



# Florida's Race to the Top



State Projects Update  
Part 2  
December 13, 2011

# Florida's Theory of Action

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

Teachers and Leaders must be:

- Well-selected
- Well-prepared
- Well-supported
- Well-respected
- Held Accountable



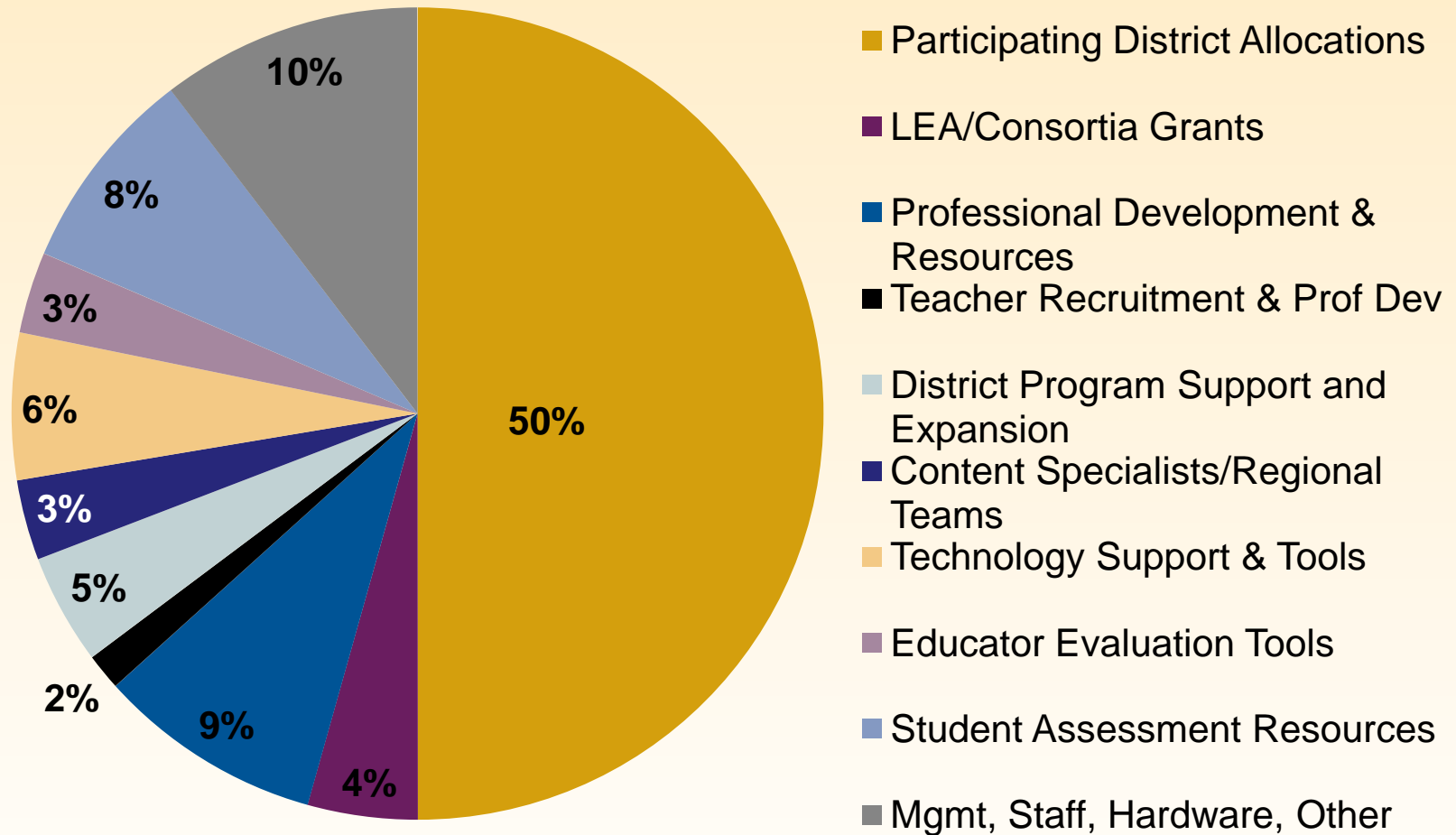
# Florida's Student Achievement Goals

1. **Double the percentage** of incoming high school freshmen who:
  - graduate** from High School
  - go** to College
  - earn** a year's worth of college credit
2. Cut the achievement **gap** in half by 2015
3. Increase the percentage of students scoring at or above **proficient** on NAEP by 2015, to or beyond the performance levels of the highest-performing states



# Florida's Budget Supports LEAs

*90 percent of Funds Allocated Directly to LEAs and for Educator Resources*



# Florida's Race to the Top Implementation Committees

1. Standards Instructional Teacher Tools\*
2. Formative and Interim Assessment Design
3. District-developed Student Assessments for Instructional Effectiveness
4. Portal, Dashboard and Reports\*
5. Single Sign-on
6. Local Systems
7. Student Growth
8. Teacher and Leader Preparation



\*Will begin meeting in Year 2; all other committees began in Year 1

# Standards & Assessments Outcomes

1. By the 2012-2013 school year, student and teacher support tools to implement the Common Core State Standards (CCSS) will be accessible to all students and teachers in Florida.
2. By 2013-14, interim and formative assessment resources will be available in all Florida schools to support instruction of, and measure student progress in, CCSS in language arts and mathematics and Next Generation Sunshine State Standards (NGSSS) in other subject areas.
3. Beginning in the 2010-2011 school year, the percentage of students in Florida enrolled in accelerated STEM coursework, STEM career and technical programs, and middle grade STEM courses with integration of technology will increase annually by 3 percent.
  - In 2010-11, districts increased accelerated coursework by 14%
  - In 2010-11, districts increased career academy enrollment by 7%
4. By 2013-14, all participating LEAs will fully implement lesson study supported by high-quality, web-based resources.



# Common Core State Standards Projects

1. Common Core State Standards Instructional Tool for Teachers
2. Student Tutorial
3. English/Language Arts Formative Assessment
4. Mathematics Formative Assessment
5. STEM Program for Gifted and Talented Students in Rural Districts
6. Textbook Demand Study
7. Highly Effective Teacher Instructional Materials Report
8. Common Core Standards Professional Development\*



\*Not Initiated in Year 1

# Common Core Instructional Tool for Teachers

- Contractor is Florida State University
- Revising CPALMS to align with Common Core
- Enhanced features include
  - Formative and interim assessment items
  - Level of complexity ratings
  - Learning progressions to support Lesson Study
  - Lesson Study Toolkits on using data
- Part of Single Sign-on Project



# Student Tutorial

- Contractor is Infinity
- Revising FCAT Explorer to align with Common Core
- Includes Biology, Civics, Algebra, Geometry, Reading 3-5 and 10, Math 3-5
- Modules include interactive lessons, mini-assessment checks, and student performance reports for teachers
- Will be available beginning of 2012-13 school year
- Will add remaining Common Core subjects next year



# English/Language Arts Formative Assessment

- Contractor is Pearson
- Includes English Language Acquisition items
- Includes Lesson Study Toolkits
  - Available 2012-13 school year
- Formative assessment items accessed through the enhanced Instructional Tool for Teachers
  - Available 2013-14 school year



# Mathematics Formative Assessment

- Contractor is Florida Center for Research in Science, Technology, Engineering, and Mathematics (FCR-STEM) at Florida State University
- Includes Lesson Study Toolkits
- Accessible through the enhanced Instructional Tool for Teachers
- Available 2012-13 school year



# STEM Program for Gifted and Talented Students in Rural Districts

- Contractor is Panhandle Area Education Consortium
- All districts in all three rural consortia will be served
- FloridaLearns STEM Scholars
- Through these partnerships, teachers and students will engage in authentic STEM research experiences and leadership development
  - Increased AP and/or dual enrollment offerings, utilizing Florida Virtual School
  - Will involve STEM-related higher education faculty, military, business, and industry as collaborators and partners
  - Summer opportunities and parent seminars
  - Targeted counseling
  - Needs-driven professional development



# Textbook Demand Study and Highly Effective Teacher Instructional Materials Report

- Contractor is WestEd
- Textbook Demand Study will compare text complexity of high school textbooks with entry-level college textbooks
- Results available August 2012
- Highly Effective Teacher Instructional Materials Report is a database for teachers to report materials used that will be cross-walked with teacher effectiveness ratings after 2011-12 school year



# Common Core Professional Development

- Year 3: Training Materials and Tutorials for Teachers on New Tools
  - Competitive contract to Florida postsecondary institution
  - Develop and pilot school-level training materials and help tutorials for accessing resources and assessments in Instructional Tool for Teachers
  - Online modules and train-the-trainer materials
- Year 4: Professional Development for all Districts and Teacher Preparation Programs
  - Online and face-to-face
  - Web-based PD modules on utilizing Instructional Tool for Teachers



# Assessments

1. Interim Assessment Item Bank and Test Platform
2. Hard-to-Measure Content Area Assessment Development
3. Participation in International Assessments
4. Hiring Content Experts for Assessment Development
5. Align FAIR to Common Core\*



\*Not Initiated in Year 1

# Interim Assessment Item Bank and Test Platform

- Test items will be available for 54 grades/subjects:
  - Common Core
    - English/language arts K-12
    - Math K-8
    - Algebra I, Geometry, Algebra II
  - Next Generation Sunshine State Standards
    - Science K-8
    - Biology, Earth/Space, Chemistry, Physics
    - Social Studies K-8
    - World History, US History, American Government, Economics
    - Spanish: Beginning, Intermediate, Advanced
- Test items will be available for districts in 2012-13
- Test platform will be available in 2013-14



# Hard-to-Measure Content Area Assessment Development

- Seven grant awards totaling \$20,000,000 to the following districts:
  - Physical Education and Health Education, K-8: Miami-Dade County
  - Physical Education and Health Education, 9-12: Hillsborough County
  - Performing Arts - Chorus and Drama: Polk County
  - Performing Arts - Band and Instrumental: Polk County
  - Visual Arts: Miami-Dade County
  - World Languages (other than Spanish): Duval County
  - Career and Technical Education: Hillsborough County
- Assessments will be Field Tested in 2013-14 school year
- Items will be housed as part of the Florida Interim Assessment Item Bank and Test Platform



# Participation in International Assessments

- TIMSS = Trends in International Mathematics and Science Study
  - Completed Spring 2011
  - Results available Spring 2013
- PIRLS = Progress in International Reading Literacy Study
  - Completed Spring 2011
  - Results available Spring 2013
- PISA = Programme for International Student Assessment
  - Administered Fall 2012
  - Results available Spring 2014



# Hiring Content Experts for Assessment Development

Each content area specialist is available to provide technical support to the districts, including assistance in the creation of valid test items and the actual use of the item bank and test platform.

- Patty Ceci, Social Studies, [Patty.Ceci@fldoe.org](mailto:Patty.Ceci@fldoe.org)
- Sally Sanders, Science, [Sally.Sanders@fldoe.org](mailto:Sally.Sanders@fldoe.org)
- Annamarie Tijerino, Spanish, [Annamarie.Tijerino@fldoe.org](mailto:Annamarie.Tijerino@fldoe.org)
- Michelle Worrell, English/Language Arts, [Michelle.Worrell@fldoe.org](mailto:Michelle.Worrell@fldoe.org)
- June Campbell, Mathematics, [June.Campbell@fldoe.org](mailto:June.Campbell@fldoe.org)



# Align FAIR to Common Core

- Awaiting item specifications for PARCC (Partnership for the Assessment of Readiness for College and Careers)
  - Expected Spring 2012
- FAIR items will be revised during the 2012-13 school year
- Available during 2013-14 school year to align with full Common Core implementation



# Great Teachers and Leaders Projects

1. Value-Added Model for Student Growth
2. Value-Added Models for Performance-Based Courses\*
3. Evaluation System Consultants for LEAs
4. Financial Consultants for Districts to Revise Compensation Systems\*
5. Job-embedded Teacher & Principal Preparation Programs
6. Increasing Diversity in Educator Workforce
7. Dual Focus STEM Teacher Preparation Program
8. Revision of Teacher Certification Exams
9. Enhance Electronic Institution Program Evaluation Plan (eIPEP)
10. Training Districts on Evaluating Professional Development\*
11. Commissioner's Leadership Academy\*
12. Community of Practice\*
13. National Expert Review of State and District Practices\*



\*Not Initiated in Year 1

# Great Teachers and Leaders Outcomes (D)(2)

1. By August 2011, the FDOE provides LEAs with three years of student performance data attributable to the teacher and leader level based on the new state-adopted measure for student growth in FCAT-associated courses.
2. By 2013-14, participating LEAs will administer assessments that measure comparable student performance in core courses in grades 1-3, middle school science and social studies, biology, and two high-incidence high school social studies courses.
3. By 2013-14, the State will adopt recommendations for student growth performance measures in high-incidence performing arts, visual arts, and physical education courses and/or grade levels.
4. By 2013-14, 95 percent of participating LEAs will measure comparable growth in student performance annually for students in courses taught by 80 percent of their teachers.
5. By the end of the 2011-12 school year, each participating LEA will have designed evaluation systems for teachers that weight student growth as the largest combined factor, assess performance of the State's *Accomplished Practices*, and include a rating system that differentiates performance.
6. By the end of the 2011-12 school year, each participating LEA will have designed evaluation systems for principals that weight student growth as the largest combined factor and include a rating system that differentiates performance.
7. By the end of the 2012-13 school year, each participating LEA will have implemented evaluation systems for principals that meet the 2011-12 requirements and assess performance on *The Florida Principal Leadership Standards*.
8. By the 2011-12 school year, LEA evaluation systems will incorporate student performance data as 50 percent of the evaluation, using the adopted statewide value-added formula(s) for all state assessment data and incorporating three years of a teacher's student performance data. When less than three years of a teacher's data are available, the percentage of the evaluation based on the student performance may be reduced to not less than 40 percent.



# Great Teachers and Leaders Outcomes (D)(2)

9. By the end of the 2013-14 school year, each participating LEA will incorporate comparable student growth results into the evaluations of 80 percent of teachers and 100 percent of principals.
10. By the end of the 2012-13 school year, each participating LEA will conduct evaluations for each first-year teacher that are integrated with the LEA's beginning teacher support program and include multiple observations on the core effective practices and reviews of student performance data.
11. By the end of the 2012-13 school year, the FDOE will publish model teacher and principal evaluation feedback systems.
12. By the end of the 2013-14 school year, each participating LEA will conduct "multi-metric" evaluations for teachers who are in the year prior to a milestone career event, such as being awarded a multi-year contract, a promotion, or a significant increase in salary. (All other teacher and principals will continue to receive evaluation feedback at least once per year.)
13. By the end of the 2013-14 school year, evaluation results for teachers of FCAT-related courses and principals in participating LEAs will reflect student performance in the school; evaluation results for teachers of other courses in each participating LEA will more closely reflect student performance than in the previous year.
14. By the end of the 2011-12 school year, 75 percent of participating LEAs will use evaluation results to inform retention decisions (retention=annual contract) and professional development.
15. By the end of the 2012-13 school year, all LEAs will use evaluation results for retention and professional development purposes; 50 percent of LEAs will use evaluation results to inform promotion decisions and any bonus compensation plans that are in place.
16. By the beginning of the 2013-14 school year, 75 percent of participating LEAs will have board policies in place to use evaluation results to inform professional development, salary compensation, promotion, retention, professional contract, and removal decisions; 100 percent of participating LEAs will have board policies in place to use evaluation results to make decisions in most of these areas.



# (D)(2) Performance Measures

<b>(D)(2) Performance Measures</b>		Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).						
Criteria	General goals to be provided at time of application:	Baseline data and annual targets				
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice).*	0	0%	0%	50%	90%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.**	0	0%	50%	80%	95%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.***	0	0%	50%	95%	100%
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:					
(D)(2)(iv)(a)	• Developing teachers and principals.	0	0%	25%	50%	95%
(D)(2)(iv)(b)	• Compensating teachers and principals.	0	0%	0%	30%	90%
(D)(2)(iv)(b)	• Promoting teachers and principals.	0	0%	25%	50%	95%
(D)(2)(iv)(b)	• Retaining+ effective teachers and principals.	0	0%	25%	50%	95%
(D)(2)(iv)(c)	• Granting tenure++ and/or full certification (where applicable) to teachers and principals.	0	0%	0%	30%	90%
(D)(2)(iv)(d)	• Removing ineffective tenured and untenured teachers and principals.	0	0%	25%	50%	90%

\* measuring growth for 80% of teachers  
 \*\*meets evaluation criteria for Accomplished Practices, using student growth measures available, includes additional metric(s)  
 \*\*\*meets evaluation criteria for using student growth measure, considering teacher effectiveness, actions on The Florida Principal Leadership Standards  
 + retaining = reissuing annual contract  
 ++tenure = multi-year or professional service or other contract (not annual)

# Value-Added Model for Student Growth

- Contractor is American Institutes for Research
- Student Growth Implementation Committee recommended a value-added model for FCAT that was selected by the Commissioner June 1, 2011
- Working on value-added models for Algebra 1 and the Florida Alternate Assessment now; SGIC will begin meeting again in January
- Will begin other EOCs as they are administered and student results and scales become available
- Will provide guidelines and technical assistance to districts on example growth models for locally developed assessments beginning in year 3 (after item bank samples are available)
- Rule development has begun for statewide standards using FCAT value-added model: Phase 1 for 2011-12; Phase 2 for 2012-13 and forward
- Note: Models for measuring growth in hard-to-measure subjects will begin in year 3



# Evaluation System Consultants for LEAs

- Contractor is Houghton Mifflin Harcourt with Learning Sciences International and the Leadership and Learning Center
- Provided optional state model for instructional practices portion of evaluation
- Provided 111 days of onsite technical assistance to district redesign teams in 2011
- Statewide meeting January 30-31 on new Florida Principal Leadership Standards and optional state model for principal evaluation systems
- Academies for local assistance with principal evaluation to follow in February and March

## **Other Notes:**

- Technical assistance (not part of state contract) on non-classroom instructional personnel evaluations to be provided in February
- Community of Practice meeting for March (likely March 1<sup>st</sup> or 2<sup>nd</sup>) on Learning Targets and Learning Goals



# Financial Consultants for Districts to Revise Compensation Systems

- Competitive procurement in development to assist districts with budget reviews, compensation models, and other related areas of using evaluation system results

## **Other Notes:**

- Community of Practice meeting earmarked for June on compensation systems



# Great Teachers and Leaders Outcomes (D)(3)

1. By the beginning of the 2013-14 school year, all participating LEAs will implement school board policies that result in each high-poverty, high-minority, and persistently low-performing school in the LEA employing:
  - Percentages of effective teachers at least equal to that of the school with the highest percentage of effective teachers in the LEA.
  - Percentages of highly effective teachers at least equal to that of the school with the highest percentage of highly effective teachers in the LEA.
  - An effective principal.
2. By the end of the 2013-14 school year, institutions will matriculate completers in new programs in STEM critical shortage areas and school leaders in fast-track programs for high-performing individuals.



# Job-embedded Teacher & Principal Preparation Programs

- Teacher Preparation grant awarded to UCF
  - First cohort enrolled Spring of 2012 as district interns
  - Coursework begins in Summer/Fall 2012
- Principal Preparation grant awarded to FAU/Broward Partnership
  - First cohort enrolled January 2012
  - Other respondents are making revisions and resubmitting initial proposals so that a second award may be made before the end of December



# Increasing Diversity in Educator Workforce

- Grant awarded to Polk County School District in collaboration with USF Polytechnic
- Project PRIDE (Planning and Rewarding Instructional Diversity in Education)
- First cohort enrolled January 2012
- Participants receive tuition scholarship and elementary school teaching position upon graduation
- Mentors and support services provided to graduates



# Dual Focus STEM Teacher Preparation Program

- RFP is posted online; responses due 2/10/12
- UTeach replication
- Will better prepare teacher candidates through dual focus programs in math or science and education and to support new teachers produced by these programs during their first two years of teaching
- Will include partnerships between an institution of higher education's College of Arts and Sciences and Teacher Education programs and at least one school district
- Will establish Florida UTeach Coordination and Induction Center to manage implementation



# Great Teachers and Leaders Outcomes (D)(4)

1. By the end of the grant, operational test forms for teacher certification examinations in STEM and reading content areas with more rigorous content will be administered. The state will report performance for teacher preparation programs based on new standards for continued program approval measuring student growth of completers, production of completers in STEM areas, employment of completers in high-poverty/minority schools, and participation of institutions in teacher induction programs.
2. By the end of 2013-14, LEAs will employ completers from the first cohort of job-embedded teacher preparation programs.
3. By the end of 2013-14, partner LEAs will employ the first cohort of fast-track principal preparation program completers. The state will report performance of principal preparation programs based on new measures for continued program approval that include student growth in schools where completers are assigned and employment of completers in high-poverty/minority schools.



# Revision of Teacher Certification Exams

## Full Test Development Activities (January-December 2014)

- Mathematics 6-12
- Middle Grades Mathematics 5-9
- Prekindergarten-Grade 3 (PK-3)
- English 6-12
- Middle Grades English 5-9
- Elementary Education K-6
- General Knowledge (Math, ELS, Essay, and Reading)

## Passing Scores Only (September 2012)

- Biology 6-12
- Chemistry 6-12
- Earth-Space 5-9
- Middle Grades General Science 5-9
- Physics 6-12

All dates above indicate implementation of new test forms with SBE approved competencies and skills and passing scores; all field testing will be complete by spring 2014



# Enhance eIPEP

- eIPEP = Electronic Institution Program Evaluation Plan, which is the annual self-assessment and report for each initial teacher preparation program
- Grant awarded to Florida Center for Interactive Media at Florida State University
- Enhancements include additional review and reporting features and linkages to the Education Data Warehouse for better analysis and reporting capabilities for institutions
- All enhancements will be in place during year 4



# Great Teachers and Leaders Outcomes (D)(5)

1. By the beginning of 2012-13, participating LEAs will have instituted policies to make decisions about professional development offerings based on evaluation data.
2. By the beginning of 2013-14, participating school LEAs, principals, and teachers will have methods and data to evaluate professional development based on changes in classroom practices and in student outcomes.



# Training Districts on Evaluating Professional Development

- Competitive procurement in development
- Training will include how to use evaluation data from instructional practice and student performance and associate with professional development
- Linkages and best practices for Local Instructional Improvement Systems
- Expect training to be available beginning in the summer of 2012



# Commissioner's Leadership Academy

- Two cohorts of school-level leaders ready to take on leadership at district, regional, or state levels
- First cohort enrolled Spring 2012
- Experiences will include face-to-face interaction with national and international education and school reform experts and training in state policy development and implementation practices and strategies



# Community of Practice

- At least two meetings per year for district participants to share best practices on specific implementation topics
- March 2012 topic is establishing student learning goals and scales
- June 2012 topic is implementing alternative teacher compensation models
- Registration information coming after the holidays



# National Expert Review of State and District Practices

- Competitive procurement ITN is posted online; responses due 12/22/11
- Expect contract to be executed in January
- Scope includes:
  - Comprehensive documentation of district system components (educator evaluation, compensation, student growth measures, professional development evaluation)
  - Identification of the process by which systems are developed and implemented
  - Study of whether any initiatives have had effects on the educator workforce, culture of schools or districts, or student learning outcomes
  - Brief study of teacher preparation program approval requirements and implementation



# Questions?





[www.fldoe.org/arra/racetothetop.asp](http://www.fldoe.org/arra/racetothetop.asp)