

**Title II, Part A – Teacher and  
Principal Training and  
Recruiting Fund**

**Local Educational Agencies  
2010 – 2012  
Report**

**The Florida Department of Education**

Bureau of Educator Recruitment, Development, and Retention

Division of Public Schools

Dr. Tony Bennett, Commissioner  
[www.fldoe.org](http://www.fldoe.org)

May 2013



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# EXECUTIVE SUMMARY

## Introduction

The Local Educational Agencies (LEAs) Report is viewed by the Florida Department of Education (FDOE) as a barometer of its progress toward increasing the proficiency of student knowledge and skills through learning opportunities and research valued by educators within one seamless efficient system. The FDOE's goal to improve the quality of teaching in the education system is congruent with the direction and intent of the Title II, Part A – Teacher and Principal Training and Recruiting Fund.

State and local resources are available through various avenues to assist in accomplishing this goal for all teachers and principals. The entitlement portion of Title II, Part A – Teacher and Principal Training and Recruiting Fund (Title II-A) is intended to increase student academic achievement through the utilization of strategies, including the improvement of teacher and principal quality by increasing the number of highly qualified teachers in the classroom, and highly qualified principals and assistant principals in schools. These program funds are to address identified needs within LEAs to specifically assist the agency in preparing, training and recruiting highly qualified teachers and principals in core subject areas, as defined by No Child Left Behind (NCLB) Act, P.L. 107-110.

This report presents an analysis of data collected from LEAs that reported annually over the three-year period of 2009-10, 2010-11 and 2011-12 (67 county/school districts, Florida School for the Deaf and the Blind, Okeechobee Youth Development Camp, Department of Corrections, Lake Wales Charter and four university lab schools: P.K. Yonge at University of Florida, FAMU Developmental Research School at Florida A & M University, FSU Schools at Florida State University, and A. D. Henderson School at Florida Atlantic University). The report includes data collection and analysis, aggregated results and a conclusion. The annual report instrument is located in Appendix A. Seventy-one LEAs reported in the 2011-12 school year; see Appendix D for a listing of LEAs that reported in 2010-11 and 2011-12.

## Annual Report Data Form

The FDOE, through the Bureau of Educator Recruitment, Development and Retention, issues the Title II-A Annual Report Form in the spring of each year to LEA superintendents and the Title II-A project directors. Responses are due by the end of September of each year. The form requests:

Narrative information regarding:

Barriers to program delivery,

Effective practices and

Program or practice that made the greatest impact on shrinking the achievement gap;

Quantitative data:

11 areas regarding funding and

Four areas regarding highly qualified status;

Duration and type teacher participation in professional development,

Quantitative data funding for training in subject areas,

Description of professional development structures and

Possible successful strategies if barriers were removed.

Addendum (2009-10 - 2011-12):

A brief reporting of the evaluation results on the effectiveness of the delivery of professional development utilizing equipment and technology purchased with Title II-A funds.

## Overview of Findings

The independent LEA responses provide both qualitative and quantitative data. The aggregated responses continue to mirror research\* findings regarding the role of mentors in promoting retention. Mentors "... not only help average teachers become good, but good teachers become great. And because new teachers are most often assigned to the poorest schools and the most challenging classrooms, instructional-mentoring programs provide a powerful lever for closing the teacher quality gap and ensuring that all students, regardless of their backgrounds, have a real opportunity to succeed."\* The mentor/coach model of peer-delivered professional development allows teachers to remain in the classroom without interruption of instructional time.

Time and resources were reported consistently as barriers to meeting identified needs, with certification requirements (Exceptional Student Education, state-mandated professional development requirements, Reading and ESOL Endorsements) identified as a third formidable barrier: "time" to provide the professional development required for teachers to become highly qualified and "time" to meet the state mandated professional development requirements. The majority of respondents noted that if the barriers of time, resources, and certification requirements were resolved, the agencies could better assist teachers in becoming highly qualified (HQ) and more effective teachers. However, for the 2011-12 reporting period, the new barrier identified in 2010-11 of "multiple initiatives" increased. This category includes such narrative descriptions as multiple competing priorities, saturation level of professional learning needs are a challenge, initiative overload has led to a lack of intense focus to the point that they cannot be totally successful and difficult to tell what is making a difference (or not) in student achievement due to jumping from one initiative to another.

Consistent throughout the three years of data as the most effective practices LEAs used to accomplish the identified needs were the use of mentors/coaches (delivered by peers) and nurturing beginning teachers through the use of mentors. Incentives continue to be the most frequent strategy used for helping teachers to become HQ. Examples of incentives offered most often included reimbursement of fees for testing and course work, various types of bonuses, rewards, stipends and leadership support.

Successful practices that had the greatest impact in closing student achievement gaps were activities establishing intensive reading and math programs, mentoring/coaching and teacher training in data analysis. New in 2011-12 is the shift from implementing differentiated instruction to "LEA initiatives" for assistance in closing the academic achievement gap.

The quantitative data regarding the use of program funds for teacher quality professional development (PD) indicate that for three years, PD activities dominated expenditures. The further reduction of class size is now less than a third of the expenditures. All other areas were each under ten percent or less of the total funds expended.

The percentages of non-HQ teachers (NHQTs) not participating in professional development activities as often as their HQ peers have changed significantly for the 2010-11 and 2011-12 reporting period compared to the 2009-10 year. The number of NHQTs participating in PD has significantly increased for the 2011-12 fiscal year. However, motivation and time are still being reported as reasons for the lack of participation in PD of teachers who are not HQ.

\*Dara Barlin, "Better Mentoring, Better Teachers, Three Factors That Help Ensure Successful Programs," Education Week, 23 April, 2012: page 1.

While duplicate counts were calculated for PD structures, the aggregated data demonstrate a slight shift downward for PD that is imbedded (during the school day). However, the data still strongly support the use of mentors/coaches' model for PD.

The expenditures are consistent over the three years, with PD and the further reduction of class size as the largest uses of these funds across the state, though expenditures are decreasing for the further reduction of class size. Administrative costs of the program continue to hover at or about five to six percent and recruitment and retention together have been at or about ten percent for 2009-10 and 2010-11, but recruitment significantly decreased in 2011-12.

Implementing reading activities dominated expenditures reported in 2009-10. However, "other allowable activities" increased and have surpassed reading by more than 20 percent for both 2010-11 and 2011-12, followed by much lower percentages in math, science and history/social studies.

## **Conclusion**

State and local resources are available through various avenues to assist in accomplishing the state strategic imperatives for all teachers and principals. The annual report form requested quantitative data on teacher quality and subject area expenditures for federal funds under Title II, Part A – Teacher and Principal Training and Recruiting Fund (Appendix A).

Within the three years of data collection, it is evident that there are shifts in how the Title II-A funds are being utilized. While reading and math programs are implemented with peer-delivered professional development (the use of mentors/coaches and imbedded PD) and have been most effective in helping teachers to become HQ and increasing student achievement in the previous two years, "other allowable activities" have steadily increased. Data indicate shifts from professional development being offered during the school day as imbedded within the school day (mentor/coach model) to outside the school day and back again to imbedded PD. Time, certification requirements (Reading and ESOL Endorsements, Exceptional Student Education) and state mandated PD requirements were reported as the most prevalent barriers (other than resources) in meeting identified needs with the growing barrier of "multiple initiatives." LEAs continued to implement reimbursement/incentive strategies through the use of the Title II-A program funds for teachers who were not HQ in order to expedite their status and have reported excellent results with increased numbers of teachers becoming highly qualified in addition to an increase of not HQTs participating in PD activities. The significant shift from expenditures in reading to "other allowable activities" is a strong indicator that LEAs are implementing state initiatives with allowable federal funds. The "other allowable activities" cover such initiatives as instructional strategies in the use of challenging state and student standards to improve teaching practices and student academic achievement; improving student behavior in the classroom; training to enable teachers and principals to involve parents in their child's education, especially parents of English language learners; differentiated instruction; and training on how to understand and use data and assessments to improve classroom practice and student learning.

## Qualitative Results

The annual report form requests LEA contacts to report their top three barriers in meeting identified needs that were described in the Title II-A annual application. Figure 1 reflects that in 2009-10 contacts reported the largest barriers were time, resources and meeting certification requirements. The 2010-11 reports indicated similar data, with time, resources and certification requirements dominating the top three barriers along with the new barrier of “multiple initiatives.” The 2011-12 barriers were about the same for time, resources and certification requirements; however, the barrier of multiple initiatives has increased.

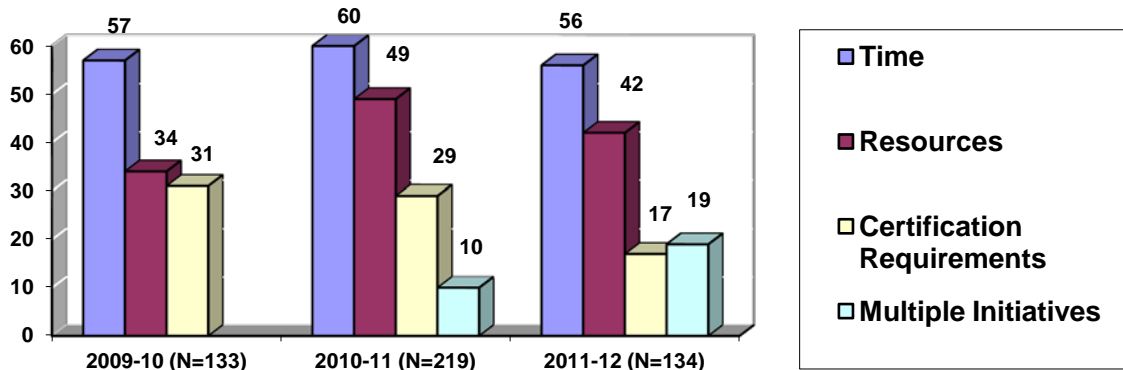
The barrier of “time” included, for example, offering quality professional development (PD) without removing teachers from the instructional period, scheduling PD, having enough time to meet the state mandates of the Reading and English for Speakers of Other Languages (ESOL) Endorsement requirements, limited local dedicated PD days and the teachers’ personal time being encroached upon due to these requirements.

The barrier of “resources” included such concerns as appropriate levels of funding for all aspects of assisting teachers in meeting highly qualified (HQ) requirements, i.e., budget shortfall, adequate funds to pay for substitutes, sufficient substitutes to replace teachers while participating in PD activities, space availability, adequately trained staff to conduct PD, adequate funds to pay salaries to conduct PD, incentives and the lack of funds to increase salaries.

The barrier of “certification requirements” included mandated certification rules and requirements in general, Exceptional Student Education (ESE), ESOL Endorsements, Reading Endorsements and teachers teaching multiple subjects in Juvenile Justice Centers or high schools with low populations (generally in rural areas). The barriers of time and resources remained consistent for all three years with the barrier of certification requirements fluctuating.

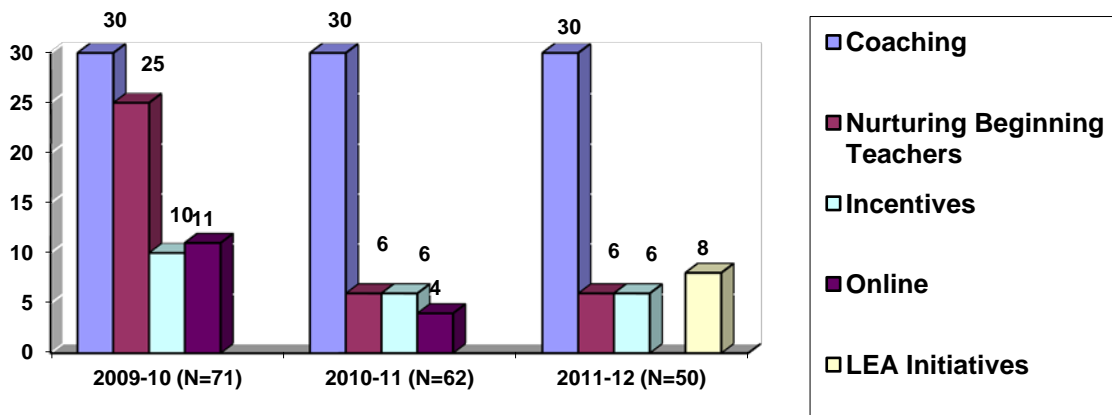
The “multiple initiatives” barrier has increased for 2011-12. Multiple initiatives, including such narrative descriptions as multiple competing priorities, saturation level of professional learning needs are a challenge, initiative overload - differentiated accountability, Common Core State Standards and Next Generation Sunshine State Standards (NGSSS), value-added, Race To The Top, lesson study, various testing, from the state level combined with local initiatives of student engagement, differentiated instruction, new assessments for students, etc., have led to a lack of intense focus to the point that they cannot be totally successful and it is difficult to tell what is making a difference (or not) in student achievement due to jumping from one initiative to another.

**Barriers in Meeting LEA Identified Needs, Figure 1**



Contacts were asked to describe at least one effective practice that enabled the Title II-A program activities to accomplish one of the identified needs in the application for which these data are reported. As Figure 2 indicates, nurturing beginning teachers and financial incentives were effective strategies, though mentors/coaches continue as the most effective practice over the three years of reporting. While incentives and online PD in previous years have been effective practices, these are being reported at a lesser volume. “LEA and district-wide initiatives” have emerged as an effective practice. The LEA initiatives appear to be home grown PD based on teacher need and leadership decisions. These programs include Embedded Learning Communities, Content Classroom Differentiated Instruction, and Effective Strategies for Teaching which is comprehensive and district-wide according to the reports.

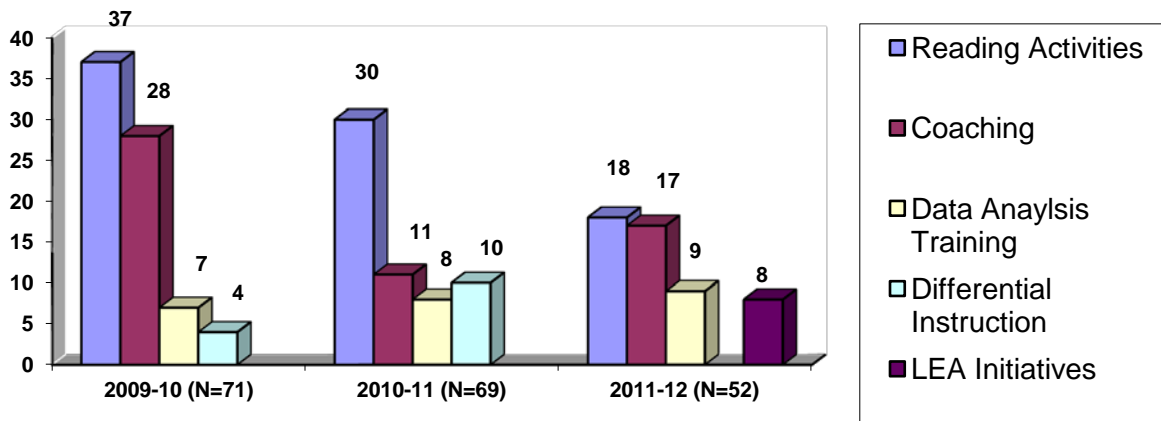
**Effective Practices**



The LEA contacts were requested to describe at least one program or practice funded by the Title II-A program that made the greatest impact in closing student achievement gaps. All three years of data support reading (predominately) and math programs as the most often described practice. Data within the reports indicate that establishing intensive reading and/or math programs made the greatest impact, moving the mentors and coaches initiatives to a second ranking. However, these “intensive reading programs” included coaches and mentors. Differentiated instruction (DI) continues to be reported less in helping to close achievement gaps even with the surge in 2010-11. The 2011-12 did not report sufficient DI to show on Figure 3. Again, “LEA initiatives” have emerged. These types of programs were described as all elementary schools participating in Students Using Math and Science (SUMS), lesson studies, new teacher center specific to high need schools, professional learning communities and Kagan implementation.

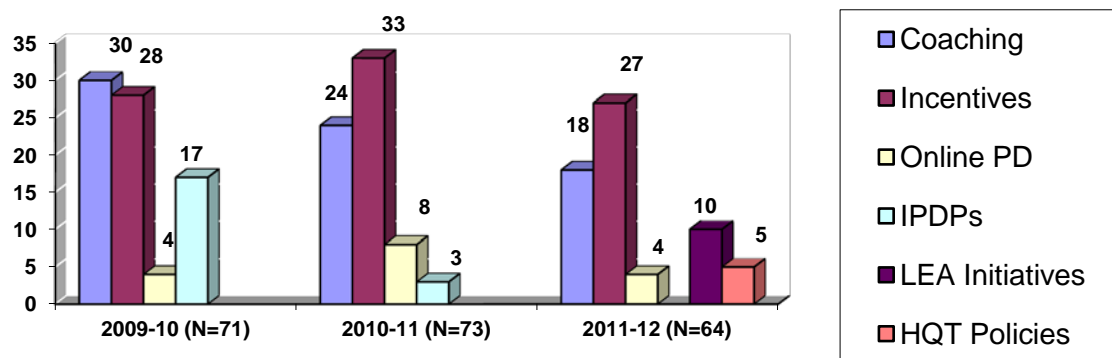


**Practices Making the Greatest Impact in Closing the Achievement Gap, Figure 3**



When contacts reported their most successful strategies used in assisting teachers to become highly qualified (HQ) and improve their effectiveness, mentors/coaches were high in previous reporting years, but these take a second place to incentives for reporting in 2010-11 and 2011-12. Figure 4 data imply that LEAs were innovative in resolving the time barrier through offering peer-delivered professional development (mentors/coaches) that was imbedded in the instructional day. However, the challenge of motivating teachers to become HQ by consistently offering incentives was reported as the most successful strategy in 2010-11 and 2011-12. The category of utilizing the state required Individual Professional Development Plans (IPDPs) as a strategy in assisting teachers to become HQ was added in 2009-10, dropped significantly as a strategy for 2010-11, and was not reported sufficient times to show in 2011-12. Again, the “LEA Initiatives” and LEA establishing “HQT policies” appear as growing strategies for assisting teachers to become effective and highly qualified.

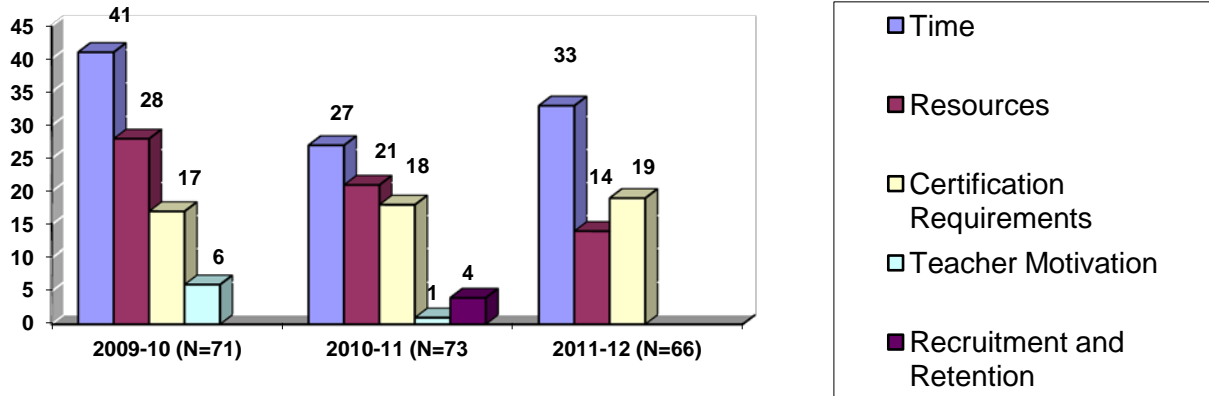
**Most Frequent Successful Strategies, Figure 4**



The final qualitative inquiry asked contacts to describe the (one) largest barrier that, if resolved, would assist in helping teachers to become HQ and/or more effective at increasing student achievement. Figure 5 indicates that time, resources, and certification requirements (especially those for ESE, ESOL, Department of Juvenile Justice Center teachers and teachers from other states) remain consistent over the three years of reported data. There were insufficient data reported in 2011-12 to calculate teacher motivation and recruitment and retention as barriers that if resolved would help teachers to become HQ.

These barriers mirror the areas listed in meeting the identified needs. The needs are identified through the Title II-A needs assessment that each LEA is required to conduct prior to the submission of its annual application. The results of the needs assessment in the annual application are instrumental to the LEA establishing goals and strategies for assisting all teachers to become HQ, more effective and, establishing the focus of program implementation.

**Largest Barriers if Resolved, Figure 5**



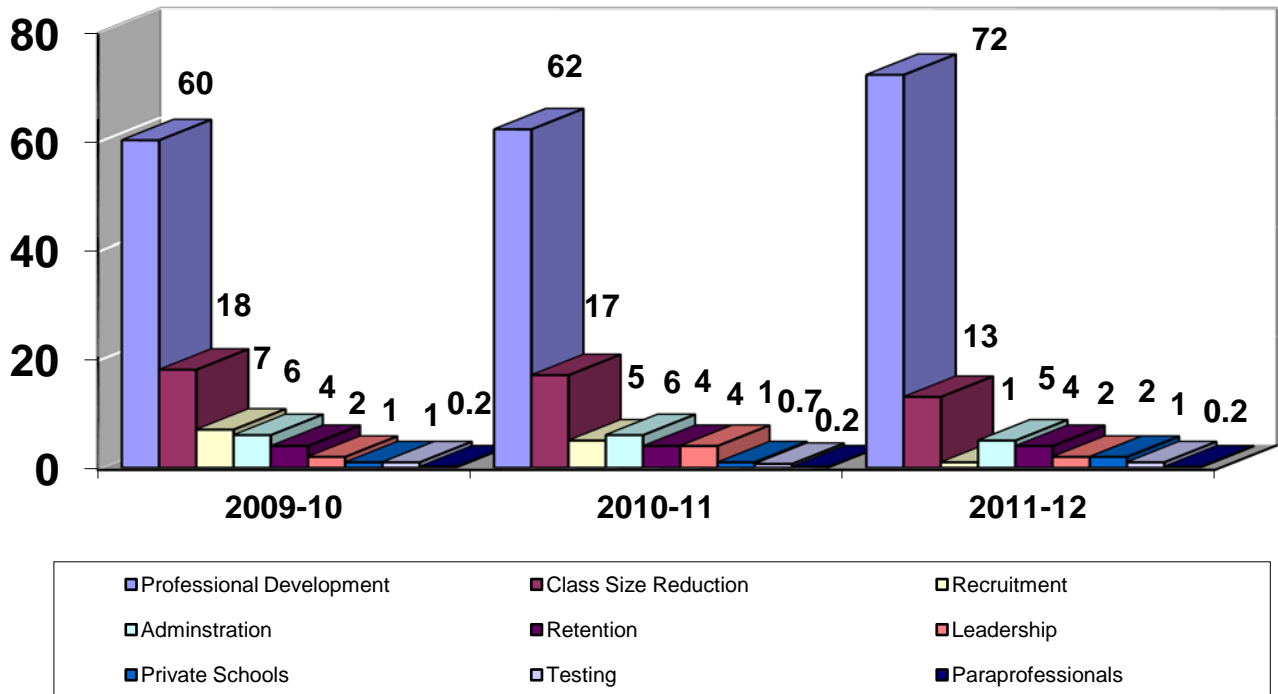
## Quantitative Results

The annual report form requested quantitative data on teacher quality and subject area expenditures for Title II, Part A – Teacher and Principal Training and Recruiting Fund (see Appendix A).

Several tables were used for the examination of specific data in relation to the Title II-A program activities that were implemented over the three years. Please note that LEA inconsistencies in reporting may have affected the percentages. For example, several LEAs made notes on the instrument that private school expenditures were included and that they were unable to pull these expenditures from the totals reported. Also, the largest LEA has consistently not reported data for HQ Status and PD (Figure 7). Technical assistance is continually offered to encourage appropriate reporting.

Figure 6 displays the reported results on the amounts of Title II-A program funds expended for activities to improve educator quality. The expenditures are consistent over the three years with PD and the further reduction of class size as the two largest uses of these funds across the state. The data reveal that PD is growing stronger and the further reduction of class size has become less of an expenditure. Administrative costs of the program continue to hover at or about five to six percent. Recruitment and retention together in the previous two years consistently were at or about ten percent for each reported year of data. However, for the 2011-12 reporting year recruitment dropped from five to one percent.

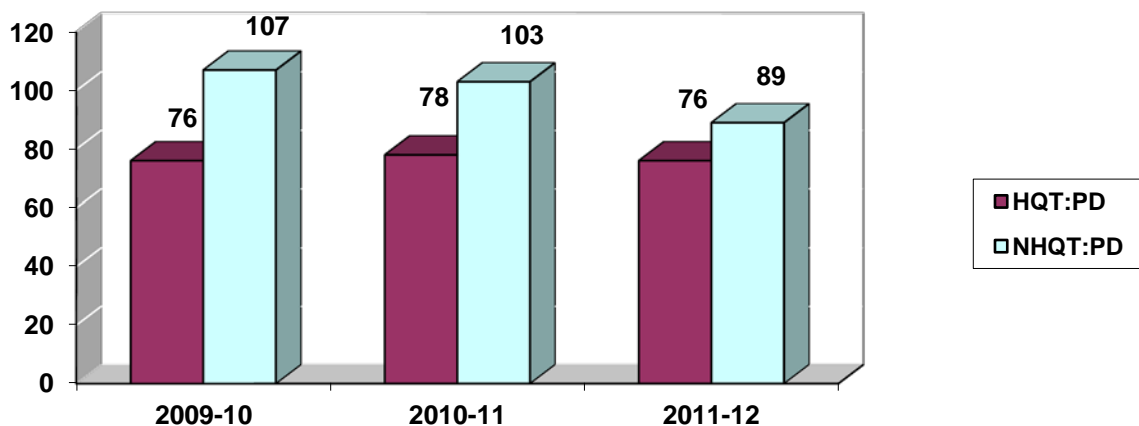
**Expenditure by Activity, Figure 6**



The total number of core subject area teachers who participated in PD by highly qualified status who were funded in whole or in part through the Title II-A program funds for the school year (July 1 through June 30) was collected. Figure 7 demonstrates the number of HQTs participating in PD activities and indicates the number of not HQTs receiving/participating in PD.

For the 2009-10 year, evidence from the data indicated that teachers who were NHQ were not participating in professional development activities. According to the Title II-A program directors' narrative responses, teacher motivation, teachers becoming afraid to leave the classroom due to their evaluations being tied to student achievement, teachers close to retirement and veteran teachers do not see the need for the additional endorsement requirement. However, data show that the number of NHQTs participating in PD significantly increased in 2010-11, then decreased somewhat in 2011-12.

**Highly Qualified Status and Professional Development, Figure 7**

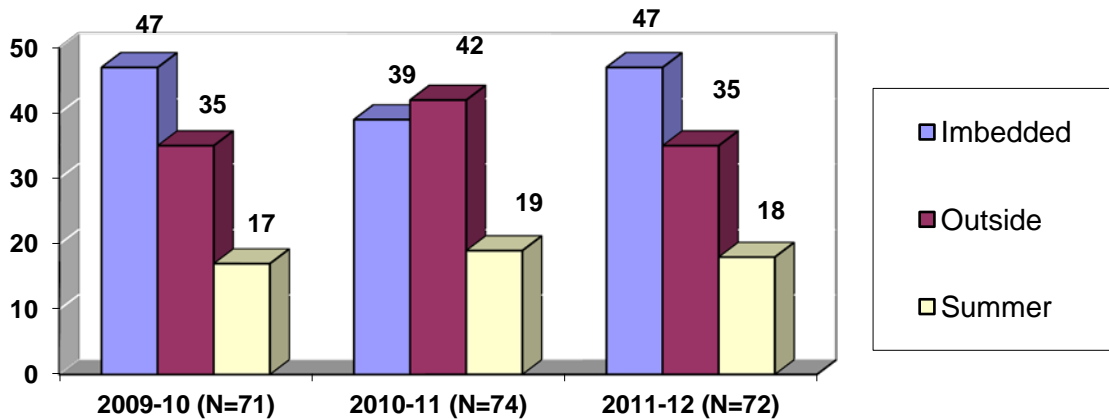


LEA contacts reported the predominate types of PD activities offered. The report directed the contact to estimate the number of teachers who participated for each school year (including summer). The reporting protocol allowed for duplicated counts. The three PD categories were:

- during the school day (imbedded),
- outside of the school day during school year (i.e., set aside days, early release days, weekends) and
- outside of the school day, outside school year (summer).

While duplicate counts were calculated for PD structures, the aggregate over three years demonstrates fluctuation of when PD is offered as shown in Figure 8. Imbedded (during the school day) PD was high in 2009-10, dropped slightly in 2010-11, then returned to a higher level in 2011-12. These data correlate with the previous effective practice of using mentors/coaches. Narratives indicated teachers are more willing to participate during the school day and school year rather than during the summer break or over the weekends.

**Type of Professional Development Offered, Figure 8**

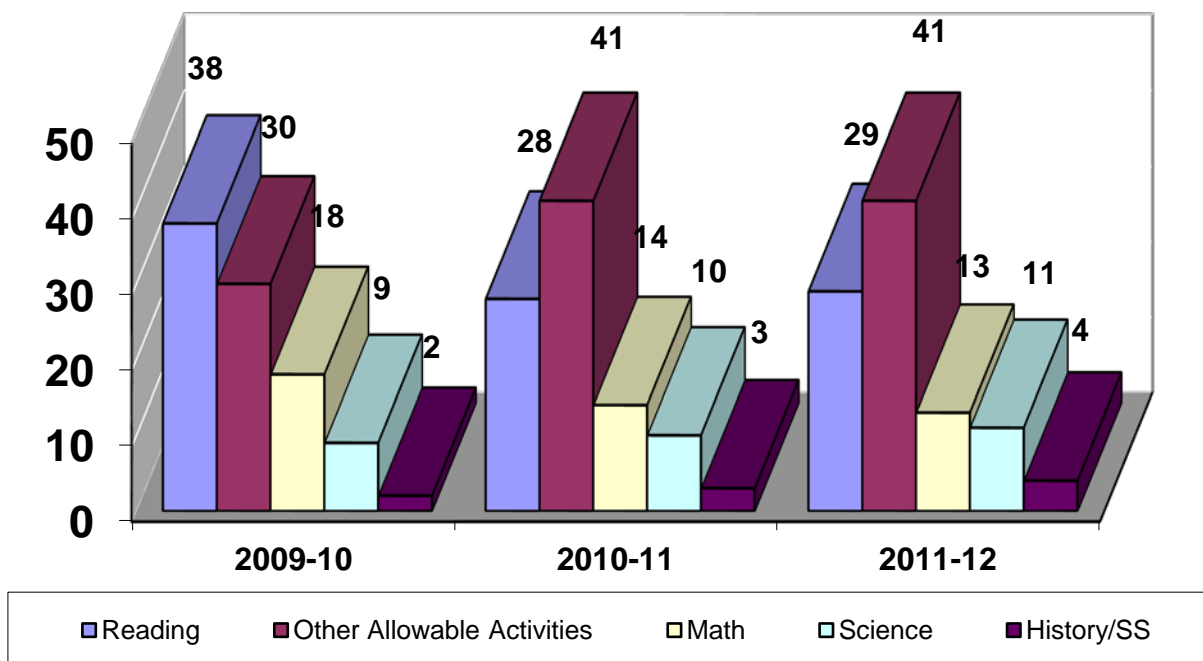


For expenditures by core subject area, LEA contacts who completed this data request reported an estimated relative share in percentages of funds devoted to PD in each of the identified content areas for public and private school teachers, and paraprofessionals in Figure 9. While reading dominated expenditures in 2009-10, “other allowable activities” surpassed reading initiatives for the last two years of reporting.

Expenditures reported for other allowable activities include PD activities such as:

- effective instructional strategies, methods, and skills, and use of challenging state and student standards, and state assessments to improve teaching practices and student academic achievement;
- training in how to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and English language learners’ proficiency;
- training in methods of improving student behavior in the classroom; and identifying early and appropriate interventions to help students that have different learning styles;
- training to enable teachers and principals to involve parents in their child’s education, especially parents of English language learners; and
- training on how to understand and use data and assessments to improve classroom practice and student learning.

**Subject Area, Figure 9**



**Conclusion**

State and local resources are available through various avenues to assist in accomplishing the state strategic imperatives for all teachers and principals. The annual report form requested quantitative data on teacher quality and subject area expenditures for federal funds under Title II, Part A – Teacher and Principal Training and Recruiting Fund (Appendix A).

Within the three years of data collection, it is evident that there are shifts in how the Title II-A funds are being utilized. While reading and math programs are implemented with peer-delivered professional development (the use of mentors/coaches and imbedded PD) and have been most effective in helping teachers to become HQ and increasing student achievement in the previous two years, “other allowable activities” have steadily increased. Data indicate shifts from professional development being offered during the school day as imbedded within the school day (mentor/coach model) to outside the school day and back again to imbedded PD. Time, certification requirements (Reading and ESOL Endorsements, Exceptional Student Education), and state mandated PD requirements were reported as the most prevalent barriers (other than resources) in meeting identified needs with the growing barrier of “multiple initiatives.” LEAs continued to implement reimbursement/incentive strategies through the use of the Title II-A program funds for teachers who were not HQ in order to expedite their status and have reported excellent results with increased numbers of teachers becoming highly qualified in addition to an increase of not HQTs participating in PD activities. The significant shift from expenditures in reading to “other allowable activities” is a strong indicator that LEAs are implementing state initiatives with allowable federal funds. The “other allowable activities” cover such initiatives as instructional strategies in the use of challenging state and student standards to improve teaching practices and student academic achievement; improving student behavior in the classroom; training to enable teachers and principals to involve parents in their child’s education, especially parents of English language learners; differentiated instruction; and training on how to understand and use data and assessments to improve classroom practice and student learning.

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Return by <b>September 30, 2012</b> via email to: <a href="mailto:Peggy.Primicerio@fldoe.org">Peggy.Primicerio@fldoe.org</a> Peggy L. Primicerio Florida Department of Education Bureau of Educator Recruitment, Development and Retention <b>Room 126</b> Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0734 <a href="mailto:Peggy.Primicerio@fldoe.org">Peggy.Primicerio@fldoe.org</a>	<b>Title II, Part A – Teacher and Principal Training and Recruiting Fund</b>  <b>2011-2012 LEA Annual Report</b>	<b>Local Educational Agency (LEA):</b>
Contact Name:	Mailing Address:	
Telephone Number:		
Fax Number:	E-mail Address:	
Brief narratives for the following:		
1. Please list the top three (if applicable) barriers in meeting the LEA identified needs with these program funds.		
2. Please list at least one effective practice that has enabled your LEA to accomplish at least one of the identified needs.		
3. Please list at least one program/practice used that made the greatest impact in assisting to close the achievement gaps.		

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4. Provide the Amount of 2011-2012 Funds Spent on the following activities:	2011-12 Title II, Part A Funds
Instructional professional development activities for <b>paraprofessionals</b> to improve content knowledge and classroom practices	\$ _____
<b>Leadership</b> development activities designed to improve the quality of principals and superintendents	\$ _____
Hiring highly qualified teachers to <b>reduce class size</b>	\$ _____
<b>Recruitment Efforts</b> (Funds used specifically to acquire teachers, i.e., differentiation pay, signing bonuses, relocation bonuses, etc.)	\$ _____
<ul style="list-style-type: none"> <li>• Percentage of above funds expended to address <b>low performing and/or high poverty</b></li> </ul>	_____ %
<b>Professional Development</b> (Funds used for growth, mentoring/coaching, etc.)	\$ _____
<ul style="list-style-type: none"> <li>• Percentage of above funds expended to address <b>low performing and/or high poverty</b></li> </ul>	_____ %
<b>Retaining Teachers</b> (Funds used for performance pay, teacher of the year and other exemplary teacher programs, scholarships, loan forgiveness, differential pay, etc.)	\$ _____
<ul style="list-style-type: none"> <li>• Percentage of above funds expended to address <b>low performing and/or high poverty</b></li> </ul>	_____ %
Teacher and paraprofessional <b>testing and other activities</b> to meet certification/highly qualified requirements excluding professional development	\$ _____
<b>Private school</b> professional development activities	\$ _____
<b>Administrative</b> expenditures	\$ _____
<b>Totals</b>	\$ _____



**Title II, Part A – Teacher and Principal Training and Recruiting Fund  
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5. For the 2011-12 school year (July 1 through June 30), report the number of core subject area teachers who participated in professional development and the number of teachers receiving professional development, by highly qualified status of the teacher:		
<b>Highly Qualified Status</b>	<b>Total Number of Core Subject Area Teachers</b>	<b>Number of Teachers Receiving Professional Development Funded in Whole or in Part by Title II-A</b>
Highly Qualified (in all courses taught)		
Not Highly Qualified (in one or more courses taught)		
<b>Totals</b>		

6. Professional development structures in your LEA Describe the predominate types of professional development activities offered by completing the table below. For each type of activity, please estimate the number of teachers who participated for the 2011-12 school year (including summer 2011). This can be a duplicated count, in that a teacher who participated in multiple professional development activities would be counted more than once.	
<b>Duration/type of Professional Development</b>	<b>Number of Teachers Participating</b>
Professional Development <u>during the school day (imbedded)</u>	
Professional Development <u>outside of the school day during school year, (i.e., set aside days, early release days, weekends)</u>	
Professional Development <u>outside of the school day outside school year, (summer)</u>	

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7. Professional development for <u>public and private school</u> teachers and paraprofessionals Estimate the relative share in <b>percentages</b> of funds devoted to professional development in each of the following content areas:	
Professional Development Areas	2011-12 Title II, Part A Funds
Mathematics	
Science	
Reading/English/Language Arts	
History/Social Studies	
Geography	
Arts	
Civics and Government	
Economics	
Foreign languages	
Other Allowable Professional Development Specify	
<b>Total</b>	<b>100% of total reported in item 4</b>

8. Briefly describe the most successful strategies used to assist getting teachers highly qualified and improving their effectiveness.

9. Describe the largest barrier that if resolved would assist in getting teachers highly qualified and or more effective for student achievement.

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**Addendum:**

**Technology Purchase Evaluation**

For the Technology Purchase through Title II-A funds reported in the 2010-11 application, please report the results of the evaluation. The evaluation was to have been based on the Professional Development System Evaluation Protocol and include measurable objectives for the requirement. The evaluation component was to determine the effectiveness of the delivery of professional development utilizing equipment and technology purchased with Title II-A funds. (Describe how the effectiveness of the delivery of professional development utilizing equipment and technology purchased with Title II-A funds will be determined. The evaluation must be based on the Professional Development System Evaluation Protocol standards: 1.3.3; 2.2.4; 2.3.3; 3.2.4; 3.3.3; 3.3.4 and include measurable objectives.)

## Appendix B: Compilation of Selected Narrative Responses

### Representative Comments from 2011-12

The following presents a selection of representative responses from the summary of narrative questions from the evaluation instrument. The responses have been categorized by frequency of responses to the topic.

Question 1: Please list the top three (if applicable) barriers in meeting the identified needs with these program funds.

*The most frequently described barriers were time, resources, multiple initiatives, and meeting certification requirements.*

#### *Time*

- “Scheduling restraints and lack of hours for professional development during school contractual time; instructional personnel concerns about being out of their classrooms with increased performance goals and accountability.”
- “Time constraints for intensive high quality professional development without removing the teacher from instructional classroom.”
- “Being able to train our teachers in intensive high quality professional development without removing the teacher from their classroom continues to be an issue for us. It is difficult to get teachers to attend after hours and becomes expensive too.”
- “It is difficult in securing approval of release time for teachers to attend training opportunities during the school day; balancing training opportunities so that the least amount of instructional time is impacted.”
- “Principals don't want to release teachers to attend if it means missing classroom teaching time; Professional Development should be sustainable. However, needs change almost on a monthly basis. There is no constant time between initial professional development and the need to provide different in-service.”
- “Sufficient time to provide training to the teachers, time to provide teachers feedback and time to self reflect on the practices of teaching.”
- “Time spent in understanding new teacher and principal evaluations including VAM scores.”
- “Time outside of the contract days.”
- “Time to train teachers has been a barrier from this program area. During the school year teachers and administrators are reluctant to take time for professional development beyond the school day.”
- “Limited time for intensive high-quality professional development without removing the teacher from instructional classroom.”
- “Time constraints to allow time for professional learning.”
- “Insufficient time in the contracted day/number of days to provide intensive PD without removing teachers from the classroom.”
- “Time for professional development is always a challenge.”
- “Time continues to be a barrier to providing professional development, providing relevant professional development that the teachers' value and that is research based.”
- “Time Constraints-Intensive, high quality, and ongoing professional development and coaching for teachers and leaders takes time away from teacher and school planning time as well as instructional time with students.”
- “Time to complete professional development without taking teachers out of the classroom.”
- “Difficulty in scheduling common planning periods for secondary schools to participate in job embedded professional development (lesson study).”
- “Time constraints for training teachers in new standards and new textbooks.”
- “Professional Development should be scheduled at time of need throughout the year.”
- “Difficult to provide professional development without taking teachers out of classes.”
- “The lack of time to develop new teachers on many initiatives as well as mentoring.”

## Appendix B: Compilation of Selected Narrative Responses

- “Time and attendance for activities outside of the contract day.”
- “Time for ongoing professional development with follow-up and implementation; time for staff at school to meet to support each other with strategies, modeling, data meetings, demonstration lessons and professional learning communities to meet the identified needs.”
- “Time, size of district, ability to provide follow-up.”
- “Lack of District PD days.”
- “Time constraints for intensive high quality professional development without removing the teachers from the classroom; district calendar only provides for one day for professional development (no early dismissal days).”
- “Time constraints - removing teacher from classroom; hard to find time to follow-up or through with training skill.”
- “Time and calendar constraints placed on when trainings could be provided to teachers.”
- “Barrier of time constraints for intensive high quality professional development without removing the teacher from instructional classroom.”
- “Time constraints for taking teachers out of the classroom for training.”
- “Limited time for instructors and administrators to reflect upon 21st century learner needs and classroom management practices.”
- “Time constraints for high quality professional development without removing teacher from classroom.”
- “Finding time to provide staff development without removing teachers from the classroom.”
- “Time constraints for a 250 day program.”
- “Lack of time to implement new initiatives and provide follow-up. For instance, due to time constraints, one of the schools had difficulty meeting the challenge to embed professional development for Common Core implementation and differentiated instruction.”
- “Time constraints for intensive high quality professional development without removing the teacher from instructional classroom (example - CCSS).”
- “Timeliness of availability of student achievement data.”
- “The number one barrier to meeting the LEA needs identified in these programs funds is time restraints.”
- “Time constraints for teachers to meet regularly in collaborative groups—high schools have difficulty putting common planning time into the master schedule.”
- “District calendar has only two half days dedicated to staff development, and activities must be school-based.”
- “Release time for teachers to enable training during the school day either on or off campus.”

### *Resources*

- “Cost and budgeting concerns relating to providing quality professional development.”
- “Appropriate levels of funding for substitutes, stipends and professional development.”
- “Funding does not meet all needs.”
- “Sufficient funding for substitutes, consultants, stipends Inadequate levels of funding for substitutes, stipends and professional development.”
- “Funding required for stipends, substitutes, and PD costs.”
- “Having sufficient staff at district and at schools to support job-embedded PD.”
- “Limited number substitutes, which prevents many professional development activities from being conducted during the teacher’s contractual year.”
- “Subs for teachers to participate in Professional Development training on a sustained basis over time due to budget constraints.”
- “Appropriate levels of funds for substitutes, stipends and professional development.”
- “Reduction of grant awards reduces and the increase of expenses reduces the numbers of teachers and administrators who will be able to participate in professional development activities.”
- “Decrease in funding restricts professional development opportunities and the ability to expand options.”

## Appendix B: Compilation of Selected Narrative Responses

- “While funding was used for part of the district reading coaches’ salary, there were no funds available for a position to aid in professional staff development.”
- “The percentage of funds used to pay classroom teacher salaries affected the number of and types of workshops available.”
- “The district has many budget restraints which means more of these revenues go towards training than recruitment.”
- “Funding for substitutes.”
- “Inadequate funding for coaches in science and math to provide professional development and follow-up support; In order to balance the budget, reductions have been made to district school transportation budget that impact school start/end times and reduce time for collaborative planning, coaching, lesson study and other job-embedded professional development.”
- “Difficult to get find funding for substitutes.”
- “Funding constraints and limited trainings to provide access to the new common core standards implementation.”
- “The number of trainers/facilitators who can offer quality follow-up/coaching and support is limited.”
- “Barriers to building teacher and leadership capacity including limited funding to recruit and prepare a pool of teachers specifically for high-poverty, low-performing and hard to staff schools combined with turnover of new teachers in some of the most challenging schools due at least in part to lack of additional support for new teachers without the experience and skill needed to manage the demands and rigor of these schools/situations as well as limited rigorous and extensive professional development opportunities and support for building administrators.”
- “Funding barrier including sufficient funds to allow for flexibility in the delivery of training.”
- “Increased class load and responsibilities because of budget cuts have made teachers reluctant to engage in any additional activities, including staff development.”
- “Resources to support diverse priorities.”
- “Grant allocation is insufficient to fund substitutes, stipends and consultant fees related to professional development; As a small district, it is very difficult to adequately provide quality professional development that will meet individual teacher needs.”
- “Appropriate levels of funding for professional learning opportunities.”
- “Finding appropriate staff development activities for professional development; follow-through by staff.”
- “Unstable levels of state funding/support for professional development activities and teacher pay increases.”
- “Identifying appropriate levels of funding for substitutes for teachers to attend professional development activities during the school day; providing teachers with adequate funding opportunities to attend professional development activities outside of the school day; securing other local, state, and federal funds to enhance (compliment) Title II Part A program funds.”
- “Adequate funding support to maximize available, highly trained personnel to serve as instructional coaches.”
- “Teacher for advanced ASL class cancelled and was unable to teach the class we had planned.”

### *Multiple state initiatives*

- “Resources that must be allocated for state mandated multiple programs and initiatives.”
- “Initiative Overload-Differentiated Accountability, Common Core and NGSSS, Value-added, Race To The Top, Lesson Study, F.A.I.R. testing, etc. from the state level combined with local initiatives like student engagement, differentiated instruction, new assessments for students, etc. has led to a lack of intense focus on any initiatives to the level that they can be totally successful.”
- “Initiative "Jumping"-New mandates and initiatives (federal, state, and local) and directions are often delivered or mandated to us before previous mandates and initiatives have had a chance to be fully

## Appendix B: Compilation of Selected Narrative Responses

implemented and assessed for success. It is difficult to tell what is making a difference (or not making a difference) in student achievement due to the jumping from one initiative to another initiative.”

- “Scheduling a wide variety of training opportunities to meet the diverse needs of our teachers.”
- “LEA educators feeling overwhelmed by all the new requirements imposed by legislation.”
- “Finding a balance between time out of class, assessments, saturation levels and professional learning needs are a challenge.”
- “Need for equitable dollars for all content are state mandates; i.e. Civics prep, American History Prep.”
- “Number of requirements for teachers of hospital/homebound students.”
- “Organizational restraints.”
- “Some schools are experiencing increased teacher turn-over; thereby creating the need to hold trainings for new employees on older initiates as well as training all employees on new local and state training initiatives.”
- “Overwhelming amount of legislative requirements including teacher and administrative evaluation, CCSS implementation, and digital instructional mandates, the district anticipates that the concentration of PD will be in those areas over the next few years. Once staff has been trained in a method, strategy or skill, time and support are needed to allow teachers to view master teachers modeling these same strategies, meet in data teams to talk with others about student and teacher needs, demonstrate lessons for each other and meet with other teachers and/or administrators to assist with implementation and further learning. There is limited time for teachers to share with others in other schools, grades, and content areas.”
- “Use of a new teacher evaluation system that is unfamiliar at this time.”
- “A limited level of teacher proficiency and content knowledge to be able to teach to the Next Generation Sunshine State Standards and Common Core State Standards.”
- “Access to attend training is also difficult as is for key personnel to keep informed of the most up to date changes at the state level.”
- “New evaluation system has made teachers reluctant to miss class for training.”
- “Multiple competing priorities for training due to many changes occurring simultaneously, i.e. Common Core State Standards, new Teacher and Administrator Evaluation systems, change in Leadership standards, new data systems to address LIIS, etc. Lack of teacher clarity on the new teacher evaluation system indicators, especially learning goals and scales.”
- “Multiple state initiatives with appropriate emphasis on each, especially for small school districts.”
- “Initiative overload was also a huge challenge. Mandates for teacher evaluation systems, common core implementation, and LIIS requirements spread our support faculty and administration thin.”

### *Certification requirements*

- “ESOL and Reading state mandated certification requirements.”
- “Since there has been no real relief in this area, the Certification rules and requirements by the state and FDOE for highly qualified status for ESOL, Reading, ESE, credit recovery, and Homebound teachers...especially at the Secondary level make it very difficult to push highly qualified percentages further toward 100%. This barrier has remained to be difficult, especially for a small district.”
- “Expecting instructional personnel to successfully complete all course requirements beyond attendance only for stipend eligibility and not awarding of points which formally documents participation on an in-service record.”
- “ESOL and Reading state mandated endorsement/certification requirements.”
- “ESOL, Reading and Gifted state mandated certification requirements.”
- “Keeping teachers highly qualified for all periods at the secondary level; ESOL and Reading state mandated certification requirements.”
- “The length of time it takes to get teachers through the reading endorsement program.”
- “Certification Requirements,-especially for ESE and Alternative School.”
- “Restrictions on covered PD.”

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- “Highly qualified status;”
- “ESE and Reading state mandated certification requirements.”
- “The district has identified a larger number of teachers who require ESOL training which exceeds the funds reserved for this training.”
- “Meeting requirements to have all teachers certified in-field in every subject they teach.”

### Other barriers

#### *Staff turnover/recruitment*

- “Large teacher turn-over: hiring Highly Qualified Teachers in math and science in a rural area is difficult. The inability to get 100% teacher participation in professional development activities has been a barrier to improving student academic achievement.”
- “Implementation of professional development with fidelity; ensuring veteran teachers meet HQT requirements.”
- “Finding quality teachers who are HQ. HQ is not synonymous with quality. Retaining young, effective, HQ teachers in a rural district. Recruiting teachers to any district in the state of Florida is difficult because the pay is so low compared to other states and benefits keep getting cut.”
- “Rural area makes it necessary to travel distances for quality professional development; rural area makes it difficult to recruit highly qualified, in-field teachers.”
- “Turnover in 4 out of 7.2 program specialists positions, as well as the departure of one director that worked with this grant.”
- “Barrier of difficulty of recruiting in field, effective, highly qualified teachers to teach in a poor, rural area.”
- “Barrier of the challenge of retaining in field, effective, highly qualified teachers when our surrounding counties are more affluent.”
- “Recruitment of qualified teachers; retention of teachers.”

#### *Teacher Motivation*

- “The inability of requiring teachers to attend on days that they are not contractually required to work (despite providing stipends), such as during the summer.”
- “Apathy.”
- “Motivation, confidence.”
- “Teachers willing to stay either after school or come in on Saturday to participate in training.”

#### *Misc.*

- “Availability of certification courses for teachers.”
- “Large number of administrators with less than five years of experience.”
- “Limited number of relevant adult education/GED-focused professional development activities.”



## Appendix B: Compilation of Selected Narrative Responses

Question 2: Please list at least one effective practice that has enabled your LEA to accomplish at least one of the identified needs.

*Contacts reported that mentors/coaches, LEA initiatives, financial incentives, nurturing beginning teachers and online professional development (PD).*

### *Coaches/mentors/consultants*

- “The use of mentor curriculum coaches to work with teachers throughout the district has proven to be one of the most effective practices. Direct mentoring has provided a valuable support system to improve teacher quality, and teacher confidence, which has in turn improved the district’s ability to retain highly qualified and effective teachers. Mentor coaches have focused on supporting identified teachers in the skills necessary to improve student engagement and classroom management strategies, and in integrating and utilizing technology to support curriculum lesson delivery.”
- “Helping newly hired teachers by providing them with new teacher trainings and mentors.”
- “The LEA used local funds and hired 15 teachers on special assignment (TOSAs) to offer professional development in the area of instructional technology integration. TOSAs received intensive training funded by Title II. Each TOSA served two schools so that there was an in-house instructional technology specialist available to provide job embedded professional development to all instructional and administrative staff. A total of 667 teachers completed at least six hours of training and a total of 6,632 hours of professional development training was recorded in the area of instructional technology integration for the year.”
- “We continue to emphasize and utilize the mentor/mentee program in conjunction with the district’s New Teacher Training. This strategy continues to be effective in providing district and school-based support for beginning/new teachers. This program has been highly successful and has helped us retain most of our better new hires. Along with the mentors, we have continued to get more of our teachers trained as Clinical Educators. This has allowed us to sponsor more interns (which assist in recruiting efforts) and better support our new teachers (to retain a bigger percent). We have tripled our number of Clinical Educators over the past three years. We now have 75 staff trained as Clinical Educators.”
- “Embedded professional development in core academic areas has been a very effective practice to enable the district to accomplish identified needs.”
- “Consultants work with teachers in their classrooms observing, modeling and providing feedback. The consultants also help teachers to analyze student data and make adjustments to their curriculum when needed.”
- “School level coaches are able to provide on-site and customized, embedded, staff development and guidance to improve teacher quality.”
- “Providing mentors for beginning teachers.”
- “Collaboration with coaches.”
- “Implementation of the Danielson Framework for Teaching district-wide and the provision of high quality training on what the framework components look like in action (via live, blended, online training, and onsite coaching) have led to a greater focus on research-based quality teaching practices by teachers.”
- “The use of funds in Title II Part A which allowed for a math coach, who interacts with math teachers in grades K-12, helping increase their instructional effectiveness through reviews of lesson plans and modeling instructional skills.”
- “Providing technology coaches to assist teachers with on-going staff development.”
- “Mentoring program, reading coaches training in content areas at each school site.”
- “A district reading specialist who provided professional development for teachers to complete the reading endorsement; district technology resource teachers shared among three to four schools.”
- “The reading coaches have been able to meet with kindergarten teams to discuss the common core standards.”

## Appendix B: Compilation of Selected Narrative Responses

- “Contracts with consultants for core subjects to provide embedded, sustained, and concentrated professional development.”
- “Professional development and assistance to classroom teachers provided by instructional coaches.”
- “Cohort groups for Reading Endorsement, NGCAR-PD, CIS, Lead teacher (train the trainer/coach) for schools in Common Core implementation and Secondary CIS, Learning Focused and Common Core implementation.”
- “Use of Title II-A funds to provide the position of an instructional strategies coach who works primarily with professional development for first year teachers, particularly those who did not graduate from a college of education.”
- “Having literacy coaches at each public school has enabled successful implementation of PD embedded at the school site.”
- “Title II continued to support beginning teachers through the New Teacher Center Program and to provide all teachers with professional development in the curriculum frameworks that targeted core curriculum, benchmarks, student targets and fundamental concept knowledge and target-specific strategies through job-embedded professional development that this year focused on injecting common core standards through the Title II funded Learning Team Facilitators and school-based coaches. Essentially, these three areas worked together to create consensus and synergy.”
- “Support for school and district administrators with fewer than five years experience through the delivery of leadership training, mentorships, techniques for collaborative leadership and culture building. Follow-up coaching and support for learning-focused implementation.”
- “Supporting reading coaches in targeted schools.”
- “The district provides one-on-one mentoring to new teachers for the first year of teacher. Two levels of support are provided to the teachers: 1) Mentor and 2) Lead Mentor (who coordinates the entire school-level mentoring program between teachers, mentors, principal, and the district.”
- “High yield teaching practices presented to all new teachers prior to contracted school year and followed by coaching, mentoring and lesson study with seasoned teachers trained in the same strategies.”
- “Reading coaches have been effective in helping teachers to understand data and plan instruction accordingly.”
- “Providing mentors for beginning and struggling teachers.”
- “Funding one reading coach to provide staff development, modeling lessons and mentoring enabled the district to meet identified needs.”
- “The districts continues to employ two professional development specialists to assist in developing rigorous, sustained high quality professional learning activities to meet the needs of engaging and motivating students to achieve at their highest potential; engage and motivate students for productive learning; and effective use of varied teaching strategies and technologies to expand students' critical thinking abilities. These two individuals work with school level teacher leaders to customize professional learning needs at the school level. These individuals are key in the implementation of Lesson Study and Project Based Learning initiatives.”

### *LEA Initiatives*

- “Establishing the Effective Strategies for Teaching programs, which is a comprehensive district-wide professional development protocol.”
- “Teachers attended professional development during the summer on common core initiatives.”
- “Book studies.”
- “One of our most effective practices remains the use of a comprehensive school-based project planning tool that allows for coordinating; Title II funds with other funds, for aligning Title II activities with other initiatives, and for addressing school-specific needs. This directs limited grant funds to the most appropriate activity for each school.”

## Appendix B: Compilation of Selected Narrative Responses

- “The most effective practice that has enabled our LEA to accomplish at least one of our identified needs is Learning Communities embedded in the workday.”
- “Content Classroom differentiated instruction; Professional Learning.”
- “Continuing to work diligently with the three alternative (DJJ) sites has enabled teachers in those schools to make progress toward becoming highly qualified.”
- “Professional Learning Communities.”
- “Using data to guide professional development activities.”
- “Summer training; having a summer institute enabled us to provide training to nearly the entire faculty on the transition to the common core state standards. We were able to start the school year with the same foundational understanding and build from there.”
- “Training in Professional Learning Communities, Lesson Study, and Cooperative Learning.”
- “During our Summer Leadership Institute we were able to provide professional development on many of our identified needs such as assessments, disaggregation of data, differentiating instruction, core content, state standards, and eliminating the achievement gap. We have continued to offer the Summer Leadership Institute in 2012-2013 because it was such an effective format to address all of these needs in one professional development opportunity.”
- “Enabling teachers to complete Reading Endorsement coursework and to assist with HQ certification exams.”
- “Reading teachers for intensive reading instruction at middle and high schools.
- “School sites have been creative and flexible with their use of time. Professional development is offered at various times during the day, depending on school site. For example, some have professional development meetings before school, others during and some after the student day. This allows the content coordinators to provide training at multiple sites in one day to meet the needs of more teachers. CCSS two day training was provided in June for all K-2 teachers.”

### *Incentives*

- “Use of Title IIA funds to reimburse content area teachers for passing scores on certification tests and adding areas to certification.”
- “The ability to provide a \$1,000 one-time bonus for becoming reading endorsed has allowed the LEA to place more teachers who are highly qualified in reading at all levels. This bonus has also assisted in the recruitment efforts of highly qualified reading teachers.”
- “We are able to reimburse teachers who take subject area exams in order to be in-field and highly qualified through these funds. This has helped our teachers who are branching out to new subjects.”
- “Instituted incentives to attract new teachers to high needs schools; Instituted incentives to attract diverse instructional staff to PCS.”
- “Reimbursing teachers for passing courses and tests that lead to in field, effective, highly qualified teacher status.”
- “LEA reimburses teachers who take required exams to become in-field certified.”
- “LEA reimburses teachers for completed Educator Prep Institute (EPI) courses.”
- “Providing substitutes to allow teachers extended data planning meeting to analyze students weaknesses and align curriculum to meet their individual needs.”

### *Nurturing beginning teachers*

- “The coordinator for the district beginning teacher program is highly effective in nurturing our beginning teachers and keeping them on track by closely monitoring them.”
- “Teacher Induction Program.”
- “ESOL endorsement workshops for beginners.”

## Appendix B: Compilation of Selected Narrative Responses

- “Early Career: The Early Career program was expanded to include support throughout the school year.”
- “Providing adequate orientation and mentoring for new teachers. Encouragement for teachers to attend professional development and content area training. Bringing district coach to the school to provide CAR-PD training for content area teachers.”
- “Beginning Teacher Program.”
- “Teacher Induction Program.”

### *Online PD*

- “Professional learning is available 24/7/365 either as an onsite (traditional face-to-face training) or online (courses needed for state mandated certification requirements/endorsements and/or short narrated presentations as tutorials). Adult learners have options to meet their professional development growth needs when courses are available during the normal school day, after hours during the week, on weekends and throughout the summer.”
- “Assisting teachers with meeting highly qualified requirements for hard to staff content areas. Providing a variety of professional development delivery options - PD 360 online learning, face-to face, blended - before/during/after the school day and beyond the school year.”
- “NG-CAR PD Training Online delivery of high-quality professional development; lesson study.”
- “Development of tutorials to assist teachers pass the subject area exams and district relationship with Beacon Educator for online endorsement courses.”
- “Licenses of adobe connect to allow the professional development of curriculum specialists in the core content areas to have consistent virtual training in a timely fashion.”
- “Increasing the use of webinars to communicate to teachers has assisted the district in counteracting the barrier of time and access.”
- “Utilization of synchronous online training platform (Adobe Connect).”

### *Misc.*

- “Collaboration with consortium in providing PD.”
- “The Heartland Consortium has trained some of their staff members to provide valuable, free professional development programs. We are able to send teachers to these trainings, or are able to work with the consortium to have their staff member(s) come to our location.”
- “Providing data analysis staff development to identify student needs, especially for low achieving students and to identify instructional strengths and weaknesses of teachers.”
- “Providing intensive training in the area writing with the Train the Trainers workshop for Collins Writing workshop for the high school.”
- “Train the Trainer” model with teacher leaders to build school-level capacity.”

## Appendix B: Compilation of Selected Narrative Responses

Question 3: Please list at least one program/practice used that made the greatest impact in assisting to close the achievement gaps.

*Practices with greatest impact in closing the achievement gaps included intensive reading and math activities, mentoring/coaches, data analysis training and LEA initiatives.*

### *Intensive reading and math programs*

- “The reading programs and ESOL Endorsements has made the greatest impact in assisting with closing the achievement by providing high quality PD that includes classroom application components to assist struggling readers.”
- “NG-CAR PD training, which is why we intend to expand the number of teachers receiving this training in 12-13.”
- “Intensive reading and intensive math courses.”
- “We provided teachers in our district classes on reading competency to have the opportunity to be Reading Endorsed. Two teachers completed the Reading Competency, these two teachers helped to close the achievement gap for this school. We also provided Achieve 3000.”
- “Establishing intensive reading and math programs.”
- “Continuing the intensive reading classes.”
- “The professional development provided to teachers through SRA Imagine. It continues to have a great impact on student achievement.”
- “Reading teachers for intensive reading classes to provide differentiated, small group instruction for struggling students.”
- “Early intervention training including a focus on oral language development. District-wide benchmark testing in grades K-2. Reading record training K-5. Common Core math training for grades K-2. Project based science integration training focusing on CCSS.”
- “Establishing intensive reading and providing reading (literacy) coaches in all schools. Training literacy coaches as Thinking Maps trainers to provide a common learning language for students K-12.”
- “Content Workshops; Content Area Reading Strategies; Content Area Math Strategies; PLC with intense focus on data driven instruction.”
- “Early Reading Intervention Program.”
- “Establishing intensive reading intervention and tutoring.”
- “Continuing intensive reading classes and utilizing the READ 180 program has had an impact on closing the achievement gap. Title II funded one high school reading teacher and the district purchased the READ 180 program. Providing AVID training for middle school and high school teachers.”
- “Development and delivery of vocabulary instructional strategies training; development and delivery of follow-up training activities to annual ESE training event.”
- “Training of teachers in CAR-PD and its application of techniques and strategies in the subject area classrooms.”
- “Establishing Academic (Reading, Math and Science) Academies during the school day, afterschool and on Saturdays to close the achievement gaps for K-12 student population.”
- “Intensive Reading.”

### *Coaching*

- “We provided an instructional specialist to lead professional development initiatives for middle school ASPIRE teachers (at risk program).”
- “Developing our own workforce to coach and mentor new or experienced teachers, aspiring administrators and/or newly appointed school-based administrators supports the “grow your own” model. A large district requires expertise to be established locally without heavy reliance on outside professional

## Appendix B: Compilation of Selected Narrative Responses

consultants/organizations and/or district departments that have been significantly reduced in size due to budget reductions.”

- “Embedded professional development in core academic areas.”
- “Use of academic coaches assigned to low performing schools.”
- “Deployment of district instructional staff to schools to assist with one to one tutoring.”
- “Utilization of the coaching model.”
- “The AYP facilitator working hand-in-hand with the literacy coaches to train teachers in using data to drive instruction.”
- “Mentoring of new teachers, trainings designed for Title I teachers.”
- “Our reading coaches attended text complexity workshops which enabled them to meet with content area teachers to discuss their core series, complex text, and careful and close reading strategies.”
- “Follow-up to professional development including modeling, mentoring, and teachers held accountable for implementation.”
- “Job embedded coaching.”
- “Use of Title II-A funds to provide the position of an ESOL coach who coaches and mentors teachers assigned to English Language Learners to increase students' ELA and Reading skills.”
- “Follow-up coaching and support for Learning-Focused implementation.”
- “The implementation of the quality instruction framework supported by professional development coupled with the coaching support model we have provided schools account for the largest impact in assisting to close the achievement gap.”
- “Utilizing reading and math coaches to enhance student achievement.”
- “Coaching.”
- “The district's efforts to utilize consultants to focus on targeted reading, writing, and math standards has increased FCAT scores.”

### *Data driven training*

- “Providing the opportunity for teachers to participate in data chats and to create plans for instruction in response to the data continues to have a powerful impact on student achievement.”
- “Intensive data driven training which required the teachers to understand the data, have the ability to communicate results to the parents, as well as, prepare and design lesson plans based on next year's enrollment allowing for individual student academic weaknesses as shown in the end of the year assessment.”
- “The Florida Continuous Improvement Model (FCIM) - teachers and administrators analyze data, identify areas/benchmarks of concern, develop mini lessons, and research for mastery.”
- “Providing state-of-the-art technology and on-going teacher training so that teachers can effectively garner student assessment data and apply that data to lesson plan development, securing supplemental resources and addressing individual learning styles. Being able to effectively utilize online assessment data also helps with the MTSS process.”
- “Data chats with teachers and students.”
- “In an attempt to assist closing the AYP achievement gap, the Department of Professional Development offered workshops that addressed Lesson Study and Data Analysis and Technology embedded programs.”
- “Progress monitoring and data analysis in-service.”
- “Implementation of lesson studies in each school as well as continued data analysis.”
- “Training on how to look at your data and provide instruction to individual students as needed has had the greatest impact on student achievement.”
- “Implementation of technology-based learning support for underachieving students (e.g., Quizlet; Preeue, School/Class Web pages).”

## Appendix B: Compilation of Selected Narrative Responses

### *LEA initiatives*

- “All elementary schools are participating in SUMS (Student Using Math and Science), and are at various stages of the cycle of SUMS. Professional development through DOE and NEFEC guiding and assisting schools with the transition and implementation regarding the Common Core Standards.”
- “We continued our initiative in the ASPIRE program of providing Kagan training for all middle school ASPIRE teachers to implement cooperative learning structures for at risk classrooms. The greatest gains in closing the achievement gap occurred in the 8<sup>th</sup> grade reading among black and white males.”
- The district continues to us a combination of several different programs. We believe these programs working in conjunction with each other has helped us to start closing the achievement gaps. The district is continuing to sustain training in the Florida Reading Initiative (FRI) while implementing the Florida Continuous Improvement Model (FCIM) and the Multi-Tiered System of Student Support (MTSSS formerly referred to as Response to Intervention (RTI). Content Area Reading (CAR-PD) has continued to be effective in training teachers to be successful in helping to close the achievement gap. Intensive reading classes at the secondary level continue to be effective. We are starting to see gains with our lowest quartile and our subgroups. It is also encouraging to see improvement at the secondary level...especially at our high school...where we expect to see a school grade improvement.”
- “Cooperative learning in the classroom, particularly Kagan structures, proceeded by high quality teacher and leader training in implementing and supporting cooperative learning, has led to greater student engagement by lower performing subgroups of students, thus closing the gaps.”
- “As a district, there is a strong push to move towards implementing the Kagan Teaching Strategies. We have been able to provide two days of Kagan training with follow-up implementation to a majority of teachers.”
- “Providing substitute dollars to schools to release teachers for participation in lesson study. Teachers have reported through evaluations of the lesson study activities that the time spent observing and reflecting on practices has positively influenced change in their practice.”
- “Professional development funding allocated directly to each school allows school leaders to focus professional development on the areas and teachers with the greatest needs as identified through the analysis of student achievement data.”
- “One program used to make the greatest impact on assisting to close the achievement gap is our Beginning Teacher Program.”
- “The Professional Development Department continued in FY12 to support two programs that impacted the closing of the achievement gap: the New Teacher Center Program, implemented in 24 high needs schools, used the Formative Assessment System and highly trained and supportive mentors to assist new teachers in addressing at-risk students; the Preparing New Principals Program implemented school-based action plans addressing the Florida Principal Leadership Standards for Instructional Leadership and Learning Accountability and Assessment that resulted in an increase in student achievement, targeting at-risk students.”
- “The Early Career program was expanded from orientation to include support throughout the school year.”
- “Providing substitutes so teachers can work together to learn to teach to the Sunshine State and Common Core Standards.”
- “Professional Learning Communities working together to create common assessments, track student progress, and differentiate instruction.”
- “Onsite writing training and follow-up at each of the district's nine schools resulting in high ranking FCAT student outcomes.”
- “Integrating research based programs to enhance student needs.”
- “Training and implementation of Kagan cooperative learning strategies to enhance instruction, which ultimately enhances student achievement. Lesson study groups that focused on mathematics, which addressed the achievement gap in math by focusing in on mathematical practices as set by the Common Core Standards initiative. In addition to helping these teachers focus on these important practices, information learned was shared among grade levels.”

## Appendix B: Compilation of Selected Narrative Responses

- “Teacher induction programs.”
- “The Springboard Program has a sub-program called AVID that targets at-risk students going on to higher levels of education. School-wide achievement results from the professional development received by subject area teachers, administrators, and district administrators. Use of AVID WICOR methodologies, such as Cornell note-taking and group collaboration, in all classes helps teachers and administrators create a college-going culture across the high school campus. During the 2011-2012 school year, the district graduated its first group of AVID seniors from a High School. Of the 2012 AVID seniors, 100 percent graduated from high school with 93.8 percent planning to attend college ~ 75 percent to a four-year college and 18.8 percent to a two-year college. Of the graduating AVID seniors, 87.5 percent completed four-year college entrance requirements. From this graduating group, 81.3 percent qualified for free and reduced lunch; thus, highly impacting the narrowing of the achievement gap.”
- “Implementing the Comprehension Instructional Sequence in our core content subject areas at the secondary level in order to assist students in reading and understanding complex text.”

### *Other areas*

- “Using Title II funds to provide specific staff development in core curriculum areas, coupled with an effective follow-up program conducted by district mentor coaches, has allowed the district to continue improving the quality of its teachers.”
- “Creating a comprehensive curriculum guide, connecting to the Core Standards, for Language Arts and providing extensive professional development and resources for Reading/Literacy on comprehension and higher order thinking skills.”
- “Curriculum mapping provided equally rigorous content and effective strategies that were research-based to close the achievement gap between all subgroups.”
- “School based administrators attending professional development and providing follow-up on the implementation.”
- “Leadership capacity: an aspiring assistant principal program, A PREP, was developed and implemented during the 2011-2012 school year. The curriculum was developed and implemented by current assistant principals in collaboration with the Director of Professional Development.”
- “Training the administrators and faculties on effective best practices of teaching as part of our district EEE initiative.”



## Appendix B: Compilation of Selected Narrative Responses

Question 8: Briefly describe the most successful strategies used to assist getting teachers highly qualified and improving their effectiveness.

*The most successful strategies used in assisting teachers to become highly qualified and improve their effectiveness were providing incentives, mentors/coaches, LEA initiatives, HQT policies and online PD.*

### *Incentives*

- “During the 2011-12 school year the most effective strategies used to assist teachers in becoming highly qualified and improving their effectiveness was once again providing stipends/supplements for CAR-PD professional development, reimbursement for FLDOE testing fees (only for passing scores), reimbursements for Reading Endorsement competency completions, reimbursements for ESOL endorsement fees, and reimbursements for Gifted endorsements when these endorsements and tests help staff become highly qualified. Our teachers now depend on being able to take the required subject area exams (SAEs) and to get the out-of-field subjects added to their teaching certificate now that they know they can be reimbursed for these expenditures. These strategies have made a huge impact over the past few years and will continue to be utilized.”
- “Provide registration fees for FRI Online 60 Hour Course. Provide a stipend to all secondary reading teachers who teach Level I and Level II students who are working towards achieving the Reading Endorsement or are already Reading Endorsed. Provide a stipend to teachers who passes an out-of-field subject area exam and adds it to their teaching certificate. Provide reimbursements to teachers who add ESOL or the Reading Endorsement to their teaching certificate.”
- “The most successful strategy in getting teachers highly qualified and improving their effectiveness continues to be paying for coursework and certification/tests/fees that lead to highly qualified status. In addition, assisting teachers with their new knowledge through coaching and demonstration classes impacts teacher effectiveness.”
- “The district continues to employ a teacher specialist to work with teachers in order to encourage participation in activities that lead to highly effective instructors. Teachers are identified based on specific needs, and opportunities for training are provided. Funds have been utilized to cover the costs of adding certifications or grade levels in order to address non-HQ. Curriculum area specialists work to deliver training to teachers and to coordinate and organize specific training activities designed to address teacher needs as they pertain to increasing student achievement.”
- “Funding is utilized to provide free subject area test preparation courses and reimburse teachers when passing scores are received. The newly revised teacher mentor program provides support to newly hired teachers for two years. Components include partnered professional development focused on differentiated instructional strategies and assessments, classroom observations, data chats, and lesson planning. Reading endorsement training if provided to support and address struggling readers and ELL students in content area courses.”
- “To assist with our non-highly qualified teachers, as identified by HR, we found tuition and test fee reimbursement and district-sponsored PD as our most successful strategies.”
- “Reimbursement of course exams; facilitating coursework through articulation agreements with local college partnerships.”
- “The most successful strategy using Title II funds, in conjunction with other funding sources, to assist more teachers to get highly qualified is the practice of reimbursing individuals for passing a specific subject area exams that lead to them becoming highly qualified and addition of area of certification on certificate.”
- “Teachers seeking to become in-field qualified and effective have benefited from these strategies: priority registration at workshops, new teacher and out-of-field induction programs including ACP, reimbursements for endorsements and subject area exams, mentors and coaches, teacher institutes on high effect strategies such as cooperative learning and differentiated instruction, and online high quality PD available free 24/7. Teachers rate PD offered by the department as 92 percent effective overall.”
- “Training teachers to be leaders and provide collegial support and expertise at their schools to build school capacity. Reimbursing teachers for taking subject area tests and adding them to their certificate. Offering

## Appendix B: Compilation of Selected Narrative Responses

reading courses through area consortium and reimbursing fees. Offering ESOL training through area consortium and reimbursing fees.”

- “Reimbursement for Subject Area Exams and coaching/mentoring.”
- “Encouraging teachers to participate in district provided endorsements.”
- “Job-embedded professional development; contracts with online providers that have courses readily available to assist teachers; ability to reimburse for subject area exams and certification fees.”
- “The ability to provide a bonus for teachers to become highly qualified in reading has provided the needed incentive to get teachers highly qualified in reading. The use of the strategies learned during the reading endorsement has improved their effectiveness in delivering instruction as observed in multiple classroom walkthroughs.”
- “The district offers a bonus for becoming HQT.”
- “It has been proven in our district that one of the most successful strategies we have used in getting teachers highly qualified is for the district to pay for the cost of certification tests and fees.”
- “Our most successful strategy for assisting teachers to become highly qualified was to reimburse teachers when they passed subject area exams.”
- “As part of our strategy for meeting the 100 percent HQT requirement, we allocated funds to provide the reimbursement of exam fees to teachers who achieved a passing score on their subject area exams. In FY12, 207 teachers took advantage of this program. We also allocated funds to provide the reimbursement of tuition fees to teachers who achieved a passing grade in coursework that allowed them to meet certification (or re-certification) requirements in a core academic subject, in ESE, or ESOL. This year 90 teachers took advantage of the tuition reimbursement program.”
- “Reimbursing teachers for the cost of the subject area exam has been very beneficial. Sending them to free test prep classes has also been helpful.”
- “Test Prep classes and tutoring, reimbursement for tests, job embedded coaching.”
- “Reimbursement of testing and course fees and bonuses for reading endorsements.”
- “Provision of study guides and when available, preparation sessions for teachers preparing to take state subject area exams.”
- “The LEA continues to offer courses in ESOL, Gifted, and Reading through Beacon Educator for those teachers who are out of field or in need of these trainings/endorsements to better facilitate classroom instruction.”
- “Issued a Compliance Assurance Plan (CAP) to designated teachers which identified the expectation(s), timeline, and consequences for meeting or not meeting the highly qualified requirement. Reimbursed teachers assigned to teach a core or critical subject the test fee for a passing score on the associated SAE. Reimbursed existing teachers with MGIC coverage the subject area exam fee for taking and passing the math, science, English, or social science 5-9 subject area exam. Extended workshop/tutoring vouchers to new critical personnel (i.e., minority teachers) in need of passing the GK and PEd tests. Reimbursed new ESE teachers the subject area exam fee to take and pass the appropriate SAE needed to be deemed HQ.”
- “We sent notices to each teacher reported as not highly qualified and told them we would reimburse for coursework and or tests that led to highly qualified status. We also worked with administrators to help them schedule teachers so they would teach in their area of certification.”
- “In collaboration with the Human Resources Department, the Department of Teaching and Learning facilitated various workshops to assist teachers in preparing for certification exams and obtaining their proper credentials.”
- “Reimbursement for teachers passing subject area exams to earn highly qualified status in subjects currently taught; careful monitoring of placements and changes in assignments of teachers; meeting with key personnel responsible for site-based hiring and teacher placements.”
- “Utilization of the state employee in-state tuition waiver by teachers for education college courses has been extremely helpful in getting teachers highly qualified and improving their effectiveness while simultaneously providing the financial support needed by teachers.”
- “Reimbursement for training/testing (i.e. ESOL, SAE for highly qualified teachers) has been an effective way to promote teachers' effectiveness in the classroom and becoming highly qualified.”

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- “Providing staff members with upcoming information on professional development activities and providing classroom kits as an incentive.”

### *Coaching/embedded PD*

- “Embedded professional development by qualified consultants has been the most successful strategy to improve teacher effectiveness. The consultants worked with teachers on data analysis, implementation of high yield strategies, curriculum alignment, implementation of Common Core/Next Generation Sunshine State Standards and focus calendars.”
- “The most successful strategies used to assist getting teachers HQ and improving their effectiveness academic coaches in our elementary schools to provide assistance to teachers with data analysis, model lessons, peer observation, reflective discussion, etc.”
- “Effective mentoring from skilled teachers, coaches, and administrators; opportunities to observe in other teacher’s classrooms and have collegial dialogue about the student work, coaching the teacher and giving specific feedback after theory, lesson planning, demonstration, and practice, analyzing student data in PLCs and collaboratively planning and refining lessons based on student work.”
- “District based content area reading specialist who provided professional development for reading endorsement and other highly qualified activities for teachers; district based content area specialists in math, science, and technology who provided professional development in data analysis, learning strategies, and technology.”
- “Test prep courses; mentors to provide support to first and second year teachers.”
- “The implementation of face-to-face classroom management courses for beginning and veteran teachers.”
- “Individual coaching and mentoring support for not highly qualified teachers to develop a plan for them to become highly qualified.”
- “Provision of a new teacher/instructional strategies coach to provide professional development and coaching to first year teachers who did not graduate from a college of education.”
- “Secondary and elementary reading coaches have been trained to provide instruction in the competencies needed for the Reading Endorsement. This enables them to provide high-quality training and also demonstrate best instructional practices. All coaches (K-12) have also been trained as Thinking Maps instructors. The goal is to have all students share a common language for thinking, organizing, and writing to assist them in all classes throughout their school careers as well as in life.”
- “Embedded professional development using a Science Instructional Cycle Coaching Model including data analysis, planning, modeling, co-teaching, debriefing and revising; embedded professional development with elementary mathematics coaches.”
- “The most successful strategy in helping teachers improving their effectiveness has been the strategy of providing a math coach who model sample lessons for teachers and helps them prepare materials in the transition to the common core curricula.”
- “The most successful strategies used in getting teachers highly qualified and improving their effectiveness was providing time for visits to other classrooms and having coaches to model best practices.”
- “Reading coaches work directly with teachers who are working on Reading Endorsement at their school site. FCIM and accreditation self-study assists with overall improvement of educational program and teacher effectiveness; getting all content area teachers trained in reading (NGCARPD) to help our students; teachers met to discuss and review documentation for their annual appraisal and professional development needs.”
- “The use of reading and math coaches to provide embedded professional development during the school day.”
- “The district employs instructional coaches to provide just-in-time job embedded training opportunities in the areas of reading and instructional technology. These individuals have provided coaching and mentoring support for incorporating best practices into the instructional day.”

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- “Participation of new teachers in a two-year mentoring program. This program, Guiding Accelerated Teaching Effectiveness (GATE), provides a mentor and time each month to work with that mentor on activities shown to be effective for promoting teacher efficacy. Flexibility of offering teachers, at the lab school, to enroll in two courses each semester, tuition-free, at the University. This has been the most successful path to supporting teachers toward the highly qualified status.”
- “Pairing beginning teachers with mentor teachers and Lesson Study.”
- “The instructional support teacher provides in-class coaching and support for differentiated instruction and planning to increase academic success for underachieving secondary students.”
- “Providing teachers professional development support through district coaches has proven to be beneficial in improving instruction, instructional methods, and overall teacher quality and effectiveness. Curriculum coaches and literacy coaches are assigned to schools and individual teachers who exhibit higher needs for training.”

### *LEA Initiatives*

- “Collaboration with local EPI program, collaboration with NEFEC to provide Reading and ESOL Endorsements.”
- “The PD department has developed tutorial courses which help teachers not highly qualified pass subject area exams. National Board Certified Teachers teach these classes and support NHQ teachers through the process.”
- “Conducting a workshop involving NGSSS with Curriculum and Instructional Strategies.”
- “Training to infuse reading and writing across the curriculum including Common Core State Standards.”
- “The district provides monthly early release days for professional development.”
- “Data driven instruction and data analysis, reading in the content areas; ESOL Endorsement opportunities; Reading Endorsement opportunities; Lesson Study/ Professional Learning Communities/Book Study; Balanced Literacy Initiative; Customized Mathematics Strategy Training.”
- “Content strategies/opportunities -curriculum improvement Institute, PD360, Marzano's HY strategies. PLC's, FCIM, local and national conferences/seminars and workshops.”
- “New Teacher Center Program through the Professional Development Department. Highly effective teachers produce students who make gains in their achievement.”
- “Creating awareness of the elements within the framework and providing feedback using the common language promoted by the framework supports improving effectiveness. With regard to highly qualified, the district supports and promotes Reading and ESOL Endorsement opportunities for teachers. These are high profile need areas impacting highly qualified personnel. The district also promotes coursework and testing opportunities for other academic areas.”
- “Communication about methods/procedures for becoming highly qualified, i.e., subject area exam, reading endorsement, etc.”
- “Curriculum Mapping, Professional Learning Communities.”
- “Summer Unpacking the Math Standards, Algebra, Geometry and Biology Institutes along with the Biology Leadership Team has been quite successful in improving teacher effectiveness by providing training on strategies, aligned to the course curriculum guide, to be used in these specific courses which were then monitored through district common assessments and classroom walkthroughs.”

### *HQT Policies/Procedures*

- “Establishing HQT policies and procedures that must be followed by all schools in the district and having the NCLB Personnel Compliance Coordinator review all HQT documents and reports for each semester and subsequent forwarding of all appropriate documents to the designated professional development person(s) for teacher assistance in meeting professional development requirements. Establishment of a

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Good Faith Effort policy for not highly qualified teachers (NHQT) assigned to core academic subject area(s) and workshops (subject area) conducted to assist teachers(s) in becoming highly qualified and upon successful completion of subject area exam (passing score) the district reimburses the teacher for the cost of subject area exam. Results are reported to the NCLB Personnel Compliance Coordinator for documentation and reporting purposes.”

- “Professional Growth Plans (BCPS’s Individual Professional Development Plan) completed annually by all instructional personnel includes a NCLB section. A teacher not highly qualified notes a plan to meet the specific criteria for a subject area and grade level according to information provided by the Office of Certification. The complete PGP is discussed during both an initial and final conference with a school administrator.”
- “The HQ Facilitator closely monitors those teachers not highly qualified and assists with the steps to become HQ.”
- “Our Certification Specialist keeps up to date information on the high-qualified status on all teachers. Reminders are sent to teachers when they have not met their requirements and Professional Development is offered to those who need it.”
- “The most successful strategy used was providing professional development focused on research-based best teaching practices with follow-up planning, support and monitoring the implementation for improved student achievement. This systems approach supports consistent and pervasive understanding of effective teaching practices.”
- “Identify, continuously monitor and communicate with the teachers who do not meet the HQT standard. Communications to the teachers are clear, concise and individualized containing explicit avenue(s) for the teacher to meet HQ, timeline and state/district resources and/or financial incentives they are provided to assist them in meeting their HQ requirements.”

### *Online PD*

- “Online courses provide the teacher greater flexibility.”
- “Online and blended courses are offered.”
- “Offering Reading Endorsement classes in the district and directing teachers to online courses proved to be successful strategies in assisting teachers to become highly qualified.”
- Online endorsement courses; summer workshops; hybrid endorsement courses.”
- “Availability of online and/or face-to-face in-service to meet teachers’ needs.”

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Question 9: Describe the largest barrier that if resolved would assist in getting teachers HQ and/or more effective for student achievement.

*Time, certification requirements and resources remain as reported last year the largest barriers that, if removed, would assist teachers to become HQ and be more effective.*

### *Time*

- “Mandated activities, including assessments, required endorsements, etc. (along with reduced staff in schools and a high percentage of not highly qualified teachers in charter schools) cause time constraints and limited availability such that some teachers, particularly charter school teachers, may be unwilling to participate in high quality sustained professional development.”
- “Lack of time to provide sufficient professional development and follow-up support. Often professional development is provided in quick chunks in a short time frame, or in one setting without money or time to support follow-up and job embedded practice and feedback.”
- “The time and the intensity of in-class coaching to develop teachers' skills of integrating differentiated instructional support.”
- “The greatest barrier to having all teachers HQ continues to be the scheduling process at the middle and high school levels, which creates a need to occasionally place a teacher out-of-field for one period of the day. Teachers are thus reported as not HQ, yet are teaching a majority of their students in an area in which they qualify and are certified. Our district has only a small number of non-highly qualified teachers and has a policy in effect to hire only highly qualified teachers in our district.”
- “Time/scheduling, as well as money/budget constraints, are probably the largest barriers for teachers who are trying to become highly qualified. The cost of courses, exams, and certification fees can be overwhelming for many teachers, especially in the current economic climate.”
- “The largest barriers continue to be time and funding. Time constraints on teachers during the school day prevent us from providing continuous, job embedded professional development. Funding is limited to certain number of teachers who may receive coursework that leads to certification and in-field highly effective/effective status.”
- “The largest barrier in assisting teachers in becoming highly qualified continues to be the district's outdated data system for reporting on the HQT status of teachers assigned to core academic subject areas. The current process is extremely labor intensive and time constraints compromise accuracy and result in a high inefficiency rate.”
- “The largest barrier that would assist in getting teachers HQ and more effective for student achievement is time (and funding to pay for the time) for them to engage in PD, planning, reflection, reviewing and changing their lessons, etc.”
- “Time to train teachers continues to be a barrier. During the school year, teachers and administrators are constantly balancing the need for professional development and time out of the classroom for training. Additional professional and personal responsibilities make it difficult for teachers to participate in after school and summer professional learning.”
- “Length of time, number of courses required to achieve ESOL and Reading certification/endorsement.”
- “Lack of common planning time in all schools so that lesson study and Professional Learning Communities would assist these teachers.”
- “We continue to struggle with time and money issues. Teachers have so many requirements and accountability to deal with on a daily basis. The last thing they want to do after school or on the weekend is attend another professional development.”
- “Time.”
- “Our largest barrier is finding adequate time in the regular school year for professional development.”
- “The impossible time restraints and added responsibilities teachers face during the school year.”
- “Time remains the largest barrier in meeting state and federal requirements.”

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- “Time to meet with teachers for professional development and time for tutoring support for teachers who are not highly-qualified.”
- “Time for Training and mentoring within the contract day.”
- “Time constraints and the lack of staff for teacher training and follow up.”
- “Additional time for staff development follow through. adequate time without losing excessive instructional time with students; lack of funding for substitutes - release time”
- “Time for teachers to attend workshops.”
- “One of the largest barriers to making sure the district has 100 percent highly qualified teachers arises most often at the middle and high school levels when teachers may have to teach an out-of-field course due to teacher shortage. Along with the issue of highly qualified and shortage of personnel, goes the issue of TIME for quality professional development that targets subject area knowledge and/or tests taking skills for those designated non-highly qualified.”
- “Although many quality trainings are offered in our district, the number of trainers/facilitators who are available to offer quality follow-up/coaching, support and evaluation is limited.”
- “There is a need for teachers to have common planning time with their colleagues, current resources and release time to attend district level trainings during the school day and not after hours as well as a need for more in school embedded training and coaching that will permit coaches to directly mentor new and ineffective teachers during the school day.”
- “The largest barrier would be having sufficient time to plan with teachers and having the district support available at every school for a meaningful time in every room to prepare all teachers to meet the needs of our students as we implement the common core curricula.”
- “The frequency of offerings and the amount of time required for the endorsements pose challenges to some teachers. If more opportunities were offered in a variety of delivery methods, barriers would begin to decrease.”
- “Time for training—specifically staff development days built into the school.”
- “Time within the school day is virtually nonexistent. Three-tiered bus schedule makes scheduling staff development after school problematic. Because of budget cuts, middle and high school teachers are providing instruction an extra period a day. At some schools, one semester high school teachers have no planning period. In general, teachers are overwhelmed, exhausted, and reluctant to add anything lisle to their day or even to participate in summer training activities. Time for training—specifically staff development days built into the school calendar.”
- The largest barrier is the regimen and structure of accomplishing tasks across a large organization. The implementation of a professional development day would allow for streamlined training of educators.”
- “Securing professional development applicable to the needs of specific teachers (i.e. CTE, specialty content areas). Having to use teacher planning time to provide professional development. Finding the time, qualified substitutes, and funding to facilitate professional development without diminishing student instruction.”
- “Time.”
- “Time for professional learning continues to be our largest barrier. Limited opportunities have created a challenge to provide needed professional learning (indicated by Teacher PD Needs Assessment and Individual Professional Development Plans) while protecting instructional time for students. The district has implemented eight half-day early release days for Professional Learning. These days are protected through the teacher contract and greater support from the administration. In addition to not having enough time, providing Professional Learning experiences that build connections across initiatives is a challenge which limits adoption of important activities.”
- “Our 250-day instructional calendar can be a challenge in providing teachers’ time to do training or attend professional development. Having adequate coverage for the classroom while teachers are out for training is another barrier. We have extreme difficulties finding any substitute teacher which is why we are now requiring our paraprofessionals to obtain substitute certification. By keeping our paraprofessionals, we will then have more leeway to allow teachers the time necessary for professional development and training.”

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### *Certification Requirements*

- “Ensuring that veteran teachers meet new requirements to be highly qualified and more effective for student achievement.”
- “The greatest barrier is not having a national certification for all teachers. If there was one standard test to pass then prospective teachers from other areas of the country would not have the additional expense of testing to meet Florida’s requirements. Therefore, our applicant pool would increase with interested applicants along with certified ones. It would also be beneficial to districts if they were allowed to hire non H/Q teachers and provide teachers with a timeframe to meet the necessary requirements without there being a financial penalty to the school district.”
- “Require teachers to be certified in area that they are teaching to get funded.”
- “The number of teachers that were not highly qualified in reading was the largest barriers. We are in the process of restructuring our Reading Endorsement training to offer more online competencies, make it more readily available, and increase the number of mentors in the district.”
- “An examination of survey 3 from FY12 shows that nearly 30 percent of our NHQTs serve hospital/home bound students. It is difficult for these teachers to meet the highly qualified requirements for every subject area that they must teach.”
- “ESE teachers are at a huge disadvantage. They must be certified in multiple areas which is difficult to attain at the high school area. This is especially hard for small schools that have one to two ESE teachers to assist with the entire ESE population at the school.”
- “Teachers being out-of-field for one course to assist with class size and the amount of hours for ESOL Endorsement.”
- “Provision of study guides and when available, preparation sessions for teachers preparing to take state subject area exams. 2) Provision of a new teacher/instructional strategies coach to provide professional development and coaching to first year teachers who did not graduate from a college of education.”
- “The challenge continues to be helping teachers in the juvenile justice sites to become highly qualified by providing the Reading Endorsement classes and means for alternative certification. ESOL training, reading classes, and first year teacher support are offered, but the teacher turnover rate in the facilities continues to be high so it is difficult, but not impossible, to complete training. Progress is continuing.”
- “Allowing a passing score on the reading subject area examination for the addition of the Reading Endorsement. Allowing ESE applicants who need to take and pass more than one SAE, a reasonable amount of time (up to three years) to fulfill these requirements (i.e., flexibility to assist ESE recruits in obtaining all of the necessary subject areas for hard to fill vacancies such as EBD positions which require certification in four subject areas).”
- “The barrier for highly qualified is the reading requirements. Many of our students especially in the secondary level perform below level 2 and require a highly qualified reading instructor. The Reading Endorsement is 300 hours and few secondary teachers want to make this time investment.”
- “It is a great benefit to have this cost covered by the state so teachers needing certification wouldn’t have to be away from their classes/students, but could take all the necessary online courses.”
- “The greatest barrier in getting teachers highly qualified and or more effective is related to individual teacher’s motivation and time management. A large majority of teachers who are not highly qualified delay in participating in activities and/or completing requirements that would assist with becoming highly-qualified and/or more effective teachers.”
- “ESOL waivers for certification/testing.”
- “It is very difficult for small school districts’ where the small high school population forces several teachers to teach “one course offering”(physics, calculus, etc.) to achieve the 100 percent level of highly qualified teachers.”
- “The largest barrier is the ability to hire effective, highly qualified teachers at the rate that is needed to compensate for large turn over each year. Because we are located in the middle of two counties with significantly higher pay scales, it is hard to recruit highly qualified, experienced teachers to the area.”



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- “Recruiting and retaining highly qualified ESE teachers.”
- “The lack of available teacher applicants for specified degrees/certifications such as chemistry.”
- “Limited pool of highly qualified applicants for rural schools with 60-85 percent of students economically deprived; responsibilities for classroom instruction, for implementing new teaching initiatives, for addressing compliance issues, and for school-related responsibilities after hours limits teacher time to work toward highly qualified.”
- “A small rural school district that does not easily attract newly graduated students with degrees in core academic areas. Having this project to provide reimbursement to teachers who take the subject area exam is very effective.”

### *Resources*

- “Funding for education from the state, as we all know, continues to be an issue for education. The extensive budget cuts in the last few years in addition to the ever expanding demands on teachers have resulted in morale issues within our district among our teachers. As a small and rural district we continue to find ourselves at a disadvantage when competing for highly qualified teachers with neighboring districts who offer higher salaries, especially in critical need areas. Because of cuts across the board in all districts, there are many applicants for the few vacancies we do have each year...we seem to have more applicants to choose from...but, seem to have less highly qualified applicants. Some of our best teachers have become frustrated and have left our district for a few thousand dollars elsewhere or have left the profession totally. Each year more of our applicants are not new teachers from colleges of education, but just individuals who have been let go in the private sector trying to just find a job. All of these factors make it increasingly difficult to hire and retain highly qualified teachers in our district.”
- “An unavoidable reduction in work force creates a barrier when teachers who are highly qualified retire, relocate or released and not rehired for the following school year. For teachers just entering the profession, the process of earning the status of highly qualified must start from the beginning.”
- “More collegial and reflective work among colleagues in PLCs centered on analyzing student work; collaborative lesson planning; observing in colleagues classrooms; debriefing; coaching; and follow-through support. This process must be modeled and supported in schools. Principal Leadership is critical to the implementation and follow-through. Funding to support extended time for planned activities for teachers at the start of the school year and limited time to carry out these activities.”
- “Funds and time and to provide coaching/mentoring.”
- “Inadequate teacher pay results in lower teacher quality. This is not just a district issue, but a state issue.”
- “By reducing the amount of funds used for classroom teacher salaries, the district could offer a wider variety of professional development opportunities. This would allow the district an opportunity to provide professional development in all core subjects. Reducing the amount of funds used for salaries would also enable the district to conduct summer workshops, which would enable teachers to be better, prepared at the beginning of the school year and would take away the need for many workshops during the school year.”
- “Stipends for online facilitators is one of our most expensive costs.”
- “The largest barrier was the amount of funds available to send teachers to trainings, workshops and conferences.”
- “Economic issues have created a great challenge in efforts to retain highly qualified teachers.”
- “Having funds to build in more days into the teacher contract for professional development.”
- “Providing staff members with upcoming information on professional development activities and providing classroom kits as an incentive.”
- “The largest barrier that if resolved would assist in getting teachers highly qualified, and would be more effective for student achievement, is to secure more funding for teachers to attend professional development activities and workshops during the school day and during non-school related hours. Teachers can become more effective if they could visit other classrooms, and schools, for effective

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teaching strategies, experience increased mentoring opportunities and learn more innovative techniques by attending workshops, etc. that are focused on best practices, new Common Core Standards as well as effective teaching methods as it relates to the Marzano model.”

- “Lack of funding to support additional needs.”
- “Reduction in turnover, increase teacher pay; reduction of required paperwork associated with meeting NCLB/RTTT mandates.”

### *Teacher motivation*

- “Teachers frustration of having a new teachers evaluation system plus the additional demands of the Common Core Standards, curriculum alignment and assessments, created uncertainty and some confusion among the CORE teachers.”
- “Teacher Motivation.”
- “Having to offer singleton classes in a small district and not having teachers interested in becoming HQ to teach a course for one year. Also having to count teachers as out-of-field when they facilitate computer assisted learning programs in our alternative credit recovery program.”

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### Addendum:

#### Technology Purchase Evaluation

For the Technology Purchase through Title II-A funds reported in the 2011-12 application, please report the results of the evaluation. The evaluation was to have been based on the Professional Development System Evaluation Protocol and include measurable objectives for the requirement. The evaluation component was to determine the effectiveness of the delivery of professional development utilizing equipment and technology purchased with Title II-A funds. (Describe how the effectiveness of the delivery of professional development utilizing equipment and technology purchased with Title II-A funds will be determined. The evaluation must be based on the Professional Development System Evaluation Protocol standards: 1.3.3; 2.2.4; 2.3.3; 3.2.4; 3.3.3; 3.3.4 and include measurable objectives.)

*Below are the 2011-12 samplings of what LEAs reported on purchases of technology and equipment for professional development:*

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Title II-A funds were used during the 2011-12 school year to purchase the license/maintenance fees for I-Observation from Learning Sciences International, Inc. This is a web-based application that offers a variety of applications. One of the most attractive pieces of the technology was the training video library we were able to utilize. This technology allowed our principals and teachers to more accurately evaluate areas of weakness and prescribe the most appropriate training/professional development to strengthen the targeted area. This allowed teachers to be involved in specific professional development in a more convenient implementation. Teachers did not always have to be out of the classroom for PD, but were able to participate in professional development outside student contact time. This strategy helped our teachers sharpen their teaching skills and improve professionally and in turn we anticipate improved student achievement. This aligned with Protocol Standards 1.3.3., 2.2.4., 2.3.3., and 3.3.3. The success of this objective will be measured by the efficiency of how teachers and administrators are able to utilize i-Observation from the first to second year. We plan to look closely at the number of teachers who improve on their final evaluation ratings.

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Eighty percent of teachers and administrators integrated technology and information literacy into the curriculum and/or other major initiatives (i.e. Lesson Study, Classroom Walk-Through) as measured by District reporting data including usage reports for follow-up web based resources and discussion boards (i.e. Blackboard, LearnKey, iSafe, ESOL). One-hundred percent of administrators successfully completed at least one technology-delivered staff development component and provided documentation of school or classroom delivery and student achievement results to document effectiveness; 100% of schools has identified and trained a team or mentor teachers who have integrated technology into the curriculum and fully utilized district-wide digital resources and enhanced classroom equipment; 92% of administrators and teachers report use of technology to improve student achievement.

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The District Technology Coordinator worked with all the teachers throughout the district to provide professional development in the use of the instructional support programs that are in place in the district as well as the technology equipment; mimio, mimio votes, Ipads. The coordinator worked also with teachers to implement student use of technology in the classrooms.

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Training was provided to both district and private schools teachers to integrate technology into curricula and instruction. The integration allowed teachers to utilize adobe Connect, Blackboard PLC, Infosource, PD360 video library and the use of Web 2.0 tools. These training provided teachers the opportunities and resources to effectively integrate the software with their daily instructional methods in the classroom to successfully increase student achievement.

## Appendix B: Compilation of Selected Narrative Responses

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Technology purchased through Title II-A 2011-12 included peripherals to enhance the effectiveness of new computers purchased by the school district (from district funds) for the purposes of professional development. Items purchased are used by professional development specialists and teachers on special assignment for the purposes of presentations to teachers and leaders. These items included projection and audio devices, hard drive storage devices, screens, and portable wiring for professional development activities in mathematics, science, and reading. Over 150 effective teacher and leader training events (as measured by participant surveys) were completed during 2011-12 using the district-purchased computers and the Title II-A purchased peripherals.

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Technology training and web-based professional development was provided through Title II-A funds. Selection of web-based professional development training topics was based on applicability and the annual needs assessment results. A 20-hour online classroom management course was purchased and provided to the education teachers. The online course meets the sustainable and rigorous measures set forth in the professional development system standards for schools and districts (3.2.4 and 2.2.4). The course is rigorous and aligns with e-learning research which purports that teachers cite access to experts and information resources as a must. The classroom management course was developed and delivered by a nationally recognized presenter, Diane Wagenhals. The video lectures and downloadable notes are specific to classroom teachers as well as district personnel and administrators. Title II-A funds also provided teachers with vocabulary instructional strategies training through an online synchronous training platform. Feedback from this training has been very positive and participants from one site are transforming the online training to an in-person workshop for teachers at their institution. Many participants have indicated integration of the new vocabulary instructional strategies in their classroom. This aligned with Protocol Standards 1.3.3.; 2.3.3; 3.3.3.

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The district used Title II -A funds to purchase access to online video of instructional practices, PD 360, from the School Improvement Network. The evaluation of PD 360 showed we were one of the Florida districts with the highest usage. Our department plans on effectively evaluating this Title II Technology purchase this school year. We are looking for a way to evaluate implementation of the instructional strategies viewed in the PD 360 videos and the impact these instructional strategies will have on student performance. Administrators will accomplish this by follow-up walkthroughs.

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Protocol Standards: 1.33, 2.33, 3.33: Technology and benefits: Computers and monitors provide: ability to provide follow up through web, ability to communicate and troubleshoot with teachers, ability to engage in personal on-line learning, ability to create teacher materials, protocol Standards: 2.24, 3.24, 3.34: Technology and benefits: Computers and monitors provide: ability to engage in personal on-line learning, ability to create teacher materials, ability to remain current in the job knowledge. EVALUATION TOOLS: -Presenter surveys, Teacher surveys, Training evaluation documents (bubble sheets), Presenter evaluations, Training walk-through by Staff Development employees, Program Specialist and coaches' logs.

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Title II funds were used to purchase DVD training programs for staff development: Math K-6 and Differentiated Instruction K-2 were purchased from the Bureau of Education and Research. The district math coordinator used these videos to train teachers with math strategies at schools throughout the district. The goal was to increase teacher effectiveness in teaching mathematics and to increase student test scores. District math

## Appendix B: Compilation of Selected Narrative Responses

scores increased from 64 percent proficient to 65 percent proficient and were defined as increasing. As a district, our math scores for black and Hispanic subgroups maintained while the white, ELL, SWD and ED subgroups increased according to FCAT scores. Teachers reported satisfactory results on the staff development surveys after working with the math coordinator.

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Private school professional development was enhanced through the use of software licenses that supported PLC development with emphasis on student assessments for learning, student engagement for increased academic achievement, and core subject area trainings. Evaluations of the trainings indicate that the materials provided were what the private schools requested through consultation and that those trainings assisted schools in moving their professional learning communities forward by learning how to utilize assessment FOR learning to increase student achievement. Other areas, such as lesson design and utilization of standards-based curriculum, were targeted. Specific private schools monitoring their student growth patterns increased student achievement 6-10 percentage points over the last three years.

The Department for Recruitment and Retention utilized technology funds to purchase 3 iPads and 1 laptop. These items were needed to allow recruitment representatives access to materials, websites and district information while on recruitment trips throughout Florida and/or out of state. The laptop enabled the recruiters to provide services more efficiently. Evaluation of equipment would not be based on the Professional Development System Evaluation Protocol Standards; however, the use of this equipment allowed staff to work more efficiently in hiring highly qualified teachers.

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District wide, the Learning Management System (LMS) helps teachers to keep track of component points and certification needs, including those that will lead to becoming highly qualified. In addition the LMS system identifies training necessary for teachers to progress through the various professional pathways; early career teachers, teacher leaders and aspiring leaders. A Master In-service Plan (MIP) is developed to meet the training needs identified. Training to support these needs is advertised and tracked by the Learning Management System (LMS). Job embedded professional development is increasingly used to support teacher growth. The LMS system enables the district to track and record embedded development activities and hours. A review of the MIP and the LMS System indicated in the 2011-12 school year a total of 166,177 training components were recorded. This was an increase of over 60,000 from 2010-2011. The top areas of training, representing 119,663 participants: Integrated Curriculum, Instructional Strategies, Behavioral Interventions, Reading, Pre-Kindergarten, Leadership Skills/Communication/Critical Thinking, ESE Instructional Strategies, Classroom Management & Organization/Learning Environment.

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During the 2011-2012 school year the district entered into a contract to provide professional development Read Right Trainer Training for personnel to then become a certified Read Right Trainer to train other personnel to work with students on developing reading skills. This contract includes a lease for technology necessary for the teachers to learn and master the techniques necessary to provide the Read Right tutoring to students. Standard 3.1 = 4 - The trainer monitors the teacher tutors and does not certify them as teacher tutors until they have demonstrated implementation of Read Right with fidelity through the use of the leased technology. The technology verifies the teacher tutors ability to judge student's performance. Standard 1.3.3 = 4 All the professional development forms and updates for this program are downloaded from the Web. Teacher tutors must update their training manual as the brain research from Read Right changes protocols. Standard 2.2.4 = 4 - This training is a seven week training that occurs over a 20 week period. Standard 2.3.3 = 4 - This training follow up occurs from the Read Right Web based program (see 1.3.3). Standard 3.2.4 = the technology leased for this training is utilized daily throughout the 7 week training. Standard 3.3.3 = 4 - This

## Appendix B: Compilation of Selected Narrative Responses

training is a seven week training that utilizes the technology daily. Teachers access the web to insure compliance and fidelity.

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The expenditures of technology were for the staff performing professional development for the district. There were several computers and iPads purchased to facilitate staff to demonstrate use of the iPad for classroom observations to meet training needs. The evaluation of the purchases indicates that over 60 school based administrators were trained by various district staff on instructional evaluation software. The training was done in the district office with support in the schools. Also, several district staff (over 10) attended an iPad training where administrative and instructional applications were demonstrated for school and district staff.

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By the end of the 2012-2013 school year, 100 percent of teachers will have awareness of the modules supporting the Quality Instruction Framework (Teacher Evaluation System) and utilize the content as evidenced by an increase in teacher's Deliberate Practice Plans. This data will be accessed through the district's electronic data collection system of the teacher evaluation system.

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The district used \$1,200.00 of Title II funds to renew a subscription to have permission to broadcast Fred Jones videos on Classroom Management to all of our schools. This was used by schools as needed. To be specific, 104 teachers at 15 schools have used this resource so far. When teachers participate, they complete the required forms for professional development credit. Another \$149.00 of Title II funds was expended to renew a subscription for Zoomerang (Survey Monkey). This program is used after professional learning to solicit feedback, determine understanding of information presented, and assess transfer.

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Objective: To train staff to use technology in the classroom to assist and connect teachers to a system that will assist with formative assessments, data analysis and creation of summative assessments using the training materials for extended learning opportunities for each student to learn. Promote student success using interactive student response systems to connect teachers to data, content, and resources to inspire more effective teaching, provide optimal learning opportunities to ensure academic excellence, enhance formative and summative assessment initiatives, provide data that supports a need to decrease percentage of students scoring in Level 1 and increase percentage of student scoring Level 3 or above on FCAT Science. Professional Learning Community: Technology Specialist completed a collaborative training process for the science teachers. They attended training during early release days, after school, and teacher duty days. Science teachers also trained teachers of other core subject areas at the school. Teachers were empowered with the skills necessary to integrate technology to improve students' rate of learning. Integration of the student response systems into core curricula will help enhance student engagement, increase understanding, prepare students for increased achievement in Science, and ensure students understanding of concepts. SRS are on the district standard software list. Evaluation: Improve learning opportunities through the integration of technology into curriculum. An increase in student achievement has been recorded in formative & summative assessment and data analysis through the use of interactive student response systems (clickers). Immediate feedback, gauge student understanding immediately, evaluate student mastery, Increase of student interaction and engagement, integrated learning takes place several times a year, which provides sustainable integration of technology and curriculum, results in positive student attitudes toward learning are evident in technology rich environments.

## Appendix B: Compilation of Selected Narrative Responses

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This year no Title II, Part A funds were used to purchase technology during this application period. However, we have used funds from other areas to purchase technology to support our Professional Learning opportunities. For instance: 1.3.3, 2.2.5 & 2.3.3 - We have purchased PD 360, an online anytime, anywhere Professional Learning Library of Best Practices videos. We have also purchased Atomic Learning, another online, anytime, anywhere tutorial library to support the integration of technology. 3.2.4 - The district utilizes reports from these two systems combined with the ePDC, an electronic database, to monitor usage and follow-up activities. 3.3.3 - The district has utilized one of our half-day Professional Learning opportunities to train all instructional staff in the district on the use of PD 360. The PD 360 system will be a central hub for Professional Learning opportunities as we move through the Professional Learning Communities and Lesson Study implementation. Our Teacher Appraisal system is linked into PD 360 and will assist us in determining the effectiveness of Professional Learning on strengthening student achievement.

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One of the programs purchased with Title II funds is a comprehensive web-based program: PD in Focus. It provides teachers with a multitude of “courses” that meet most of our indicated professional development needs (Rtl, differentiated instruction, common core, improved instructional strategies, and more). The program provides for reflective practice through journaling and can be monitored by the system administrator (2.2.4; 2.3.3). Evidences of improved instruction can be captured during formal and informal observations. In addition to PD in Focus the school/district’s Blackboard site hold important information and resources for teachers, including links to free on-line professional development and webinars, Learning Forward, the Florida Staff Development Evaluation Standards, Common Core State Standards, Florida Department of Education, and many more.

## Appendix C: Data Charts for Each Report Component

### 2010 – 12 Expenditures by Activity

09-10 PD	10-11 PD	11-12 PD	09-10 CSR	10-11 CRS	11-12 CRS	09-10 Recruit.	10-11 Recruit.	11-12 Recruit.	09-10 Admin.	10-11 Admin.	11-12 Admin.	09-10 Retent.	10-11 Retent.	11-12 Retent.
1,742,816	1,272,299	1,368,737							90,745	76,057	75,190			
103,401	79,462	32,222	139,877	59,665					15,981			7,061	8,367	7,072
1,264,630	1,196,939	939,514							68,718	135,832	132,787			
13,695	16,182	23,433	209,902	194,118	195,719	6,760	4,798	4,205		1,529	53			
1,061,741	1,216,361	975,773	1,642,238	1,450,407	1,360,302	3,890	8,853	10,851	153,974	233,345	270,501	51,328	12,523	3,323
4,569,353	8,445,063	7,480,914	3,154,645			13,158	39,808		569,679	441,306	194,967	3,098,454	342,916	
130,143	128,426	102,797							6,138	2,839	3,571			
624,674	846,552	347,418							40,230	89,362	81,851			
786,303	727,822	713,421				17,904	15,862	11,271	38,650	44,648	42,598	1,700	16,456	15,761
701,277	928,343	668,267							25,559	30,967	29,000			
1,415,077	1,301,136	1,094,085							66,421	341,203	51,993			
536,914	574,528	574,039							20,323	27,930	22,665			
10,855,737	6,588,097	18,629,801	7,840,566	9,676,585	8,987,558				951,367	750,868	916,560			
192,542	234,354	143,209				6,578	3,733	3,390	14,988	15,851	9,803	59,202	33,601	30,509
22,353	69,826	31,179	107,410	113,050	115,152				7,899	13,421	201			
5,541,878	4,144,607	4,590,850							326,572	350,460	299,548		390,626	79,697
791,607	1,090,377	1,401,183	1,057,361	788,172	304,173				757,838	586,542	474,278	3,660		
382,755	359,685	253,818							9,077	8,840	6,233			
57,880	15,079	86,059	85,567						9,389	11,160				
170,000	551,306		191,896						92,832	36,767		10,000		
	81,439			62,384						3,407				
67,683	51,912	49,199							11,158	13,176	15,097		1,500	1,500
129,430	130,960	130,881							3,648	4,801		1,500		
159,601	150,460	95,037							24,957	26,936	17,911			
302,946	244,005	212,771				35,297	42,761	42,761	15,109	15,524	16,576	12,000	11,500	13,650
308,610	378,338	552,553				18,000	16,570	20,961						
160,000	662,280	904,942								97,678	78,192			
21,698	81,255	370,794	623,875	666,305	224,689				21,208	25,693	19,292			
2,101,550	1,973,890	2,140,992				5,963,000	3,793,340	35,028	301,000	297,000	340,542	1,205,000	2,550,000	3,605,180
36,120	36,477	31,285	192,694	223,674	165,868						1,058			
532,885	532,985						1,355		27,115	114,000				
79,995	79,371	40,915	352,774	374,229	388,367				18,334	17,829	17,829		14,400	
	54,036						73,814			10,612				
20,958	48,198	21,374	46,009						3,046	27,997	26,853			
1,264,832	1,362,293	1,101,454							82,481	91,707	35,208			
1,888,318	1,010,957	2,257,315				166,269	160,151	157,245	157,706	218,395	206,523			
620,904	700,712	350,000			100,000	33,600	35,700	22,000	5,000	7,500	6,500	35,823		50,000
40,311	313,849	268,905	380,418			15,000	61,000	30,000	17,374	11,500	11,517			



## Appendix C: Data Charts for Each Report Component

09-10 PD	10-11 PD	11-12 PD	09-10 CSR	10-11 CRS	11-12 CRS	09-10 Recruit.	10-11 Recruit.	11-12 Recruit.	09-10 Admin.	10-11 Admin.	11-12 Admin.	09-10 Retent.	10-11 Retent.	11-12 Retent.
64,950	36,313	38,925												
2,349	8,124	6,516	183,540	191,297	220,377				9,235	3,967	7,563	1,700	3,000	200
245,568	392,504	326,972	1,060,452	1,545,308	1,205,606			4,737	83,892	5,963	4,028			
660,380	1,072,980	2,250,000							52,957	175,145	315,000			
599,484	562,449	520,410							24,575	41,513				
344,366	349,800	348,855							17,847	5,703	35,284			
551,747	442,035	322,072				200						2,381	250	
689,190	785,425	746,900							111,574	100,008	113,598			
339,635	330,066	377,840							50,000	50,000	15,253			
6,229,092	6,617,404	5,773,227							264,058	273,791	145,841			
103,596	76,557	1,164,209				165,897		91,758	1,316,172	61,032	191,642			
6,012,816	4,949,500	4,633,152				465,129	247,216	188,072	527,264	338,849	282,466		896,340	
1,481,964	2,624,279	2,534,677				45,470	25,834	23,578	246,308	238,337	214,565			
1,759,183	1,817,180	3,737,189	2,659,615	2,852,113		144,324	72,001	129,104	176,895	128,719	189,222	164,976	103,535	132,800
2,874,875	3,439,356	3,908,411				941,531	918,756	284,942	88,530	101,347	70,786	1,000	83,000	77,800
829,433	744,984	784,656							275	8,137	13,017		7,080	8,000
837,074	597,178	160,000				37,675	36,608	36,000	26,416	26,716	285,000	980		
1,254,917	1,598,675	1,186,334						3,704	44,642	49,729	189,653	2,074		
808,794	875,437	765,374				3,787	13,916	13,287	53,380	46,130	49,665			
700,823	627,452	462,720	551,495	902,388	841,559				61,113	58,422	33,039			
1,695,593	2,152,700	1,766,935							66,637	85,535	154,644	98,586	91,258	55,527
245,595	350,730	229,817	161,736	130,264	172,633	12,053	205	12,492	45,440	25,176	14,033			4,768
372,850	305,777	385,417							2,602	12,648	13,072			
	42,757	25,187		219,772	141,680					11,196	9,430			205
103,355	111,682	92,620							5,139	6,331	3,379			
	1,941,341	1,798,585		254,389	234,628					663,117	377,078			
85,702	85,652	92,861	63,364	63,364	61,562				6,110	6,110	5,963			
403,864	307,036	245,461							34,276	14,539	15,539			
203,407	227,695	180,874							8,763	12,977	10,995			
60,914	15,030	20,056										700	1,126	
20,443		2,647									136			
8,163	5,388									405				
30,000	18,024	18,741							450	3,480	450			
17,355	80,260	32,365							868	11,439	10,631			
15,000	58,475	48,281							8,935	2,924	2,558			
47,438	35,412	25,778							2,372	1,770	1,289			
5,179	26,771	44,399							5,289	5,354				
		5,300									208			
68,405,710	71,392,290	83,048,896	20,705,434	19,767,485	14,719,874	8,095,522	5,572,282	1,125,386	7,296,530	6,759,192	6,179,923	4,758,125	4,567,478	4,085,992
59.58%	62.06%	72.30%	18.03%	17.18%	12.81%	7.05%	4.84%	0.98%	6.35%	5.88%	5.38%	4.14%	3.97%	3.56%

### Appendix C: Data Charts for Each Report Component

09-10 Ldrs	10-11 Ldrs	11-12 Ldrs	09-10 PS	10-11 PS	11-12 PS	09-10 Test & Other	10-11 Test & Other	11-12 Test & Other	09-10 Paras	10-11 Paras	11-12 Paras
			27,006	16,434	31,948	2,745	5,224	7,720			
						3,610	3,645	920			
22,595	35,431	46,664	20,927	22,500	20,000	12,874	4,200	4,200	165		
		15,000				4,035	5,040	5,210			
6,236	3,551	725	48,407	46,604	43,990	13,851	7,350	5,850	7,238		
127,077	386,819	441,331	32,382	21,510	31,301	8,455	13,084	10,390			
						5,017		800			
37,912	34,586	9,091	1,300	400				104,800	775	585	749
13,921	43,487	40,468	2,166	6,410	2,542	2,700	21,026	15,249		11,123	10650
48,810	59,126	16,800	35,827	30,081	40,000	79,420	20,153	63,000	2,358		
			656	6,521	11,796	5,460	7,330	200			
			11,592	13,913	10,928	3,145	2,160	2,200			
	89,000	125,000		77,942	106,238		64,144				
	2,495	6,873				204					
						495	2,930	695			
171,398	785,070		312,880	228,892	269,663	20,243	2,328	4,096	11,980	15,831	
39,500	67,278	88,500	21,889	35,114	36,545		4,000	14,600			
4,000	1,750	4,000	3,000	3,000	1,628	2,000	1,300	275			
5,940	3,313										
30,000	35,000					2,528	1,360		27,887		
							8,836				
11,096	2,190	4,062					480	610	323	400	323
1,533						90	2,000				
3,942	1,512	7,578				2,825	2,495	1,701			1926
28,547	24,745	21,625				1,400	1,200	1,200	1,350	1,250	1250
3,000	6,745	646					820	1,240			
	1,450	56,648	830	1,717	2,909	1,600		32,576	10,000	1,709	3607
						5,390	5,270	3,875			
229,095	107,206	42,507	45,481	58,417	106,010	13,958	18,000		9,763	5,000	
6,225	740	1,350									
26,500	22,659					2,700	2,227		3,000	3,600	
5,143	3,672	15,990				5,875		26,400	1,212		
	20,263										
600	150	1,800	1,010	3,996	3,373	200	1,000				
75,521	163,225	21,400	29,442	41,149	20,364	6,635	17,000	16,100			
84,359	17,787	18,556	67,693	69,692	54,980	260,996	113,581	274,555	4,570	5,142	11648
25,000	97,000	58,000	12,000	15,000	10,000	5,000	25,000	400,000	25,000	22,000	10000
								300			
1,454	11,685	4,000						110			
7,950	7,768	10,144				200				577	

## Appendix C: Data Charts for Each Report Component

09-10 Ldrs	10-11 Ldrs	11-12 Ldrs	09-10 PS	10-11 PS	11-12 PS	09-10 Test & Other	10-11 Test & Other	11-12 Test & Other	09-10 Paras	10-11 Paras	11-12 Paras
113,219	157,585	142,623	4,887	7,246	3,397	600	340				
175,370	37,642	53,000	10,126	5,127	5,000	3,100	42,634	7,800	32,368	34,761	25000
22,827	42,294	183,982		1,057		19,651			1,000		
10,000	15,862	4,063			1,450	2,373	50,649	16,914	1,400		
46,184	9,343	5,040	2,550	2,389	4,376	3,820	20,165	1,045	500	791	25
27,422	32,025		300	850	294	3,834	2,275	800	5,040		37876
4,000	4,845	5,000				500			2,000		
284,266	554,638	7,925	232,188	276,911	322,516	350,000					
		23,998	60,776		23,419	22,530	12,530	13,000			
292,464	71,336	265,103	198,624	283,791	261,009	6,900					
143,367	137,502	147,365	664	612	589	29,127	29,029	26,525			
	500,000	104,530	93,647	90,106	180,415	48,389	89,473	34,627	24,437	14,087	18071
125,000	185,972	203,478	111,543	65,805	79,166	5,880	13,750	11,500	46,569	62,847	36989
48,246	44,402	16,000					400	820	14,800		560
38,333	238,222	6,000	18,070	5,604	5,394	1,500		18,500			
31,032	94,366	79,853	4,838	9,522	8,107	96,448	96,494	81,473			
105,644	87,199	78,369	330	3,984	2,397	6,467	931				380
127,446	63,062	13,350	10,786	14,010	6,460				2,037		
55,503	93,712	64,278	9,971	30,043	36,964	13,542			12,942		
27,563	12,939	8,445	400	125	760	200	600	1,800			
17,465	29,052						7,735				
	6,893	8,486						500			
2,061	2,061	2,750				420	6,460				
		11,693		30,000	39,434		48,000	50,908			
				2,656	4,442	955	2,273	350			
5,032	6,816										
1,448	966	613				1,385	1,040	2,691	476	712	
											750
406						1,447	870			1,000	
1,000	900	2,000				1,000	2,570	1,000	500		500
30,000		2,880				13,535					
9,062	5,960	625				1,615	2,320	1,493		2,150	6975
2,761,714	4,471,296	2,500,206	1,434,188	1,529,130	1,789,803	1,108,868	793,719	1,270,619	249,689	183,565	167279
2.41%	3.89%	2.18%	1.25%	1.33%	1.56%	0.97%	0.69%	1.11%	0.22%	0.16%	0.15%

## Appendix C: Data Charts for Each Report Component

### 2010 – 2012 Highly Qualified Status and PD

09-10 HQTs	10-11 HQTs	11-12 HQTs	09-10 HQT:PD	10-11 HQT:PD	11-12 HQT:PD	09-10 Not HQ	10-11 Not HQ	11-12 Not HQT	09-10 NHQ:PD	10-11 NHQ:PD	11-12 NHQ:PD
1,467	1,331	1,900	745	1,195	637	62	20	12	33	15	4
277	296	252	286	146	44	25	14	17	26	8	7
1,426	3,054	4,062	1,426	1,724	1,769	71	78	72	71	78	72
160	152	157	22	18	20	14	10	7	2	3	5
30,344	2,666	27,992	2,856	2,805	4,913	561	53	366	47	53	85
11,002	10,765	10,218	7,120	18,576	10,840	634	1,315	736	495	1,589	1418
128	157	153	120	157	153	4	17	16	4	17	16
850	900	915	743	785	835	30	20	23	26	17	15
934	968	932	934	968	932	18	2	16	18	2	16
2,132	2,153	2,153	1,148	759	901	19	27	38	12	20	11
2,835	2,949	3,423	2,779	2,890	3,354	88	75	97	88	75	95
699	702	667	699	702	667	5	2	15	5	2	15
16,143	16,537		4,341	4,893		2,360	2,767		4,341	4,893	
234	245	231	74	113	119	10	5	0	4	5	0
98	94	93	50	50	51	14	12	6	10	8	5
6,128	6,937	9,645	6,128	6,937	9,645	428	472	854	428	472	854
2,367	3,228	3,111	2,367	3,228	3,111	72	72	81	72	72	81
649	650	530	649	659	765	14	4	3	14	4	3
54	46	58	54	25	58	3	2	3	3	2	3
289	452		289	150		149	30		149	15	
	173			173			10			10	
92	72	72	92	72	67	5	13	12	5	13	7
151	139	143	60	139	143	11	11	7	5	11	7
102	87	90	90	87	90	15	10	10	10	4	10
277	328	293	277	328	293	4	5	21	4	5	21
357	321	388	283	153	227	13	10	24	9	10	18
1,700	1,506	1,529	1,700	1,506	1,529	6	87	118	6	87	118
659	659	647	659	647	822	24	24	15	24	24	14
12,029	10,264	9,621	5,188	5,132	4,801	1,178	416	337	679	208	169
245	251	80	245	251	80	5	9	1	5	9	1
1,142	924		890	824		40	36		20	29	
701	424	572	176	227	234	61	13	30	54	13	30
	47			53							
63	50	55	90	50	55	3	6	6	1	6	6
1,886	2,232	2,059	1,886	2,232	2,059	68	27	51	68	27	51
4,477	4,302	3,777	3,793	3,409	2,781	73	84	107	56	53	62
1,635	1,762	1,528	1,118	1,326	1,325	85	17	30	85	17	30
338	241	285	275	241	245	6	10	18	6	10	15
92	74	89	92	74	89	11	21	23	11	8	23
131	150	151	178	150	151	5	5	9	5	5	9
2,298	2,203	2,640	1,763	1,843	1,167	35	169	99	73	91	44
2,184	2,699	2,610	2,171	2,699	2,610	68	89	89	64	89	89
959	768	618	863	768	618	93	220	25	84	220	25
483	538	516	147	261	676	21	24	15	7	13	7
592	769	747	592	661	747	53	62	41	53	62	41
1,454	1,510	1,508	1,454	1,510	1,508	35	21	8	35	21	8
383	425	475	150	245	250	50	25	25	50	25	25

## Appendix C: Data Charts for Each Report Component

09-10 HQTs	10-11 HQTs	11-12 HQTs	09-10 HQT:PD	10-11 HQT:PD	11-12 HQT:PD	09-10 Not HQ	10-11 Not HQ	11-12 Not HQT	09-10 NHQ:PD	10-11 NHQ:PD	11-12 NHQ:PD
8,084	43,941	22,928	31,394	15,252	3,431	210	1,716	1,260	503	136	35
2,677	2,577	2,755	2,458	2,455	2,488	45	35	55	45	35	55
8,673	9,340	9,707	0	9,340	37,023	361	280	124		280	1519
4,174	4,211	4,999	2,110	2,090	2,499	80	393	65	40	201	33
5,897	5,906	5,742	11,473	16,714	33,740	224	260	462	2	696	8
4,949	5,156	4,844	4,454	4,640	4,360	195	235	374	176	210	336
535	565	517	535	565	517	32	36	48	32	36	48
1,683	1,719	1,912	1,708	1,708	1,912	173	171	15	148	148	15
2,000	2,187	2,335	2,000	2,187	1,108	159	90	131	159	90	0
1,050	1,107	1,127	1,346	2,017	851	41	24	34	33	17	48
2,306	2,573	2,678	2,306	2,573	2,678	76	48	77	76	48	77
3,432	4,175	4,570	2,746	3,340	3,656	92	14	70	74	12	56
351	302	284	351	302	284	31	23	26	31	23	26
302	309	436	131	234	14	4	3	12	3	0	0
	149	160		62	98		3	3		3	3
151	152	165	101	101	152	16	15	5	3	5	5
	3,473	2,933		531	409		332	311		27	21
323	323	240	318	352	240	8	11	5	323	11	5
567	593	661	567	593	661	5	8	27	5	8	27
273	273	273	49	63	50	0	0	0	0	0	0
308	254	223	94	120	138	20	22	22	4	15	12
9		6	16		5	3		1	3		1
7	3		7	3		2	2		2	2	
30	36	39	30	36	40	12	6	3	12	6	2
20	130	109	20	110	109	0	9	11	0	9	11
110	107	113	110	107	113	110	0		110	0	
9	11	5	11	14	5	0	0	0	0	0	0
97	86	84	92	59	30	4	1	1	4	1	0
		161			18			3			3
160,663	176,858	166,991	121,489	137,409	158,010	8,452	10,158	6,625	9,055	10,439	5878
			76%	78%	95%				107%	103%	89%

## Appendix C: Data Charts for Each Report Component

### 2010 – 2012 Type of PD Offered

09-10 Imbedded	10-11 Imbedded	11-12 Imbedded	09-10 Outside	10-11 Outside	11-12 Outside	09-10 Summer	10-11 Summer	11-12 Summer
414	120	8,690	1,027	10,416	1,098	777	1425	1,099
79	60	118	43	65	42	190	117	50
1,230	1,070	1,191	1,757	1,724	1,816	1,556	934	1,055
577	446	461	390	547	530	252	319	283
4,009	1,716	3,375	1,679	1,426	1,426	555	711	197
40,664	8,143	3,106	11,563	5,699	5,989	5,740	7231	3,163
277	556	550	120	0	0	57	60	60
14,124	7,289	5,715	3,592	4,284	1,990	310	375	388
17,428	17,621	16,678	1,394	987	1,575	1,743	532	757
412	7,847	17,436	3,301	890	8,022	129	1738	765
22,367	19,465	14,645	20,973	10,832	16,917	4,277	3736	10,329
700	700	700	700	700	700	300	300	250
22,020	18,668	23,206	20,097	31,527	7,607	2,223	6546	2,290
365	325	310	434	731	464	462	470	226
462	510	459	243	260	234	350	375	338
6,556	7,409	8,441	6,556	7,409	8,441	3,278	500	600
7,482	5,829	5,799	3,373	2,919	3,004	1,247	2887	2,911
1,067	1,010	3,000	1,559	1,600	1,000	506	750	500
75	71		0	71		107	71	
318	482		438	150		525	200	
	53			184			42	
99	125	543	77	582	264	120	96	67
62	46	120	15	150	150	60	72	150
680	3,888	3,925	426	1,152	1,500	334	300	320
5,585	2,471	2,982	445	511	623	206	191	203
252	137	132	76	26	85	31	10	27
1,216	1,750	1,647	1,700	1,000	1,000	1,000	1000	1,000
683	2,029	3,521	341	2,832	1,583	300	606	2,596
20,971	22,540	21,444	120,716	127,728	131,725	67,991	56750	60,237
126	93	70	1,039	1,395	50	48	57	0
2,096	827		482	2,295		1,324	393	
762	32	537	23	436	43	176	137	90
	46			50			20	
190	84	85	16	6	162	38	35	94
452	2,811	2,428	1,954	417	172	247	60	351
3,207	5,851	4,070	10,760	8,186	5,146	2,655	582	3,207
1,135	1,053	680	687	743	2,218	2,149	2108	2,898
1,050	232	2,088	2,400	1,344	738	575	2586	310
234	305	22	32	8	109	459	158	95
183	155	160	183	155	160	183	155	160
710	1,292	1,157	172	302	54	954	340	0
15,235	8,957	24,894	498	18,456	2,297	322	4245	2,627
1,334	2,418	1,001	1,789	601	240	332	122	65
1,841	562	510	2,353	4,422	133	429	261	33
353	413	1,204	645	650	2,122	300	400	859
1,454	1,531	2,302	1,454	1,152	2,302	771	1252	635
500	500	500	500	500	500	200	268	300
31,343	15,395	13,934	11,841	6,667	6,979	2,761	4495	2,543

## Appendix C: Data Charts for Each Report Component

09-10 Imbedded	10-11 Imbedded	11-12 Imbedded	09-10 Outside	10-11 Outside	11-12 Outside	09-10 Summer	10-11 Summer	11-12 Summer
40,984	40,934	39,550	10,723	10,723	11,750	12,836	12623	10,350
13,150	13,810	31,392	17,491	18,190	6,030	2,676	1476	1,120
10,874	10,165	10,105	1,919	2,541	2,594	3,111	2176	4,193
2,279	2,985	2,112	2,756	3,610	7,945	2,145	2809	443
7,020	7,100	6,900	1,000	1,000	6,900	1,100	1100	300
768	800	850	745	273	1,600	750	800	800
1,856	1,856	1,927	1,623	1,623	675	645	645	465
21,391	16,405	37,437	4,987	4,448	2,342	5,802	9426	4,764
5,047	20,023	23,727	3,775	1,855	2,866	3,043	3255	5,004
2,400	2,600	2,600	1,500	1,500	1,500	800	1000	1,000
2,394	2,500	2,510	893	1,128	1,055	187	979	926
6,326	5,137	5,486	2,171	3,709	1,943	838	686	756
1,209	1,202	0	423	623	0	206	456	14
	99	60		84	124		22	58
85	92	62	100	145	147	150	151	135
	3,893	3,254		4,424	2,995		2371	2,549
323	363	245	323	363	245	63	50	47
1,143	907	977	1,118	1,172	1,151	1,688	1052	1,036
50	50	75	75	100	300	25	50	75
298	547	320	802	659	940	0	0	
19		11			11			0
9	7		9	7		0	0	
42	42	42	35	30	35	25	20	25
0	90	144	0	90	144	20	104	162
0	0	0	110	107	113	30	50	50
8	14	5	0	0	0	6	14	5
45,094	11	478		6	2,273		64	137
		40			1,525			155
395,148	306,565	374,145	292,441	322,597	278,413	144,695	147,397	138,697
47.48%	39.48%	47.29%	35.14%	41.54%	35.19%	17.39%	18.98%	17.53%
						832,284	776,559	791,255

## Appendix C: Data Charts for Each Report Component

### 2010 – 2012 Expenditure by Core Subject Areas

09-10 Read/LA	10-11 Read/LA	11-12 Read/LA	09-10 Other Allow.	10-11 Other Allow.	11-12 Other Allow.	09-10 Math	10-11 Math	11-12 Math	09-10 Science	10-11 Science	11-12 Science	09-10 History/SS	10-11 History/SS	11-12 History/SS
18,633	13,700	13,056	1,807,413	1,301,513	1,405,113	18,633	13,700	24,776	18,633	13,700	23,144	18,633	13,700	8,308
26,993	19,648	20,509	21,594	39,296	13,673	148,462	90,683	3,217	72,881	1,511	2,815	0	0	0
347,478	348,726	285,791	736,235	724,512	593,760	305,780	320,827	262,928	417	418	343	0	279	229
222,673	215,017	231,440	11,720	6,650	12,181	0	0	0	0	0	0	0	0	0
1,159,993	1,238,070	1,030,059	691,333	206,444	231,336	331,469	586,266	466,679	406,790	386,078	355,285	134,501	178,144	195,006
3,711,526	2,383,864	2,366,082	832,113	3,655,259	489,534	5,714,848	1,708,436	3,018,794	1,045,060	1,564,048	1,794,959	269,656	164,739	407,945
73,475	66,945	37,509	1,413	9,189	0	18,369	28,878	37,509	48,041	26,253	32,150	0	0	0
289,005	349,735	179,490	0	77,719	65,269	176,223	281,731	146,855	105,734	97,149	70,708	49,342	106,863	43,513
214,973	251,861	212,990	75,111	181,801	212,990	263,234	230,577	195,951	134,164	111,741	102,235	81,068	50,550	68,157
357,300	320,601	245,120	205,448	363,348	204,267	267,975	267,167	204,267	44,663	53,433	122,560	8,933	64,120	24,512
952,073	1,026,837	602,198	119,009	0	428,487	357,027	529,981	127,388	59,505	99,371	0	0	0	0
285,987	309,266	304,916	0	0	0	114,395	123,706	121,966	114,395	123,706	152,458	28,599	30,927	0
11,788,602	2,414,529	3,451,819	7,859,068	14,832,107	21,861,519	0	0	1,438,258	0	0	862,955	0	0	1,150,606
68,379	78,309	65,886	0	116,014	67,824	82,054	72,509	11,627	54,703	8,701	11,627	0	2,900	9,689
16,579	139,459	103,059	121,578	59,768	0	0	0	22,084	0	0	22,084	0	0	0
2,170,883	1,230,905	2,149,980	574,646	1,964,713	52,439	1,021,592	455,671	1,625,595	1,149,291	384,658	1,258,525	63,850	11,836	26,219
480,934	462,147	483,983	1,456,161	1,057,803	967,965	208,405	256,748	253,515	248,483	410,797	276,561	256,498	359,448	276,561
16,033	37,458	53,191	328,681	206,016	132,977	56,116	112,373	13,298	0	18,729	66,488	0	0	0
68,274	8,865	6,971	38,741	13,889	0	40,647	4,433	67,040	0	0	6,024	6,986	2,364	6,024
79,822	312,217	0	363,924	124,887	0	60,917	124,887	0	20,481	62,443	0	0	0	0
0	109,246	0	0	15,607	0	0	0	0	0	15,607	0	0	0	0
23,467	18,808	33,980	38,812	38,312	9,911	15,344	4,876	15,574	13,539	6,966	9,203	903	0	1,062
61,290	13,776	26,176	13,620	0	65,440	47,670	48,216	13,088	9,534	48,216	13,088	4,086	13,776	6,544
76,530	83,445	47,799	47,831	50,793	49,661	47,831	47,165	24,831	19,132	0	1,242	0	0	0
277,654	238,690	216,883	19,832	17,049	15,492	39,665	34,099	30,983	39,665	34,099	30,983	19,832	17,049	15,492
131,844	394,424	460,320	0	4,025	0	98,883	0	86,310	98,883	4,025	28,770	0	0	0
68,972	114,725	161,831	62,075	527,735	571,803	25,865	91,780	269,719	3,449	15,297	32,366	3,449	0	32,366
0	0	247,460	672,171	155,705	0	0	311,409	247,460	0	311,409	61,865	0	0	61,865
3,355,408	1,848,599	2,069,185	1,875,081	1,584,514	752,431	2,171,146	2,640,856	940,539	1,973,769	2,464,799	1,943,780	197,377	176,057	313,513
105,768	104,356	179,605	0	0	0	82,264	65,223	17,960	23,504	52,178	1,996	0	0	0
88,830	74,451	0	396,774	487,315	0	47,376	74,451	0	23,688	20,305	0	11,844	6,768	0
157,533	151,745	171,325	69,500	0	14,685	55,600	107,690	73,425	111,200	78,320	63,635	50,967	48,950	63,635
0	95,235	0	0	0	0	0	47,617	0	0	15,872	0	0	0	0
6,751	26,843	7,743	58,105	27,656	36,980	4,669	17,082	3,338	1,652	5,694	5,340	646	4,067	0
846,168	944,911	787,790	320,960	346,803	158,394	160,480	142,407	92,815	116,713	196,019	154,333	14,589	45,235	1,195
729,274	418,394	1,132,712	1,452,763	964,284	1,490,411	193,298	129,571	149,041	138,596	40,531	119,233	19,724	10,851	59,616
228,698	316,019	301,950	0	45,146	0	152,465	180,582	301,950	152,465	135,437	251,625	76,233	45,146	100,650
407,792	274,308	198,862	0	0	6,214	22,655	46,362	40,394	22,655	46,362	46,608	0	19,317	3,107
15,273	960	15,062	39,178	38,398	3,443	7,968	3,840	12,910	664	3,360	10,759	2,656	0	215
163,979	107,367	122,400	0	107,367	122,400	20,497	0	0	20,497	0	0	0	0	0
874,998	780,310	1,417,385	0	0	0	482,757	527,237	134,989	45,259	463,968	134,989	45,259	337,431	0
560,581	273,658	1,327,900	121,459	547,316	100,920	93,430	424,170	531,160	93,430	41,049	398,370	0	27,366	265,580
267,015	284,817	309,932	6,675	0	0	166,884	161,828	176,098	166,884	161,828	176,098	53,403	32,366	35,220
313,309	337,611	329,319	54,142	0	0	3,760	21,101	20,328	4,775	21,101	24,394	0	8,440	12,197
388,724	289,734	127,569	182,215	161,491	204,856	18,221	14,249	67	6,074	4,750	33	0	0	0
502,416	782,496	728,569	251,208	128,882	1	41,868	9,206	44,973	41,868	0	44,973	0	0	44,973
198,067	192,456	199,046	7,923	7,698	7,962	79,227	76,982	79,619	79,227	76,982	79,619	7,923	15,396	15,924



## Appendix C: Data Charts for Each Report Component

09-10 Read/LA	10-11 Read/LA	11-12 Read/LA	09-10 Other Allow.	10-11 Other Allow.	11-12 Other Allow.	09-10 Math	10-11 Math	11-12 Math	09-10 Science	10-11 Science	11-12 Science	09-10 History/SS	10-11 History/SS	11-12 History/SS
1,177,537	1,853,458	1,124,912	4,047,782	3,011,870	3,124,754	883,152	849,502	624,951	662,364	772,274	374,971	367,980	463,365	312,475
1,001,383	97,578	904,816	584,140	52,542	603,211	16,690	0	0	33,379	0	0	0	0	0
3,601,535	2,103,980	1,801,537	825,352	2,782,683	2,308,219	1,725,735	1,153,795	957,066	1,350,575	746,574	450,384	0	0	0
486,725	1,344,461	736,825	924,778	763,898	1,473,650	97,345	0	0	253,097	244,447	736,825	68,142	152,780	0
253,573	736,738	678,894	608,576	2,266,885	1,719,864	2,992,165	1,643,492	905,191	963,579	793,410	859,932	253,573	226,689	362,077
838,986	1,217,708	1,191,633	2,307,211	2,435,417	2,336,536	419,493	487,083	420,576	419,493	487,083	467,307	62,924	73,062	70,096
740,986	595,702	534,984	138,377	0	106,997	4,464	161,001	82,305	4,464	40,250	82,305	4,464	8,050	8,231
140,167	134,383	204,358	590,429	504,434	0	120,966	118,738	204,358	16,321	49,195	25,545	92,165	95,226	51,089
173,508	526,904	247,860	1,107,584	996,496	991,439	151,999	138,659	108,439	717	96,137	123,930	143	90,591	77,456
670,206	657,559	621,168	169,264	259,982	212,816	97,840	67,821	44,564	39,136	42,131	23,646	1,957	103	8,185
218,055	333,067	271,426	959,442	932,587	678,564	218,055	333,067	271,426	29,074	33,307	67,856	14,537	16,653	27,143
1,445,052	1,373,820	1,143,092	175,750	564,247	602,721	234,333	343,455	124,701	97,639	171,727	187,051	0	0	20,783
174,024	104,008	88,949	254,381	72,805	35,580	18,734	150,811	40,027	27,114	98,807	40,027	17,748	93,607	40,027
359,245	309,034	394,504	29,744	42,625	0	1,650	3,552	3,985	2,279	0	0	0	0	0
0	168,371	55,646	0	0	18,549	0	70,155	9,274	0	28,062	37,098	0	14,031	27,823
77,683	63,267	54,312	11,098	6,327	4,937	22,195	56,940	39,500	0	0	0	0	0	0
0	345,961	219,075	0	2,144,192	1,881,732	0	187,371	177,370	0	211,747	191,690	0	42,878	28,138
153,624	147,370	155,574	1,552	7,756	1,604	0	0	3,208	0	0	0	0	0	0
70,255	48,976	31,895	250,284	179,577	199,344	92,210	97,951	34,553	17,564	0	0	0	0	0
54,300	61,872	57,561	32,580	37,123	28,780	54,300	61,872	47,967	54,300	61,872	38,374	21,720	24,749	19,187
0	0	6,774	64,924	18,874	16,586	0	0	0	0	0	0	0	0	0
7,155	0	1,413	8,995	0	530	1,635	0	530	1,431	0	530	1,227	0	530
4,006	3,065		1,502	0		1,502	1,916		1,502	766		1,502	1,533	
9,885	7,492	6,807	0	0	0	6,590	4,995	4,538	6,590	4,995	4,538	1,648	1,249	1,135
4,556	42,182	30,527	9,111	30,261	7,309	3,645	15,589	5,160	911	3,668	0	0	0	0
13,494	18,420	16,115	0	0	0	10,121	6,140	8,058	10,121	6,140	5,372	6,747	6,140	5,372
4,483	5,206	5,413	9,464	0	0	8,966	7,808	0	8,966	10,783	16,240	17,931	10,783	5,413
4,229	6,796	3,744	6,343	26,418	34,770	3,172	2,430	10,164	4,229	6,911	1,605	0	0	2,140
43,884,608	31,812,917	33,054,668	34,053,175	47,334,023	46,738,830	20,452,928	16,416,322	15,477,227	10,735,207	11,537,197	12,529,450	2,361,362	3,115,572	4,317,224
38%	28%	29%	30%	41%	41%	18%	14%	13%	9%	10%	11%	2%	3%	4%
114,857,733	115,032,436	114,672,303												

## Appendix D: 2010 – 2012 List of Reporting LEAs

### Local Educational Agencies in Florida

1. Alachua	21. Gilchrist	41. Manatee	61. Suwannee
2. Baker	22. Glades	42. Marion	62. Taylor
3. Bay	23. Gulf	43. Martin	63. Union
4. Bradford	24. Hamilton	44. Monroe	64. Volusia
5. Brevard	25. Hardee	45. Nassau	65. Wakulla
6. Broward	26. Hendry	46. Okaloosa	66. Walton
7. Calhoun	27. Hernando	47. Okeechobee	67. Washington
8. Charlotte	28. Highlands	48. Orange	68. Washington-Eckerd Youth Camp
9. Citrus	29. Hillsborough	49. Osceola	69. Florida School for the Deaf & the Blind
10. Clay	30. Holmes	50. Palm Beach	70. FAMU Demonstration School
11. Collier	31. Indian River	51. Pasco	71. FAU AD Henderson School
12. Columbia	32. Jackson	52. Pinellas	72. FSU Demonstration School
13. Dade	33. Jefferson	53. Polk	73. UF PK Yonge School
14. Desoto	34. Lafayette	54. Putnam	74. Florida Department of Corrections
15. Dixie	35. Lake	55. St. Johns	75. Lake Wales Charter
16. Duval	36. Lee	56. St. Lucie	
17. Escambia	37. Leon	57. Santa Rosa	
18. Flagler	38. Levy	58. Sarasota	
19. Franklin	39. Liberty	59. Seminole	
20. Gadsden	40. Madison	60. Sumter	

### LEAs without Reports:

#### 2011-12

Gadsden  
 Gilchrist  
 Indian River  
 Jefferson

#### 2010-11

All LEAs submitted reports

#### 2009-10

Gilchrist  
 Jefferson  
 Taylor  
 Volusia

## Appendix E: Glossary of Acronyms

ACT	American College Test
ASCD	Association for Supervision and Curriculum Development
CRISS	Creating Independence through Student-owned Strategies
DIBELS	Dynamic Indicators of Basic Early Learning Skills
DJJ	Department of Juvenile Justice
ELA	English/Language Arts
ELL	English Language Learners
ESE	Exceptional Student Education
ESOL	English for Speakers of Other Languages
ETS	Education Testing Services
FCAT	Florida Comprehensive Assessment Test
FCIM	Florida Continuous Improvement Model
FDOE	Florida Department of Education
FLaRE	Florida Literacy and Reading Excellence
FRI	Florida Reading Initiative
GK	General Knowledge
HQTs	Highly Qualified Teachers
HQ	Highly Qualified
IPDP	Individual Professional Development Plan
LCD	Liquid Crystal Displays
LEAs	Local Educational Agencies
LEP	Limited English Proficient
MAP	Merit Awards System
NBC	National Board Certified
NBCT	National Board Certified Teacher
NCLB	No Child Left Behind
NET	New Educator Training
NHQ	Not Highly Qualified
NILD	National Institute for Leadership Development
PD	Professional Development
RE	Reading Endorsement
RtI	Response to Intervention
SAE	State Assessment Exam
SUMS	Students Understanding Math and Science
SWD	Students with Disabilities