

A photograph of a classroom with several students in the foreground, seen from behind, raising their hands. They are in front of a dark chalkboard. The text is overlaid on the image.

The Department of Education

- **The Next Generation**

- **The Strategic Plan**

- **Differentiated Accountability**

Commissioner of Education Dr. Eric J. Smith

Presenter: Chancellor Frances Haithcock



Florida's Foundation for Success

The Sunshine State Shines Nationally...

- Quality Counts ranks Florida's public education system 14th in the nation – **up from 31st** the previous year-**7th in academics**.
- One of only four states in the nation to improve significantly in both **fourth and eighth-grade NAEP reading**.
- One of only five states that showed a significant **narrowing of the White/African American achievement gap** in fourth-grade NAEP reading, and one of only seven states to do the same in eighth-grade NAEP math.
- **Ranks ninth** in the nation for the number of eighth-grade students **writing** at or above the Proficient level on the NAEP.



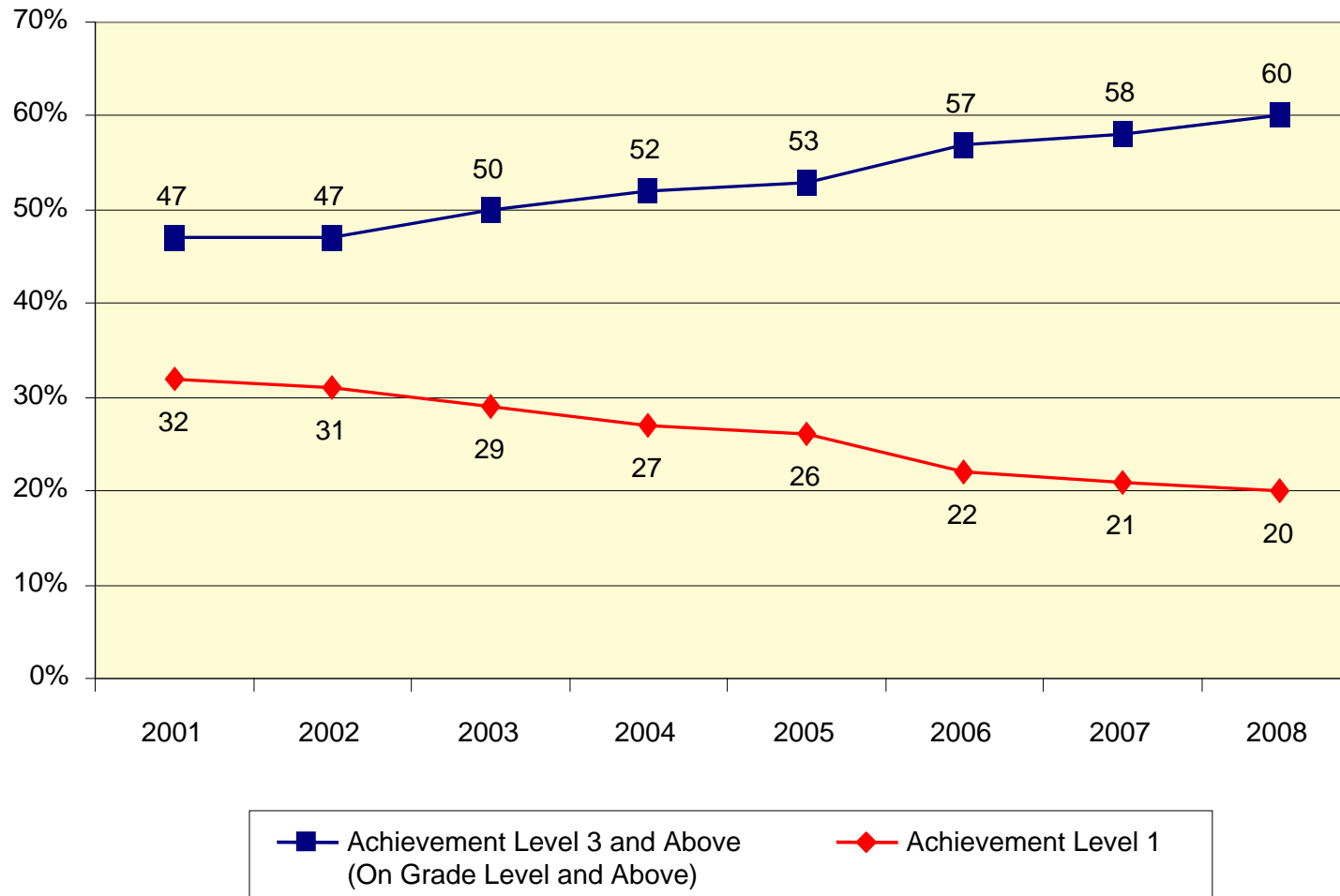
Florida's Foundation for Success

The Sunshine State Shines Nationally...

- Florida has the second greatest number of **Hispanic** students and fourth greatest number of **African-American** students **writing** at or above the Proficient level on the NAEP.
- Leads all other states in the number of African-American and Hispanic students passing **AP exams**.
- **Ranks fourth** in the nation in the percent of 2007 public high school graduates who passed an **AP** exam.

2008 FCAT RESULTS

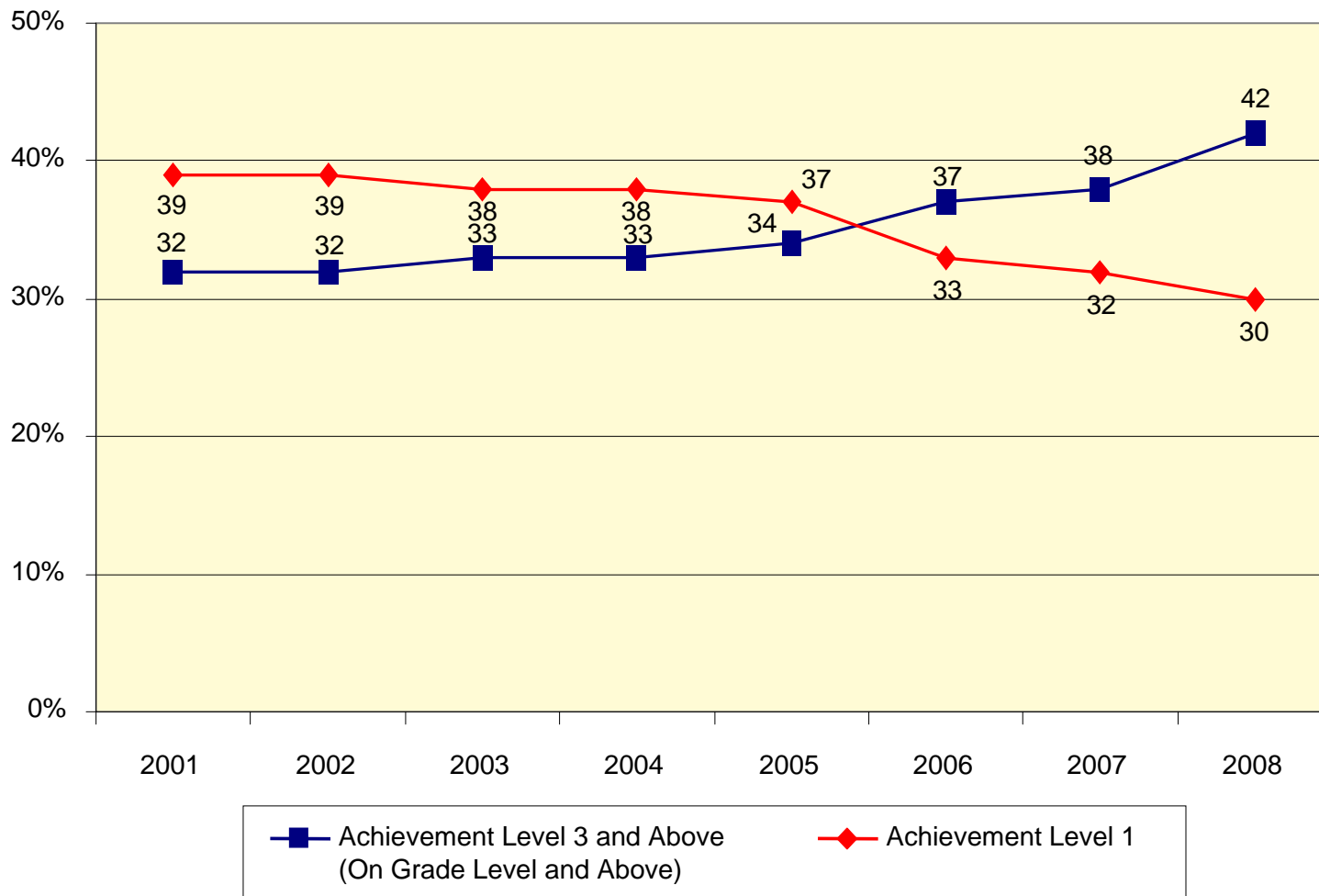
FCAT Reading by Achievement Level Grades 3-10



In 2008, 60 percent of all students in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 47 percent in 2001, 47 percent in 2002, 50 percent in 2003, 52 percent in 2004, 53 percent in 2005, 57 percent in 2006, and 58 percent in 2007. In 2008, 20 percent of all students in Grades 3-10 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 32 percent in 2001, 31 percent in 2002, 29 percent in 2003, 27 percent in 2004, 26 percent in 2005, 22 percent in 2006, and 21 percent in 2007.

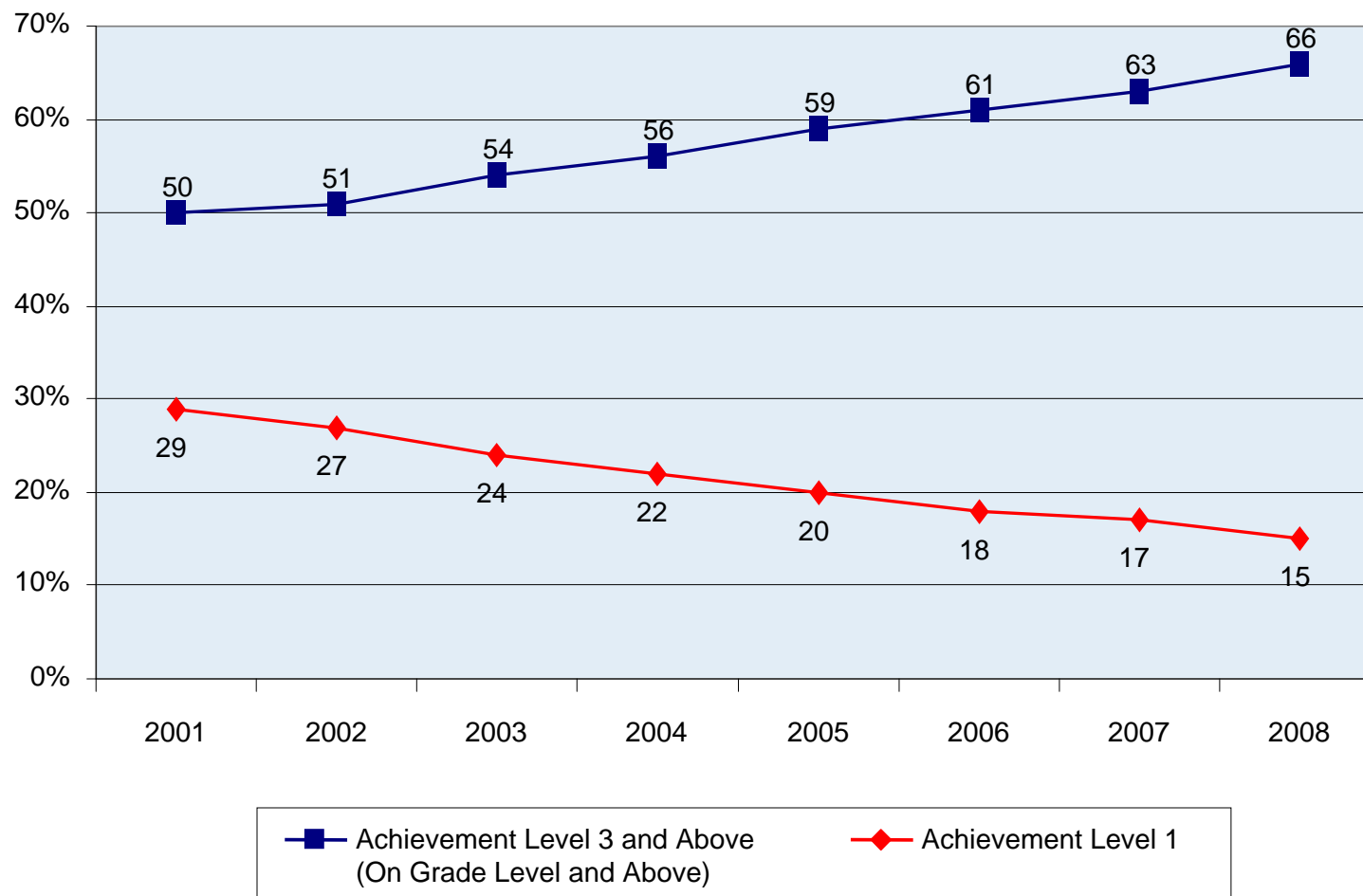
Source: K20 Education Data Warehouse
Florida Department of Education, June 2008

FCAT Reading by Achievement Level Grades 9 and 10



In 2008, 42 percent of all students in Grades 9 and 10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 32 percent in 2001, 32 percent in 2002, 33 percent in 2003, 33 percent in 2004, 34 percent in 2005, 37 percent in 2006, and 38 percent in 2007. In 2008, 30 percent of all students in Grades 9 and 10 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 39 percent in 2001, 39 percent in 2002, 38 percent in 2003, 38 percent in 2004, 37 percent in 2005, 33 percent in 2006, and 32 percent in 2007.

FCAT Mathematics by Achievement Level Grades 3-10



In 2008, 66 percent of all students in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 50 percent in 2001, 51 percent in 2002, 54 percent in 2003, 56 percent in 2004, 59 percent in 2005, 61 percent in 2006, and 63 percent in 2007. In 2008, 15 percent of all students in Grades 3-10 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 29 percent in 2001, 27 percent in 2002, 24 percent in 2003, 22 percent in 2004, 20 percent in 2005, 18 percent in 2006, and 17 percent in 2007.

Source: K20 Education Data Warehouse
Florida Department of Education, June 2008



Florida's Foundation for Success

This is a good start,
but “no such thing as neutral!”



An Expectations Gap: We don't *expect* high school graduates to be prepared

- ❑ Academic **standards not aligned** with knowledge and skills needed for postsecondary success
- ❑ **Graduation requirements** too low
- ❑ **Assessments not meaningfully connected** with students' college or career aspirations
- ❑ Florida High Schools are held **accountable for** student performance on 10th grade **FCAT**, not for preparing students for postsecondary success
- ❑ **RESULT: Students can earn a high school diploma without the skills necessary for success in college and work.**



Next Generation

Closing the Preparation Gap

- Prepare students for postsecondary education and careers

Closing the Expectations Gap

- Equate a Florida High School Diploma with the knowledge and skills needed for success in postsecondary education and high-skill, high-wage careers



The Next Generation Initiatives

I. Effective Teacher Instruction

- ✓ Identify effective instruction practices
- ✓ Build training around those practices
- ✓ Reward and incentivize effective performance

II. Bright Beginnings Reading/Math-VPK-3rd grade

- ✓ Standards
- ✓ Diagnostic assessments connected to interventions
- ✓ Aligned quality lessons
- ✓ PD
- ✓ Parent connection



Response to Intervention-RtI

- 40 Pilots
- 57 Districts
- 5 Regions
- William Cecil Golden
 - Professional Development Tool
- Monitoring
- Roles
 - Redefining Psychology goals
- What works?
Reading/Math
- Summer Institutes



The Next Generation Initiatives (cont.)

IV. Next Generation Standards

- ✓ Rigorous and aligned to college readiness national and international standards

V. Next Generation High School

- ✓ Shift in culture
- ✓ Higher expectation
- ✓ Rigorous curriculum
- ✓ Prepare for college/high-wage, high-skill work force
- ✓ More rigorous graduation requirements



The Next Generation Initiatives (cont.)

VI. Redefine Accountability

Change school grades formula

- 50% FCAT
- 50% other
- Graduation rate-regular and at risk
- Acceleration
 - AP, IB, DI, Industry Certified
- Readiness
 - ACT, SAT, CPT

Differentiated Accountability

- Combines Federal and State accountability
- Focuses support delivered through regions
- EOC—Specific and aligned**


Florida

The Next Generation Accept the Challenge

“Raise the Base, Raise the Ceiling”

“Focus on the Important Stuff”

“Chipmunks vs. Antelopes”

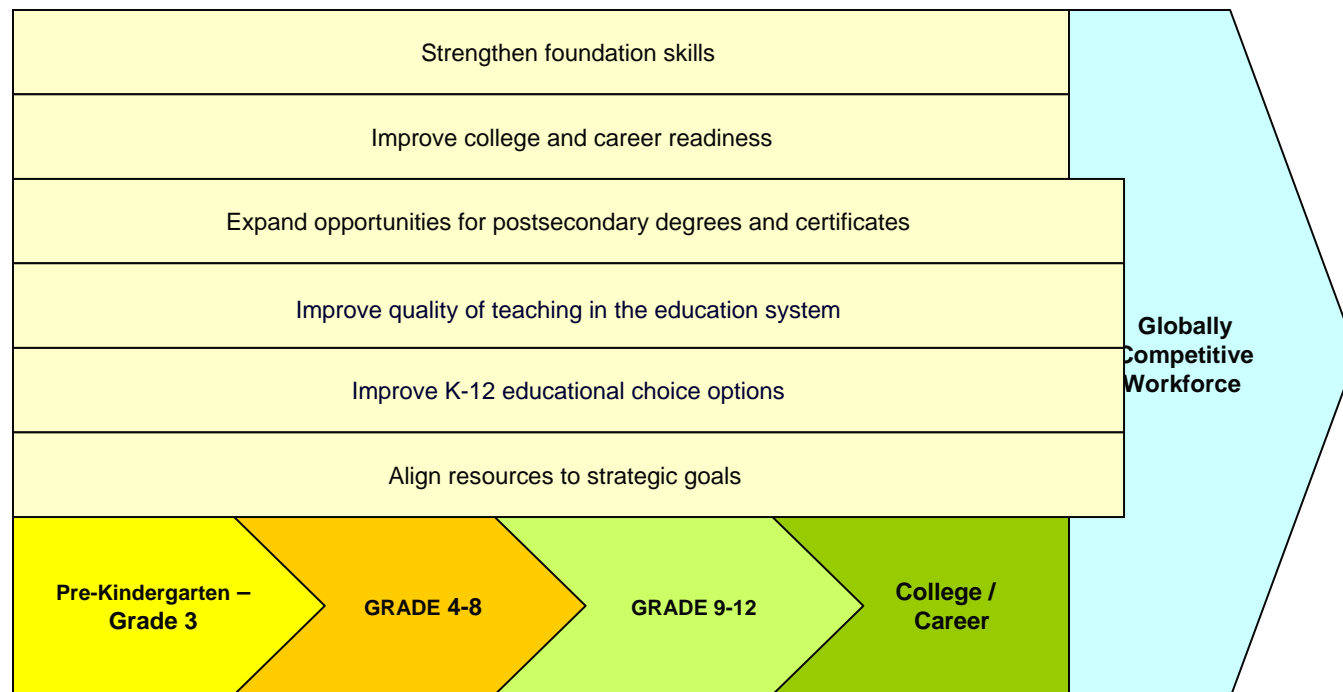
A photograph of a classroom where several students are raising their hands. In the foreground, a girl with dark hair in pigtails, wearing a red shirt, is seen from behind. To her right, a student in an orange shirt is also raising their hand. In the background, a chalkboard is filled with faint, illegible writing. The overall atmosphere is one of active participation in a lesson.

Florida Education: The Next Generation

Join the Journey!

Florida's Next Generation PreK-20 Education Strategic Plan

DRAFT October 9, 2008 v1





Next Generation PreK-20

Strategic Vision *(what success looks like)*

To change the culture of our schools from PreK to postsecondary by raising the ceiling and raising the floor to better enable students for success in the 21st century.

Next Generation PreK-20 Benchmarks

Focus Area 1: Strengthen Foundation Skills	Performance Measures							
	Baseline 2007-2008	FY09	FY10	FY11	FY12	FY13	FY14	FY15
Objectives: <ul style="list-style-type: none"> ➤ To increase rigor of standards to improve student achievement in VPK-12 ➤ Utilize assessment to direct instruction and effect student outcome ➤ Develop strategies to assist schools in need of improvement 								
1.1 The percentage of students scoring at or above grade level on FCAT Reading and Math, by elementary, middle, and high school	<u>Reading</u> 70% Elementary 61% Middle 42% High <u>Math</u> 70% Elementary 60% Middle 67% High							
1.2 Graduation Rates <ul style="list-style-type: none"> • Excluding GED • Including GED <i>** 2007-08 data available in Oct/Nov 2008</i>	70.3% Exclude** 72.4% Include**							
1.3 Number of Correct II and Intervene schools showing significant progress each year	273 Correct II 13 Intervene							
1.4 Percentage of K-3 students in special education due to reading deficits	11.7%							

Next Generation PreK-20 Strategic Alignment

Focus Areas	2008-2009 Strategies
1. Strengthen foundation skills	1a) Next Generation Sunshine State Standards 1b) Bright Beginnings 1c) VPK Reading Assessments 1d) K-12 Florida Assessments for Instruction in Reading 1e) VPK-3 Math Assessments 1f) Differentiated Accountability
2. Improve college and career readiness	2a) College and Career Readiness Alignment 2b) Next Generation High School Accountability 2c) Next Generation Elementary and Middle School Accountability 2d) End-of-Course Exams
3. Expand opportunities for post-secondary degrees and certificates	3a) Articulation Accountability 3b) Common Prerequisite Revisions 3c) Postsecondary Course Competency Revisions 3d) Gold Standard Career Pathways 3e) State College System Task Force and Pilot
4. Improve quality of teaching in the education system	4a) Effective Instruction 4b) Performance Pay
5. Improve K-12 educational choice options	5a) School District Virtual Instruction 5b) Supplemental Educational Services Provider Grading System 5c) Florida Schools of Excellence Commission Operation Framework
6. Align resources to meet strategic goals	6a) 2009 – 2010 Legislative Budget Request 6b) Alignment of 2008 – 2009 Federal Funds with Goals 6c) 2008 – 2009 Prioritization of Internal Operating Funds

Florida's Differentiated Accountability Pilot Program





Model Overview

- ❑ Florida selected by the US Department of Education July 1, 2008
- ❑ Total of six states
- ❑ Aligns and integrates Florida's "School Grading" Accountability System with the Federal "NCLB" Accountability
- ❑ Separates schools with comparatively fewer problem areas with more widespread problem areas
- ❑ Provides a seamless nine area support system for the two merged accountability programs through a "regional" delivery



Specifics on Categories

- Title I Schools are grouped by SINI status, school grade and the percent of AYP criteria met
- Non-Title I Repeating F, F, and D schools are included in the model to ensure continued support

School Categories

PREVENT I	PREVENT II
<ul style="list-style-type: none"> ☐ SINIs 1, 2, and 3; and are ☐ A, B, C, or Ungraded schools; and ☐ Meet at least 80% of AYP criteria. 	<ul style="list-style-type: none"> ☐ SINIs 1, 2, and 3; ☐ That meet less than 80% of AYP criteria; and ☐ All Title I D and F schools; and ☐ All non-Title I D schools.
CORRECT I	CORRECT II
<ul style="list-style-type: none"> ☐ SINIs 4 or 5+, schools planning for or implementing Restructuring; and are ☐ A, B, C, or Ungraded schools; and ☐ Meet at least 80% of AYP criteria. 	<ul style="list-style-type: none"> ☐ SINIs 4 or 5+, schools planning for or implementing Restructuring; ☐ That meet less than 80% of AYP criteria; and ☐ All Title I D and F schools; and ☐ All non-Title I Repeating F and F schools.
	INTERVENE

School Categories

2007-08 SINIs	Category I (As, Bs, Cs, and Ungraded Schools with at Least 80% AYP Criteria Met)	Category II (Schools with Less than 80% AYP Criteria Met, and All Ds and Fs)
Prevent (SINIs 1, 2, & 3)	270	147*
Correct (SINIs at Year 4 and Up)	377	274*
Intervene (Most CRITICAL)		13

*Non-Title I D schools are included in Prevent II; non-Title I F and Repeating F schools are included in Correct II



Roles of the School, District and State

- **Prevent I** – *school directs* intervention, district provides assistance, state monitors
- **Correct I** – *district directs* intervention, state reviews progress
- **Prevent II** – *district directs* intervention and provides assistance
- **Correct II** – *school and district implement state-directed interventions*
- **Intervene** – *school and district implement state-directed interventions and face possible closure, state monitors*

Intervene Selection Criteria

I.

- D or F Title I school in 2008
- OR**
- Repeating F (two F grades in a four year period), regardless of Title I or SINI status in 2008
- AND**
- Has answered “Yes” to **three out of four**
 1. Has the percentage of non-proficient students in reading increased since 2003?
 2. Has the percentage of non-proficient students in math increased since 2003?
 3. Are 65 percent or more of the school’s students non-proficient in reading?
 4. Are 65 percent or more of the school’s students non-proficient in math?

OR

II. Also included are chronic F schools (Title I and non-Title I) that are current Repeating F schools and have earned four F grades in last six school years (2003-2008)

Major Changes



Major Changes

- Streamlines two Accountability Systems
- Focuses support progressively
- Increases requirements as school grades and percent of AYP met declines



Major Changes

- Operationalizes services through specific interventions and regional support organized around nine areas:
 1. School Improvement Planning
 2. Leadership
 3. Educator Quality
 4. Professional Development
 5. Curriculum Aligned and Paced
 6. Continuous Improvement Model
 7. Choice with Transportation
 8. Supplemental Educational Services
 9. Monitoring Plans and Processes



Other Major Changes

- Supplemental Educational Services offered to SINI 1 – 5+
- Choice with Transportation offered to SINI 2-5+



Budget

- Title I, Basic – \$445.7M (estimated amount available for Differentiated Accountability schools)
 - Intervene schools - \$3.9M (Title I, Basic and School Improvement funds)
- Individuals with Disabilities Education Act (IDEA)
- Title III, English Language Acquisition
- Regional Statewide Support Centers
 - \$1.8M



Redirecting Funds – Support to Low-Performing Schools

- Title I School Improvement Grants - \$48M
 - Supports school and district improvement efforts and aligns resources to engage systemic change in low-performing schools
 - Extended teacher contract time to support data analysis and curriculum alignment
 - Professional Learning Communities
 - Contracting with an outside evaluator
 - Professional development in non-AYP areas
 - Implementing a schoolwide reform model
 - Implementing a new, more rigorous accelerated curriculum
 - Extending the school day or school year



Redirecting Funds – Support to Low-Performing Schools

- Research-based Reading Allocation – \$111.5M
 - Supports comprehensive reading programs, professional development, and research-based materials and strategies
 - Leadership development
 - Data analysis
 - Professional development
 - Appropriate research-based instructional materials and strategies are used to address specific student needs



Redirecting Funds – Support to Low-Performing Schools

- Supplemental Academic Instruction – \$702.2M
 - Supports intensive and extended day/year instruction for Level 1 students
 - Intensive Reading and Mathematics classes
 - Extended school day, school year, or summer school
 - Intensive English immersion



Redirecting Funds – Support to Low-Performing Schools

- Florida Partnership Grant - \$5.1M
(3 Intervene schools)
 - Supports minority and underrepresented student access to postsecondary education
 - Professional development training that enhances knowledge of advanced courses
 - Strategies for the early identification of students who are in the academic middle and are capable of completing a rigorous curriculum
 - Evidence-based programs to help educators target gaps in student skills



Redirecting Funds – Support to Low-Performing Schools

- Gaining Early Awareness and Readiness to Undergraduate Programs (GEAR UP) - \$3M/Year for 6 Years
 - Provides early intervention for prioritized students that will increase student rates of learning, completion and postsecondary enrollment
 - School-based coaches
 - Interactive web-based virtual tutoring
 - On-line practice items and mini-assessments
 - Before- and after-school programs and summer camps
 - Curricula designed to assure completion of Algebra by the end of grade 9, with a target completion by the end of grade 8
 - Increased curricula rigor and relevance



Redirecting Funds – Support to Low-Performing Schools

- Advanced Placement Incentive Program – \$600,000/Year for 3 Years
 - Supports the participation of low-income students in Advanced Placement courses
 - Increase number of secondary and low-income students enrolled in AP courses
 - Increase the scores earned at each school by secondary and low-income students
 - AVID
 - Access to Florida Virtual School online AP
 - Introduction of critical need language AP course/programs in targeted schools
 - Teacher professional development for AP courses
 - Teacher incentives for successful AP students



Redirecting Funds – Support to Low-Performing Schools

- Southern Regional Education Board – \$500,000/Year for 3 Years
(1 Intervene school)
 - Increases academic rigor in middle and high schools, readiness for and enrollment in postsecondary education, and trains teacher leaders to assume administrative roles in low-performing schools
 - College-level coursework and readiness
 - Leadership academy to train and support school leadership teams
 - Extended day and school year
 - Quality career studies
 - Revise master schedules
 - High Schools That Work reform model
 - Making Middle Grades Work reform model
 - School improvement coaches



Where you can find this information

- <http://www.fldoe.org/schools/>
- Call 850-245-0509