, and actively support, student engagement and achievement; and
- (vii) Implementing strategies to effectively engage families and communities in supporting the academic success of their students.

State-reported response: N/A

[Back to the Top](#)

Additional optional performance measures (Optional)

State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Florida's approved plan: SY 2010-2011
See files below for updated data regarding Florida's Trend and Goals for High School Graduation, College Enrollment, and College Credit Attainment.	N/A	N/A	N/A	File
View Table Key				

Additional information provided by the State:

Two supporting documents are uploaded.

1. We updated with actual data the chart from page 34 of the application regarding Florida's Trend and Goals for High School Graduation, College Enrollment, and College Credit Attainment. The document also includes information from our application appendix on the timing of these lagged measures and subgroup targets.
2. Actual data on postsecondary readiness goals.

[Close](#)

[Back to the Top](#)

Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

[Back to the Top](#)

Progress Updates on Invitational Priorities

Page 11 of 12

[Select a State »](#)

[Contact »](#)

[Terms of Use »](#)

[About the APR »](#)

[Recovery.gov »](#)



State-reported APR: Year One

Florida

Standard Version

Accessible Version

Year One Budget

Page 12 of 12

Summary expenditure table

Obligations (Optional)

Project-level expenditure tables

Collapse All

Summary expenditure table

State-reported information

Question: Report the actual expenditure totals for each of the categories listed in the summary budget table and project-level budget tables in the State's approved budget as of June 30, 2011

Expenditure Categories	Project Year 1
1. Personnel	38,290.00
2. Fringe Benefits	854.00
3. Travel	43,794.00
4. Equipment	21,338.00
5. Supplies	1,641.00
6. Contractual	3,884,396.00
7. Training Stipends	0.00
8. Other	25,004.00
9. Total Direct Costs (lines 1-8)	4,015,317.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	4,015,317.00
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	20,416,846.00
15. Total Expenditure (lines 13-14)	24,432,163.00
View Table Key	

[Back to the Top](#)

Obligations (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: To provide additional context for the spending activity on the Race to the Top grant, grantees may include additional budgetary information, such as figures for funds obligated in addition to funds expended or descriptive text.

State-reported response: Please note that some subgrants have expenditures, totaling \$311,444, that occurred prior to June 30, 2011, but were reported after that date. These expenditures, as listed below, will be subsequently reported for Year 2.

- Administrative - \$51,730
- Standards and Assessments - \$57,245
- User-Friendly Portal with Single Sign-on - \$15,622
- Professional Development - \$17,340
- Improve and Expand STEM Career and Professional Academies - \$20,752
- Reading Coordinators - \$120,540
- STEM Coordinators - \$28,215

[Close](#)

[Back to the Top](#)

Project-level expenditure tables

State-reported information

Project Name	Associated With Criteria
Department of Education - Administrative	(A)(2)(i)(c)
Standards and Assessments - Classroom Support	(B)(3)(i)
Standards and Assessments - Increased Access to Science, Technology, Engineering, and Mathematics (STEM)	(B)(3)(i)
Standards and Assessments - Assessments	(B)(3)(i)
Curricular Tools to Implement the Common Core State Standards	(B)(3)(i)
Centralized User-Friendly Portal with Single Sign-on	(C)(2)
Data Implementation Committee	(C)(2), (C)(3)
Implement Local Systems	(C)(3)(i)
Professional Development to All Schools	(C)(3)(ii)
Great Teachers and Leaders Assurance Evaluation	(D)
Community of Practitioners	(D)
Improve Measurement of Student Academic Growth	(D)(2)(i)
Implement Evaluation Systems for Teachers and Principals that Measure Student Growth	(D)(2)(ii)
Incorporating Evaluations Results Into Career Decisions	(D)(2)(iv)
Improve the Assignment of Effective Teachers and Principals to High-Need Schools	(D)(3)(i)
Improve Districts	(D)(3)(ii)

Improve Performance of Teacher and Principal Preparation Programs	(D)(4)(i), (D)(4)(ii)
Provide Effective Support for Teachers and Principals	(D)(5)(i), (D)(5)(ii)
Improve and Expand STEM Career and Professional Academies	(E)(2)(ii)
Charter School Partnership	(E)(2)(ii)
Differentiated Accountability Summer Academy	(E)(2)(ii)
Science, Technology, Engineering, and Mathematics (STEM) Coordinators	(E)(2)(ii)
Building District-Level Capacity for Turnaround in Rural Districts	(E)(2)(ii)
Expand Recruitment of Promising Teachers through External Partnerships	(E)(2)(ii)
Community Compacts	(E)(2)(ii)
Reading Coordinators	(E)(2)(ii)
Leadership Pipeline for Turnaround Principals and Assistant Principals	(E)(2)(ii)
Charter School Innovations	(F)(2)
RTTT Data and Technology Initiatives	All

[View Table Key](#)

Question: Report the actual expenditure totals for each of the categories listed in the summary budget table and project-level budget tables in the State’s approved budget as of June 30, 2011

Project Name: Department of Education - Administrative Associated With Criteria: (A)(2)(i)(c)	
Expenditure Categories	Project Year 1
1. Personnel	38,290.00
2. Fringe Benefits	854.00
3. Travel	43,794.00
4. Equipment	21,338.00
5. Supplies	1,641.00
6. Contractual	363,404.00
7. Training Stipends	0.00
8. Other	22,490.00
9. Total Direct Costs (lines 1–8)	491,811.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	491,811.00

[View Table Key](#)

Project Name: Standards and Assessments - Classroom Support Associated With Criteria: (B)(3)(i)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00

[View Table Key](#)

Project Name: Standards and Assessments - Increased Access to Science, Technology, Engineering, and Mathematics (STEM) Associated With Criteria: (B)(3)(i)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00

Project Name: Standards and Assessments - Assessments Associated With Criteria: (B)(3)(i)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00

4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
View Table Key	

5. Supplies	0.00
6. Contractual	576,100.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	576,100.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	576,100.00
View Table Key	

Project Name: Curricular Tools to Implement the Common Core State Standards Associated With Criteria: (B)(3)(i)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
View Table Key	

Project Name: Centralized User-Friendly Portal with Single Sign-on Associated With Criteria: (C)(2)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	197,785.00
7. Training Stipends	0.00
8. Other	2,514.00
9. Total Direct Costs (lines 1-8)	200,299.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	200,299.00
View Table Key	

Project Name: Data Implementation Committee Associated With Criteria: (C)(2), (C)(3)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00

Project Name: Implement Local Systems Associated With Criteria: (C)(3)(i)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	6,605.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	6,605.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00

13. Total Costs (lines 9-12)	0.00
View Table Key	

13. Total Costs (lines 9-12)	6,605.00
View Table Key	

Project Name: Professional Development to All Schools Associated With Criteria: (C)(3)(ii)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	2,460.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	2,460.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	2,460.00
View Table Key	

Project Name: Great Teachers and Leaders Assurance Evaluation Associated With Criteria: (D)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
View Table Key	

Project Name: Community of Practitioners Associated With Criteria: (D)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
View Table Key	

Project Name: Improve Measurement of Student Academic Growth Associated With Criteria: (D)(2)(i)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	728,600.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	728,600.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	728,600.00
View Table Key	

Project Name: Implement Evaluation Systems for Teachers and Principals that Measure Student Growth Associated With Criteria: (D)(2)(ii)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00

Project Name: Incorporating Evaluations Results Into Career Decisions Associated With Criteria: (D)(2)(iv)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00

4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
View Table Key	

5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
View Table Key	

Project Name: Improve the Assignment of Effective Teachers and Principals to High-Need Schools Associated With Criteria: (D)(3)(i)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
View Table Key	

Project Name: Improve Districts Associated With Criteria: (D)(3)(ii)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
View Table Key	

Project Name: Improve Performance of Teacher and Principal Preparation Programs Associated With Criteria: (D)(4)(i), (D)(4)(ii)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00

Project Name: Provide Effective Support for Teachers and Principals Associated With Criteria: (D)(5)(i), (D)(5)(ii)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00

13. Total Costs (lines 9-12)	0.00
View Table Key	

13. Total Costs (lines 9-12)	0.00
View Table Key	

Project Name: Improve and Expand STEM Career and Professional Academies Associated With Criteria: (E)(2)(ii)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
View Table Key	

Project Name: Charter School Partnership Associated With Criteria: (E)(2)(ii)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
View Table Key	

Project Name: Differentiated Accountability Summer Academy Associated With Criteria: (E)(2)(ii)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
View Table Key	

Project Name: Science, Technology, Engineering, and Mathematics (STEM) Coordinators Associated With Criteria: (E)(2)(ii)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	28,086.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	28,086.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	28,086.00
View Table Key	

Project Name: Building District-Level Capacity for Turnaround in Rural Districts Associated With Criteria: (E)(2)(ii)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00

Project Name: Expand Recruitment of Promising Teachers through External Partnerships Associated With Criteria: (E)(2)(ii)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00

3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00
View Table Key	

3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00
View Table Key	

Project Name: Community Compacts Associated With Criteria: (E)(2)(ii)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	15,000.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	15,000.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	15,000.00
View Table Key	

Project Name: Reading Coordinators Associated With Criteria: (E)(2)(ii)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	1,918,636.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	1,918,636.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	1,918,636.00
View Table Key	

Project Name: Leadership Pipeline for Turnaround Principals and Assistant Principals Associated With Criteria: (E)(2)(ii)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00

Project Name: Charter School Innovations Associated With Criteria: (F)(2)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00

12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00
View Table Key	

13. Total Costs (lines 9–12)	0.00
View Table Key	

Project Name: RTTT Data and Technology Initiatives	
Associated With Criteria: All	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	47,720.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	47,720.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	47,720.00
View Table Key	

[Back to the Top](#)

Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

[Back to the Top](#)

Florida APR Supporting Files Provided by the State

1. Great Teachers and Leaders (page 7): "Question 8 Attachment"
2. Emphasis on Science, Technology, Engineering, and Mathematics (STEM) (page 10): "Increase in STEM accelerated coursework- Project 3 measure"
3. Progress Updates on Invitational Priorities (page 11): "Question 20 Attachment"
4. Progress Updates on Invitational Priorities (page 11): "Question 20 Florida Postsecondary Readiness Goals and Subgroup Detail"

Question 8 Attachment Annual Performance Report

New Certificates Data	2009-2010	2010-2011
How many newly certified?	13,671	16,733
How many new Administrative certificates?	152	188
How many new Academic certificates?	11,470	14,541
How many new Other certificates?	3,701	4,350
How many new Academic & Admin certificates?	152	187
How many new Academic & Other certificates?	3,612	4,268
How many issued multiple certificate types?	1,652	2,346

Florida Race to the Top Project 3 Measure - Increase in Accelerated STEM Course Enrollment

Dual enrollment counts						Accelerated STEM Courses							
Course	2009	2010	2011	2012	2013	2014	Course #	2009	2010	2011	2012	2013	2014
ZOO	18	11	15				2003860	25	82	37			
BOT	49	77	3				1201320	786	1211	1231			
BSC	2442	2847	3432				1202310	10475	11351	12299			
CHM	830	1279	1361				1202320	1868	2184	2250			
EGN	73	73	68				1202352	350	374	564			
EGS	63	59	30				1202354	32	35	28			
ESC	160	200	239				1202356	11	5	0			
EVR	19	87	146				1202362	249	176	152			
MAC	6534	7161	8507				1202364	35	61	36			
MAT	1164	1393	1743				1202366	20	0	23			
MCB	25	28	23				1202370	13	15	41			
MGF	149	123	206				1202375	1615	1787	2154			
OCB	48	88	172				1202800	410	383	427			
PCB	7	7	10				1202810	1049	1127	1093			
PHY	275	235	265				1202820	3	12	8			
PSB	1	0	1				1202830	67	109	119			
PSC	72	98	131				1209800	991	1070	1251			
STA	578	748	784				1209830	163	263	230			
							1210310	916	906	901			
	12507	14514	17136				1210320	8003	9495	11116			
Annual % Increase	16.047	18.065					1210330	0	12	23			
Total % Increase DE		37.011					1211800	295	321	501			
							2000321	338	388	586			
							2000323	0	0	2			
							2000340	8302	8953	8569			
							2000810	2173	2046	2471			
Total Annual Increase in Accelerated STEM Course Enrollment							2001380	9774	12135	13357			
Baseline	2010	2011	2012	2013	2014		2001381	177	104	295			
	72969	10095	8896				2001410	0	7	0			
cumulative		18991					2002515	72	347	699			
Total % Annual Increase in Accelerated STEM Course Enrollment							2002535						
	2010	2011	2012	2013	2014		2003330						
	13.83	10.71					2002270	5025	5762	5951			
							2003371	162	387	362			
Total % Increase in Accelerated STEM Course Enrollment							2003373	0	0	6			
	2010	2011	2012	2013	2014		2003420	3869	3963	4232			
	13.83	26.026					2003430	669	746	924			
							2003431	195	164	283			
							2003433	0	0	7			
							2003810	1068	1032	1150			
							2003820	785	898	768			
							2003840	0	0	113			
							2003845	0	0	49			
							2003850	452	557	479			
							2003860	25	82	37			
								60462	68550	74824			
							Annual % Increase		13.38	9.1524			
							Total % Increase ADV			23.754			

Florida Race to the Top Project 2 Measure - Increase in STEM Career Course Enrollment

Career Acedemy Course	2009	2010	2011	2012	2013	2014
Aerospace engineering	1437	2827	6275			
Aerospace Tech	1383	1324	1293			
Agriculture Biotech	11193	11260	12235			
Animal Biotech	11309	11363	12294			
Architechural Drafting	3103	3123	3060			
Automation and Prod		36	61			
Biomedial Sciences		129	536			
Biotechnical Engineering	1412	2791	6211			
Building Const. Tech.	3562	4139	4170			
Civil Engineering/Arch	1515	2964	6390			
Comp. Integrated Man.	1469	3100	6673			
Drafting/Illust Des. Tech	11311	10299	9757			
Drafting Tech	2967	2980	2926			
Electrical Drafting	2967	2980	2926			
Engineering Tech	6029	6379	6194			
Environmental Res	11217	11323	12292			
Industrial Biotec	715	847	834			
Mechanical Drafting	3003	3005	2926			
Plant Biotech	11262	11317	12341			
Power-Energy Tech	44	120	188			
Structural Drafting	2977	2986	2932			
	88875	95292	112514			
Annual % Increase		7.2203	18.073			
Total % Increase STEM Career			26.598			

Combined Project 2 and 3 enrollment	2009	2010	2011	2012	2013	2014
	161844	178356	204474			
annual % increase		10.20242	14.644			
cumulative % increase			26.34			

Question 20 Attachment
Florida's Race to the Top Annual Performance Report

Given the inherent time lags in Florida's postsecondary achievement 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).

From Application Section (A)(1)

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	69 <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	59 <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	65 <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	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 italics above; Actual numbers since application in red.

College Going Rate - <http://www.fldoe.org/ARRA/excel/StatePlanforIndicator-c-11total.xls>

College Credit Earning Rate - <http://www.fldoe.org/ARRA/excel/StatePlanforIndicator-c-12total.xls>

From Appendix A1-7

Note on Lagged Measures:

Florida has chosen to set its graduation and postsecondary goals based on a cohort of students – the graduating class of students in a given year. The ultimate goal for RTTT purposes is set for the high school graduating class of 2015. Given this emphasis on a cohort of students, rather than an annual snapshot of different groups of students, and the inherent lag in the measures (i.e., within two years of graduation, within two years of enrollment), measures of this cohort of students will be released at different times. Here’s the convention: In the Fall of 2009, graduation data is available for the Class of 2009; college enrollment data is available for the Class of 2007; and college credit accumulation data is available for the Class of 2005. Therefore, for the Class of 2015, graduation data will be available in the Fall of 2015; college enrollment data will be available in Fall of 2017; and college credit accumulation data will be available in the fall of 2019.

Summary of Data Availability for the Cohort-Based Measures: High School Graduation Rate, College Enrollment Rate, and College Credit Earning Rate						
High School Graduating Class of	2010	2011	2012	2013	2014	2015
High School Graduation Rate	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
College Enrollment Rate	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
College Credit Earning Rate	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019

Increasing High School Graduation Rates							
	Baseline (High School Class of 2009)	High School Class of 2010	High School Class of 2011	High School Class of 2012	High School Class of 2013	High School Class of 2014	High School Class of 2015
All Students	66%	68%	69%	72%	76%	80%	85%
White	71%	72%	74%	77%	80%	84%	88%
African-American	54%	56%	58%	63%	67%	74%	80%
Hispanic	63%	65%	67%	70%	74%	79%	84%
Asian	83%	84%	85%	87%	89%	91%	94%
American Indian	65%	67%	68%	72%	75%	80%	85%
Multiracial	72%	73%	75%	77%	80%	84%	88%
SWD	37%	40%	43%	49%	56%	65%	74%
FRL	55%	57%	60%	64%	69%	75%	82%
ELL	51%	53%	56%	60%	65%	72%	79%
Migrant	52%	54%	56%	61%	65%	72%	78%
Female	71%	72%	74%	77%	80%	84%	88%
Male	60%	62%	64%	68%	72%	77%	83%

Increasing College Enrollment Rates

College enrollment is defined in this notice as the enrollment of students who graduate from high school consistent with 34 CFR 200.19(b)(1) and who enroll in an institution of higher education (as defined in section 101 of the Higher Education Act, P.L. 105-244, 20 U.S.C. 1001) within 16 months of graduation.

	Baseline (High School Class of 2007)	High School Class of 2010	High School Class of 2011	High School Class of 2012	High School Class of 2013	High School Class of 2014	High School Class of 2015
All Students	60%	63%	64%	65%	67%	71%	74%
White	62%	64%	65%	67%	69%	72%	75%
African-American	53%	56%	58%	60%	62%	67%	71%
Hispanic	60%	63%	64%	65%	67%	71%	74%
Asian	71%	73%	73%	74%	75%	77%	79%
American Indian	61%	64%	65%	66%	68%	72%	75%
Multiracial	58%	61%	62%	64%	66%	69%	73%
SWD	40%	45%	46%	49%	53%	59%	65%
FRL	52%	56%	57%	60%	62%	67%	72%
ELL	51%	55%	56%	58%	61%	65%	70%
Migrant	41%	46%	47%	50%	53%	59%	65%
Female	64%	67%	68%	69%	71%	75%	78%
Male	56%	60%	61%	64%	66%	71%	76%

Increasing College Credit Earning Rate as Percent of Students Entering Full-Time Postsecondary Education
College credit is measured as credit earned that is applicable to a degree within two years of enrollment in an institution of higher education

	Baseline (High School Class of 2005)	High School Class of 2010	High School Class of 2011	High School Class of 2012	High School Class of 2013	High School Class of 2014	High School Class of 2015
All Students	63%	65%	65%	66%	67%	68%	70%
White	66%	68%	68%	68%	69%	71%	72%
African-American	54%	57%	58%	59%	60%	63%	66%
Hispanic	59%	62%	62%	63%	64%	67%	69%
Asian	78%	80%	80%	80%	81%	83%	84%
American Indian	59%	62%	62%	63%	64%	67%	69%
Multiracial	61%	63%	64%	65%	66%	68%	70%
SWD	43%	48%	48%	50%	52%	57%	61%
FRL	55%	58%	59%	60%	62%	65%	68%
ELL	61%	63%	63%	64%	65%	67%	69%
Migrant	54%	57%	58%	59%	60%	63%	66%
Female	66%	68%	68%	68%	69%	71%	72%
Male	58%	61%	61%	62%	63%	66%	68%

Increasing High School Graduation Rates – Reducing the Gaps		
	Baseline (High School Class of 2009)	High School Class of 2015
White and African-American Students	17 percentage points	8 percentage points
White and Hispanic Students	8 percentage points	4 percentage points
Increasing College Enrollment Rates – Reducing the Gaps		
<i>College enrollment is defined in this notice as the enrollment of students who graduate from high school consistent with 34 CFR 200.19(b)(1) and who enroll in an institution of higher education (as defined in section 101 of the Higher Education Act, P.L. 105-244, 20 U.S.C. 1001) within 16 months of graduation.</i>		
	Baseline (High School Class of 2007)	High School Class of 2015
White and African-American Students	9 percentage points	4 percentage points
White and Hispanic Students	2 percentage points	1 percentage point
Increasing College Credit Earning Rate as Percent of Students Entering Full-Time Postsecondary Education – Reducing the Gaps		
<i>College credit is measured as credit earned that is applicable to a degree within two years of enrollment in an institution of higher education</i>		
	Baseline (High School Class of 2005)	High School Class of 2015
White and African-American Students	12 percentage points	6 percentage points
White and Hispanic Students	7 percentage points	3 percentage points

Florida Postsecondary Readiness Goals and Subgroup Detail: Reducing the Achievement Gap

Performance Measure	Data Type	Actual Data: Baseline (End of SY 2008-2009; 2009 cohort)	Section	End of SY 09-10; 2010 cohort Target	End of SY 09-10; 2010 cohort Actual	End of SY 10-11; 2011 Cohort Target	End of SY 10-11; 2011 Cohort Actual	End of SY 11-12; 2012 Cohort Target	End of SY 11-12; 2012 Cohort Actual	End of SY 12-13; 2013 Cohort Target	End of SY 12-13; 2013 Cohort Actual
HS Graduation Rate: Gap between White and African-American Students	Number	17%	(A)(1)(iii)	16%	16%	16%		14%		13%	
HS Graduation Rate: Gap between White and Hispanic Students	Number	8%	(A)(1)(iii)	7%	6%	7%		7%		6%	
Insert Notes Here											
Performance Measure	Data Type	Actual Data: Baseline (End of SY 2008-2009; 2007 cohort)	Section	End of SY 09-10; 2008 cohort Target	End of SY 09-10; 2008 cohort Actual	End of SY 10-11; 2009 Cohort Target	End of SY 10-11; 2009 Cohort Actual	End of SY 11-12; 2010 Cohort Target	End of SY 11-12; 2010 Cohort Actual	End of SY 12-13; 2011 Cohort Target	End of SY 12-13; 2011 Cohort Actual
College Enrollment Rate: Gap between White and African-American Students	Number	9%	(A)(1)(iii)	N/A	8%	N/A		8%		7%	
College Enrollment Rate: Gap between White and Hispanic Students	Number	2%	(A)(1)(iii)	N/A	2%	N/A		1%		1%	
Insert Notes Here											
Performance Measure	Data Type	Actual Data: Baseline (End of SY 2008-09; 2005 cohort)	Section	End of SY 09-10; 2006 cohort Target	End of SY 09-10; 2006 cohort Actual	End of SY 10-11; 2007 Cohort Target	End of SY 10-11; 2007 Cohort Actual	End of SY 11-12; 2008 Cohort Target	End of SY 11-12; 2008 Cohort Actual	End of SY 12-13; 2009 Cohort Target	End of SY 12-13; 2009 Cohort Actual
College Credit Earning Rate: Gap between White and African-American Students	Number	12%	(A)(1)(iii)	N/A	11%	N/A		N/A		N/A	
College Credit Earning Rate: Gap between White and Hispanic Students	Number	7%	(A)(1)(iii)	N/A	6%	N/A		N/A		N/A	
Insert Notes Here											
Performance Measure	Data Type	Actual Data: Baseline (End of SY 2008-09; 2005 cohort)	Section	End of SY 09-10; 2006 cohort Target	End of SY 09-10; 2006 cohort Actual	End of SY 10-11; 2007 Cohort Target	End of SY 10-11; 2007 Cohort Actual	End of SY 11-12; 2008 Cohort Target	End of SY 11-12; 2008 Cohort Actual	End of SY 12-13; 2009 Cohort Target	End of SY 12-13; 2009 Cohort Actual
Percent of 9th Graders Who Eventually Earn at Least a Year's Worth of College Credit	Number	22%	(A)(1)(iii)	22%	23%	23%		25%		26%	
Insert Notes Here											

Florida Postsecondary Readiness Goals and Subgroup Detail: Reducing the Achievement Gap

Performance Measure	Data Type	Actual Data: Baseline (End of SY 2008-2009; 2009 cohort)	Section	End of SY 09-10; 2010 cohort Target	End of SY 09-10; 2010 cohort Actual	End of SY 13-14; 2014 Cohort Target	End of SY 13-14; 2014 Cohort Actual	End of SY 14-15; Cohort 2015 Target	End of SY 14-15; Cohort 2015 Actual
HS Graduation Rate: Gap between White and African-American Students	Number	17%	(A)(1)(iii)	16%	16%	10%		8%	
HS Graduation Rate: Gap between White and Hispanic Students	Number	8%	(A)(1)(iii)	7%	6%	5%		4%	
Insert Notes Here									
Performance Measure	Data Type	Actual Data: Baseline (End of SY 2008-2009; 2007 cohort)	Section	End of SY 09-10; 2008 cohort Target	End of SY 09-10; 2008 cohort Actual	End of SY 13-14; 2012 Cohort Target	End of SY 13-14; 2012 Cohort Actual	End of SY 14-15; Cohort 2013 Target	End of SY 14-15; Cohort 2013 Actual
College Enrollment Rate: Gap between White and African-American Students	Number	9%	(A)(1)(iii)	N/A	8%	7%		7%	
College Enrollment Rate: Gap between White and Hispanic Students	Number	2%	(A)(1)(iii)	N/A	2%	2%		2%	
Insert Notes Here									
Performance Measure	Data Type	Actual Data: Baseline (End of SY 2008-2009; 2005 cohort)	Section	End of SY 09-10; 2006 cohort Target	End of SY 09-10; 2006 cohort Actual	End of SY 13-14; 2010 Cohort Target	End of SY 13-14; 2010 Cohort Actual	End of SY 14-15; Cohort 2011 Target	End of SY 14-15; Cohort 2011 Actual
College Credit Earning Rate: Gap between White and African-American Students	Number	12%	(A)(1)(iii)	N/A	11%	11%		10%	
College Credit Earning Rate: Gap between White and Hispanic Students	Number	7%	(A)(1)(iii)	N/A	6%	6%		6%	
Insert Notes Here									
Performance Measure	Data Type	Actual Data: Baseline (End of SY 2008-09; 2005 cohort)	Section	End of SY 09-10; 2006 cohort Target	End of SY 09-10; 2006 cohort Actual	End of SY 13-14; 2010 Cohort Target	End of SY 13-14; 2010 Cohort Actual	End of SY 14-15; Cohort 2011 Target	End of SY 14-15; Cohort 2011 Actual
Percent of 9th Graders Who Eventually Earn at Least a Year's Worth of College Credit	Number	22%	(A)(1)(iii)	22%	23%	27%		29%	
Insert Notes Here									