



Florida's Race to the Top



CHARTER SCHOOLS PARTICIPATION
September 17, 2010

AGENDA

- Opening Remarks
- Review Theory of Action and State Student Achievement Goals
- Review Timeline and Budget
- Review Final Scope of Work Projects
- Review Work Plan Table Template
- Review Selected FAQs
- Q&A



Florida's RTTT Theory of Action

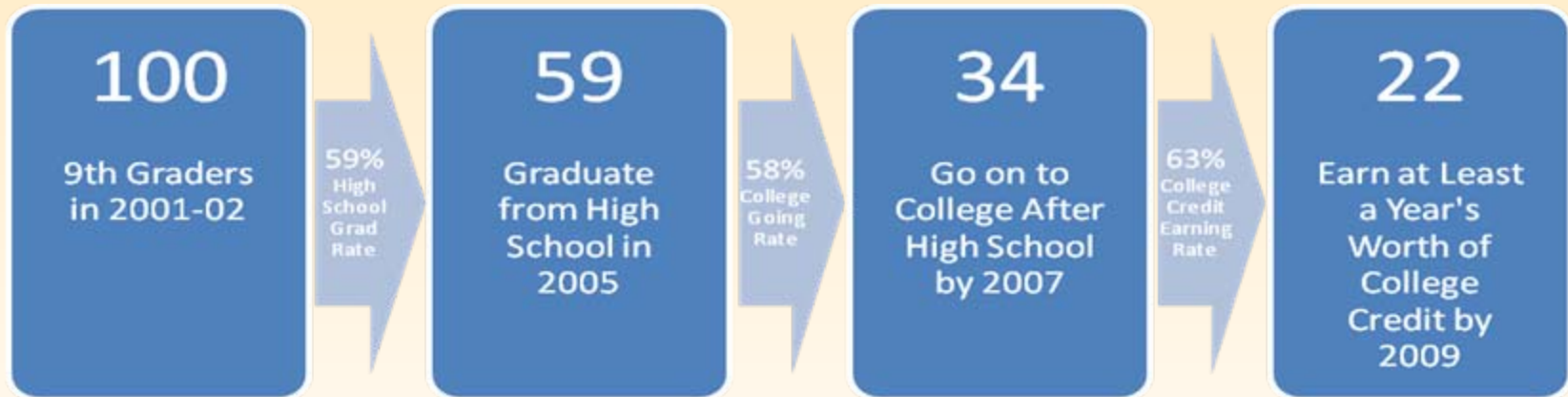
A strategic and sustained investment in human capital will improve student achievement.

1. Begin with the right student standards, curriculum, lessons, supports and assessments
2. Set the goals for student learning outcomes
3. Align the human capital systems that support and manage the educators in the school to achieve the student goals

Teachers and school leaders must be well-selected, well-respected, well-prepared, well-supported and held accountable.



Graduation Rate/College Enrollment/ College Credit Earned Class of 2005

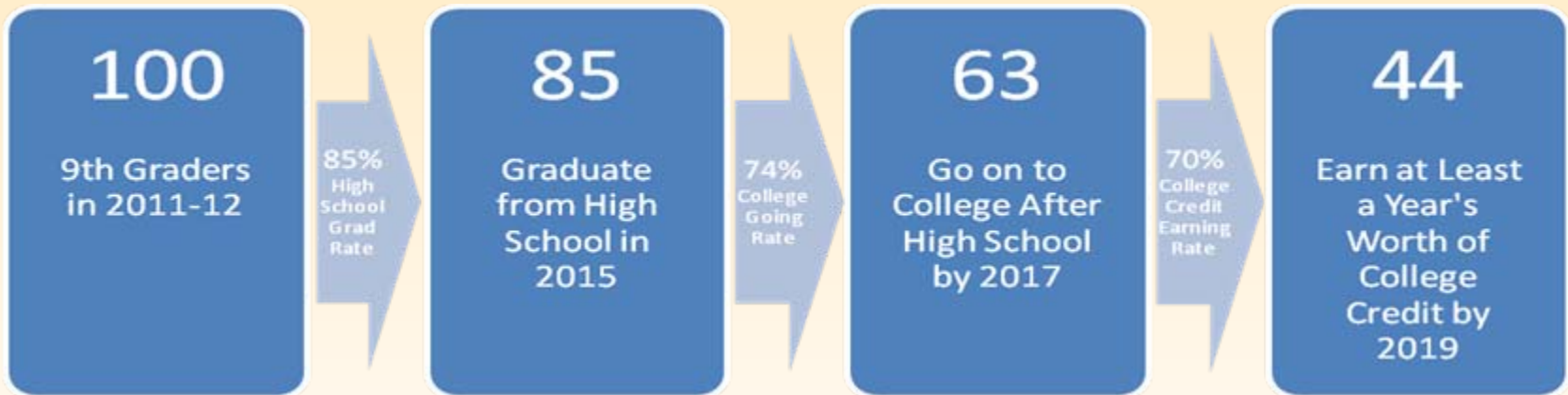


Of every 100 high school freshmen in 2001-02:

- Fifty-nine eventually graduated from high school.
- Of the 59 students who graduated, 34 (or 58%) went on to college within two years of high school graduation.
- Of the 34 students who went on to college, 22 (or 63%) earned at least a year's worth of college credit within two years of enrollment in college.



Graduation Rate/College Enrollment/ College Credit Earned Class of 2015

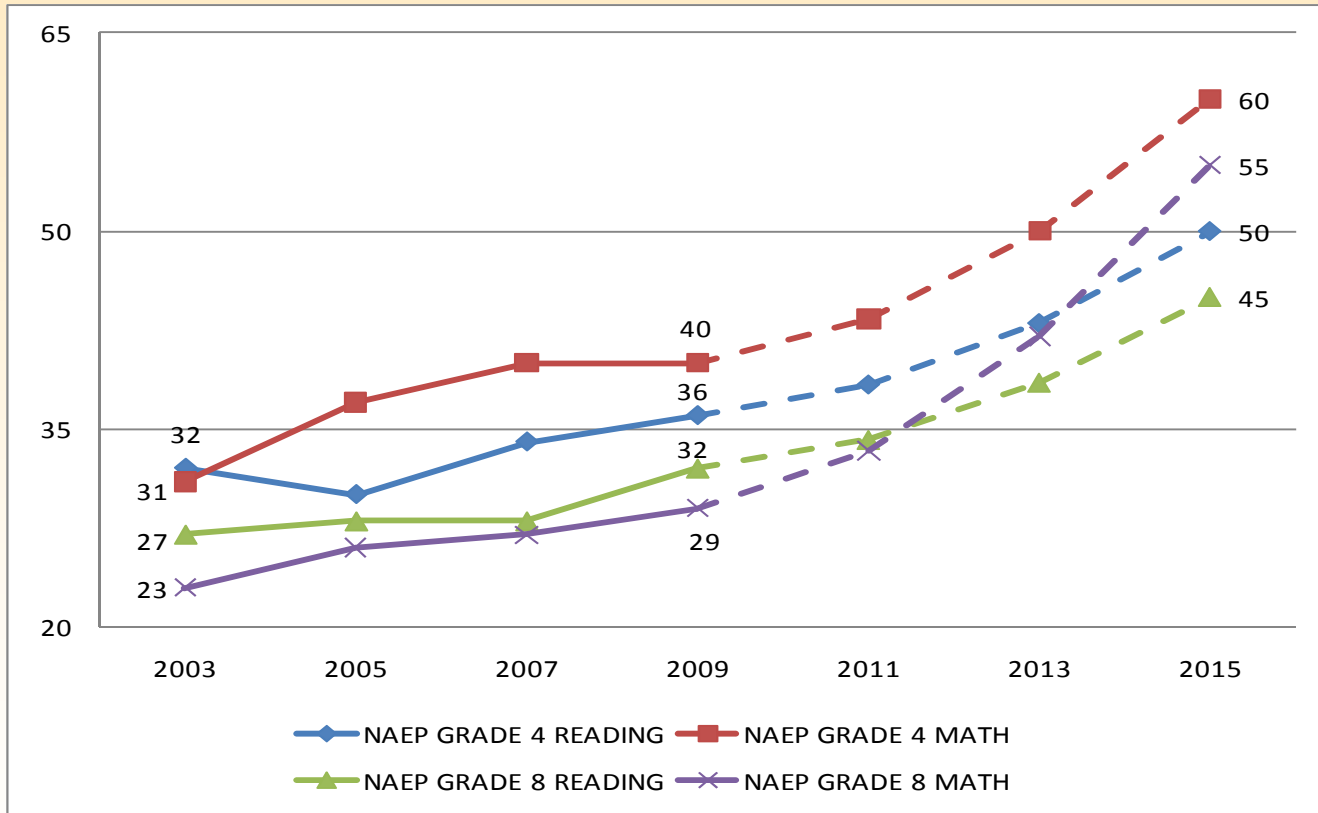


GOAL: Of every 100 high school freshmen in 2011-12:

- Eighty-five **will** graduate from high school in 2015.
- Of the 85 students who graduate, 63 (or 74%) **will** go on to college by 2017.
- Of the 63 students who went on to college, 44 (or 70%) **will** earn at least a year's worth of college credit by 2019.



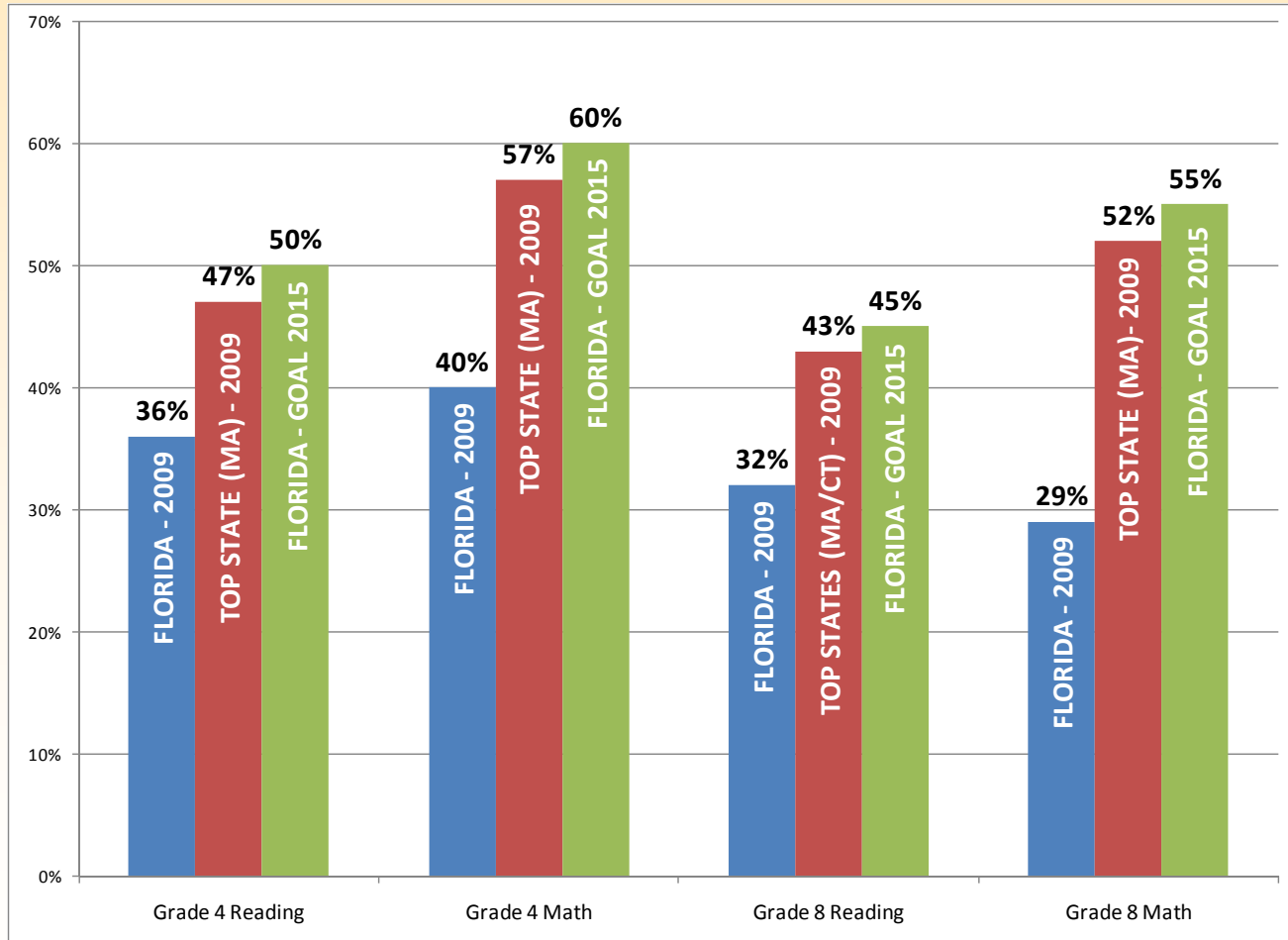
Florida's NAEP Achievement to 2009 and Goals to 2015



Percentage of Students Scoring At or Above Proficient



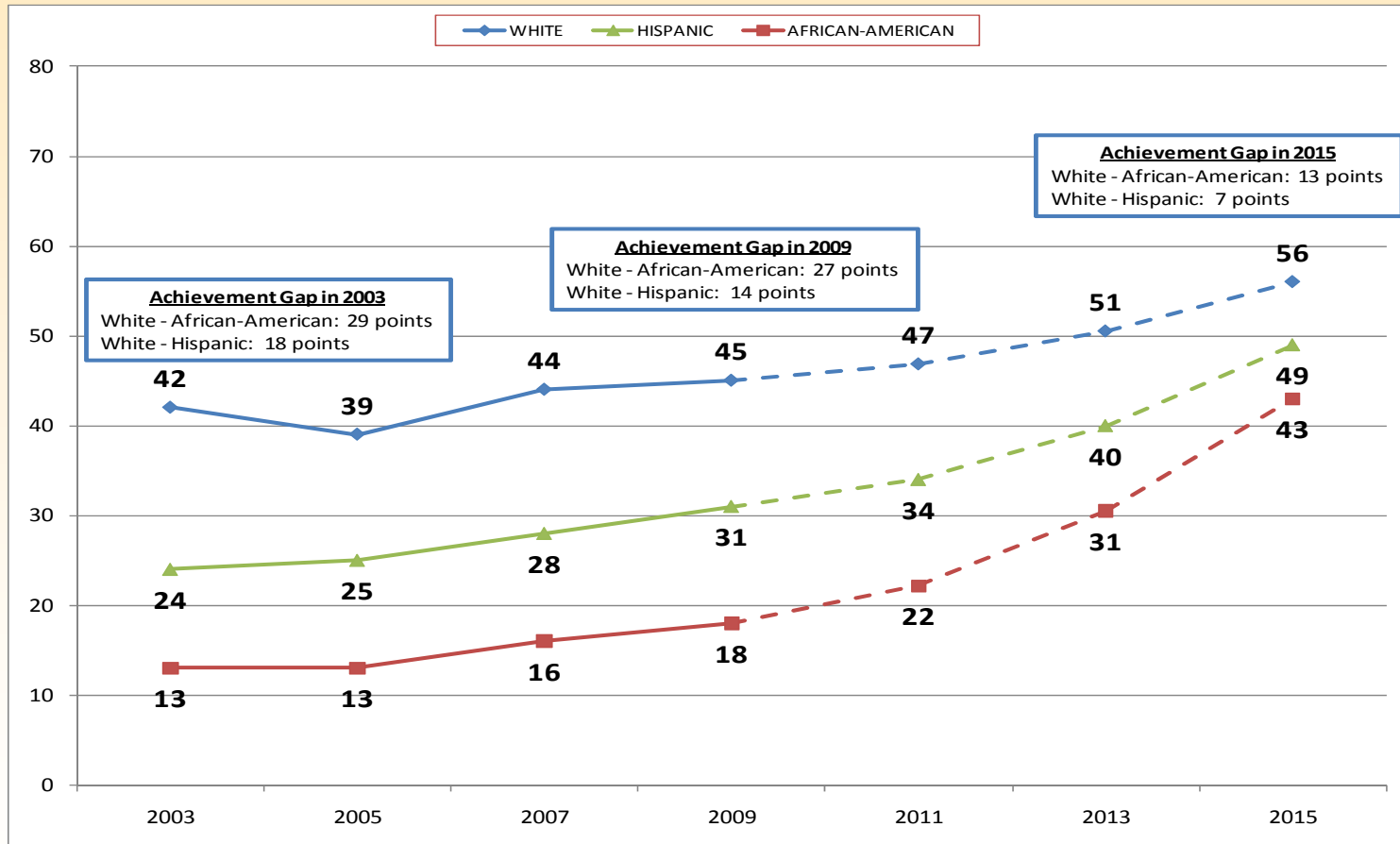
Florida's 2015 NAEP Goals Compared to the 2009 Performance of Florida and the Top Performing States



Percentage of Students Scoring At or Above Proficient

Florida's Achievement Gap and Goals to 2015

NAEP Grade 4 Reading



Percentage of Students Scoring At or Above Proficient

The 90-Day Timeline for LEAs

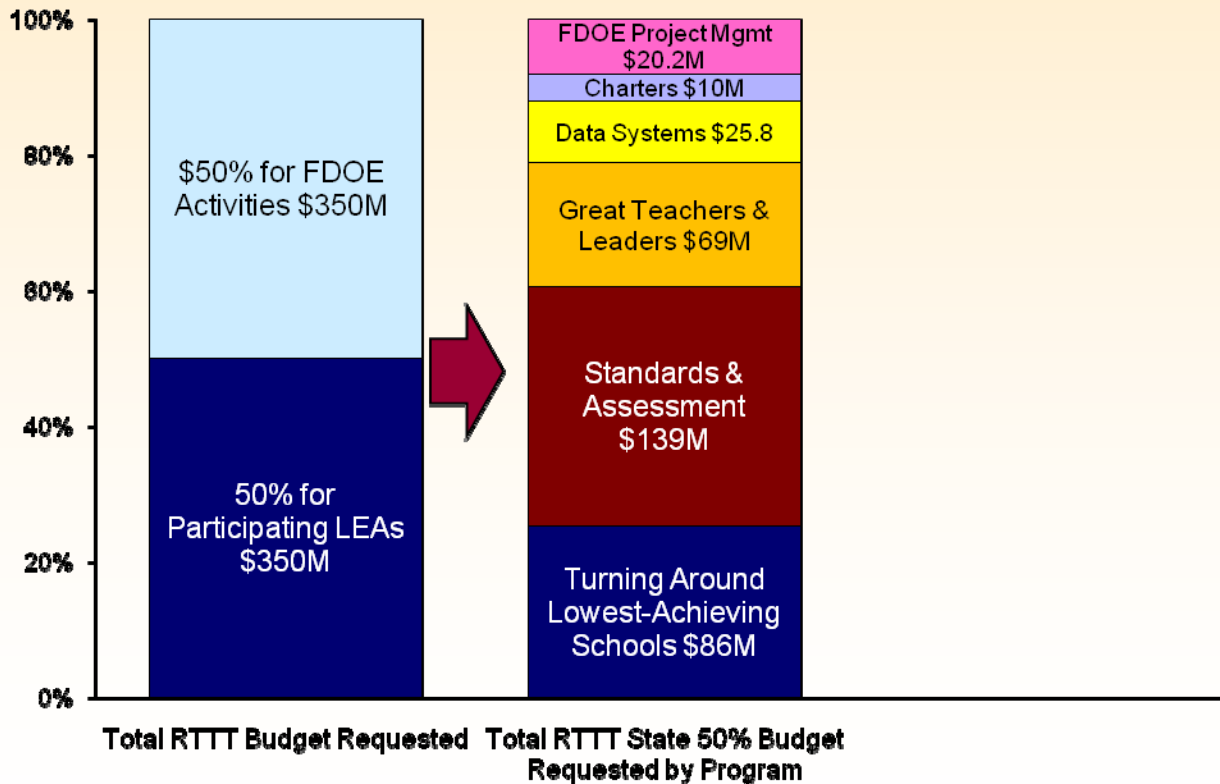
August 24	Winners Announced
August 30-September 2	DRAFT Final Scope of Work Template posted for public comment
September 3	Final Scope of Work posted online
September 7-14	Technical Assistance Webinars
September 15- October 13	LEA Final Scope of Work due to FLDOE for feedback; No feedback provided if 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



Florida's Proposed RTTT Budget

- Final figure: \$700,000,000 (50% = \$350,000,000)
- State's 50% of RTTT funds will benefit every student in the state, regardless of school attendance in a Participating LEA

Total Florida RTTT Budget Requested, State 50%



Charter Schools

- Section E budget includes \$20,000,000 that will be competitively awarded to high-quality charter operators for the purpose of opening charter schools in the feeder patterns of persistently lowest-achieving schools.
- The overall budget includes \$10,000,000 to be used to make competitive awards to entities and individuals with unique innovations that benefit a critical mass of charter schools and align with one or more of the four assurances in RTTT.



Final Scope of Work Projects

1. Expand Lesson Study – (B)(3)1.
2. Expand STEM Career and Technical Program Offerings – (B)(3)4.
3. Increase Advanced STEM Coursework – (B)(3)5.
4. Bolster Technology for Improved Instruction and Assessment – (B)(3)6.
5. Improve Access to State Data – (C)(2)
6. Use Data to Improve instruction – (C)(3)(i) and (iii)
7. Provide Support for Educator Preparation Programs – (D)(1)(ii)
8. Improve Teacher and Principal Evaluation Systems – (D)(2)(ii)-(iii)
9. Use Data Effectively for Human Capital Decisions – (D)(2)(iv)(b)(c)(d), (D)(3), and (E)(2)4.-5.
10. Focus Effective Professional Development – (D)(5), (B)(3)2.-3.,(C)(3)(ii) (D)(2)(iv)(a) and (D)(3)(ii)2.
11. Drive Improvement in Persistently Low-Achieving Schools – (E)(2)1.-2.
12. Implement Proven Programs for School Improvement – (E)(2)3.
13. Include Charter Schools in LEA Planning – (F)(2)



Bolster Technology for Improved Instruction and Assessment - (B)(3)6.

- Ensure that each school possesses the technology to provide sufficient access to strategic tools for improved classroom instruction and computer-based assessment.
- Includes participating Charter Schools.
- Required evidence is a readiness for computer-based testing as certified through the online certification tool.



Improve Access to State Data (C)(2)

This project consists of two subprojects:

1. Single sign-on via the portal
2. Actionable Information
 - Includes dashboards, customized reports, and State-level data downloads
 - Emphasis on State-level Data Downloads



Use Data To Improve Instruction (C)(3)(i) and (iii)

This project consists of two subprojects:

1. Local Instructional Improvement Systems
(C)(3)(i)
2. Support Research (C)(3)(III)



(D)(1)(ii) Support for Teacher and Leader Preparation Programs

This section includes:

- LEA coordination with institution preparation programs to provide effective district personnel to supervise pre-service teacher and educational leadership candidates.
- LEA use of data from student performance and other continued approval standards in Rule 6A-5.066, F.A.C., to annually review and improve its alternative certification program and will deliver any professional development associated with the program in accordance with the state's protocol standards for professional development.



(D)(2)(i)-(iii) Improving Educator Evaluations Systems

This section generally includes:

- Measuring student growth
- Designing and implementing evaluation systems for teachers and principals
- Reporting evaluation results



(D)(2)(iv)(b)-(d) and (D)(3) Using Evaluation Results to Inform Human Capital Decisions

This section generally includes:

- The use of evaluation results to improve how teachers and principals are hired, placed/assigned, promoted, compensated, retained, dismissed.
- Special attention to the equitable distribution to effective and highly effective teachers throughout the district in the district's high minority schools, high poverty schools and persistently lowest performing schools.



Focus Effective Professional Development - (D)(5), (B)(3)2.-3.,(C)(3)(ii), (D)(2)(iv)(a) and (D)(3)(ii)2.

- Professional development in all schools focuses on the new common core state standards, employing formative assessment and employing principles of lesson study
- Implementation of a system to evaluate the fidelity of lesson study and formative assessment implementation that is tied to interim and summative student assessment
- Required evidence is documentation of these requirements in the implementation of the district professional development system



Review Work Plan Table Template

Review Selected FAQs



Resources

- www.fldoe.org/arra/racetothetop.asp
- Glossary
- Frequently Asked Questions document
- State Deliverables
- Guidance for Charter School Participation
- LEA Allocations
- RaceToTheTop@fldoe.org



Q&A

