



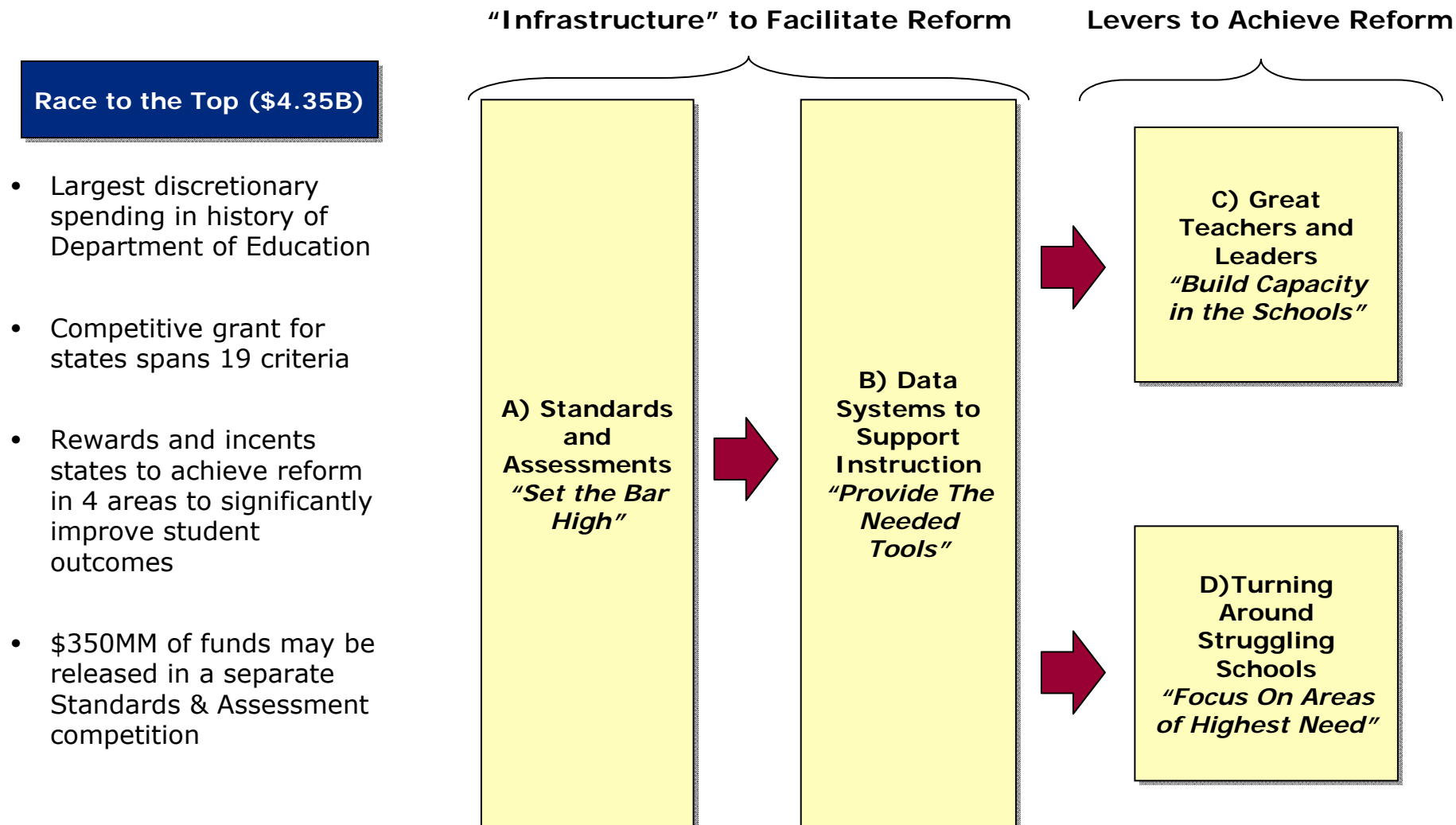
***Race To The Top:
Preliminary Overview***

November 11, 2009

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Chancellor
Division of Public Schools

***DRAFT
For Discussion Only***

RTTT Offers \$4.35B for Reform Focused on Four Assurances



Florida's Strategic Plan Aligns Closely to RTTT Assurances; RTTT Enables Florida to Expand and Deepen the Current Strategy

Florida DOE Strategic Focus Areas

- 1) Strengthen Foundational Skills
- 2) Improve College and Career Readiness
- 3) Expand Opportunities For Post-Secondary Degrees and Certificates
- 4) Improve Quality of Teaching in the Education System
- 5) Improve K-12 Educational Choice Options
- 6) Align Resources to Strategic Goals



Standards & Assessments

- 1) Strengthen Foundational Skills:
 - Update NGSSS/Com. Core
 - Develop Diagnostic and Formative Assessments
 - Reform and Align FCAT
- 2) Improve College and Career Readiness
 - Develop & implement End-of-Course Exams
 - Align HS with college and career expectations

Data Systems

- 4) Improve Quality of Teaching in the Education System:
 - Provide front-end access to student data linked to diagnostic and intervention tools
 - Provide robust training to districts on how leverage data

Great Teachers & Leaders

- 4) Improve Quality of Teaching in the Education System:
 - Strengthen connection between teacher effectiveness and student performance
 - Raise standards for entry into profession
 - Maintain a highly effective workforce

Struggling Schools

- 1) Strengthen Foundational Skills:
 - Support Struggling Schools and Districts
 - Expand targeted Interventions for at-risk populations
- 5) Improve K-12 Educational Choice Options
 - Strengthen quality of and expand school choice options

Standards & Assessments

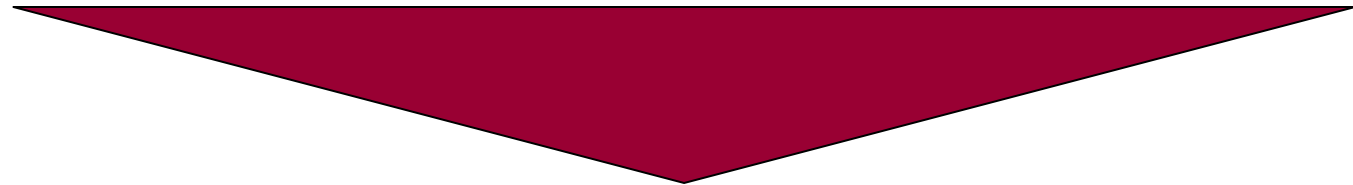
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Draft RFP Selection Criteria (required components)

State Reform
Conditions Criteria:

(A)(1) Developing and Adopting
Common Standards

(A)(2) Developing and Implementing
Common, High-Quality Assessments



State Reform
Plan Criteria:

(A)(3) Supporting Transition to Enhanced Standards and High-Quality Assessments
*“Strategies that translate the standards and information
from assessments into classroom practice”*

Standards and Assessments

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Red=State \$
Blue=District \$
Green=Both

Standards

1. Develop with **consortium Common K-12** internationally benchmarked, college and career-ready standards and adopt by June 2010 (i.e., Common Core standards)
2. Provide **curricular tools** to translate standards to practice for teachers
 - Connect teachers to curricular resources such as model lessons, classroom tasks, and samples of student work
 - Anchor lessons in Reading, Writing, Math, Science
3. Provide **professional development** support on how to implement new standards in research-based classroom practices
 - Through systematic approaches and school learning communities, increase quality of lessons in classrooms by building resources and toolkits for school level teams. This comprehensive approach will include lesson study, formative assessment, and multi-media resources such as videos demonstrating effective practices
 - Pilot initially with interested districts during RTTT funding period and then follow with statewide rollout. Once RTTT over, would be left with materials, online modules, and facilitators to use for statewide rollout
 - Provide training in Content areas for NCEE, IB, AICE, AP, IC
4. **Evaluate Reading curriculum/textbooks** – by school, curriculum and strategies **(OVERLAPS WITH DATA)**

Standards and Assessments

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Assessments

1. Participate in **consortium** of States that is working toward jointly developing and implementing **common, high-quality assessments** aligned to common standards
2. **Expand Offering of End-of-Course Exams** to Enable Results to Comprehensively Be Used as an Indicator of College and Career Readiness
 - Use RTTT funds to expand EOC offering in courses such as Algebra II, Civics, Chemistry, English/Language Arts II, World History, Earth/Space, Physics
3. Provide districts and schools with **interim/benchmark assessments**
 - Provide districts and schools with interim and benchmark assessments and corresponding intervention decision trees to enable educators to use assessment data outside of FCAT to drive instruction and accelerate student performance particularly in math and science, subject areas not covered by FAIR assessments
 - Math assessments K-12
 - Science interim and benchmark assessments first offered in grades with science FCAT (grades 5, 8, 11)

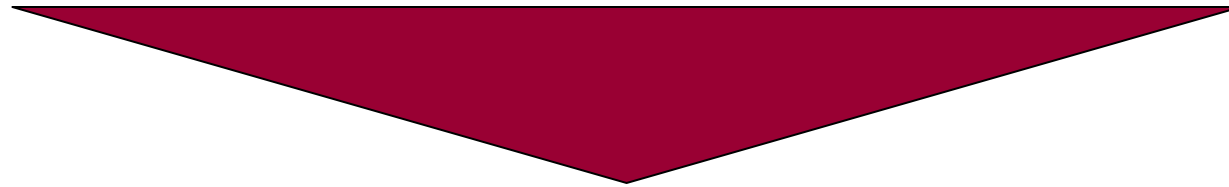
Data Systems to Support Instruction

Draft RFP Selection Criteria (required components)

**State Reform
Conditions
Criteria:**

DATA: Fully implementing a statewide longitudinal data system

- State has a statewide longitudinal data system that includes all of the elements specified in section 6401(e)(2)(D) of the America COMPETES Act



**State Reform
Plan Criteria:**

**ACCESS: Accessing and using
State data**

- Make state data available electronically in a standardized way
- Provide single sign-on access to educators
- Facilitate easy and accurate uploading of district data

**USE: Using data to improve
instruction**

- Provide a tool to administer assessments, recommend custom learning paths based on results, track the interventions, and report/analyze effectiveness of interventions
- Provide professional development to understand data, reports, and tools

Data Systems to Support Instruction

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ACCESS: Accessing and using State data

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Data Availability

Make state data available electronically in a standardized way for district systems and applications to access on a recurring and automated basis. Examples of desired data include:

- All state assessment data – FCAT, CELLA, PMRN/FAIR, etc.
- Course codes, descriptions
- Teacher Certification data
- Next Generation Sunshine State Standards
- College & Career Readiness data – remedial course completion and outcome, CPT, dual enrollment
- ACT/SAT
- Longitudinal assessment data for students transferring from one district to another
- Truancy – driver’s license suspensions, etc.
- Health/immunization records, especially for transfer students

Single Sign-on

Provide single sign-on access to all state provided resources. Modify existing resources to interface with and utilize a single sign-on environment. Create any new state resources to be accessible with the same single sign-on

Pre-populate Applications and Reports

Pre-populate state applications and reports with student and/or staff data. Do not require districts to resubmit data. Example resources include:

- School and district plans – improvement, reading, equity, instructional materials, etc.
- Other reporting and data verification systems – FTE, school grades, etc.
- Sunshine Connections, PEER, PMRN, FCAT Explorer, FACTS.org

Data Systems to Support Instruction

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USE: Using data to improve instruction

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Technology-Based Assessments and Intervention Analysis

Provide a tool to administer assessments, recommend custom learning paths based on results, track the interventions, and report/analyze effectiveness of interventions.* Additional features include:

- Integrate FCAT data to use as a data point alongside assessment results
- Provide assessment results immediately
- Allow export of assessment results to district tools/applications (same as above)
- FCAT success predictions
- Include method for searching/collaborating on effective interventions within and across districts
- Types of assessments mentioned include end-of-course, interim, benchmark, and formative. - Math was the most frequently requested subject area. Stakeholders expressed interest in the state recommending aligned interventions/resources
- Evaluate Reading curriculum/textbooks – by school, curriculum and strategies

Professional Development

Provide professional development to understand data, reports, and tools

- Provide districts with additional funding to support their professional development activities related to the use of data and technology. Activities would enhance on-going district efforts in these areas

*Overlap with other assurances. Need to determine where all or a portion of this initiative is captured in the response.

Data Systems to Support Instruction

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Other Initiatives

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Program and Technology Governance

- **Implement Program, Data, and Technology Governance in the department**

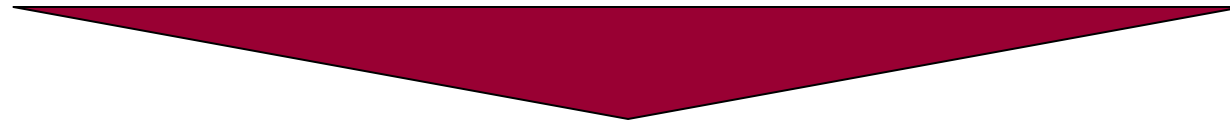
- The department is engaged in a project to design a data governance model through the Statewide Longitudinal Data Systems Round 3 grant. Design and implementation of Program and Technology governance are critical to the long-term success of Florida's RTTT initiatives
- Otherwise, it is unlikely the department will successfully complete the (data assurance) RTTT initiatives or implement a model to avoid the same issues moving forward

Draft RFP Selection Criteria (required components)

**State Reform
Conditions
Criteria:**

Providing alternative pathways for aspiring teachers and principals (C1)

- *The extent to which the State has in place legal, statutory or regulatory provisions that allow alternative routes to certification for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education; and the extent to which these routes are in use*



**State Reform
Plan Criteria:**

Differentiating teachers and principals effectiveness based on performance (C2)

- *Measure student growth, employ processes for differentiating effectiveness of educators, and use this info to make decisions*

Ensuring equitable distribution of effective teachers and principals (C3)

- *Increase the number and percentage of highly effective educators in high-poverty schools*

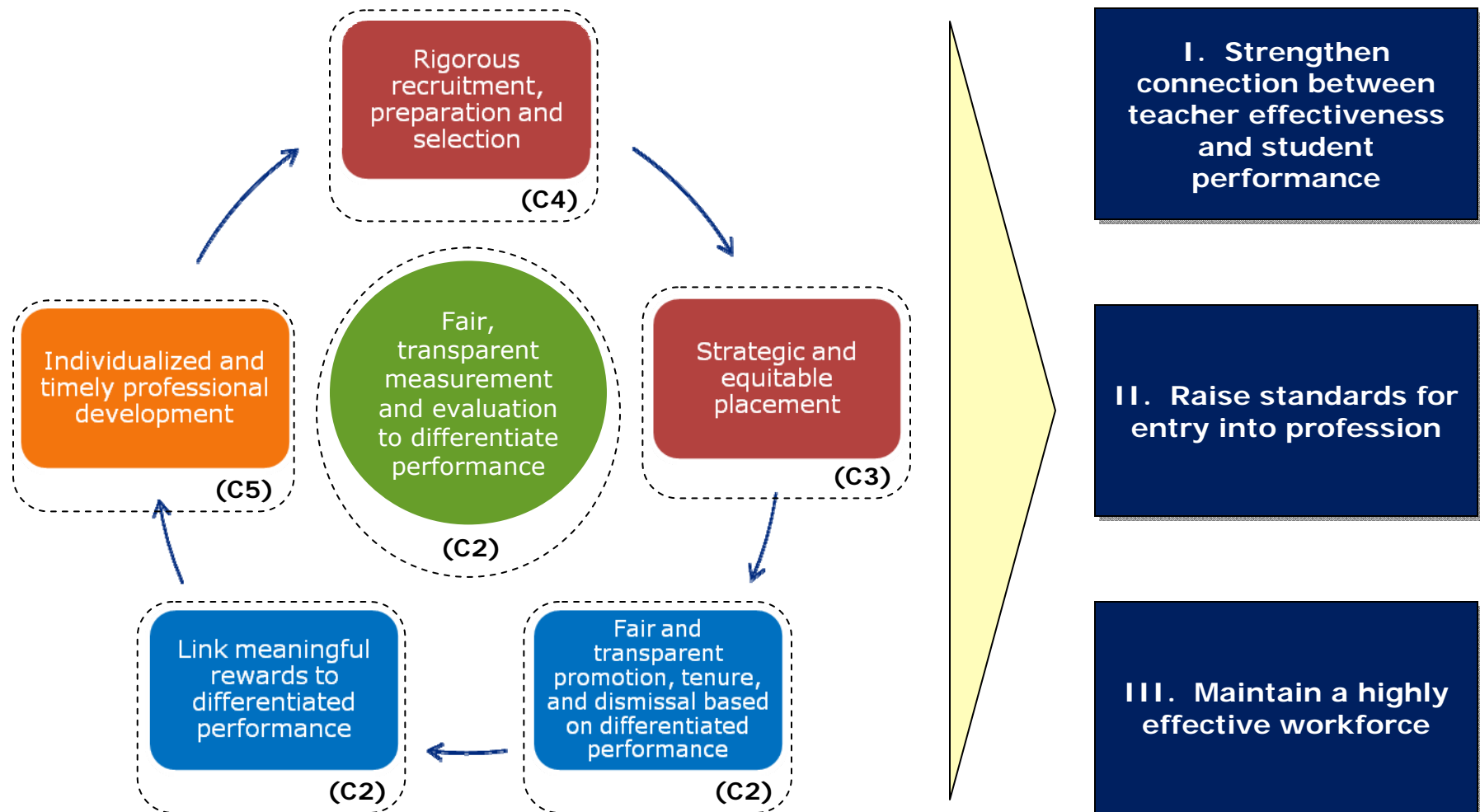
Reporting the effectiveness of teachers and principal preparation programs (C4)

- *Link teachers' and principals' student achievement data to their respective preparation programs*

Providing effective support to teachers and principals (C5)

- *Provide adequate instructional and professional support linked to students' achievement data*

Developing a Strategy to Build Teacher & Leader Effectiveness



Teacher Quality Priority Strategies

I. Strengthen the Connection Between Teacher Effectiveness and Student Performance

- Adopt a teacher-level student growth measure
- Define observable practices in effective teaching and learning

II. Raise Standards for Entry into Teaching

- Set performance standards for teacher preparation programs and publicly report performance results
- Revise Teacher Certification Exams to test deeper knowledge of content and instructional practices

Teacher Quality Priority Strategies

III. Maintain a Highly Effective Workforce

- Define teacher effectiveness primarily on student performance and on multiple evaluations of classroom practice
- Base teacher and principal evaluations on effectiveness measures
- Place the most effective teachers and principals in most vulnerable schools
- Base tenure and career promotions on demonstrated sustained effectiveness
- Base major increases in salary on demonstrated effectiveness, rather than years of experience or degree level
- Provide bonuses for individuals and teams on student performance and working in a high need school
- Tie professional development to student learning data
- Promote in-school, collaborative professional development, such as lesson study
- Streamline dismissal process for ineffectiveness

Implementation Approach

Partnership Implementation Approach

To ensure fidelity of implementation during the grant and sustainability after the grant, the Department is taking a partnership approach, so that state policies and evaluation measures align with human capital actions and decisions, which are made locally in context of school districts and postsecondary programs.

1. District Human Capital Partnerships
2. Teacher Preparation Program Partnerships
3. Florida Department of Education Support Responsibilities

I. Connect Teacher Effectiveness
and Student Performance
II. Raise Standards for Entry into Teaching
III. Maintain a Highly Effective Workforce

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1. District Human Capital Partnerships

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Description

- State will partner with selected districts to implement initiatives tying teacher performance to effectiveness measures that are primarily based on student growth to be used in all facets of human capital decisions
 - Link multi-metric measure of teacher effectiveness to compensation, promotion, dismissal, career management, professional development, preparation programs, recruitment, selection and placement decisions

Process

- Set the “Non-Negotiables” that districts need to incorporate in their plans and evaluate progress and results (detailed explanation of Non-negotiables on next page)
- Distribute funds through grants for selected districts and education schools to implement grants
- Evaluate and report the results

Options

- Choice to include all schools in the district or just the low performing schools
- Choice of teacher effectiveness measures from DOE-approved short list
- Partnership with a postsecondary institution or a non-profit organization, such as Teacher for America, The New Teacher Project, New Leaders for New Schools, or other organization, for teacher or school leader preparation program delivery

I. Connect Teacher Effectiveness and Student Performance
II. Raise Standards for Entry into Teaching
III. Maintain a Highly Effective Workforce

1. District Human Capital Partnerships: Non-Negotiables

1. A personnel appraisal system that measures individual **teacher and school leader effectiveness**:
 - a) The determination of effectiveness must be **primarily based on improved performance of assigned students** on assessments of state standards under s. 1008.22, or on national, state, or district-determined testing instruments
 - b) For teachers, additional measures must include **observable classroom practices** that are closely linked to improving student outcomes
 - c) For school-based administrators, additional measures must include indicators linked to **recruitment and retention of effective teachers**
2. A system for **compensation** that includes:
 - a) A **salary schedule** with the most significant increases based on demonstrated effectiveness, rather than years of experience or level of training
 - b) Opportunities for individual teachers or teams of teachers and for school leaders to earn annual **bonuses** for improved student performance, with significantly greater bonuses for such personnel assigned to the most vulnerable schools or students
 - c) Opportunities for **career development** based on improved student performance and demonstrated ability to promote effectiveness with colleagues
3. Processes for awarding **professional contracts (tenure)** based on multiple years of effectiveness
4. Streamlined processes for **exiting teachers and school leaders** that are determined to be ineffective
5. A **professional development system** that includes:
 - a) Individual and school professional development plans targeted to **student growth**
 - b) Collaborative in-school professional learning on a cycle of **effective lesson development**, analysis and improvement based on student performance data
 - c) Collaboration with colleges and universities to deliver **induction programs**
6. **Placement** of the most effective teachers and school leaders are placed in the district's most vulnerable schools
7. **Negotiation** of the applicable provisions in accordance with chapter 447

I. Connect Teacher Effectiveness
and Student Performance
II. Raise Standards for Entry into Teaching
III. Maintain a Highly Effective Workforce

Great Teachers and Leaders

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2. Teacher Preparation Program Grants

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Description

- Issue grants to eligible Florida institutions to implement
 - **UTEACH** (or similar STEM program) or
 - A **residency program** for job-embedded teacher preparation

Teacher Preparation Grant Non-Negotiables

- **Selective admission criteria** based on significant academic achievement
- Completer demonstration of **deep content knowledge**, and the ability to improve student learning using student data to drive instruction and determine mastery (based on state multi-metric effectiveness measure)
- **Collaborative lesson development** to improve instructional practice
- **Mentoring by an effective teacher** throughout the program and during the first year of teaching
- **Prior demonstrated program performance**

I. Connect Teacher Effectiveness and Student Performance
II. Raise Standards for Entry into Teaching
III. Maintain a Highly Effective Workforce

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3. FLDOE Support Responsibilities

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Teacher Effectiveness Measure

- Provide districts with a more robust teacher-level **student growth measure**
- Provide districts with guidelines to develop **multi-metric state-wide evaluation measures** of teacher effectiveness

Teacher Preparation

- **Increase standards for program approval**
- **Publish institution effectiveness data**

Teacher Certification

- **Raise the bar for earning a Florida Certificate** by developing more rigorous certification examinations

Professional Development

- **Provide centralized and convenient access to follow-up training and trainer materials** (including videos, pod-casts, etc.) for professional development provided under Standards and Assessments and through the Leadership Academy (Struggling Schools)

Monitoring, Evaluation and Communication

- **Clear and timely communication** on grant requirements, progress and results
- **Monitoring and evaluation of the effectiveness measures**, including accuracy and the effects on student and school performance and human capital
- **Incorporate permission for partnerships** and the actions to be taken after their results are available into SBOE legislative proposals

- I. Connect Teacher Effectiveness and Student Performance
- II. Raise Standards for Entry into Teaching
- III. Maintain a Highly Effective Workforce

Turning Around Struggling Schools

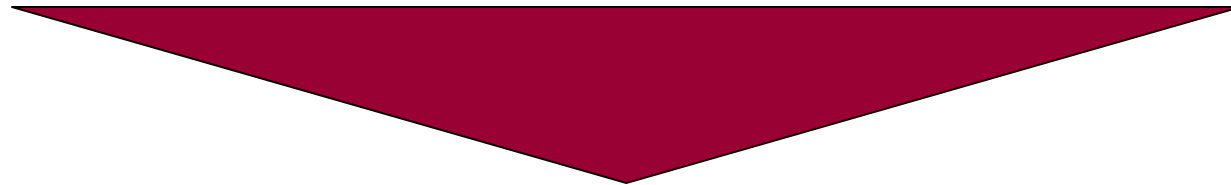
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Draft RFP Selection Criteria (required components)

**State Reform
Conditions Criteria:**

(D)(1) Intervening in the Lowest-Performing Schools and LEAs
Extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State's persistently lowest-performing schools and LEAs

(D)(2) Increasing the Supply of High-Quality Charter Schools
State does not limit charters, has laws regarding charter authorizing & closure, and charters receive equitable funding, including for facilities



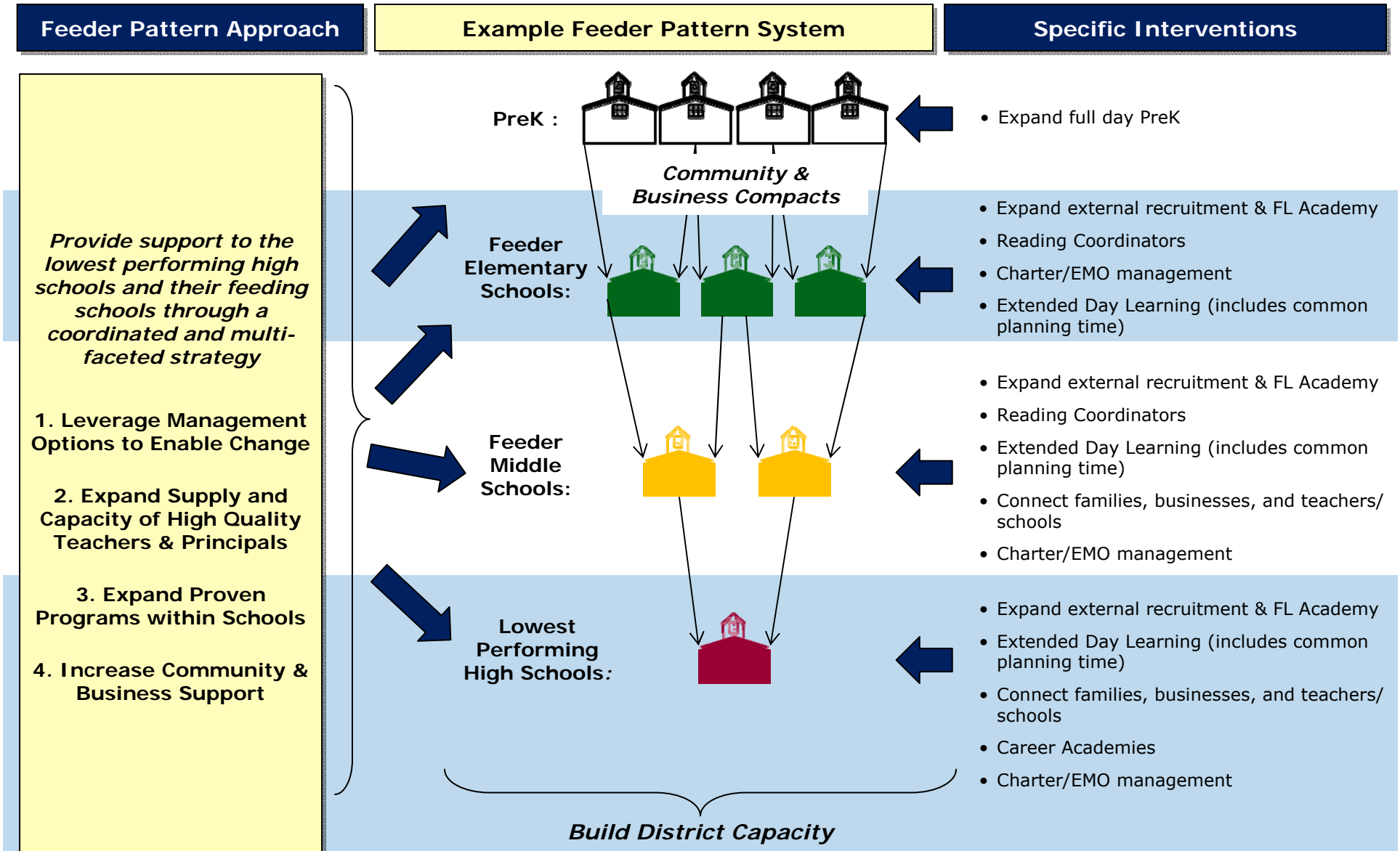
**State Reform
Plan Criteria:**

(D)(3) Turning Around Struggling Schools
Identify at least the lowest-achieving five percent of the persistently lowest-performing schools and intervene with one of following options: 1. Reconstitution, 2. Handover to a charter school or other management organization, 3. School closure, 4. To extent above strategies are not possible, implement a school transformation model that includes: hiring a new principal, measuring teacher and principal effectiveness, rewarding effective teachers and principals, improving strategies for recruitment, retention and PD; implementing comprehensive instructional reform; and extended learning time and community-oriented supports

Turning Around Struggling Schools

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Proposed Strategy to Turn Around Struggling Schools



Turning Around Struggling Schools

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Proposed Strategy to Turn Around Struggling Schools

Red=State \$
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Leverage Management Options to Enable Change

- Continue DA program
- Build district-level capacity to project manage (Baldrige), monitor and support quality instruction, and provide follow-up assistance to schools
- Contract with Charter School Growth Fund and New Schools Venture Fund to grow charter and external management options
- Create a network of philanthropic organizations to support expansion of charter schools

Expand Supply and Capacity of High Quality Teachers & Principals

- Expand recruitment through external partnerships such as TFA (teachers), TNTF, (teachers) and SREB (leaders)
- Develop pipeline of current teachers, coaches and principals through a FL Academy (Lesson Study, RtI, FCIM, cultural competency)
- Continue funding for statewide Reading Coordinators (35) to assist with literacy improvement

Turning Around Struggling Schools

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Proposed Strategy to Turn Around Struggling Schools

Red=State \$
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Expand Proven Programs within Schools

- Implement extended day/year in ES, MS and HS
- Common planning time for lesson study implementation
- Extend teacher time to allow for weekend and after-school opportunities for parent-teacher contact (conferences, home visits) –*Requires further development to determine how to sustain?*
- Expand full day PreK
- Expand Career Academies in HS

Increase Community & Business Support

- Create multi-institutional community Compacts
 - Enhance family literacy programs
 - Engage business community to increase volunteers, mentors, internships, shadowing, and tutors
 - Expand parent academy
 - Develop parent leaders to work in schools
 - Increase Public Awareness (e.g. Know How 2 Go)

Note: Performance-based RFP to one community entity per district to manage compact (annual evaluation)