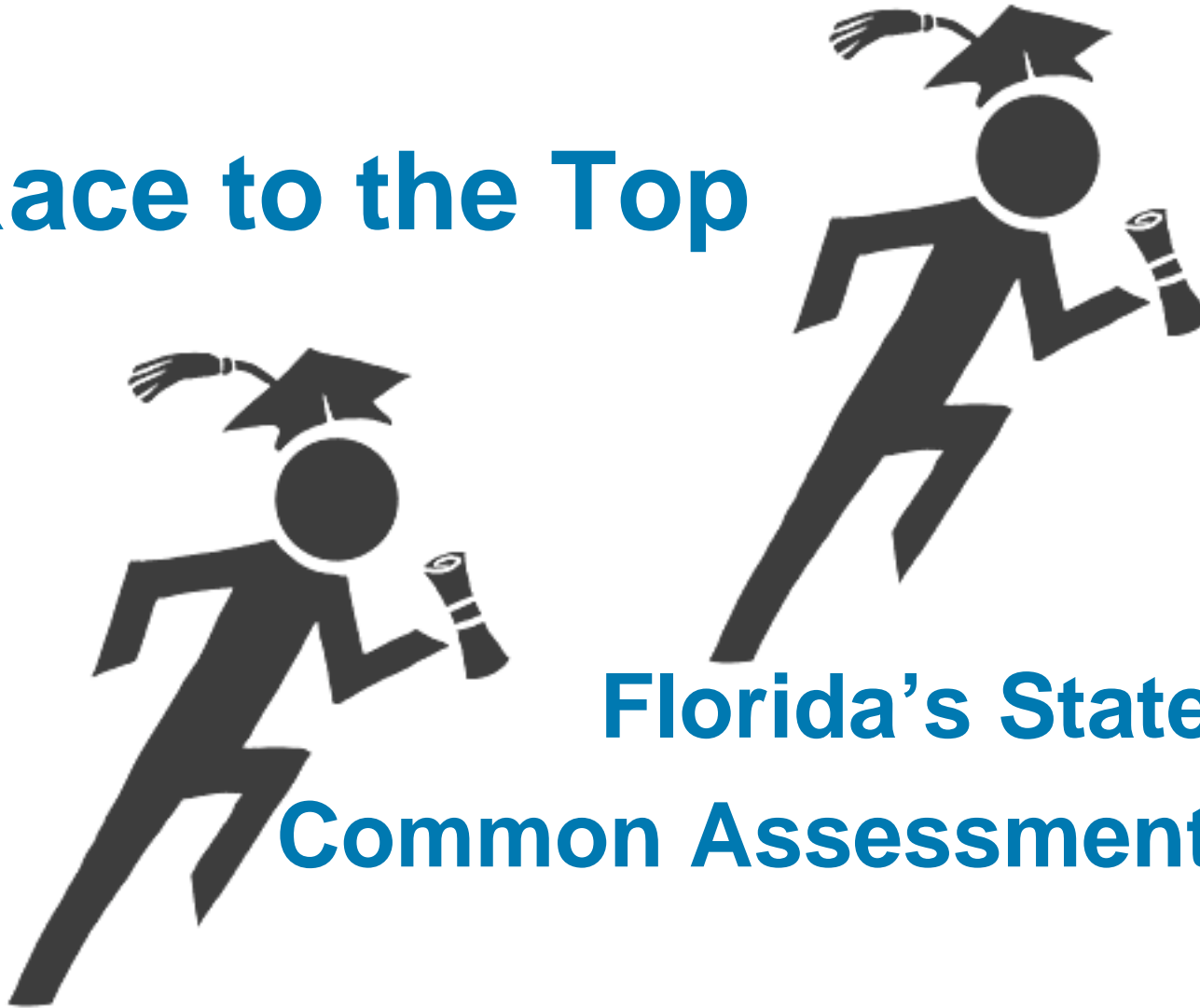


Race to the Top

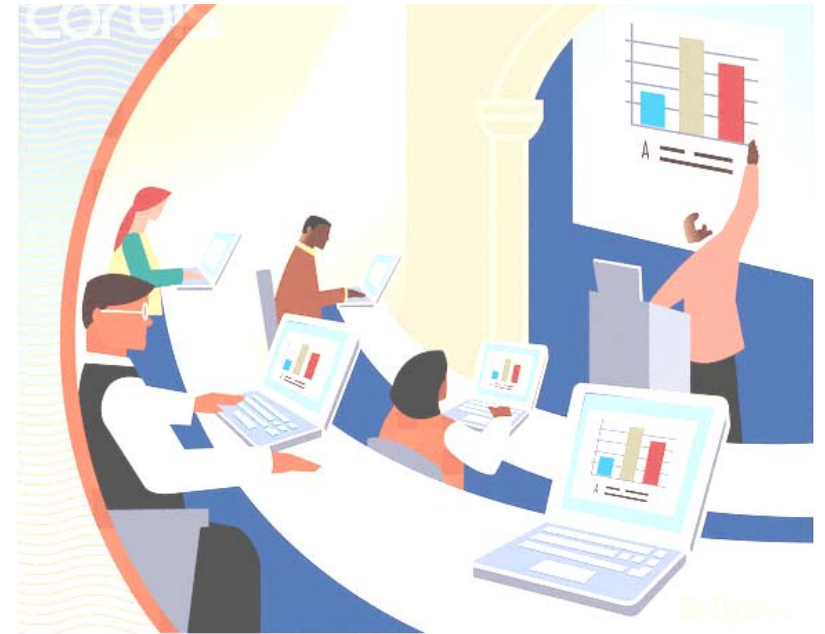


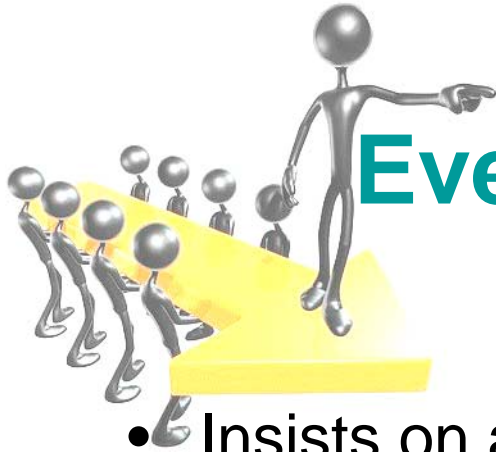
Florida's State Plan Common Assessment Plan

Kris Ellington, Deputy Commissioner
Florida Department of Education

Teachers will...

- Set high expectations & provide a “culture of rigor” for students using high-quality curricular tools.
- Differentiate instruction with rich learning experiences informed by results from aligned formative and interim assessments.
- Continuously improve their practice by engaging with other teachers in lesson study and other job-embedded, data-driven professional development.
- Access compensation & career opportunities that reflect the value of effective teaching & leadership.





Every school has a leader who:

- Insists on a rich curriculum & balanced assessment program for all students
- Uses a variety of data to make strategic instructional & management decisions
- Hires, retains, develops, & promotes the most effective teachers
- Ensures the continuous improvement of everyone in the school by supporting common planning time, job-embedded professional development, & leadership development;
- Is respected, supported, and included in district decision-making,
- Has compensation and advancement opportunities that reflect value of his/her leadership.



Standards & Assessments

1. Provide enhanced technology-based **curricular tools**, including a standards tutorial and instructional tools for teachers designed around cross-grades CCSS learning progressions.
2. Implement a balanced approach to **assessment**, to include interim and formative assessment systems and common summative assessments built to assess the CCSS.
3. Increase access to rigorous courses and acceleration mechanisms, including career and technical education in **STEM**, that prepares students for college and career success.
4. Provide **professional development resources** through research-based lesson study toolkits within the technology-based curricular tools, which support effective use of data and formative assessment practices.

District Requirements (B)(3)

- Schools in lowest 5% must **modify their schedules** for lesson study, allowing for common planning time by grade or subject (at least one hour/month during school year).
- **Evaluate the fidelity of lesson study** and **formative assessment** implementation.
- Ensure that **professional development** programs focus on CCSS. Professional development will employ formative assessment & lesson study.
- Implement at least one additional high school **career and technical program** that provides training for STEM occupations.
- Increase the number of STEM-related **accelerated courses**.
- Ensure that each school has the **technology** to provide teachers and students sufficient access to strategic tools for improved classroom instruction and computer-based assessment.

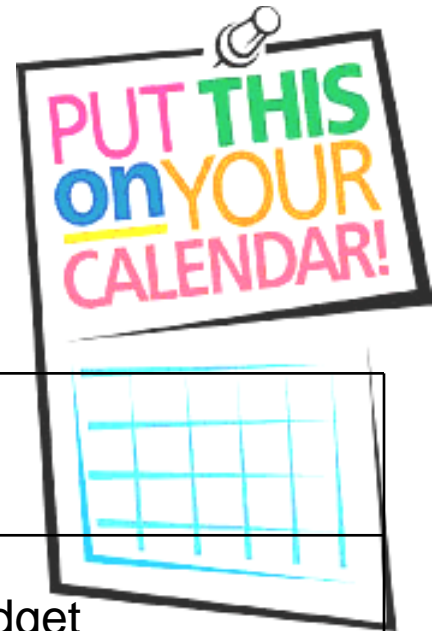
Measure Student Growth (D)(2)(i)

- The LEA will measure student growth based upon the performance of students on state-required assessments
- For content areas and grade levels not assessed on state-required assessments, the LEA will use state assessments or district-selected assessments that are aligned to state standards and developed or selected in collaboration with LEA stakeholders, or will use valid, rigorous national assessments.

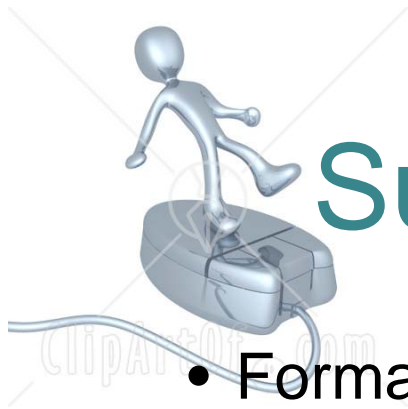


- Approximately \$700 million total award for September 2010 through August 2014.
- \$350 million of total will be awarded to districts with acceptable plans based on the MOU.
- \$125 million of state total for Standards and Assessments

The First 90 Days



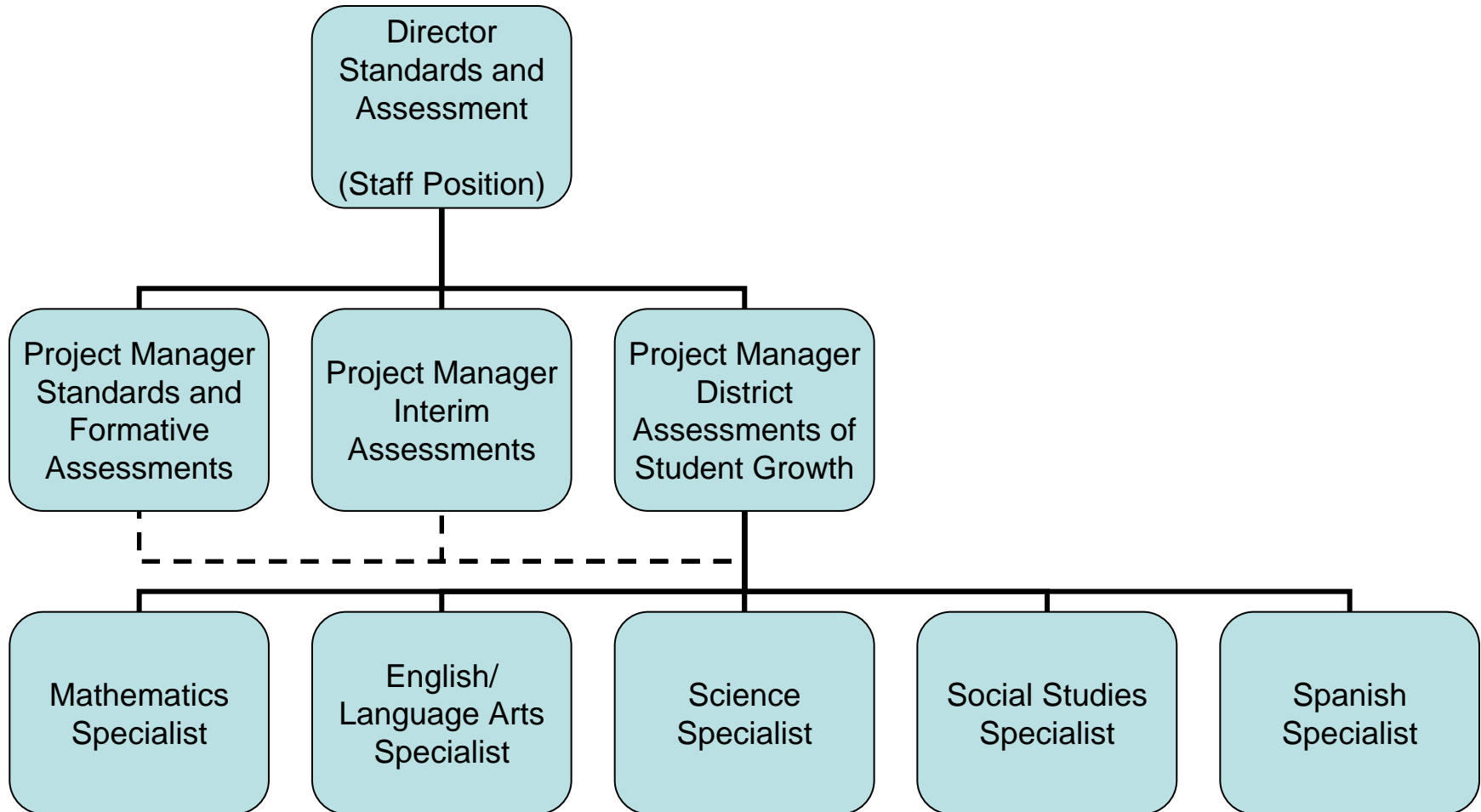
September 7	Technical Assistance Webinar
September 7-14	Additional Webinars by Assurance Area & Budget
By October 13	LEA Final Scope of Work due to FLDOE
By October 27	FLDOE reviews drafts and submits feedback to LEAs
By November 9	LEA Final Scope of Work due to FLDOE with any revisions
By November 22	FLDOE reviews drafts and submits approved plans to ED



Support for Assessments

- Formative assessment resources for K-3 mathematics and K-8 reading.
- Interim assessment resources for all grades, all academic areas, including Spanish.
- Assessment technology resources, including item bank, test design/construction platform, test delivery system, adaptive test engine.
- State team to assist districts in design of tests for teacher-level student growth measures.
- Grants for consortia/collaboratives of districts for development of tests for hard-to-measure subject areas

Additional Staff



Implementation Committees

- Standards Instructional Tools
- Formative and Interim Assessment
- Assessments for Teacher Effectiveness



PARCC's Theory of Action

States in PARCC will use the common assessments to:

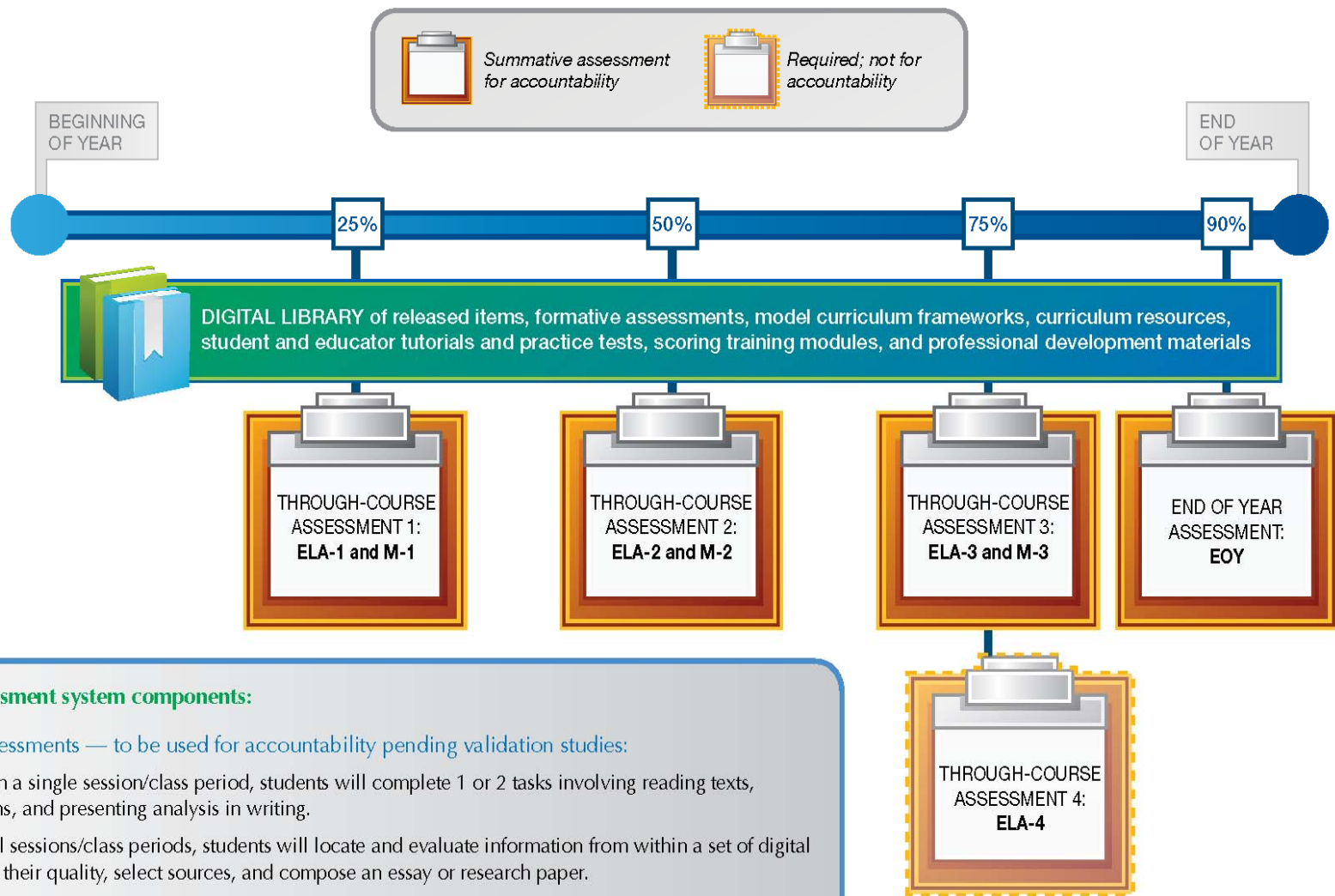
- ✓ **Compare results against a common high standard** which will strengthen the case for improvement and for sustaining education reforms.
- ✓ Report achievement results based on a clear definition of **college and career readiness**, so “proficient” will mean “prepared” for students’ next steps.
- ✓ Help make **accountability** policies better drivers of improvement by basing them on more sophisticated assessments.
- ✓ **Promote good instruction** by providing teachers useful, meaningful and timely information, which will help them adjust instruction, individualize interventions, and fine-tune lessons throughout the school year.



PARCC Facts

- Florida is the fiscal agent
- Achieve is the management partner
- Massachusetts Commissioner Mitchell Chester is the chair of the Governing Board.
- Funds will pay for research, design, development, and field testing
- Funding of ~ \$150M for four years (2010 – 2014)
- Tests are to be operational in 2014-1
- Also funded:
 - K-2 Formative Assessments (\$10M)
 - Technology Enhancements (\$10M)





Description of assessment system components:

Through-Course Assessments — to be used for accountability pending validation studies:

- **ELA-1 and ELA-2:** In a single session/class period, students will complete 1 or 2 tasks involving reading texts, drawing conclusions, and presenting analysis in writing.
- **ELA-3:** Over several sessions/class periods, students will locate and evaluate information from within a set of digital resources, evaluate their quality, select sources, and compose an essay or research paper.
- **ELA-4 (speaking and listening):** Students will present their work from ELA-3 to classmates and respond to questions. Teachers will score, using a standardized rubric, and use results in determining students' class grades.
- **M-1 and M-2:** In a single session/class period, students will complete 1 to 3 tasks that assess 1 or 2 essential topics (standards or clusters of standards).
- **M-3:** Students will perform multi-step performance task(s) that require conceptual understanding, procedural fluency, and application of mathematical tools and reasoning, sometimes in unfamiliar contexts.

End-of-Year Comprehensive Assessment:

- **EOY:** Students will take this assessment on the computer, and it will be rapidly scored. The test will be composed of 40 to 65 questions with a range of item types, including innovative items.

This representation was prepared by the Center for K – 12 Assessment & Performance Management (www.k12center.org) for illustration purposes only. For a full description of this assessment system, go to www.fldoe.org/parcc/.

Key PARCC Milestones

Milestone	Date
Grant Funds Obligated	September 2010
RFPs/ITNs Issued	March 2011
Contracts awarded	July 2011
Development Begins	Fall 2011
States Adopt CCSS	By Late 2011
Field Testing Begins	Fall 2012
Reporting System Released	Early 2014
Full Operational Administration Begins	Fall 2014
Standard-Setting Begins	Early Summer 2015
Common Achievement Levels Adopted	Fall 2015

For more information

- Florida's Race to the Top

<http://www.fldoe.org/ARRA/Racetothetop.asp>

- PARCC

<http://www.fldoe.org/parcc/>

- Accountability, Research & Measurement

<http://www.fldoe.org/arm/>