



Florida's Race to the Top



Feedback Follow-up
November 1, 2010

The 90-Day Timeline

August 24	Winners Announced
August 30-September 2	DRAFT Final Scope of Work Template posted for public comment
September 3	Final Scope of Work posted online
September 7-14	Technical Assistance Webinars
September 15- October 13	LEA Final Scope of Work due to FLDOE for feedback; No feedback provided if submitted later
By October 27	FLDOE reviews and submits feedback to LEAs
By November 9	LEA Final Scope of Work due to FLDOE; No opportunity for additional edits to be made
By November 22 (end of 90 days)	FLDOE reviews drafts and submits approved plans to USDOE (2 week turnaround); Notify LEAs of approval status



Submission Instructions

- Due 11:59 pm EST on November 9, 2010.
- Earlier submissions are encouraged.
- A signed, electronic copy in PDF format (excluding budget) must be sent to RaceToTheTop@fldoe.org. The budget must be completed in the web-based system.
- A hard copy with original signatures (excluding budget) must be received by November 12, 2010. Send to:

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325 West Gaines Street
Suite 1502
Tallahassee, FL 32399



Section A

- Question #2 asks for:
 - Involvement of stakeholders (who are they and how will they be involved)
 - Identification of district leadership team by title
 - Monitoring strategies
 - Overall implementation timeline by year
 - Summary budget by year



Form A(1): LEA Student Goals and Measures

- The Percent of 9th Graders Who Eventually Earn at Least a Year's Worth of College Credit is the product of 3 measures:
 - High School Graduation Rate
 - College Going Rate
 - College Credit Attainment Rate
- The values entered for this ultimate goal must be a reflection of the 3 measures.



The Relationship Between the Graduation Rate, the College Going Rate, and the College Credit Attainment Rate

Graduation Rate	X	College Going Rate	X	College Credit Attainment Rate	=	Percent of 9 th Graders Who Eventually Earn at Least a Year's Worth of College Credit
59%	X	58%	X	63%	=	22%

- When filling out the goals for graduation rate, college going rate, and college credit attainment rate, be sure to compute the value for the percent of 9th graders who eventually earn at least a year's worth of college credit, as shown above.



Form A(1): LEA Student Goals and Measures

- Districts are not required to have the same exact end goals for 2015 as the state. Consider your district's current and historical performance when setting goals.
 - For example, if a district currently outperforms the state on graduation rate, an 85% graduation rate goal for 2015 may not be ambitious.
 - On the other hand, if a district currently underperforms the state on graduation rate, an 85% graduation rate goal for 2015 may be challenging.
 - Try to set ambitious, yet achievable goals.
- Though FCAT 2.0 baseline data is unavailable, districts are encouraged to set additional measurable goals to track student performance.



Section B

- (B)(3)1. Lesson Study – for those districts where this is required school schedules that are already in place should be included in appendix
 - Evaluation of fidelity should include evidence of increases in student mastery of content in lesson(s)
- (B)(3)4. – LEAs must implement one of the approved programs. Budgets must be supported in activities.
- (B)(3)5. – Increased offering of MOU-defined accelerated courses must be documented. Funding for additional student and teacher support for success is appropriate.



(B)(3)6.

- **Key Personnel** – Should include Assessment, Technology, and Curriculum directors
- **Access to Technology** – Examining data from surveys and certification tool to ensure student access to technology, especially prioritizing funding for schools in need
- **Assessment** – Ensuring resources to support the range of assessments (EOC, FAIR, FCAT, formative, etc.) throughout the project period
- **Instruction** – Addressing how upgrades to technology and infrastructure, or additional purchases, will also improve instruction
- **Bandwidth** – Explaining how infrastructure needs will be examined and addressed
- **Sustainability** – Listing any other supporting funding sources or how the project goals will be carried out in the future
- **Budget** – Alignment of budget to activities, reasonable expenditures



Section (C)(2) – Single Sign-on

- RTTT requirement for single sign-on is for districts to integrate with the *state* to provide their users with access to *state resources* using one username and password
 - State resources include PMRN, CPALMS, Interim Assessment Item Bank/Test Platform, FACTS.org, eIPEP, and FloridaSchoolLeaders.org
- RTTT does not require districts to provide single sign-on access to district resources



Section (C)(3) – Local Instructional Improvement System

- Districts are encouraged to include funding and supporting activities to analyze and enhance their local instructional improvement system (LIIS) based on the minimum standards
- A committee of stakeholders has already started work to determine the standards and FLDOE is expected to publish them in January 2011



Section D

Timelines for deliverables vs. supporting activities (in general):

- Ensure that an “X” is shown in the deliverable row only when that deliverable will be submitted to the department for review/approval.
- Supporting activities should support the completion of that deliverable.
- Permissible to include implementation activities after the deliverable, but the district should ensure that those do not actually belong with another deliverable.



Section D

Regarding a timetable as a deliverable:

- When a timetable for completing an MOU requirement is the deliverable,
 - the supporting activities should support the creation of that timetable
 - the deliverable row should show an X only when the timetable is going to be submitted to DOE
 - if the timeline is included in the SOW, please show separately in the appendix and put an X in box for first quarter of year 1



Section D

(D)(3) – Regarding submission of salary schedules, bargaining agreements, etc., as deliverables as evidence that MOU requirements are being completed:

- Deliverable row should show when the deliverable (and revisions to the deliverable, ex. - salary schedule) will be submitted
- Supporting activities should show
 - key milestones (ex. - the addition of compensation for promotions) of when those milestones should be added to the deliverable, and
 - the activities that will go on in the district to achieve that revision (ex. - committee meetings, collective bargaining, school board approval, etc.)



Section D

Addressing student growth

- The (D)(2)(i)-(iii) work plan – and budget – should address how you are dealing with this aspect of assessment that is necessary to also support a new evaluation system (or reference if elsewhere)

Addressing the (D)(5) checklist

- In the work plan table (may elaborate in narrative), indicate for each item:
 - Activities to support implementation
 - Item is already implemented (attach evidence in appendix)
 - The timetable for all PD is under development as a deliverable and show supporting activities to complete the timetable



Section E

- Some districts referred to goals when no goals were established, or if they were, they were not measurable.
- In (E)(2)1.-2., more specificity is needed about teacher performance data – whether it was AYP, learning gains and how much of a gain is the goal. How will teachers of subjects other than math and reading be evaluated?



Section E

- In (E)(2)3., many districts addressed all 13 deliverables when, though commendable, only one was required. Therefore, funding was stretched across multiple projects, which may not be realistic.
- When a schedule for additional time in the school day was mentioned, the schedule should indicate whether it is before school, after school and how much time per day, week, month.



Section F

1. Documentation of deliverables
2. Budget allocation for charters if possible
3. Acknowledge need to inform any new charters opening in the fall



Online Budget System Enhancements

- Some enhancements were made to the online budget system to assist with the final submission.

<https://app1.fldoe.org/grants/reporting/>

- All budget data previously entered/uploaded is still available.
- After accessing the system and selecting the RTTT grant, select **Proposed Budget Amounts by Quarter** to review/revise the budget.



Online Budget System Enhancements

- All districts will need to enter the FTE for each year of the four-year budget for rows with position codes (this accommodates the need to show changes in FTE over the total budget period.)
- The **Printer Friendly Format** now displays the budget totals by MOU Criteria with their corresponding percentages at the top of the page.



Results of Budget Review

General Comments

- The totals listed in each Project Budget Summary in the Scope of Work must match the online budget totals.
 - Note that the budget line items can be sorted by MOU Criterion from the Printer Friendly Format screen.
- The information in the Sustainability Factors section of the Scope of Work must be detailed enough to support the continuation of activities after the Race to the Top funding ends.



Results of Budget Review

- The Description of Services must include:
 - specific unit costs and the number/quantity of items to be purchased
 - sufficient detail to support the basis for costs



Results of Budget Review

- Technology – MOU Criterion #4 – (B)(3)6.
 - The Supporting Narrative and/or Supporting Activities may need to be reviewed to include information to support purchases of computers and other technology (districts should refer to their submitted data on Computer-Based Assessment Certification Tool for mathematics, as appropriate).



Results of Budget Review

- Teacher and Principal Evaluation Systems
MOU Criterion #8 – (D)(2)(ii)-(iii)
 - The Budget may need to be reviewed to ensure that there is appropriate support for the development of student assessments and growth measures not covered by the state assessments.





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