RACE
TO THE
TOP

Florida Report

Year 2: School Year 2011–2012

U.S. Department of Education
Washington, DC 20202

February 1, 2013

Race to the Top overview

On February 17, 2009, President Obama signed into law the American Recovery and Reinvestment Act of 2009 (ARRA), historic legislation designed to stimulate the economy, support job creation, and invest in critical sectors, including education. ARRA provided $4.35 billion for the Race to the Top fund, of which approximately $4 billion was used to fund comprehensive statewide reform grants under the Race to the Top program.[1] In 2010, the U.S. Department of Education (Department) awarded Race to the Top Phase 1 and Phase 2 grants to 11 States and the District of Columbia. The Race to the Top program is a competitive four-year grant program designed to encourage and reward States that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, and improving high school graduation rates; and ensuring students are prepared for success in college and careers.

Since the Race to the Top Phase 1 and 2 competitions, the Department has made additional grants under Race to the Top Phase 3, Race to the Top – Early Learning Challenge, and Race to the Top – District. In 2011, the Department awarded Phase 3 grants to seven additional States, which were finalists in the 2010 Race to the Top Phase 1 and Phase 2 competitions. Also in 2011, the Department made seven awards under the Race to the Top – Early Learning Challenge to improve quality and expand access to early learning programs, and close the achievement gap for children with high needs. In 2012, four more States received Early Learning Challenge grants. Most recently, in 2012, the Department made awards to 16 applicants through the Race to the Top – District competition to support local educational agencies (LEAs) implementing locally developed plans to personalize and deepen student learning, directly improve student achievement and educator effectiveness, close achievement gaps, and prepare every student to succeed in college and career.

The Race to the Top program is built on the framework of comprehensive reform in four education reform areas:

- Adopting rigorous standards and assessments that prepare students for success in college and the workplace;

- Building data systems that measure student success and inform teachers and principals how they can improve their practices;

- Recruiting, developing, retaining, and rewarding effective teachers and principals; and

- Turning around the lowest-performing schools.

Since education is a complex system, sustained and lasting instructional improvement in classrooms, schools, LEAs, and States will not be achieved through piecemeal change. Race to the Top requires that States and LEAs participating in the State's Race to the Top plan (participating LEAs)[2] take into account their local context to design and implement the most effective and innovative approaches that meet the needs of their educators, students, and families.

Race to the Top program review

As part of the Department's commitment to supporting States as they implement ambitious reform agendas, the Department established the Implementation and Support Unit (ISU) in the Office of the Deputy Secretary to administer, among others, the Race to the Top program. The goal of the ISU is to provide assistance to States as they implement unprecedented and comprehensive reforms to improve student outcomes. Consistent with this goal, the Department has developed a Race to the Top program review process that not only addresses the Department's responsibilities for fiscal and programmatic oversight, but is also designed to identify areas in which Race to the Top grantees need assistance and support to meet their goals. Specifically, the ISU works with Race to the Top grantees to differentiate support based on individual State needs, and helps States work with each other and with experts to achieve and sustain educational reforms that improve student outcomes. In partnership with the ISU, the Reform Support Network (RSN) offers collective and individualized technical assistance and resources to Race to the Top grantees. The RSN's purpose is to support Race to the Top grantees as they implement reforms in education policy and practice, learn from each other, and build their capacity to sustain these reforms.

Grantees are accountable for the implementation of their approved Race to the Top plans, and the information and data gathered throughout the program review help to inform the Department's management and support of the Race to the Top grantees, as well as provide appropriate and timely updates to the public on their progress. In the event that adjustments are required to an approved plan, the grantee must submit a formal amendment request to the Department for consideration. States may submit for Department approval amendment requests to a plan and budget, provided such changes do not significantly affect the scope or objectives of the approved plans. In the event that the Department determines that a grantee is not meeting its goals, activities, timelines, budget, or annual targets, or is not fulfilling other applicable requirements, the Department will take appropriate enforcement action(s), consistent with 34 CFR section 80.43 in the Education Department General Administrative Regulations (EDGAR).[3]

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[1] The remaining funds were awarded under the Race to the Top Assessment program. More information about the Race to the Top Assessment program is available at www.ed.gov/programs/racetothetop-assessment.

[2] Participating LEAs are those LEAs that choose to work with the State to implement all or significant portions of the State's Race to the Top plan, as specified in each LEA's Memorandum of Understanding with the State. Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State's grant award that the State must subgrant to LEAs, based on the LEA's relative share of Title I, Part A allocations in the most recent year, in accordance with section 14006(c) of the ARRA.

[3] More information about the ISU's program review process, State APR data, and State Scopes of Work can be found at http://www2.ed.gov/programs/racetothetop/index.html.

State-specific summary report

The Department uses the information gathered during the review process (*e.g.*, through monthly calls, onsite reviews, and Annual Performance Reports (APRs)) to draft State-specific summary reports.[4] The State-specific summary report serves as an assessment of a State's annual Race to the Top implementation. The Year 2 report for Phase 1 and 2 grantees highlights successes and accomplishments, identifies challenges, and provides lessons learned from implementation from approximately September 2011 through September 2012.

State's education reform agenda

As part of its education reform agenda, Florida set ambitious goals for students and educators in its Race to the Top application, including doubling the percentage of incoming high school freshmen who graduate from high school, go on to college, and achieve at least a year's worth of college credit; cutting the achievement gap in half by 2015; and, increasing the percentage of students scoring at or above proficient on the National Assessment of Educational Progress (NAEP) by 2015 to or beyond the performance levels of the highest-performing States. The State is supported in these efforts not only by the projects funded through its $700,000,000 Race to the Top grant, but also through the Florida State Board of Education's strategic plan.

Florida's education reform agenda also includes the passage of the Student Success Act (the Act) in March 2011, which mirrored many of the goals in the State's strategic plan and Race to the Top application. The Act made the following changes: (1) established a comprehensive evaluation system for teachers and principals based on multiple measures of effectiveness, which include primary emphases on student growth and observations of educator practice; (2) tied compensation to evaluation results beginning in school year (SY) 2014-2015; and, (3) eliminated tenure except for those instructional personnel who already had a professional service or continuing contract. The Act puts into law many of the elements of the teacher and principal evaluations proposed in the State's Race to the Top application.

The State is using its strategic plan, its Race to the Top plan, and the Act to further its education reform agenda. The State believes that the ambitious goals set for students and educators within these reform efforts will increase the academic achievement of its students.

State Year 1 summary

Florida received a Race to the Top award in September 2010 as part of Phase 2 of the Race to the Top competition. In Year 1, the State made progress in implementing some of the projects outlined in its Race to the Top plan. These projects include assisting LEAs in redesigning teacher and principal evaluation systems to incorporate multiple measures, including instructional practices and student growth; helping LEAs begin the transition to new Common Core State Standards (CCSS); launching the Local Systems Exchange that allows LEAs to share information on their Local Instructional Improvement Systems (LIIS); and engaging stakeholders through the creation and engagement of eight Implementation Committees.

Despite progress in the areas discussed above, Florida had difficulty implementing other aspects of its Race to the Top grant, including executing the large number and scope of contracts associated with its plan. Leadership changes, legal challenges, disparate vendor quality in some initial responses, and difficulties in hiring qualified individuals all contributed to significant delays in Year 1.

State Year 2 summary

Accomplishments

In Year 2, the State made progress in executing contracts and implementing activities, and almost all projects were on track with the State's amended timelines. In Year 2, Florida implemented the CCSS in kindergarten. Training also began for teachers across all grade levels with approximately 7,500 educators receiving training on implementation of the CCSS. The Florida Department of Education (FDOE) began work on updating the Teacher Standards Instructional Tool and the Student Tutorial to include CCSS materials. The State is also working to develop formative assessments in mathematics and English language arts (ELA) that align to the CCSS.

Work began on the design of a single sign-on portal that will allow education stakeholders access to a variety of data applications in a centralized location. To help with the development of the new portal and local data systems, the State continued its work with its stakeholder advisory groups, the Local Systems Implementation Committee and the Single Sign-On Implementation Committee.

In Year 2, all LEAs in Florida received approval for their teacher and principal evaluation systems and began using these systems for evaluations in SY 2011-2012. FDOE supported LEA and institutions of higher education (IHE) partners in launching job-embedded teacher and principal preparation programs, UTeach replication, and a recruitment program for minority teachers.

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[4] Additional State-specific data on progress against annual performance measures and goals reported in the Year 2 APRs can be found on the Race to the Top Data Display at www.rtt-apr.us.

Executive Summary

The State began efforts to develop more rigorous teacher certification exams, awarded a grant to an IHE to develop the Florida STEM Teacher Induction and Professional Support (TIPS) Center, and started work on enhancements to its electronic Institution Program Evaluation Plan (eIPEP).

The State continued its efforts to support its lowest-achieving schools by awarding grants to Miami-Dade and Duval counties to hire approximately 800 new teachers to work in struggling schools. The State also provided the following targeted supports for teachers and leaders: training for aspiring turnaround principals; support to 10 rural LEAs in strategic planning; hiring science, technology, engineering and mathematics (STEM) and reading coordinators to support low-performing schools; and supporting persistently lowest-achieving (PLA) high schools in the development of career and technology programs with a focus on STEM.

Challenges

Since Year 1, FDOE has experienced challenges in its efforts to execute a contract for the development of an interim assessment item bank and test platform. In spring 2012, the State was able to partner with a vendor to begin this work, but the timeline for this project has been significantly delayed. This delay creates other challenges because projects throughout the Race to the Top plan are dependent, at least in part, on the rollout of the interim assessment item bank and test platform. Due to the delays, Florida and its contractor face an aggressive timeline in order to accomplish this work in a timely manner. The State understands this urgency and is working with its vendor to move forward as quickly as possible.

Although FDOE struggled with executing contracts in Year 1 and early Year 2, the focus is now on ensuring that the contractors are producing high quality deliverables. This is particularly important in Florida as 98 percent of the State's portion of Race to the Top funds is budgeted for contracts. FDOE has stated that it has controls in place to ensure that it is receiving quality products, and in some cases,

the State has rejected the contractor deliverables and insisted that additional work be done before the product is accepted. Moving into Years 3 and 4, the State will continue its focus on implementing its projects in a timely and high quality manner.

While implementing revised teacher and principal evaluation systems in Year 2, Florida has also faced legal challenges. A court recently declared that the State administrative rule implementing the approval process for LEA evaluation systems is invalid. The State continues to implement evaluation systems as approved under the State statute and Race to the Top, and will proceed through the rule development process again. Legal challenges to the teacher and principal evaluation systems could continue to prove challenging, especially as LEAs begin to use evaluation results to inform compensation, promotion, and retention decisions.

Looking ahead to Year 3

In Year 2, Florida successfully executed many contracts and work is now underway on the majority of its projects. The State will build on this foundation in Year 3. In the area of Standards and Assessments, the State will roll out the CCSS in first grade and pilots will continue for the CCSS-aligned formative assessments, as will work on assessments for hard-to-measure subject areas and the Teacher Standards Instructional Tool. Florida's Data Systems work will focus in large part on the single sign-on portal with plans for users to gain access toward the end of Year 3.

Implementation of the teacher and principal evaluation systems will continue in Year 3. LEAs will have the option to revise their evaluation systems based on lessons learned in the first year of implementation. Florida will support efforts to turn around the lowest-achieving schools through the continued support of the STEM and reading coordinators and its ongoing focus on growing STEM focused career and technology education (CTE) programs in low-achieving high schools.

State Success Factors

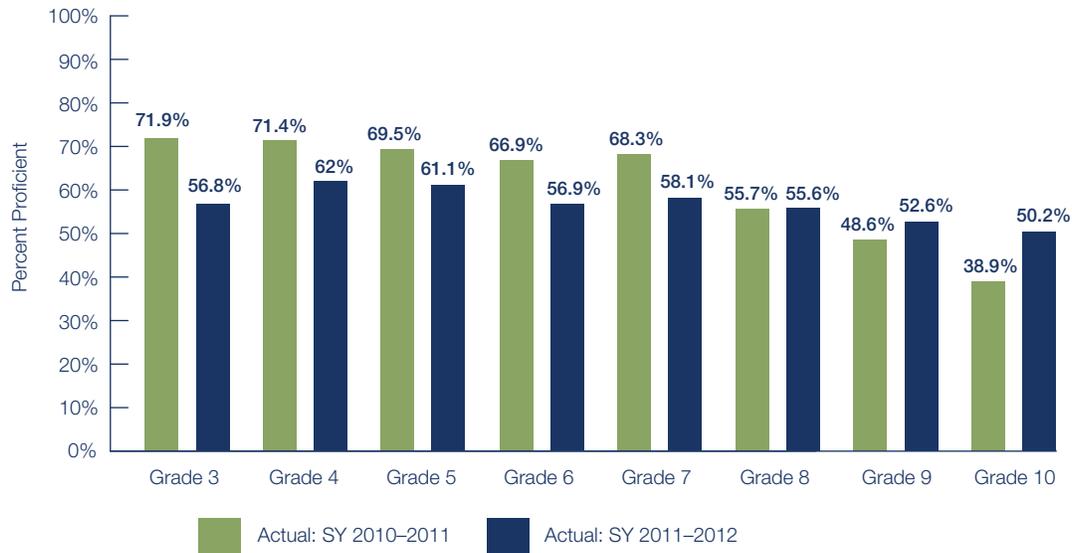## Building capacity to support LEAs

Florida has made efforts to integrate the work of Race to the Top into the existing work of FDOE. Leaders of Race to the Top project areas, such as Standards and Assessments, are the same individuals who lead FDOE's standards and assessments efforts. The State believes that it is best able to align its work through this structure and thus support its LEAs in the best manner possible. FDOE established the Project Management Oversight Committee (Committee) and Race to the Top Leads Team (Team) to oversee work across its offices. The Committee and Team, consisting of the FDOE Commissioner and senior

leadership, each meet monthly to discuss issues and risks associated with the Race to the Top plan. The Committee initially identified 12 strategic risks including, among others, LEA capacity, development and integration of technology, and bid protests. The Committee and Team are actively engaged in developing strategies to mitigate the risks to ensure successful completion of the Race to the Top work.

In addition to establishing the Committee and Team, FDOE is working to enhance its financial systems and grants and contracts databases. In summer 2012, enhancements were completed to the online Scope of Work database so LEAs can upload quarterly deliverables into the system instead of submitting these via email.

State Success Factors
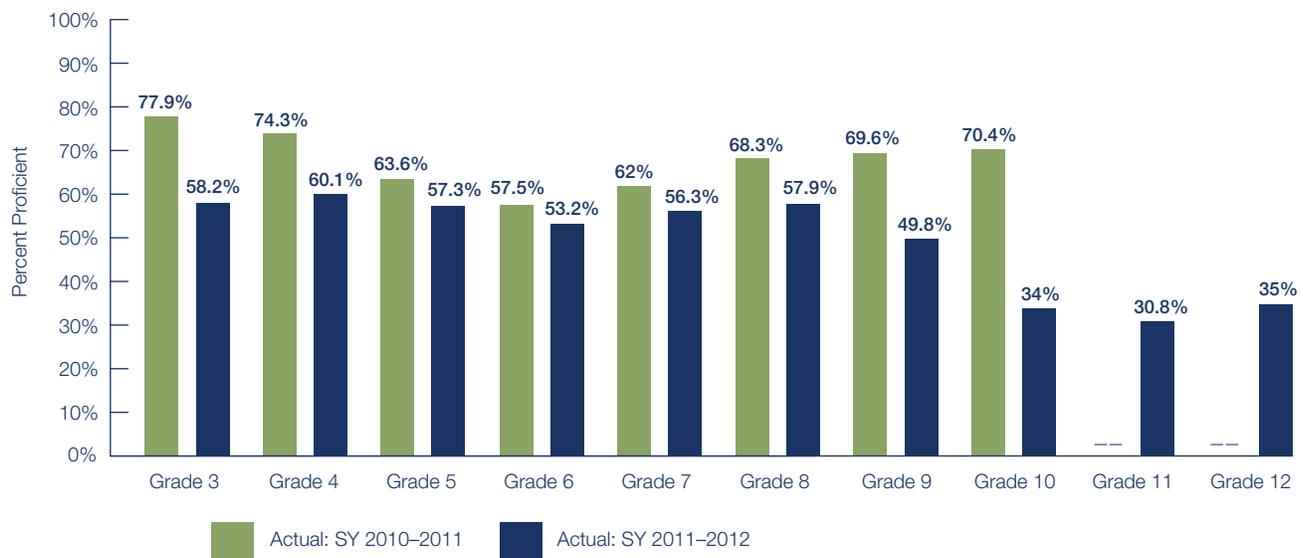
Student Proficiency on Florida's ELA Assessment

Percent Proficient

Grade	Actual: SY 2010–2011	Actual: SY 2011–2012
Grade 3	71.9%	56.8%
Grade 4	71.4%	62%
Grade 5	69.5%	61.1%
Grade 6	66.9%	56.9%
Grade 7	68.3%	58.1%
Grade 8	55.7%	55.6%
Grade 9	48.6%	52.6%
Grade 10	38.9%	50.2%

■ Actual: SY 2010–2011   ■ Actual: SY 2011–2012

Preliminary SY 2011–2012 data reported as of: December 20, 2012

NOTE: Over the last two years, a number of States adopted new assessments and/or cut scores.

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

Student Proficiency on Florida's Mathematics Assessment

Percent Proficient

Grade	Actual: SY 2010–2011	Actual: SY 2011–2012
Grade 3	77.9%	58.2%
Grade 4	74.3%	60.1%
Grade 5	63.6%	57.3%
Grade 6	57.5%	53.2%
Grade 7	62%	56.3%
Grade 8	68.3%	57.9%
Grade 9	69.6%	49.8%
Grade 10	70.4%	34%
Grade 11	––	30.8%
Grade 12	––	35%

■ Actual: SY 2010–2011   ■ Actual: SY 2011–2012

Preliminary SY 2011–2012 data reported as of: December 20, 2012

NOTE: Over the last two years, a number of States adopted new assessments and/or cut scores.

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

LEA participation

In Year 2, Florida reported 65 participating LEAs in its Annual Performance Report (APR). Participating LEAs represent more than 92 percent of the State's kindergarten through twelfth grade (K-12) students and more than 93 percent of its students in poverty.

To receive Race to the Top funds, LEAs agreed to implement projects across Race to the Top's four education reform areas. Discussions with the State and with a few LEAs during the Department's onsite program review indicated that LEAs are making progress on these projects but that they find the work to be challenging. In particular, some LEAs indicated that it will be difficult to meet the required minimum standards for the LIIS as part of the Use Data to Improve Instruction project. Some LEAs indicated challenges in developing their teacher evaluation systems, particularly in coming to an agreement with unions and other stakeholders. However, all LEAs did reach agreements and implemented teacher evaluation systems in Year 2. Many of the school-based educators that the Department spoke with during the onsite program review spoke very highly of the State's efforts to expand lesson study and said it has made a difference in their instruction.

LEAs are also actively engaged in projects that are funded by the State's 50 percent of Race to the Top funds such as the development of assessments in hard-to-measure subject areas and the implementation of job-embedded teacher and principal preparation programs. LEAs are or will be the direct beneficiary of all State-level projects such as the tools developed to support CCSS implementation, the single sign-on portal, and the ongoing efforts to support low-performing schools.

Stakeholder engagement

Florida is actively engaging stakeholders in its Race to the Top efforts, in particular through the establishment of eight stakeholder committees. These committees include the Teacher Standards Instructional Tool Implementation Committee; the Formative and Interim Assessment Design Implementation Committee; District-developed Student Assessments for Instructional Effectiveness Implementation Committee; the Portal, Dashboard, and Reports Implementation Committee; the Single Sign-On Implementation Committee; the Local Systems Implementation Committee; the Student Growth Implementation Committee; and the Teacher and Leader Preparation Implementation Committee. These committees consist of teachers, school-based and LEA administrators, higher education representatives, parents, union members, and other interested parties. In addition to the stakeholder committees, FDOE established a Race to the Top website and listserv to keep interested parties informed about the State's Race to the Top projects.
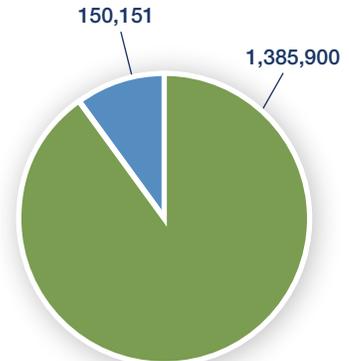
LEAs
Participating in Florida's
Race to the Top Plan

9

65

Participating LEAs (#)
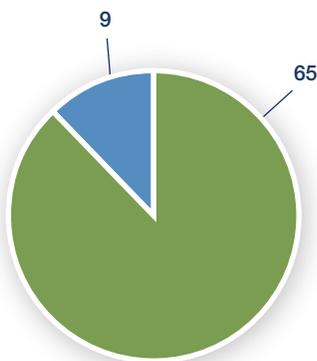
Other LEAs

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

232,262

2,380,956

K-12 Students (#)
in participating LEAs

K-12 Students (#) in other LEAs
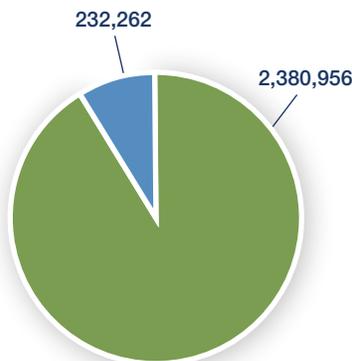
Students in Poverty in LEAs
Participating in Florida's
Race to the Top Plan

150,151

1,385,900

Students in Poverty (#)
in participating LEAs

Students in Poverty (#)
in other LEAs

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.
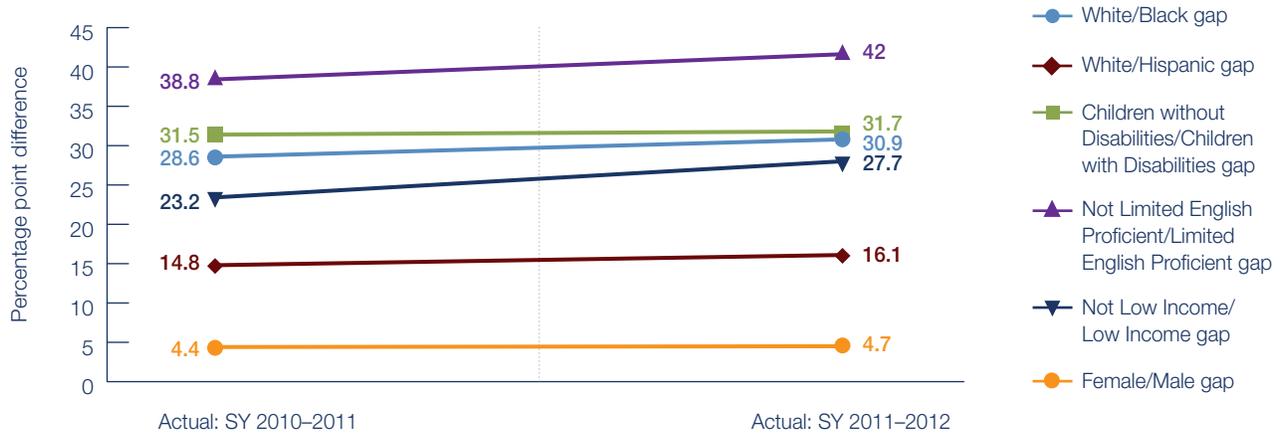
Successes, challenges, and lessons learned

Throughout its Race to the Top grant, Florida has been challenged by changes in leadership. Since the Race to the Top grant was awarded, the State elected a new Governor and has had five State Commissioners of Education. Senior leadership at FDOE has worked to mitigate issues associated with these changes by taking ownership of the Race to the Top projects and aligning this work with other FDOE priorities. However, new leadership often means new priorities and the Race to the Top team at FDOE has had to make adjustments as leaders change. These leadership transitions have, at times, slowed work on Race to the Top as new leaders are brought up to speed on the Race to the Top priorities, but have not led to any significant changes in the work.

Florida experienced significant delays in starting work in Year 1, but made progress in overcoming these delays in Year 2. With the execution of numerous contracts and the launch of work on multiple activities, most projects are now on schedule with the State's amended timelines. In looking forward to Year 3, it is clear that the State has reached a critical point in the implementation of its Race to the Top plan. The work is underway and now the State must ensure that the projects stay on track, and most importantly, that they are implemented with high quality. FDOE has continually voiced its commitment to timely, high quality implementation, but more time is needed to determine if the State will meet this commitment.

Achievement Gap on Florida's ELA Assessment

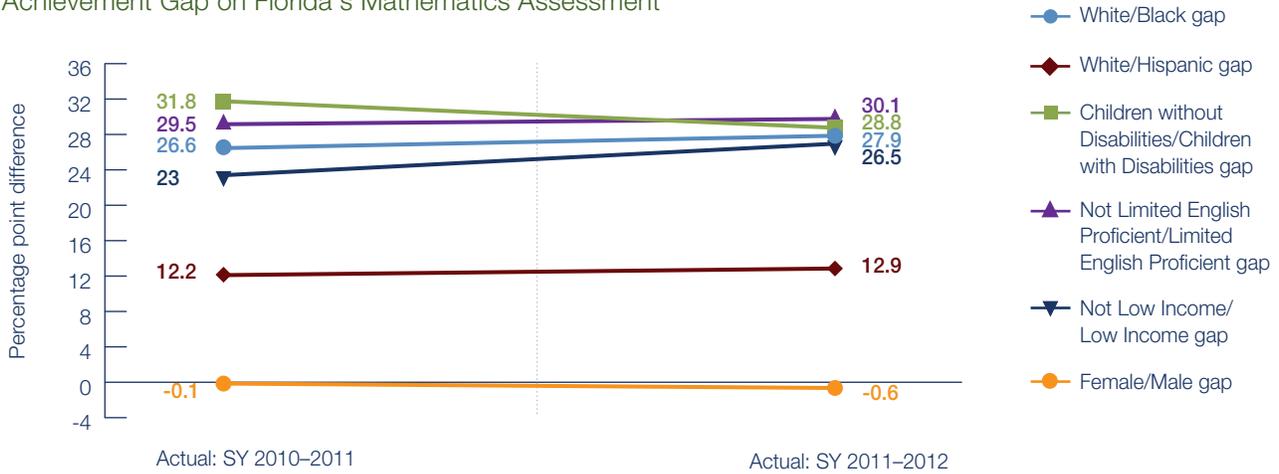Preliminary SY 2011–2012 data reported as of: December 20, 2012

NOTE: Over the last two years, a number of States adopted new assessments and/or cut scores.

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.

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

Achievement Gap on Florida's Mathematics Assessment

Percentage point difference (y-axis)

White/Black gap
White/Hispanic gap
Children without Disabilities/Children with Disabilities gap
Not Limited English Proficient/Limited English Proficient gap
Not Low Income/Low Income gap
Female/Male gap

Actual: SY 2010–2011 values: 31.8, 29.5, 26.6, 23, 12.2, -0.1

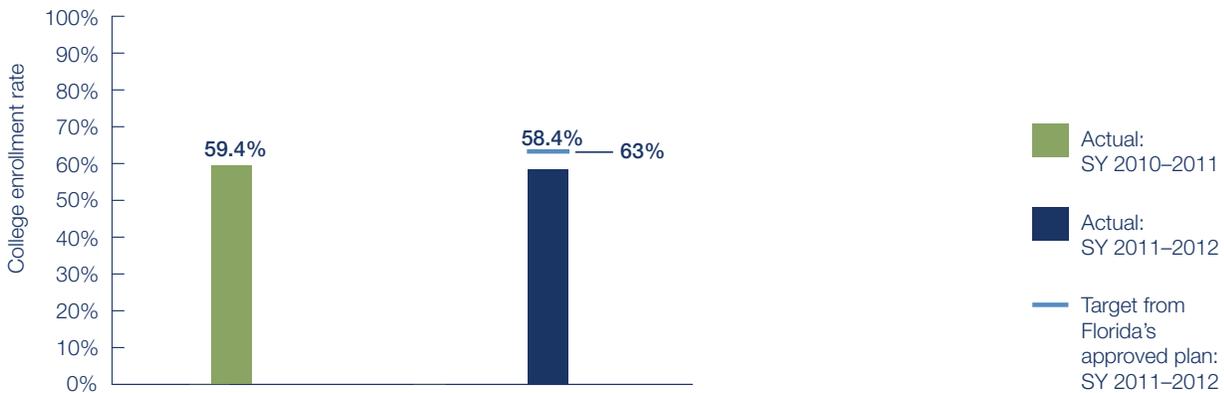Actual: SY 2011–2012 values: 30.1, 28.8, 27.9, 26.5, 12.9, -0.6

Preliminary SY 2011–2012 data reported as of: December 20, 2012

NOTE: Over the last two years, a number of States adopted new assessments and/or cut scores.

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.

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

College Enrollment Rates

College enrollment rate (y-axis)

59.4% — Actual: SY 2010–2011

58.4% — Actual: SY 2011–2012

63% — Target from Florida's approved plan: SY 2011–2012

Preliminary SY 2011–2012 data reported as of: October 22, 2012

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

Standards and Assessments

Implementing rigorous college- and career-ready standards and assessments that prepare students for success in college and career is an integral aspect of education reform in all Race to the Top States.

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

Florida's State Board of Education adopted the CCSS in July 2010 and intends to implement the new standards in all grades by SY 2013-2014. The CCSS were rolled out in kindergarten during SY 2011-2012, and are rolling out in first grade in SY 2012-2013 with all other grades implementing in SY 2013-2014. Feedback from educators has shown that the quality of CCSS implementation in kindergarten varied across LEAs. While successful in some areas, other LEAs will require additional training to ensure that teachers are implementing the CCSS with fidelity.

Florida is a governing member and the fiscal agent of the Partnership for the Assessment of Readiness for College and Careers (PARCC) assessment consortium, which is developing new assessments aligned to the CCSS. FDOE is supplementing its PARCC assessment work with the development of formative and interim assessments that will assist teachers in informing student instruction. In June 2012, the State was able to overcome contracting issues experienced in Year 1 and early Year 2 and execute the contract for the development of an interim assessment item bank and test platform. Since the contract execution, the State has recruited and trained almost 400 Florida educators to serve as item writers and item reviewers. Race to the Top also supports the development of ELA and mathematics formative assessments. The mathematics formative assessment pilot was completed in SY 2011-2012 for second and third grade. The ELA formative assessment contract was executed in December 2011 and development is underway. In addition to the interim assessment item bank and formative assessment projects, the State is working with LEAs that were awarded grants to develop assessments in seven hard-to-measure subject areas. In Year 2, these LEAs developed item specification documents and submitted two batches of assessment items that have been or are under review by content experts at the State. The State expects to receive a total of six item batches before the project is complete. These assessments will eventually be used by LEAs across the State for subjects such as health/physical education, orchestra, band, digital arts, world languages, and a subset of CTE courses.

> To support educators in the implementation of the CCSS, Florida held four trainings on the CCSS in summer 2012, attended by approximately 7,500 educators. During these trainings, over 1,870 school teams worked together to develop CCSS implementation plans for their schools. Using a train-the-trainer approach, these educators will train other educators in their schools and districts on CCSS implementation. The State will provide additional CCSS training in Year 3 and Year 4.

Dissemination of resources and professional development

Florida has made a significant commitment to support the transition to college- and career-ready standards and high-quality assessments. Over 40 percent of the State's portion of the Race to the Top funds is being used to support this transition and to develop resources and professional development. This includes enhancements to the Teacher Standards Instructional Tool and Student Standards Tutorial to assist educators and students in implementing the CCSS. Once updates are complete, the Teacher Standards Instructional Tool will include a database with the CCSS, skill-level information, course descriptions aligned to the CCSS, access to skill-level resources including formative assessment tasks, model lesson plans, and lesson study toolkits. This will be an open system that allows users to contribute resources, which means educators will be able to share high-quality resources with educators from across the State (a user-rating system will suppress ineffective resources). In Year 2, the CCSS were added to the system and rated for levels of cognitive complexity. Course descriptions for K-1 science, social studies, and technical subjects, such as art and music, have been aligned to the CCSS and added to the Teacher Standards Instructional Tool. LEAs have begun developing and submitting instructional materials and the State expects this use to increase as the CCSS are rolled out in additional grades. The State is also updating the Student Standards Tutorial to align with the CCSS. Due to contract challenges this work has been delayed, but the State is working to mitigate these issues and plans to move forward as quickly as possible with this project.

Other work in this area includes a postsecondary textbook demand study. The purpose of this study was to compare high school texts in English, mathematics, and science courses with textbooks used in entry-level postsecondary institutions in Florida. The texts were analyzed to determine the alignment between text complexity and quantity and to identify any gaps between the high school and postsecondary texts that could affect students' success in postsecondary courses. The contractor completed a preliminary review of the texts in Year 2, and in Year 3, the State will align its textbook adoption specifications to the findings of the study.

In addition to its work within the State, a team of SEA, LEA, and other State-level actors from Florida collaborated with 11 other Race to the Top States in January 2012 in Washington, D.C., as part of an RSN convening. During the convening, State teams met to discuss, develop, and enhance strategies to align and support the implementation of the teacher and leader effectiveness initiatives within the context of newly implemented college- and career-ready standards. This convening played an important role in informing Florida's development of summer 2012 training related to these topics.

Successes, challenges, and lessons learned

The State is on track to fully implement the CCSS in SY 2013-2014, but as it learned with the implementation of the CCSS in kindergarten, additional efforts are needed to ensure that the standards are implemented with fidelity. In summer 2012, the State successfully provided training to over 7,500 educators on the CCSS but recognizes that this is only the beginning. The State acknowledges that it is a challenge to reach all educators and has developed plans to provide online training and encourage training within schools and for LEAs using a train-the-trainer approach.

One of the biggest challenges the State faced in Year 2 was executing a contract for the development of the interim assessment item bank and test platform due to, in large part, multiple bid protests. Although the State was able to procure services, it now faces the challenge of a truncated timeline that will make it difficult for the State and vendor to complete its work during the Race to the Top grant period. The item bank and test platform are interconnected with work on the instructional improvement systems, the single sign-on portal, and the teacher and principal evaluation systems, so delays in implementation could cause a ripple effect in these projects. Recognizing this, the State is moving forward with the item bank project as quickly as possible while working to ensure that a high-quality product is being developed.

As FDOE moves forward with the projects in this area, it must work to ensure that these are useful tools for educators as they implement the CCSS. The State is committing a great deal of funds and human capital to these projects, but it is only worthwhile if used by teachers in the classroom. FDOE is working with educators and other stakeholders, and piloting some of its projects in an effort to ensure that that it is developing useful tools.

Data Systems to Support Instruction

Statewide longitudinal data systems (SLDS) and instructional improvement systems (IIS) enhance the ability of States to effectively manage, use, and analyze education data to support instruction. Race to the Top States are working to ensure that their data systems are accessible to key stakeholders and that the data support educators and decision-makers in their efforts to improve instruction and increase student achievement.

Fully implementing a statewide longitudinal data system

In 2003, Florida deployed the Education Data Warehouse (EDW), which tracks students from pre-kindergarten, or whenever they enter the Florida school system, through high school, transition to a postsecondary institution, and into the workforce. Student-level data in the EDW includes demographics, enrollment, course and grade information, assessment scores, financial aid, completion information, and employment information. Building on this robust data system, Florida is using Race to the Top funds to develop a single sign-on data portal that will allow users centralized access to multiple applications. In addition, the State is working with LEAs as they develop an LIIS that will provide users with timely access to actionable information that can be used to inform instruction.

Accessing and using State data

In Year 2, Florida launched its efforts to design and develop the single sign-on portal, with much of its time spent on the conceptual, logical, and physical design for the portal. Once completed, the portal will provide users centralized and single sign-on access to the

Data Systems to Support Instruction

Teacher Standards Instructional Tool, the K-12 interim assessment system for reading, the interim assessment item bank and test platform, FloridaSchoolLeaders.org, and the State's eIPEP.[5] With the exception of the interim assessment item bank and test platform, these applications already exist (though some will be updated through the State's Race to the Top efforts) and are in use by educators. Throughout the year, the State's work on the single sign-on portal included coordinating with the owners of these existing applications to determine the requirements for integrating these applications into the portal. Based on these discussions, the State established a plan for integrating these applications starting in the latter half of Year 3 and continuing through Year 4. Throughout Year 2, the State has been supported in its efforts by the Single Sign-On Implementation Committee.

Florida law requires all LEAs to implement, by June 30, 2014, an LIIS in an effort to increase access to data and promote the use of data to inform instruction. The State, in conjunction with the Local Systems Implementation Committee, established a set of minimum standards for the LIIS that the State believes, when met, will ensure that stakeholders have access to and use of data to inform instruction in the classroom, operations at the school and LEA, and research. The LIIS will provide educators access to data on interim and summative assessments, student performance, efforts to accelerate learning such as Advanced Placement and dual enrollment courses, college readiness indicators, postsecondary enrollment and persistence, and teacher certifications. To support the development of an LIIS in LEAs that may not have the necessary resources, the State awarded need-based grants to 50 LEAs. FDOE conducted a survey in Year 2 that showed LEAs vary greatly in their implementation progress and that some require a significant amount of work in order to implement a robust LIIS. The State will conduct another survey in Year 3 to measure LEA progress, and is currently developing plans to provide additional support to those LEAs that continue to lag in their implementation efforts.

Using data to improve instruction

The single sign-on portal and LIIS are being developed in an effort to provide educators with data that will be used to inform and improve instruction. As these projects move forward, there is a need to provide training to ensure that educators know how to access and use the data available to them. In Year 2, the State's data coaches and multi-media professional developer developed two training modules focused on data mining and data-driven instruction. These were delivered during the Differentiated Accountability Summer Academies, and teams at almost 300 schools received training. Additional training will be developed and provided in Years 3 and 4 to support educator efforts around accessing and using data.

Successes, challenges, and lessons learned

As discussed in the Year 1 State report, Florida faced delays in starting work on the single sign-on portal. In Year 2, the State was able to begin its efforts to design, develop, and launch the portal and plans to integrate its first application early in 2013 with users gaining access soon thereafter. However, a delay in any aspect of this work could cause a ripple effect and lead to a delay in users accessing the system. Florida is actively working to mitigate risks that could cause delays and plans to move forward with the launch of the portal as quickly as possible. Looking to the future, the State will use the knowledge it has gained about application integration requirements to inform the development and integration of future applications. Though time and funding may not allow for every future application to be integrated, the State plans to grow the portal when and where it is able.

FDOE and the LEAs are working to develop LIIS, but it is evident from the analysis of the LIIS survey that there is more work to be done. The State successfully awarded grants to LEAs in need of additional resources, but this may not be enough to support struggling LEAs in meeting the minimum standards. FDOE has indicated that it will provide additional support to LEAs where needed but has not yet articulated a plan that seems fully responsive to the districts' needs. There appears to be reliance, in part, on the assumption that the implementation of an LIIS is a State law and, therefore, LEAs will meet the requirements; however, early results show that LEAs will likely need extra support from the State.

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[5] Florida originally intended to integrate FACTS.org into the single sign-on portal. This system currently serves as an online college and career advising tool for students and parents. Due to recent legislative changes, the purpose, ownership, and funding for FACTS.org is changing and FDOE no longer plans to include this system as a part of the portal. The State is developing an amendment request on this subject for consideration by the Department.

Great Teachers and Leaders

Race to the Top States are developing comprehensive systems of educator effectiveness by adopting clear approaches to measuring student growth; designing and implementing rigorous, transparent, and fair evaluation systems for teachers and principals; conducting annual evaluations that include timely and constructive feedback; and using evaluation information to inform professional development, compensation, promotion, retention, and tenure decisions. In addition, Race to the Top States are providing high-quality pathways for aspiring teachers and principals, ensuring equitable distribution of effective teachers and principals, improving the effectiveness of teacher and principal preparation programs, and providing effective support to all educators.

Improving teacher and principal effectiveness based on performance

Enacted in March 2011, the Student Success Act established new requirements for Florida's teacher and principal evaluation systems. Since passage, the State has been working to develop student growth models, revise its existing teacher and principal evaluation systems, and conduct professional development focused on the requirements of the new evaluation systems.

In June 2011, with the assistance of the Student Growth Implementation Committee, the Commissioner approved a value-added model for calculating student growth on the Florida Comprehensive Assessment Test (FCAT). In Year 2, the State began work to develop a student growth model for the Algebra I end-of-course (EOC) exam and will soon begin work to adopt a model for additional statewide assessments such as the Florida Alternate Assessment. Once approved by the Commissioner, LEAs will be required to use these growth models. FDOE is also working to develop optional growth models for commonly used LEA assessments, such as Advanced Placement (AP) and International Baccalaureate (IB) exams.

In Year 2, Florida's 65 participating LEAs received approval for their teacher evaluation systems. Throughout the year, LEAs implemented the instructional practices portion of their evaluation systems. The State delivered value-added results to LEAs in summer 2012. These results are paired with the instructional practices results and other student assessment data as identified by LEAs to determine a teacher's overall rating (*e.g.*, highly effective, effective, needs improvement/developing, or ineffective). The evaluation results were reported to the State in November 2012. In Year 2, the State also began implementation of the principal evaluation systems. Principal evaluation results from SY 2011-2012 include student growth demonstrated on the FCAT. LEAs have updated the leadership practices portion of the principal evaluation system to align with the updated Florida Principal Leadership Standards for SY 2012-2013 and all but two LEAs have received approval from FDOE to begin using their revised principal evaluation systems.

As discussed above, Florida recently faced a legal challenge to the State rule implementing the approval process for teacher and principal evaluation systems. A court ruled that the State rule was invalid based on its construction and format, but did not speak to the substance of the rule. FDOE has determined that because the requirements are mostly outlined in State statute and the statute does not require rules before implementation, implementation of the evaluation systems can still proceed while the rule is under re-development. It was expected that in Year 3 LEAs would begin making improvements and updates to their evaluation systems to reflect lessons learned and make determinations as to how these systems will be used to inform decisions related to salary compensation, promotion, retention, professional contracts, and removal. This work may be slowed as the re-development process for the State rule continues; however, few LEAs have requested modifications to their Scopes of Work indicating that they may choose to continue with modifications to their evaluation systems in Year 3.

In addition to its work with LEAs, Florida is working with the RSN as part of a cross-State Quality Evaluation Rollout Work Group. This group is made up of Race to the Top States that are fully implementing their teacher evaluation systems statewide in 2012. Florida is continuing to share with its peers lessons learned during implementation, particularly around the engagement and professional development of educators.

Also in Year 2, Florida collaborated with several States through webinars to review and discuss potential solutions to address student assessment and growth measurement in non-tested grades and subjects, including reviewing available item bank technology.

Ensuring equitable distribution of effective teachers and principals

Florida is implementing many projects to support the equitable distribution of effective teachers and principals. This includes job-embedded teacher and principal preparation programs and recruitment efforts for minority teachers.

During Year 2, the State entered into an agreement with the University of Central Florida (UCF) and five LEA partners to launch the job-embedded teacher preparation program. Through this program, UCF will recruit 140 participants with degrees in STEM subject areas who will be trained to teach mathematics and science in grades 6 through 12. The first cohort began coursework in May 2012 and participants were hired as resident teachers in partner LEAs for SY 2012-2013.

In Year 2, the State entered into agreements with Florida Atlantic University (FAU) and the University of South Florida (USF) to recruit and train high-performing teachers and assistant principals for assistant principalships and principalships. In Year 2, FAU launched its program with an initial cohort of 30 candidates. If the candidates are successful in their training, they will be eligible to enter the assistant principal pool for potential hiring after the completion of their fall internship in December 2012. With successful completion of additional coursework and a residency in a high-needs school, these candidates will be eligible to be hired as principals starting June 2013. The second cohort of 26 candidates began the job-embedded program in May 2012 and will be eligible for a principalship after June 2014. During Year 2, USF focused on curriculum development and the first cohort started coursework in April 2012. These individuals will be eligible for employment as a principal by the end of SY 2013-2014.

In addition to the work with the teacher and principal preparation programs, Florida also awarded a subgrant to an LEA partner that has joined with a university to recruit minority students to become teachers. This program launched in January 2012 with eight candidates. Additional candidates are being recruited and screened to participate in future cohorts. The LEA and university partner plan to recruit 45 candidates and place at least 42 in schools across the LEA by the end of the grant period.

Improving the effectiveness of teacher and principal preparation programs

FDOE executed a contract in Year 2 to enhance eIPEP. Through this system, teacher and principal preparation programs will be able to track and monitor candidate and completer performance data, which will enable more meaningful analysis and reporting of program performance by the State. A test site was reviewed by project staff in coordination with the eIPEP Advisory Board in July 2012 and

changes were reflected in the new site that was deployed in August 2012. Work is also underway to create a tool to automate the data transfer process from the Education Data Warehouse and the State anticipates completion of this by the end of Year 3.

In addition to the work on eIPEP, the State is working to develop more rigorous teacher certification exams. In Year 2, the Florida Teacher Certification Examination (FTCE) Steering Committee began work on revising teacher certification exams in mathematics grades pre-kindergarten-3, 5-9, and 6-12. The revision of teacher competencies and skills has been completed and approved by the State Board of Education for two examinations: mathematics grades 5-9 and mathematics grades 6-12. Work is also underway to revise exams for the following certifications: biology grades 6-12, chemistry grades 6-12, physics grades 6-12, middle grades general science grades 5-9, and earth space science grades 6-12.

Providing effective support to teachers and principals

In Year 2, the State launched its work with the Great Teachers and Leaders Community of Practice (CoP). The first CoP meeting in March 2012 covered issues related to setting learning goals. The State held the second CoP meeting in May 2012 and discussed topics related to performance pay. Approximately 200 educators attended each meeting, representing almost all of the LEAs participating in Race to the Top.

The State launched the nomination process for the Commissioner's Leadership Academy in Year 2. In future years the Academy will focus on training school and LEA-level administrators who are likely to take additional leadership roles in their LEAs or at the State. Participants will learn about education best practices and new resources created through Race to the Top funding to improve their practices and train other educators in their LEAs.

FDOE also selected a vendor to conduct a review of LEA practices and State-level initiatives related to training and supporting teachers and leaders. The contractor has completed one report on the "Review of Continued Program Approval Standards for Preparation Programs." The contractor's work is now focused on reviewing the work of LEAs in implementing the teacher and leader evaluations. In particular, they are reviewing LEA collective bargaining agreements. In Year 3, the vendor will conduct an analysis of the teacher and principal evaluation results focusing on areas such as comparing the student growth portion of the evaluation to the observation portion to see if the results are aligned. The information gathered from this review will be used to inform State and LEA practices in future years.

Successes, challenges, and lessons learned

After the passage of the Act, Florida quickly laid the groundwork for the implementation of revised teacher and principal evaluation systems across the State. As a result, all of Florida's LEAs implemented revised evaluation systems in SY 2011-2012 that include student growth as at least 50 percent of the evaluation for school administrators and teachers with three or more years of student performance data.[6] Evaluations will continue in SY 2012-2013 as Florida works through legal challenges to the State rule implementing the Act. In future years, LEAs will be asked to update their evaluation systems based on lessons learned through implementation. The State is focused on supporting LEAs in their implementation, but legal challenges could potentially lead to changes in the evaluation systems.

In Year 1, the State experienced procurement delays with the job-embedded teacher and principal preparation programs and the recruitment programs for minority teachers. The State successfully mitigated these challenges and launched these programs in Year 2. FDOE will continue to focus on high-quality implementation in Years 3 and 4, and will consider expanding to other LEAs in future years if the programs prove successful. Funding could be a challenge in scaling up these programs, but the State is working to ensure that the existing programs have a system for sharing training content, resources, and best practices that will support the expansion of this work in other LEAs.

Turning Around the Lowest-Achieving Schools

Race to the Top States are supporting LEAs' implementation of far-reaching reforms to turn around lowest-achieving schools by implementing one of four school intervention models.[7]

Support for the lowest-achieving schools

In Year 2, the State implemented several initiatives intended to support LEAs in their efforts to turn around their lowest-achieving schools. Throughout summer 2012, the State conducted Differentiated Accountability Summer Academies that provided professional development to low-performing schools on instruction in reading, mathematics, science, CTE, and leadership. The Summer Academies served almost 1,600 educators in low-performing schools.

The State placed 40 reading coordinators and 20 STEM coordinators in regional offices over the course of Years 1 and 2. These coordinators work closely with school administrators, particularly those in low-performing schools, to identify effective supports for teachers. They are working to build capacity at the LEA and school levels so these practices can be sustained and shared among educators, even if reading and STEM coordinators are not available from the regional offices in the future.

The State also launched its Community Compact initiative. Through this program, the State is joining with community partners to work with one or more PLA on initiatives, such as family literacy. The partners are also working to develop and enhance other community partnerships to support these schools. The State hoped to introduce these programs in Year 1, but struggled to secure quality partners. As it moved forward with the work and refined its requests, FDOE was able to find quality partners to support meaningful projects. While the State continues to experience some difficulties as these partners are somewhat unfamiliar with State processes, all vendors are providing services to students and the community and are working to enhance partnerships to provide ongoing support to schools.

In addition to the work discussed above, the State plans to establish 30-40 new charter schools in the feeder patterns of low-performing schools by SY 2014-2015. FDOE is also working with LEAs to create and expand CTE programs with an emphasis on STEM (for more information see *Charter Schools* and *STEM* sections of this report).

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[6] For school administrators or teachers with less than three years of student performance data, the LEA may reduce the weight given to student growth to 40 percent of the final evaluation. Non-classroom instructional personnel may combine growth data with other measurable student outcomes specific to their job responsibilities; however, the performance of students must account for 50 percent of the final evaluation or 40 percent if fewer than three years of data are available.

[7] Race to the Top States' plans include supporting their LEAs in turning around the lowest-achieving schools by implementing one of the four school intervention models:

- **Turnaround model:** Replace the principal and rehire no more than 50 percent of the staff and grant the principal sufficient operational flexibility (including in staffing, calendars/time and budgeting) to fully implement a comprehensive approach to substantially improve student outcomes.
- **Restart model:** Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.
- **School closure:** Close a school and enroll the students who attended that school in other schools in the district that are higher achieving.
- **Transformation model:** Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness, (2) institute comprehensive instructional reforms, (3) increase learning time and create community-oriented schools, and (4) provide operational flexibility and sustained support.

Building teacher and leader capacity in the lowest-achieving schools

In Year 2, Florida built on the work it started in Year 1 to increase teacher and leader capacity in the State's lowest-achieving schools. To support these schools in Miami-Dade and Duval Counties (each of which have nine or more schools identified as PLA schools), the State awarded funds to these LEAs to hire approximately 800 new teachers by SY 2014-2015. One hundred and seventy teachers in Miami-Dade County and 101 teachers in Duval County were recruited, trained, and placed in Year 2.

Recognizing the importance of developing a principal and assistant principal pipeline for PLA high schools and their feeder schools, the State launched a project to recruit and train 80-100 new assistant principals and principals for these schools by SY 2013-2014. FDOE has recruited and begun training 91 candidates in the traditional strand and 17 candidates in the charter school strand who show potential for success in turnaround leadership. The candidates have each been assigned a mentor to support them throughout their training. Over the course of the training program, the candidates will attend 10 seminars focused on the best practices for turning around low-achieving schools, participate in a year-long practicum that includes multiple visits to a low-performing school to observe the work of the turn-around leaders, and a semester-long assignment to work in a low-achieving school.

Finally, the State launched a program to build LEA leaders' capacity to support low-performing schools in 10 rural LEAs. Teams from these LEAs, including teachers, principals, and LEA leadership, attend monthly seminars to learn more about supporting low-performing schools and work on a strategic plan to support these efforts. Separate trainings are held for board members that provide similar content. This training is on track to be completed by the end of Year 3.

Successes, challenges, and lessons learned

In Year 2, the State built upon work started in Year 1 and launched a number of initiatives aimed at supporting its low-performing schools. Reading and STEM coordinators continued their support of these schools, and LEAs continued their expansion of STEM CTE programs in the State's 22 PLA high schools. Training was provided to educators in low-performing schools through the Differentiated Accountability Summer Academies and funds were awarded to two LEAs to hire almost 300 teachers in these schools. The State also launched a program to train aspiring principals to work in low-achieving schools and started work with 10 rural LEAs to provide training on strategic planning to increase student achievement. In terms of implementation, this has been a successful year in supporting these schools; however, these initiatives are in the early stages, and it is not yet evident what effect these supports will have on student performance in low-performing schools.

Charter Schools

Florida is committed to supporting charter schools through its Race to the Top efforts. As such, the State has provided funding to encourage charter management organizations and charter operators to open 30 to 40 new charter schools across the State and provided additional funding to support a program for the development of turnaround principals in charter schools, educator evaluations in charter schools, and CCSS and LIIS implementation in charter schools.

By SY 2014-2015 the State plans to establish 30 to 40 new charter schools in the feeder patterns of those schools identified under Race to the Top and the School Improvement Grant as PLA, priority schools identified as part of the State's approved Elementary and Secondary Education (ESEA) flexibility request[8], and schools that are designated as "F" schools based on FCAT results. The State has partnered with a contractor to recruit charter operators to

open schools in these areas. To date, 10 charter school applications have been submitted and are under review by the applicable LEAs. The State and its contractor have experienced some difficulties in recruiting operators to open charter schools in the feeder patterns of these low-performing schools. The partner is actively seeking out charter school operators to ensure that the State meets its goal of opening 30 to 40 new charters by SY 2014-2015.

Florida is working with 17 charter school participants to provide training to aspiring turnaround principals. This work is being done in conjunction with the turnaround principal work (see *Turning Around the Lowest-Achieving Schools*). FDOE is in the early stages of its work with a vendor to provide training on educator evaluations in charter schools and is currently reviewing proposals from contractors to provide training on CCSS and LIIS implementation in charter schools.

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[8] On September 23, 2011, the Department offered each interested State educational agency (SEA) the opportunity to request flexibility ("ESEA flexibility") on behalf of itself, its LEAs, and its schools, regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB), in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. For more information on ESEA flexibility, see www.ed.gov/esea/flexibility.

Successes, challenges, and lessons learned

FDOE made progress in Year 2 in recruiting charter management organizations to open schools in the feeder patterns of the State's low-performing schools; however, the State has acknowledged that it will be a challenge to open 30 to 40 charters by SY 2014-2015. Florida also faced challenges in launching its work to support training for turnaround principals, educator evaluation training, and CCSS and LIIS implementation training in charter schools. This work was originally slated to begin in Year 1, but was delayed until Year 2 in order to first assess the needs of charter schools. Only the aspiring turnaround principal training began in Year 2. The educator evaluation training and CCSS and LIIS implementation training are not slated to begin until Year 3. The Department has concerns about the delays related to these projects. The State is making slow but steady progress. If this work does not progress more quickly, Florida may not be able to meet its goals of opening 30 to 40 new charters by SY 2014-2015, and it may be delayed in providing the promised support in implementing LIIS and CCSS.

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

State's STEM initiatives

Florida's support for STEM initiatives is evident throughout its Race to the Top plan. As part of its efforts to support the transition to college- and career-ready standards and high-quality assessments, FDOE awarded funds to a consortium of rural districts to develop a program to provide STEM programming to gifted and talented students in rural LEAs. Work began with students in January 2012 and will continue through Years 3 and 4.

To support the development of Great Teachers and Leaders, the State developed a job-embedded teacher preparation program to train recent STEM graduates to become teachers. Through this program, the State plans to train 140 STEM graduates to teach science and mathematics in grades 6 through 12. The first cohort of participants began training in Year 2. Florida also awarded funds to the Florida Institute of Technology (FIT) to partner with the UTeach Institute to provide teacher preparation training for students majoring in STEM subjects. The first cohort of nine students began coursework in the fall of 2012.

The State is committed to providing STEM support to its lowest-achieving schools. In Years 1 and 2, the State placed 20 STEM coordinators in regional offices across the State. The State is also working with its 22 PLA high schools to create and expand existing CTE programs with an emphasis on STEM. Throughout SY 2011-2012, FDOE and the STEM coordinators worked with these schools to ensure that they have the resources and personnel necessary to launch these new or expanded programs. The State also worked with LEAs to develop and launch a mentor program for new or struggling CTE teachers. The State hopes that these efforts will decrease dropout rates, improve student achievement results, increase college enrollment rates, and boost industry certification attainment for students in these courses.

FloridaLearns STEM Scholars

As a result of Race to the Top funds, the State was able to formalize its supports for STEM students into a comprehensive program to provide extensive STEM-related opportunities to gifted and talented students in rural LEAs. To date, the FloridaLearns STEM Scholars program has served over 600 students. As part of this innovative program, students are partnered with STEM mentors and, where possible, provided the opportunity to complete a STEM-related internship. This program also includes visits during the school year to universities in Florida to participate in STEM focused trainings and the opportunity to take part in multi-day summer programs that focus in such STEM areas as forensics, robotics, and nanotechnology.

Successes, challenges, and lessons learned

As part of its Race to the Top plan, the State set overarching goals to increase the percent of students enrolled in Race to the Top approved STEM career academy courses by no less than three percent annually and to increase the percent of students enrolled in STEM-accelerated courses by no less than three percent annually. The State successfully met these goals in Year 1 and Year 2. Though early in their implementation timeline, the STEM initiatives discussed above are helping to support these goals, as is much of the other work being done as part of the State's Race to the Top grant. Florida hopes that its STEM work will lead to continued increases in STEM course enrollment in Years 3 and 4.

Looking Ahead to Year 3

Florida made meaningful progress in its Race to the Top work in Year 2. Numerous contracts were executed and projects launched. In Year 3, the State will build upon its Year 2 work as it continues to develop and implement projects across the reform areas in its grant.

Standards and assessments

The State will implement CCSS in first grade and provide additional CCSS training to educators throughout the State. FDOE will continue piloting mathematics and reading formative assessments with a goal of rolling out the final assessments to LEAs in Year 4. LEAs with subgrants to develop assessments for hard-to-measure subject areas will continue with this work and the State will carry on with enhancements to the Teacher Standards Instructional Tool and Student Tutorial.

Data systems to support instruction

FDOE will continue work on the single sign-on portal with plans to provide users access to the portal in the latter half of Year 3. LEAs will continue work on the development of an LIIS. The State's data coaches and multi-media professional development will develop additional training to support educators in their efforts to access and use data.

Great teachers and leaders

LEAs will continue their implementation of teacher and principal evaluation systems in Year 3. The principal evaluation systems will include updates to the leadership practices portion of the system, which will be aligned to the updated Florida Principal Leadership Standards. LEAs will work to revise their systems based on lessons learned from the first year of implementation and some will begin to use the evaluation results to inform decisions related to professional development, compensation, and retention.

FDOE will continue its support of the job-embedded teacher and principal preparation programs as the first candidates become eligible to be hired. Work on the development of more rigorous teacher certification exams will progress with the potential for completion of one or more of the mathematics exams by the end of the year.

The Florida STEM TIPS Center will work to ensure that the training and collegial support of teachers-in-training continues into their first two years of teaching. Activities for new mathematics and science teachers may include professional development training in new curriculum standards and high-engagement instructional practices, on-the-job training programs, and grade-specific mentoring.

Turning around the lowest-achieving schools

In Year 3, reading and STEM coordinators will continue to provide support to educators in low-achieving schools. The State will work to recruit additional charter school operators to open schools in the feeder patterns of low-performing schools and continue work to develop and expand STEM focused CTE programs. Candidates will begin to complete the turnaround principal training program and be eligible for placement in these schools.

Budget

For the State's expenditures through June 30, 2012, please see the APR at www.rtt-apr.us.

For State budget information, see http://www2.ed.gov/programs/racetothetop/state-scope-of-work/index.html.

For the State's fiscal accountability and oversight report, please see http://www2.ed.gov/programs/racetothetop/performance.html.

Alternative routes to certification: Pathways to certification that are authorized under the State's laws or regulations that allow the establishment and operation of teacher and administrator preparation programs in the State, and that have the following characteristics (in addition to standard features such as demonstration of subject-matter mastery, and high-quality instruction in pedagogy and in addressing the needs of all students in the classroom including English learners and students with disabilities): (a) can be provided by various types of qualified providers, including both institutions of higher education and other providers operating independently from institutions of higher education; (b) are selective in accepting candidates; (c) provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching; (d) significantly limit the amount of coursework required or have options to test out of courses; and (e) upon completion, award the same level of certification that traditional preparation programs award upon completion.

Amendment requests: In the event that adjustments are needed to a State's approved Race to the Top plan, the grantee must submit an amendment request to the Department for consideration. Such requests may be prompted by an updated assessment of needs in that area, revised cost estimates, lessons learned from prior implementation efforts, or other circumstances. Grantees may propose revisions to goals, activities, timelines, budget, or annual targets, provided that the following conditions are met: the revisions do not result in the grantee's failure to comply with the terms and conditions of this award and the program's statutory and regulatory provisions; the revisions do not change the overall scope and objectives of the approved proposal; and the Department and the grantee mutually agree in writing to the revisions. The Department has sole discretion to determine whether to approve the revisions or modifications. If approved by the Department, a letter with a description of the amendment and any relevant conditions will be sent notifying the grantee of approval. (For additional information please see http://www2.ed.gov/programs/racetothetop/amendments/index.html.)

America COMPETES Act elements: The twelve indicators specified in section 6401(e)(2)(D) of the America COMPETES Act are: (1) a unique statewide student identifier that does not permit a student to be individually identified by users of the system; (2) student-level enrollment, demographic, and program participation information; (3) student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P–16 education programs; (4) the capacity to communicate with higher education data systems; (5) a State data audit system assessing data quality, validity, and reliability; (6) yearly test records of individual students with respect to assessments under section 1111(b) of the ESEA (20 U.S.C. 6311(b)); (7) information on students not tested by grade and subject; (8) a teacher identifier system with the ability to match teachers to students; (9) student-level transcript information, including information on courses completed and grades earned; (10) student-level college-readiness test scores; (11) information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework; and (12) other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

American Recovery and Reinvestment Act of 2009 (ARRA): On February 17, 2009, President Obama signed into law the ARRA, historic legislation designed to stimulate the economy, support job creation, and invest in critical sectors, including education. The Department of Education received a $97.4 billion appropriation.

Annual Performance Report (APR): Report submitted by each grantee with outcomes to date, performance against the measures established in its application, and other relevant data. The Department uses data included in the APRs to provide Congress and the public with detailed information regarding each State's progress on meeting the goals outlined in its application. The final State APRs are found at www.rtt-apr.us.

College- and career-ready standards: State-developed standards that build toward college and career readiness by the time students graduate from high school.

Common Core State Standards (CCSS): Kindergarten through twelfth grade (K-12) English language arts and mathematics standards developed in collaboration with a variety of stakeholders including States, governors, chief State school officers, content experts, teachers, school administrators, and parents. The standards establish clear and consistent goals for learning that will prepare America's children for success in college and careers. As of December 2011, the CCSS were adopted by 45 States and the District of Columbia.

The **education reform areas** for Race to the Top: (1) Standards and Assessments: Adopting rigorous college- and career-ready standards and assessments that prepare students for success in college and career; (2) Data Systems to Support Instruction: Building data systems that measure student success and support educators and decision-makers in their efforts to improve instruction and increase student achievement; (3) Great Teachers and Great Leaders: Recruiting, developing, retaining, and rewarding effective teachers and principals; and (4) Turning Around the Lowest-Achieving Schools: Supporting LEAs' implementation of far-reaching reforms to turn around lowest-achieving schools by implementing school intervention models.

Effective teacher: A teacher whose students achieve acceptable rates (*e.g.*, at least one grade level in an academic year) of student growth (as defined in the Race to the Top requirements). States, LEAs,

or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in the Race to the Top requirements). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance.

High-minority school: A school designation defined by the State in a manner consistent with its Teacher Equity Plan. The State should provide, in its Race to the Top application, the definition used.

High-poverty school: Consistent with section 1111(h)(1)(C)(viii) of the ESEA, a school in the highest quartile of schools in the State with respect to poverty level, using a measure of poverty determined by the State.

Highly effective teacher: A teacher whose students achieve high rates (*e.g.*, one and one-half grade levels in an academic year) of student growth (as defined in the Race to the Top requirements). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in the Race to the Top requirements). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance or evidence of leadership roles (which may include mentoring or leading professional learning communities) that increase the effectiveness of other teachers in the school or LEA.

Instructional improvement systems (IIS): Technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement, including such activities as instructional planning; gathering information (*e.g.*, through formative assessments (as defined in the Race to the Top requirements), interim assessments (as defined in the Race to the Top requirements), summative assessments, and looking at student work and other student data); analyzing information with the support of rapid-time (as defined in the Race to the Top requirements) reporting; using this information to inform decisions on appropriate next instructional steps; and evaluating the effectiveness of the actions taken. Such systems promote collaborative problem-solving and action planning; they may also integrate instructional data with student-level data such as attendance, discipline, grades, credit accumulation, and student survey results to provide early warning indicators of a student's risk of educational failure.

Invitational priorities: Areas of focus that the Department invited States to address in their Race to the Top applications. Applicants did not earn extra points for addressing these focus areas, but many grantees chose to create and fund activities to advance reforms in these areas.

Involved LEAs: LEAs that choose to work with the State to implement those specific portions of the State's plan that necessitate full or nearly-full statewide implementation, such as transitioning to a common set of K-12 standards (as defined in the Race to the Top requirements). Involved LEAs do not receive a share of the 50 percent of a State's grant award that it must subgrant to LEAs in accordance with section 14006(c) of the ARRA, but States may provide other funding to involved LEAs under the State's Race to the Top grant in a manner that is consistent with the State's application.

Participating LEAs: LEAs that choose to work with the State to implement all or significant portions of the State's Race to the Top plan, as specified in each LEA's agreement with the State. Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State's grant award that the State must subgrant to LEAs, based on the LEA's relative share of Title I, Part A allocations in the most recent year at the time of the award, in accordance with section 14006(c) of the ARRA. Any participating LEA that does not receive funding under Title I, Part A (as well as one that does) may receive funding from the State's other 50 percent of the grant award, in accordance with the State's plan.

The **Partnership for Assessment of Readiness for College and Careers (PARCC):** One of two consortia of States awarded grants under the Race to the Top Assessment program to develop next-generation assessment systems that are aligned to common K-12 English language and mathematics standards and that will accurately measure student progress toward college and career readiness. (For additional information please see http://www.parcconline.org/.)

Persistently lowest-achieving schools: As determined by the State, (i) any Title I school in improvement, corrective action, or restructuring that (a) is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or (b) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and (ii) any secondary school that is eligible for, but does not receive, Title I funds that (a) is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or (b) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years. To identify the lowest-achieving schools, a State must take into account both (i) the academic achievement of the "all students" group in a school in terms of proficiency on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and (ii) the school's lack of progress on those assessments over a number of years in the "all students" group. (For additional information please see http://www2.ed.gov/programs/sif/index.html.)

Qualifying evaluation systems: Educator evaluation systems that meet the following criteria: rigorous, transparent, and fair evaluation

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

Reform Support Network (RSN): In partnership with the ISU, the RSN offers collective and individualized technical assistance and resources to grantees of the Race to the Top education reform initiative. The RSN's purpose is to support the Race to the Top grantees as they implement reforms in education policy and practice, learn from each other and build their capacity to sustain these reforms.

The **School Improvement Grants (SIG)** program is authorized under section 1003(g) of Title I of the ESEA. Funds are awarded to States to help them turn around persistently lowest-achieving schools. (For additional information please see http://www2.ed.gov/programs/sif/index.html.)

School intervention models: A State's Race to the Top plan describes how it will support its LEAs in turning around the lowest-achieving schools by implementing one of the four school intervention models:

- *Turnaround model:* Replace the principal and rehire no more than 50 percent of the staff and grant the principal sufficient operational flexibility (including in staffing, calendars/time and budgeting) to fully implement a comprehensive approach to substantially improve student outcomes.

- *Restart model:* Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.

- *School closure:* Close a school and enroll the students who attended that school in other schools in the district that are higher achieving.

- *Transformation model:* Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness, (2) institute comprehensive instructional reforms, (3) increase learning time and create community-oriented schools, and (4) provide operational flexibility and sustained support.

Single sign-on: A user authentication process that permits a user to enter one name and password in order to access multiple applications.

The **SMARTER Balanced Assessment Consortium (Smarter Balanced):** One of two consortia of States awarded grants under the Race to the Top Assessment program to develop next-generation assessment systems that are aligned to common K-12 English language and mathematic standards and that will accurately measure student progress toward college and career readiness. (For additional information please see http://www.k12.wa.us/SMARTER/default.aspx.)

The **State Scope of Work:** A detailed document for the State project that reflects the grantee's approved Race to the Top application. The State Scope of Work includes items such as the State's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures. (For additional information please see http://www2.ed.gov/programs/racetothetop/state-scope-of-work/index.html.) Additionally, all participating LEAs are required to submit Scope of Work documents, consistent with State requirements, to the State for its review and approval.

Statewide longitudinal data systems (SLDS): Data systems that enhance the ability of States to efficiently and accurately manage, analyze, and use education data, including individual student records. The SLDS help States, districts, schools, educators, and other stakeholders to make data-informed decisions to improve student learning and outcomes, as well as to facilitate research to increase student achievement and close achievement gaps. (For additional information please see http://nces.ed.gov/Programs/SLDS/about_SLDS.asp.)

Student achievement: For the purposes of this report, student achievement (a) for tested grades and subjects is (1) a student's score on the State's assessments under the ESEA; and, as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms; and (b) for non-tested grades and subjects, alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.

Student growth: The change in student achievement (as defined in the Race to the Top requirements) for an individual student between two or more points in time. A State may also include other measures that are rigorous and comparable across classrooms.

Value-added models (VAMs): A specific type of growth model based on changes in test scores over time. VAMs are complex statistical models that generally attempt to take into account student or school background characteristics in order to isolate the amount of learning attributable to a specific teacher or school. Teachers or schools that produce more than typical or expected growth are said to "add value."