

FLORIDA

**ESEA FLEXIBILITY
REQUEST**

Submitted to:
U.S. Department of Education

November 14, 2011


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COVER SHEET FOR ESEA FLEXIBILITY REQUEST

<p>Legal Name of Requester: Florida Department of Education Gerard Robinson, Commissioner</p>	<p>Requester's Mailing Address: 325 West Gaines Street Suite 1514 Tallahassee, FL 32399-0400</p>
<p>State Contact for the ESEA Flexibility Request</p> <p>Name: Dr. Michael Grego</p> <p>Position and Office: Senior Advisor to the Commissioner Office of the Commissioner</p> <p>Contact's Mailing Address: 325 West Gaines Street Suite 1514 Tallahassee, FL 32399-0400</p> <p>Telephone: (850) 245-9663</p> <p>Fax: (850) 245-9667</p> <p>Email address: Michael.Grego@fldoe.org</p>	
<p>Chief State School Officer (Printed Name): Gerard Robinson</p>	<p>Telephone: (850) 245-9663</p>
<p>Signature of the Chief State School Officer:</p>  <p>X</p>	<p>Date: November 14, 2011</p>
<p>The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.</p>	

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

- 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools.

- 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools.
- 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.
- 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.
- 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools.

Optional Flexibility:

An SEA should check the box below only if it chooses to request a waiver of the following requirements:

- The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

ASSURANCES

By submitting this application, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)
- 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)
- 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools. (Principle 2)
- 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later the deadline required under the State Fiscal Stabilization Fund. (Principle 3)
- 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to

reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)

- 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.
- 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).
- 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).
- 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.

If the SEA selects Option A or B in section 3.A of its request, indicating that it has not yet developed and adopted all guidelines for teacher and principal evaluation and support systems, it must also assure that:

- 14. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State’s Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

Florida solicited input from stakeholders representing diverse perspectives, experiences, and interests, including those that will be impacted by and implement the policies included in the plan, and has strengthened its request based on this input. Florida developed a “Consultation Action Plan to Engage Stakeholders” that provides a description of how Florida meaningfully engaged and solicited input from groups, including teachers and their representatives. Refer to Florida’s response to Question 2 of the Consultation Section for the specifics of the Action Plan.

Florida’s approach to soliciting feedback and input from teachers and their representatives is ongoing and sincere. Our targeted strategies to engage and encourage teacher participation are described below.

- **Related Committees Involving Teachers.** Florida has a history of engaging teacher stakeholders in major policy decisions with statewide impact. Recent activities related to flexibility principles that involve teachers and teacher union members include the following:

Teacher Contributions to Flexibility Principles

Group	Contribution
Race to the Top Student Growth Implementation Committee (2011-14)	Developed Florida’s Value-Added Model for statewide assessments; work continues for other assessments
Race to the Top Teacher and Leader Preparation Implementation Committee (2011-14)	Revising Florida Principal Leadership Standards
Race to the Top District-developed Assessments for Instructional Effectiveness Implementation Committee (2011-14)	Collaborating with the state to establish a support structure and assistance team for LEAs in the development and implementation of summative assessments for the purpose of measuring student learning
Race to the Top Formative and Interim Assessment Design Implementation Committee (2011-14)	Providing input, feedback, and recommendations to the state in the development and implementation of formative and interim assessments for instructional improvement

Group	Contribution
Commissioner's Teacher Advisory Council (2010)*	Revised Florida Educator Accomplished Practices
Assessment Standard Setting Committees (2011)	Recommended cut scores for new FCAT 2.0 and Algebra 1 end-of-course assessments – over 300 educators
Statewide Assessment Development Committees (ongoing)	Participating on reading, writing, mathematics, science, and social studies content advisory committees; item review committees; and rangefinder committees – over 300 educators
Teacher and Principal Evaluation Redesign Teams (2011)	Attended four academies to learn about evaluation systems and redesign their LEA systems in accordance with state law and Race to the Top
Title I Committee of Practitioners (ongoing)	Advising FDOE on state implementation related to federal law
Next Generation Sunshine State Standards Development (2008-2010)	Provided development support and formal input prior to adoption; for example, over 8,000 teachers reviewed the science standards
Common Core State Standards Review (2010)	Provided formal input before adoption; for example, 1,242 teachers rated the mathematics standards

*Comprised of teachers exclusively

Specific to the ESEA Flexibility Process:

- **The Florida Department of Education (FDOE) Website.** The FDOE developed and launched an “Elementary and Secondary Education Act Flexibility Waiver” website on October 12, 2011 (<http://www.fldoe.org/esea/>, Attachment 3c), that provides information about this flexibility, including USDOE and FDOE documents and an e-mail address (eseaflexibility@fldoe.org) for Floridians to send us their comments and suggestions.
- **Commissioner Robinson's Social Media Outreach Efforts.** The Commissioner utilized Facebook, Twitter, blogs, and traditional media avenues to ensure teachers and their representatives were aware of the FDOE's efforts to request this flexibility and to encourage their participation and input throughout the process.
- **Invitation to Participate.** An e-mail invitation was specifically sent to Florida's District Teachers of the Year and 179,462 classroom teachers across Florida on October 13, 2011 (Attachment 3a), including charter and virtual school teachers, to encourage them to visit our website and submit suggestions for FDOE staff to consider while drafting our initial application. The Florida Education Association (*teacher representatives*) was also contacted to submit suggestions and ideas via our website. The e-mail invitation read as follows:

The Florida Department of Education has created a new web page that contains information on our plans to apply for a waiver on No Child Left Behind. This law was established a decade ago to help our nation improve our education system. Although it has helped many students throughout the country, it has also had some limitations that we want to address. As such, the Department plans on applying for a flexibility waiver that will enable us to closely align our state's accountability system with a revised federal plan. Please take a moment to review our new web page and also share this information with your friends, colleagues and anyone you feel would like to participate in this state and national conversation on public education.

You may view the web page here: www.fldoe.org/esea.

We will soon post our draft application and solicit stakeholder feedback.

The FDOE did receive and review numerous e-mails from teachers throughout the state who were encouraged that the flexibility request would be submitted. Some responses provided specific recommendations; all were reviewed and considered.

- **Opportunity to Provide Input on Draft.** Teachers and the teacher representatives were given the opportunity to provide meaningful feedback and input on the draft flexibility request. The draft and a survey regarding the draft were placed on the FDOE website (Attachment 3b). A multi-faceted and multi-media approach was used to again invite and encourage teachers to participate by providing their suggestions, recommendations, and comments on the draft.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

Florida engaged a diverse group of stakeholders and communities in the development of the request, including teachers and their representatives, students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English language learners, business organizations, and Indian tribes, and strengthened its request because of their thoughtful input. Florida developed a “Consultation Action Plan to Engage Stakeholders” (see below) that provides a description of how Florida meaningfully engaged and solicited input from these groups.

Consultation Action Plan to Engage Stakeholders
Key Activities/Date/Staff Responsible

Key Activity	Date	Staff Responsible
Post all relevant ESEA Flexibility documents on the FDOE website. Include an invitation on the website for stakeholders to submit comments and ideas regarding Florida's flexibility request via an e-mail address to ensure stakeholder input is sought at the beginning of our process.	10/12/11	Hue Reynolds
Send an e-mail to the ESEA Flexibility Team Leaders with the Proposed Stakeholder groups to request the leaders review the proposed list and add other key stakeholder groups and responsible staff.	10/10/11	Chancellor Costin/ Kim McDougal
Identify a diverse mix of stakeholders to engage at the outset of planning and to elicit feedback on an initial application draft. Develop a list of stakeholders that will be contacted as part of our stakeholder outreach activities.	10/11/11	Consultation Team/ Chancellor Costin
Draft an e-mail to send to our diverse mix of stakeholders about the ESEA flexibility on DOE's website and the survey.	10/10/11	Hue Reynolds
Develop a step-by-step procedure for DOE staff to use to send the e-mail requesting input from our stakeholders. The purpose of this procedure is to ensure DOE staff uses a consistent process to invite and engage stakeholder comments since not all staff are on the ESEA Team or Consultation work group.	10/10/11	Chancellor Costin/ Kim McDougal
Send e-mails to our diverse mix of stakeholders informing them about the information on our website and the opportunity to participate in a survey regarding Florida's application.	10/12/11	Refer to the Consultation Stakeholder list below
Develop an online stakeholder survey to request feedback and input on Florida's first draft of its flexibility request.	10/20/11	Chancellor Costin/ Hue Reynolds/ Holly Edenfield/ Kim McDougal
Draft an e-mail that will be used to direct our stakeholders to provide feedback and input on our draft application by using a survey on our website.	10/20/11	Hue Reynolds
Send e-mails to our diverse mix of stakeholders informing them about the opportunity to participate in a survey regarding Florida's draft application.	11/8/11	Refer to the Consultation Stakeholder list below/ Hue Reynolds

Key Activity	Date	Staff Responsible
Use a multi-media approach to obtain as much stakeholder input and feedback as possible: -Twitter -Facebook -Blog -Video message from Commissioner Robinson -Newsletter inserts -In-person meetings	Ongoing	Hue Reynolds
Provide survey comments to relevant ESEA Flexibility teams to review and incorporate applicable comments into Florida's application	11/8/11- 11/14/11	Hue Reynolds

Below is a list of the 70 stakeholder groups that were contacted about Florida's ESEA flexibility request ("ESEA FLEXIBILITY REQUEST CONSULTATION STAKEHOLDER LIST"). The strategies were the same as described for in the response to Question 1 of the Consultation Section regarding teacher outreach, including website, social and traditional media, and opportunity for input on the proposal development and draft. Additionally, FDOE leadership has conducted the following meetings to get specific input on the flexibility proposal:

- **Commissioner Robinson and Chancellor of Public Schools Leadership Outreach.** Senior FDOE staff conducted in-person meetings or conference calls with many stakeholder groups to obtain input and suggestions. Specifically, the following meetings were held that included the discussion and invitation for recommendations regarding Florida's flexibility request:
 - Assessment and Accountability Advisory Committee (9/26-27/11 and 11/7/11)
 - Florida Association of District School Superintendents (10/3/11)
 - State Board of Education (10/18/11)
 - Title I Committee of Practitioners (10/27/11 and 11/4/11)
 - Leadership Policy and Advisory Committee (Superintendents) (10/24/11)
 - Legislative Staff (9/29/11, 10/25/11, and 11/8/11)
 - Foundation for Excellence in Education (10/25/11)
 - LEA Superintendents (11/1/11 and 11/4/11)
 - Florida School Finance Officers Association (11/9/11)

In short, Florida's consultation efforts demonstrate:

- Florida engaged input from teachers, their representatives, and a broad diverse community of stakeholders.
- Feedback was received from a diverse mix of stakeholders representing various perspectives and interests, including stakeholders from high-need communities.
- During the process of constructing its application Florida modified some aspects of its request based on inputs from teachers, superintendents, and representatives from a diverse group of stakeholders. Revisions included modification of Annual Measurable Objectives, modifications of interventions for Focus/Correct schools, modification of Priority/Intervene entrance and exit criteria to better align with the state's existing accountability system, and addition of a Hybrid Model as a Priority/Intervene turnaround

option.

- Input from the state’s Title I Committee of Practitioners (E-Mail invitation to submit comments (10/13/11); Conference calls (10/27/11 and 11/4/11); Review of and comment on draft proposal).

ESEA FLEXIBILITY REQUEST CONSULTATION STAKEHOLDER LIST

Stakeholder Group	FDOE Staff Responsible for Outreach
Teachers <ul style="list-style-type: none"> - Florida Teacher of the Year - Florida District Teachers of the Year (2012) - Charter Schools - Virtual Education Teachers - Master Statewide Teacher List <i>(Just for Teachers)</i> 	Kelly Seay Kelly Seay Mike Kooi Kelly Seay Hue Reynolds
Teacher Representatives <ul style="list-style-type: none"> - Florida Education Association 	Michael Grego
Students <ul style="list-style-type: none"> - Florida Future Educators - Career and Technical Student Organizations - Florida Association of Student Councils - Children’s Week Teen Town Hall representatives 	Ian Barker Belinda Chason Mary Lee Kiracofe Hue Reynolds
Parents <ul style="list-style-type: none"> - Florida Parent Teacher Association - Parent to Parent of Miami - Central Florida Parent Center - Family Network on Disabilities 	Joe Davis Cathy Bishop Cathy Bishop Cathy Bishop
Superintendents and Assessment and Accountability Directors <ul style="list-style-type: none"> - Leadership Policy Advisory Committee - Assessment and Accountability Advisory Committee 	Michael Grego Kris Ellington
Community-Based Organizations <ul style="list-style-type: none"> - Florida Faith-based and Community-based Advisory Council - Governor’s Commission on Volunteerism and Community Service - Voluntary Public School Choice Partners 	Mike Kooi Joe Davis Jean Miller
Civil Rights Organizations <ul style="list-style-type: none"> - Florida State Conference – NAACP, Florida Chapter - Florida College Access Network 	Nyla Benjamin Hue Reynolds

Stakeholder Group	FDOE Staff Responsible for Outreach
Student with Disabilities Advocates: <ul style="list-style-type: none"> - Florida Developmental Disabilities Council - State Advisory Committee for the Education of Exceptional Students - Disabilities Rights Organization - Family Café - Learning Disabilities Association of Florida - Council for Exceptional Children 	Bambi Lockman Bambi Lockman Bambi Lockman Bambi Lockman Cathy Bishop Bambi Lockman
English for Speakers of Other Languages (ESOL): <ul style="list-style-type: none"> - Florida Chapter – League of United Latin American Citizens (LULAC) 	Lori Rodriguez
Business Organizations: <ul style="list-style-type: none"> - Florida Chamber of Commerce - Florida Council of 100 - Associated Industries of Florida - Enterprise Florida - Workforce Florida, Inc. - Department of Economic Opportunity - Tax Watch: Center for Educational Performance and Accountability 	Chancellor Costin Chancellor Costin Chancellor Costin Chancellor Costin Chancellor Costin Chancellor Costin Michael Grego
Indian Tribes: <ul style="list-style-type: none"> - Florida Governor’s Council in Indian Affairs, Inc. 	Chancellor Costin
Additional Stakeholders	
Executive Office of the Governor	Commissioner Robinson
Florida Senate President/Chairs of Education Committees	Commissioner Robinson/Adam Potts/Tanya Cooper
Speaker of the Florida House of Representatives/Chairs of Education Committees	Commissioner Robinson/Adam Potts/Tanya Cooper
Florida Education Legislative Liaisons	Adam Potts/Tanya Cooper
State Board of Education	Lynn Abbott
Chancellor, State University System	Commissioner Robinson
Chancellor, Florida College System	Commissioner Robinson
Foundation for Excellence in Education	Commissioner Robinson
Florida LEA Superintendents	Michael Grego
Florida Association of District School Superintendents	Michael Grego
Florida School Boards Association	Michael Grego
Florida Charter School Alliance	Mike Kooi
Florida Philanthropic Network	Nyla Benjamin
Florida Education Foundation	Mary Lee Kiracofe
Florida Consortium of Charter Schools	Mike Kooi
Consortium of Education Foundations	Mary Lee Kiracofe

Stakeholder Group	FDOE Staff Responsible for Outreach
Florida Association of School Administrators	Michael Grego
Master Statewide Principal List (<i>Principally Speaking</i>)	Kelly Seay
Heartland Educational Consortium	Michael Grego
Northeast Florida Educational Consortium	Michael Grego
Panhandle Area Educational Consortium	Michael Grego
Title I Committee of Practitioners	La'Trell Edwards
Florida Virtual School	Sally Roberts
Florida After School Network	Joe Davis
Florida After School Alliance	Joe Davis
Supplemental Educational Services Providers	La'Trell Edwards/Melvin Herring
Race to the Top Implementation Committees <ul style="list-style-type: none"> • Standards Instructional Teacher Tool • Formative and Interim Assessment Design • District-developed Student Assessments for Instructional Effectiveness • Portal, Dashboard, and Reports • Single Sign-on • Local Systems • Student Growth • Teacher and Leader Preparation 	Holly Edenfield

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

Florida's ESEA Flexibility Request is a monumental step forward to significantly advance the state's nationally-recognized and acclaimed accountability system and to further increase the quality of instruction for students and student achievement. Florida has made unprecedented gains over the past decade in levels of student achievement in reading, mathematics, science, and writing; closing the achievement gap between minority and non-minority students; as well as leading the nation in students participating in Advanced Placement college-level courses, especially for low-income and minority students. Florida's consistent increase in graduation rate over the past five years for all subgroups of students continues to be recognized nationally. These ongoing successes are even more impressive when you consider the steady increase of English language learners (currently approximately 10% of student population) and eligibility rate for Free/Reduced-Priced Lunch (currently at 56%). During the 2010-11 school year, Florida's demographics were 43% white, 28% Hispanic, 23% African-American, and 6% other races.

Florida's ESEA Flexibility Request is designed to eliminate the duplication and confusion caused by having two separate accountability systems. Through this application, Florida proposes to move to one accountability system that will be clearly understood by the people of Florida with the primary goal of increasing standards to achieve national and international competitiveness. Florida's School Grades system has consistently succeeded in identifying the most struggling schools and students in need of additional support and rewarding the outstanding performance of high-achieving students and schools.

This proposal serves as a means to establish a comprehensive and coherent approach to align Florida's accountability system, Florida's Race to the Top grant, and Florida's Differentiated Accountability (DA) federal pilot program all currently being implemented. The proposal demonstrates how this flexibility will assist the State Educational Agency (SEA) and Local Educational Agencies (LEAs) align accountability and improvement initiatives. Florida has already developed and implemented, to various degrees, all four flexibility principles and continues to lead the nation in establishing rigorous standards and assessments, increasing student readiness for college and careers, and developing great teachers and leaders. Florida's past and current practice of consistently establishing higher curriculum and achievement standards clearly demonstrates a total commitment to national and international competitiveness.

Florida's proposal documents meaningful outreach and consultation to ensure successful implementation of the SEA request due to the commitment of stakeholders. All stakeholders, including all teachers, were provided multiple venues to gain a greater understanding of the

proposal and submit suggestions to improve the proposal as it was developed. Such thorough engagement is a positive indicator that this flexibility proposal will be met with tremendous and ongoing success and serve as a model for others.

Florida has proven itself a national leader in developing and adopting rigorous standards by first adopting internationally-benchmarked Next Generation Sunshine State Standards, and then by serving on Common Core State Standards review teams prior to their adoption in this state in 2010. In addition, Florida is conducting an analysis of the linguistic demands to inform the development of the state's English Language Proficiency Standards to ensure English language learners have the opportunity to achieve the Common Core State Standards. Also, the SEA will continue to ensure that all activities related to the Common Core State Standards, such as outreach, dissemination, and professional development clearly and directly address the needs of students with disabilities. To accomplish this, Florida is participating with the National Center and State Collaborative General Supervision Enhance Grant to define college- and career-ready. Florida's support of the national agenda is also demonstrated by being a governing state and fiscal agent for the 24-member Partnership for Assessment of Readiness for College and Careers (PARCC).

As part of Florida's Race to the Top grant, LEAs signed a Memorandum of Understanding (MOU) that required revised teacher and administrator evaluation systems and professional development based on the principles of Lesson Study and formative assessments that focus on the new Common Core State Standards and includes teachers of all students. One of the three student achievement goals for Florida's Race to the Top grant is to significantly improve student performance specific to college readiness and success by "doubling the percentage of incoming high school freshmen who ultimately graduate from high school, go to college, and achieve at least a year's worth of college credit." Legislation passed in 2008 requires Florida to implement a high school accountability system that measures student access to and performance in rigorous, accelerated coursework as well as college readiness exam performance.

Florida's differentiated recognition, accountability, and support systems will provide the needed levels of support and rewards as well as set ambitious but achievable Annual Measurable Objectives (AMOs). The proposal incorporates four AMOs that will ensure a thorough and detailed examination of the most critical measures to advance all students, schools, and LEAs in the state. Briefly, the four AMOs are 1) School Grades, which provides a comprehensive review of the performance of all schools including subgroup achievement and student learning gains; 2) Performance of All Students and Student Subgroups in Reading and Mathematics; 3) Progress of Students in the Lowest-Performing 25% in Reading and Mathematics; 4) Comparison of Florida's Student Performance to the Highest-Performing States and Nations.

The annual achievement results on assessments will continue to be reported for subgroups and all students. Florida's new AMOs will be reported for all schools, LEAs, and the state. Florida has in place and will continue its school recognition program to reward and recognize its highest-performing schools and schools that improve their performance significantly. Florida's most struggling schools will be supported through the DA program, which will be aligned with the state's grading system.

Through Florida's Race to the Top grant and state law each LEA has revised teacher and administrator evaluation systems that include student performance measures and will lead to

increased quality of instruction and improved student achievement due to the emphasis on contemporary research and student growth.

In 2005, Florida convened a Paperwork Reduction Task Force and recommendations were put into law in 2006. Both SEA and LEAs review requirements annually and continually seek ways to ease the paperwork and reporting burden.

Florida is a leader of educational reform and has been working for more than a decade to develop a strong foundation with a system of accountability that builds on state-led efforts. These waivers provide us with the flexibility to further establish rigorous, high-quality accountability systems that truly support schools and LEAs. Florida is confident that with the state laws and guidelines enacted, combined with the Race to the Top resources and strong federal and state technical assistance, we will be highly successful in implementing the four principles presented in this ESEA Flexibility Request.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1A ADOPT COLLEGE-AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A

- The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.
- i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)

Option B

- The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.
- i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)
- ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

1.B TRANSITION TO COLLEGE-AND CAREER-READY STANDARDS

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

Background Information and Alignment of Current Standards to the Common Core State Standards

Florida has proven itself a national leader in developing and adopting rigorous standards via the internationally-benchmarked Next Generation Sunshine State Standards and Common Core State

Standards. In the 2010 *Education Week* Quality Counts report, Florida's Next Generation Sunshine State Standards received an "A" rating with a perfect score of 100%. In the Fordham Institute report *The State of State Standards – and the Common Core – in 2010*, Florida's Next Generation Sunshine State Standards were rated highly (A for mathematics; B for English/Language Arts).

The first formal analysis of the alignment of Florida's Next Generation Sunshine State Standards and the Common Core State Standards began in April of 2008 when former Florida Governor Charlie Crist announced Florida's participation in Achieve's American Diploma Project Network. The Florida Department of Education (FDOE) worked with Achieve to analyze Florida's Next Generation Sunshine State Standards to identify any gaps in content that all students should know and be able to do to meet the college-and career-ready definition. After analyzing Florida's standards, Achieve's College Ready Standards, and the proposed Common Core State Standards it was determined that the content of Florida's standards was not a barrier to college and career readiness and that that transition to the Common Core State Standards would be less challenging given their similarities.

The 2010 Fordham Institute report, referenced above, also included a comparison of Florida's English/Language Arts (ELA) and mathematics Next Generation Sunshine State Standards to the Common Core State Standards. The result was a rating of "too close to call," finding both sets of standards clear and rigorous. This review provided greater support for the transition to the Common Core State Standards.

Florida's education leaders have been strong advocates in national and state forums historically for the benefits of multi-state work on high-quality, clear, and rigorous standards. The state's full commitment was also demonstrated by the active participation of FDOE staff on Common Core State Standards work groups. Florida was one of three states invited by Council of Chief State School Officers to provide guidance and comments to the writers during national standards development. Additionally, Florida's Next Generation Sunshine State Standards were cited as a resource for the development of the Common Core State Standards.

FDOE continues to analyze the alignment between the Next Generation Sunshine State Standards and the Common Core State Standards. The results from the various activities described above and below continue to inform the state's transition plan and activities.

Adoption of the Common Core State Standards

Florida's activities to garner support for the adoption of the Common Core State Standards began prior to their completion. Florida's former Commissioner of Education Eric Smith was one of the key state leaders in the decision to develop internationally-competitive content standards for states and Florida staff actively participated in the development of the Common Core State Standards. During this process, curriculum leaders throughout the state were invited to review drafts of the Common Core State Standards and provide the FDOE input that was then shared with the Common Core State Standards writing teams. FDOE also partnered with the Florida Parent and Teacher Association (PTA) as one of only four states selected by the National PTA to organize parent support for more uniform academic expectations and adoption of the Common Core State Standards. The President of Florida's PTA spoke in favor of Florida's adoption of the

Common Core State Standards at the June 14, 2010, State Board of Education meeting. Other key stakeholder groups that spoke in support of adoption of the Common Core State Standards included the Florida Chamber of Commerce and *STEMflorida*. The standards were adopted on July 27, 2010 (Attachment 4a, State Board of Education certification and meeting minutes).

The above activities were in addition to those required in Florida law, Section 1003.41(3)(a), Florida Statutes, which requires the Commissioner to submit proposed standards:

- For review and comment by Florida educators, school administrators, representatives of Florida College System institutions and state universities who have expertise in the content knowledge and skills necessary to prepare a student for postsecondary education, and leaders in business and industry.
- For written evaluation by renowned experts on K-12 curricular standards and content after considering any comments and making any revisions to the proposed standards.
- To the Governor, President of the Senate, and Speaker of the House of Representatives at least 21 days before the State Board of Education considers adoption, along with the curricular and content evaluations.

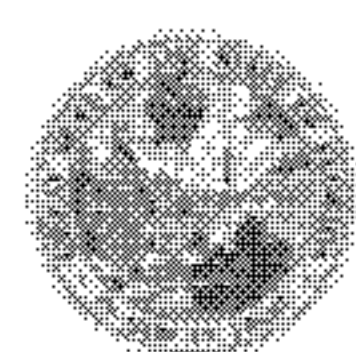
Timelines for Implementation of the Common Core State Standards

Once the Common Core State Standards were adopted, the next step was to determine the timeline for implementation into classrooms. Florida had recently transitioned to assessments aligned to the state's "A"- and "B"-rated Next Generation Sunshine State Standards in mathematics and ELA, which was preceded by the adoption of instructional materials that included lessons to teach these standards. The recent implementation of these rigorous standards prepared all educators and students for a successful transition to the Common Core State Standards. Florida intends to make effective use of the investments made in the preparation of teachers to teach the Next Generation Sunshine State Standards, including instruction of rigorous content followed by rigorous assessments, to support the Common Core State Standards transition.

Common Core State Standards assessments will begin with third grade students in the 2014-2015 school year. Therefore, students entering kindergarten in 2011-2012 are the first cohort to be assessed on the Common Core State Standards and never assessed on the mathematics and ELA Next Generation Sunshine State Standards. It is for this reason that Florida is implementing a transition schedule that begins with kindergarten instruction, based on the Common Core State Standards, this school year (2011-2012), adds first grade in the 2012-2013 school year, and adds grades 2-12 in the 2013-2014 school year. Grades 3-12 will have a blended approach with the primary focus on the Common Core State Standards plus any content still assessed on Next Generation Sunshine State Standards (see chart below). This transition plan provides our youngest students with three years of instruction on the Common Core State Standards and all students with a transition year of instruction prior to the implementation of assessments based on the Common Core State Standards.

What Standards Should Be Taught?

Year/Grade Level	K	1	2	3-8	9-12
2011-2012	CCSS (M+ELA) NGSSS other	NGSSS	NGSSS	NGSSS	NGSSS
2012-2013	CCSS (M+ELA) NGSSS other	CCSS (M+ELA) NGSSS other	NGSSS	NGSSS	NGSSS
2013-2014	CCSS (M+ELA) NGSSS other	CCSS (M+ELA) NGSSS other	CCSS (M+ELA) NGSSS other	CCSS + All NGSSS assessed	CCSS + All NGSSS assessed
2014-2015	CCSS (M+ELA) NGSSS other	CCSS (M+ELA) NGSSS other	CCSS (M+ELA) NGSSS other	CCSS (M+ELA) NGSSS other	CCSS (M+ELA) NGSSS other



M = Mathematics; ELA = English Language Arts and Reading
CCSS – Common Core State Standards; NGSSS – Next Generation Sunshine State Standards

Attachment 4b provides evidence that Florida has thoughtfully planned the alignment and implementation of all standards-related statewide activities across all subject areas, including curriculum, adoption of instructional materials, professional development, statewide assessments, and teacher certification.

Analysis of the Linguistic Demands of the Standards for English Language Learners

Florida is planning to conduct an analysis of the linguistic demands of the Common Core State Standards to inform the development of the state's English Language Proficiency (ELP) Standards and to ensure that English language learners have the opportunity to achieve the Common Core State Standards. The ELP Standards will provide:

- The language domain and broad statement of what an English language learner is expected to understand.
- The minimum academic path necessary to achieve proficiency for each language domain.
- The skill level at which an English language learner can access the core curriculum for each language domain.
- A focused description of what an English language learner is expected to know and be able to do in English at the end of instruction.
- A description of the English language skill level at which an English language learner can access instruction.
- An observable student action used to judge learning.

As the first step in the development of ELP Standards for the Common Core State Standards, Florida signed a Memorandum of Understanding with a consortium of states to apply for an Enhanced Assessment Grant. This was a federal competitive grant for the purpose of enhancing

the quality of assessment instruments and systems used by states for measuring the academic success of elementary and secondary students. Absolute Priority 5 of the grant was about English Language Proficiency Assessment Systems. Although the consortium's application was not funded, Florida is now working with the consortium partner states to begin development of the ELP Standards in 2011-12. In addition, Florida is reviewing the ELP Standards already developed by World-Class Instructional Design and Assessment (WIDA). WIDA is part of the consortium that was awarded the funding and has a current partnership with 27 states to utilize developed ELP Standards to build an ELP assessment.

Florida's planned development of ELP standards will be prioritized to begin work at the primary grade levels to match timelines for the Common Core State Standards so that all students will be accessing the standards on the same schedule (see below). This work will help ensure that English language learners have the opportunity to achieve the Common Core State Standards.

Florida's English Language Proficiency Standards Implementation Timeline

Transition	Implementation Completed
Consortium of states finalized with a committee to develop the ELP standards	Fall 2011
Committee prepares a plan for the development of the standards	Winter 2012
Standards completed via conference calls and webinars	Spring 2012
ELP Standards approved by the State Board of Education	Summer 2012
Implementation of Common Core ELP Standards in kindergarten and first grade classrooms	Fall 2012
Implementation of Common Core ELP Standards in all grades	Fall 2013

Analysis of the Learning and Accommodation Factors for Students with Disabilities

Florida is continuing its analysis of the learning and accommodation factors necessary to ensure that students with disabilities will have the opportunity to achieve the Common Core State Standards. To accomplish this, FDOE will continue to ensure that all activities related to the Common Core State Standards, such as outreach, dissemination, and professional development, address the needs of students with disabilities. Florida's inclusive approach ensures accessible instructional materials, assistive technology, and classroom accommodations and supports are available so that students with disabilities can access the Common Core State Standards.

Florida also is planning to analyze the learning factors necessary to ensure that students with significant cognitive disabilities have access to the Common Core State Standards at reduced levels of complexity. To accomplish this, Florida is participating with the National Center and State Collaborative General Supervision Enhancement Grant (NCSC GSEG) to define college- and career-ready for this population of students and to identify Core Content Connectors to the Common Core State Standards. Florida is currently a partner with 18 other states and four research centers to develop Core Content Connectors for students with significant cognitive disabilities. Once released, curriculum guides and other materials will be provided that will serve as the foundation for classroom instruction. Again, these activities will begin at primary grade

levels so that all students will be accessing the standards on the same schedule (see below).

Florida’s Core Content Connectors for Students with Disabilities Implementation Timeline

Transition	Implementation Completed
Mathematics Core Content Connectors released by NCSC GSEG	Winter 2012
Training provided on mathematics Core Content Connectors and related materials	Summer 2012
ELA Core Content Connectors released by NCSC GSEG	Summer 2012
Training provided on ELA Core Content Connectors and related materials	Fall 2012

Outreach on and Dissemination of Common Core State Standards

Florida’s plan for outreach and dissemination of the standards transition is ongoing and includes the following multiple delivery methods:

1. Conference calls and distribution of written materials
 - Monthly conference calls from the Commissioner of Education to LEA superintendents with updates and information regarding implementation activities
 - Bi-monthly conference calls from the Chancellor of Public Schools to LEA curriculum directors where updates, information, and requirements to implement the standards into instruction are reviewed
 - Monthly conference calls from K-12 program lead offices to LEA content and subject area administrators where school-level and content area requirements and opportunities for professional development are reviewed and shared
2. In-person meetings
 - Frequent onsite meetings with LEAs as follow-up to summer professional development services
 - Annual statewide conferences with content area associations (for example, the 2012 Florida Council of Teachers of Mathematics conference theme will be the Common Core State Standards and FDOE staff will provide support and presentations)
 - Bi-annual Florida Organization of Instructional Leaders meetings that are attended by each LEA’s lead curriculum administrator (i.e., Assistant Superintendents for Curriculum and Instruction); FDOE staff provides information and leads discussions regarding the state implementation plan for instruction including the Common Core State Standards and their assessment
 - Ad hoc meetings as requested by stakeholders
 - Town Hall Meetings as part of State Board of Education rule development that include implementation of the Common Core State Standards, course descriptions, or assessments
3. Webinars on Race to the Top and the Partnership for the Assessment of Readiness for College and Careers (PARCC)

4. Websites
 - FDOE
 - Florida's Bureau of Curriculum and Instruction website which includes the standards, course descriptions, and timeline for instructional materials adoption with vendor specifications
 - Florida's Teacher Standards Database website and resources tool
5. Social Media
 - Facebook
 - Twitter
 - Blog
6. Personal Communication – FDOE staff respond to Florida education stakeholders that include parents, teachers, school- and LEA-level personnel, and others who communicate to us with questions and concerns regarding new content course and assessment requirements
 - E-mail
 - One-to-One phone calls
7. Video Messaging
 - *Teacher Talk*
 - Podcasts
 - YouTube
8. E-mail distribution lists for dissemination of information on and updates to the implementation plan based on the key audience
 - *The Core* – electronic newsletter from FDOE
 - Bureau of Curriculum and Instruction Newsletter
 - Bureau of Exceptional Education and Student Services Newsletter
 - Bureau of Student Achievement through Language Acquisition Newsletter
 - *Just for Teachers/Principally Speaking* communications
 - Statewide Curriculum Organization Newsletters/E-blasts
 - Race to the Top Assessment Office Newsletter
9. Surveys – offices within FDOE send out online surveys to collect information, concerns, opinions, and local needs; for example, Florida mathematics teachers were recently surveyed to ask if having the standards cited in instructional materials where lessons supported the standards was helpful. Over 5,000 teachers responded sharing that 94% were using state adopted materials, 66% agreed having the standard was very helpful, and 31% responded having the standard cited was somewhat helpful
10. Florida Race to the Top Written Correspondence and Meetings
 - LEA Memorandum of Understanding includes requirements to implement professional development on the Common Core State Standards to teachers and principals
 - Stakeholder Advisory Committees for each of the Common Core State Standards-related projects
11. Teacher and LEA professional development provided by FDOE
 - Summer 2011 – Kindergarten teachers – *An In-depth Review of the Common Core State Standards*

- Summer 2012 – Kindergarten through 2nd grade teachers – *An In-depth Review of the Common Core State Standards*
- Summer of 2012 – 3rd through 12th grade teachers – *Introducing a Framework for Blended Curricula*

Additionally, through Race to the Top we will procure, by contract, the services of a postsecondary institution to develop school-level training materials and tutorials for teachers and pre-service programs on accessing teacher resources that support the Common Core State Standards.

Plan for Professional Development for Teachers and Principals to Support Implementation of the Common Core State Standards for All Students

Florida law, Section 1012.98, Florida Statutes, requires FDOE, public postsecondary institutions, LEAs, schools, state education foundations, consortia, and professional organizations to work collaboratively to establish a coordinated system of professional development. The express purpose of this statewide system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for college and careers. This system of professional development is required to be aligned to the state-adopted standards and support the framework for standards adopted by the National Staff Development Council. Florida law also specifies the following responsibilities for FDOE, LEAs, and postsecondary institutions:

- FDOE
 - Disseminate to the school community research-based professional development methods and programs that have demonstrated success in meeting identified student needs.
 - Use data on student achievement to identify student needs.
 - Methods of dissemination must include a web-based statewide performance support system, including a database of exemplary professional development activities, a listing of available professional development resources, training programs, and available assistance.
- LEA
 - Develop a professional development system in consultation with teachers, teacher-educators of Florida College System institutions and state universities, business and community representatives, local education foundations, consortia, and professional organizations. The professional development system must:
 - Be approved by FDOE.
 - Be based on analyses of student achievement data and instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students.
 - Provide inservice activities coupled with follow-up support appropriate to accomplish LEA- and school-level improvement goals and standards.
 - Include a master plan for inservice activities, pursuant to rules of the State Board of Education, for all LEA employees from all fund sources. The master plan must be updated annually by September 1, based on input

from teachers and LEA and school instructional leaders, and must use the latest available student achievement data and research to enhance rigor and relevance in the classroom. Each LEA inservice plan must be aligned to and support the school-based inservice plans and school improvement plans. LEA plans must be approved by the LEA school board annually. LEA school boards must submit verification of their approval to the Commissioner of Education no later than October 1, annually.

- Require each school principal to establish and maintain an individual professional development plan for each instructional employee assigned to the school.
- Include inservice activities for school administrative personnel that address updated skills necessary for instructional leadership and effective school management.
- Provide for systematic consultation with regional and state personnel designated to provide technical assistance and evaluation of local professional development programs.
- Provide for delivery of professional development by distance learning and other technology-based delivery systems to reach more educators at lower costs.
- Provide for the continuous evaluation of the quality and effectiveness of professional development programs in order to eliminate ineffective programs and strategies and to expand effective ones.

To carry out the FDOE's responsibilities, as stated above, and to support the LEAs' implementation of these professional development requirements, Florida's Race to the Top projects include activities and products related to the adoption and implementation of the Common Core State Standards. All of the projects below include a professional development component for teachers and school administrators.

- Development of mathematics and ELA (including English language acquisition) formative assessments to improve day-to-day individualized standards instruction.
- Development of school-level professional development Lesson Study toolkits for mathematics formative assessments, ELA formative assessments, and instructional use of student data.
- Development of mathematics and ELA interim assessments for classroom, school, and LEA use to periodically monitor individual student, classroom-level, and school-level student success in mastering the Common Core State Standards.
- Development and launching of the Teacher Standards Instructional Tool where teachers can access the standards, link to related resources, and access model lessons as well as the developed formative assessments, toolkits, and interim assessments.
- Development of, piloting, and implementing school-level training materials and "Help" tutorials for teachers on accessing the resources and assessments available on the Teacher Standards Instructional Tool by a postsecondary institution.

The 65 Race to the Top participating LEAs signed a Memorandum of Understanding (MOU) that includes:

- Ensuring that professional development programs in all schools focus on the new Common Core State Standards, including assisting students with learning challenges to meet those standards (such as through accommodations and assistive technology). Such professional development will employ formative assessment and the principles of Lesson Study.
- Evaluating the fidelity of Lesson Study and formative assessment implementation that is tied to interim and summative student assessments.

Also as noted above, LEA professional development systems must be approved by the FDOE. In 2009, Florida revised its state Standards for High Quality Professional Development to include specific standards related to delivery of professional development at the LEA, school, and teacher/principal level on the revised curriculum standards. The state's Standards for High Quality Professional Development and the annual report on LEA professional development systems may be found online at <http://www.teachinflorida.com/ProfessionalDevelopment/ProtocolStandards/tabid/66/Default.aspx>.

Additionally, FDOE's Bureau of Curriculum and Instruction, in partnership with the Just Read, Florida! Office, developed and is implementing a series of summer workshops with follow-up aligned to the Common Core State Standards implementation timeline.

Plan to Provide High-Quality Instructional Materials Aligned with the Common Core Standards to Support Teaching and Learning

In preparation for the implementation of the Common Core State Standards in kindergarten and first grade in 2011-2012 and 2012-2013, FDOE provided the following resources aligned to the Common Core State Standards:

- FloridaStandards.org – a web portal where teachers can access the standards and teaching resources aligned to each standard.
- Florida's Virtual Curriculum Marketplace – a web portal where teachers, schools, and LEAs can access free or for-purchase standards-based digital curriculum.
- Mathematics Formative Assessment Tasks – examples of these tasks were provided to teachers during the summer workshops described above and are also available via Floridastandards.org.

FDOE, as part of its Race to the Top grant, is also developing a Student Standards Tutorial. This is an online system that will include adaptive student tutorial lessons, teacher mini-assessments, and parent information resources.

As referenced previously, Attachment 4b provides evidence of Florida's alignment of instructional materials with the Common Core Standards. Florida is one of the only large states with a statewide K-12 instructional materials adoption process that ensures the provision of high-quality instructional materials aligned to the Common Core State Standards to support teaching and

learning for all students. Florida’s published specifications require that instructional materials submitted must:

- Be aligned with the Common Core State Standards.
- Reflect the demands of reading, writing, listening, and speaking that are specific to the content area.
- Include vocabulary development, cognitive reasoning, and reading acquisition skills specific to literacy in the content area.
- Include strategies within teacher and student resources that support the unique literacy demands of the content area.
- Include assessment tools for assessing student learning and information for instructional decision making.
- Include a professional development plan for use with the materials.
- Include strategies, materials, and activities that consider and address the needs of students with disabilities (universal design for curriculum access).
- Include teacher and student resources for English language learners that support both the content and academic vocabulary of the content area.

The instructional materials adoption process includes a review of all submitted materials by content experts followed by a review by all LEAs for usability and appropriateness. Florida is the first in the nation to utilize a completely digital review process that guarantees public access to reviewers’ comments for all adopted materials. Florida LEAs must utilize a minimum of 50% of their state-appropriated instructional materials funding to purchase materials on the state-adopted list.

Florida’s five-year adoption cycle (see below) ensures the statewide adoption of ELA and mathematics materials prior to the 2014-2015 school year when statewide assessments on the Common Core State Standards will be fully implemented.

**Florida Instructional Materials Adoption Schedule
For Adoption Years 2010-11 through 2016-17**

Adoption Year ¹	Subject Area	Specifications & Criteria Available	State Adoption Process ²	Effective Date Of Contract April 1 - March 31
2010-2011	Science <i>K-12</i>	2009	2010	2011-2017
2011-2012	Social Studies <i>K-12</i>	2010	2011	2012-2018
2012-2013	Reading, including ESOL and Access Courses ³ <i>K-5</i>	2011	2012	2013-2019
	Language Arts and Literature, including ESOL and Access Courses <i>K-5</i>			
	Mathematics, including Access Courses <i>K-5</i>			
2013-2014	Reading, including ESOL and Access Courses <i>6-12</i>	2012	2013	2014-2020
	Language Arts & Literature, including ESOL and Access Courses <i>6-12</i>			
	Mathematics, including Access Courses <i>6-12</i>			
2014-2015	World Languages <i>K-12</i> (Spanish Only)	2013	2014	2015-2021
	Career and Technical Education/ Agriculture			
	Physical Education/ Health (HOPE course only)			
2015-2016	Science, including Access Courses <i>K-12</i>	2014	2015	2016-2022
2016-2017	Social Studies <i>K-12</i>	2015	2016	2017-2023

¹Adoption Years 2012-2013, 2013-2014, 2014-2015, 2015-2016, and 2016-2017 are tentatively scheduled and all adoptions are dependent on adequate funding.

²State Adoption Process:

- Deadline for Intent To Bid – February
- Deadline for Bids – May
- State Expert Member Training – May & June
- State Expert Meeting – Fall

³Access Courses are for students with significant cognitive disabilities that receive instruction on Next Generation Sunshine State Standards Access Points.

Expansion of Accelerated Learning Opportunities

In February of 2008, the Go Higher, Florida! Task Force, made up of K-12 and postsecondary education leaders in Florida, released a committee report that included the following recommendations:

- The State Board of Education, which oversees K-12 and the Florida College System, and

the Board of Governors, which oversees the public universities, should adopt a common definition of “college and career readiness” for Florida.

- Develop/adopt high school/postsecondary assessment(s) which are clear in purpose and function, i.e., assessing skills in core courses for high school graduation and/or assessing postsecondary readiness in core courses.
- Require all high school students to take rigorous and relevant courses that prepare them for life after graduation.

Responding to the Task Force’s recommendations, Florida began working toward a common definition of college readiness that would include specific expectations of what students need to know and be able to do to succeed in their first college-level English and mathematics classes. Florida’s definition of readiness states, “*Students are considered college ready when they have the knowledge, skills, and academic preparation needed to enroll and succeed in introductory college-level courses without the need for remediation in mathematics or English.*”

In September 2008, as an initial step in aligning high school exit and college entry expectations and developing an assessment that measured college readiness, the FDOE Division of Florida Colleges organized a faculty workshop comprised of over 70 cross-sector ELA and mathematics faculty, including high school teachers, Florida College System, and state university faculty. Faculty was grouped into subject areas and reviewed the American Diploma Project college- and career-ready benchmarks to identify Postsecondary Readiness Competencies. In April 2010, in preparation for the adoption of the Common Core State Standards, FDOE began revising the Postsecondary Readiness Competencies to better align with the Common Core State Standards. These revised Postsecondary Readiness Competencies were then used to begin test item development for Florida’s new Postsecondary Education Readiness Test (P.E.R.T.). In June 2010, Florida’s colleges administered over 10,000 P.E.R.T. pilot exams in Florida high schools and state colleges. In October 2010, FDOE fully administered one of the first customized college placement tests developed from a blueprint created by a team of K-12, college, and university faculty.

Consistent with the above activity are the three goals in Florida’s Race to the Top application related to improved student performance. The goal specific to student college readiness and success states, “Double the percentage of incoming high school freshmen who ultimately graduate from high school, go on to college, and achieve at least a year’s worth of college credit.” To accomplish this, Florida continues to expand student access to college-level courses through five initiatives:

- College placement testing and enrollment in 12th grade postsecondary preparatory courses for identified students
- High school accountability
- College Board partnership
- Student performance-based funding
- Dual Enrollment

College Placement Testing and Postsecondary Preparatory Instruction

In response to the number of Florida high school graduates that enter the Florida College System and require remediation in mathematics, reading, or writing, Florida legislation passed in 2010 (Section 1008.30, Florida Statutes) requires high schools in Florida to evaluate the college readiness of each 11th grade student who scores at identified levels on Florida's statewide reading and mathematics grade 10 assessments. High schools must perform this evaluation using results from the state-funded, identified college placement assessment. As a result of this legislation, beginning in 2011-2012 all identified 11th grade students will be tested on Florida's new P.E.R.T. assessment or an approved college readiness assessment such as the ACT or the SAT. This student testing has been fully funded through legislative appropriations. Students who demonstrate readiness by achieving the minimum test scores established for P.E.R.T. and enroll in a Florida College System institution within two years of meeting or exceeding such scores shall not be required to retest or enroll in remediation when admitted to any Florida College System institution. Students with identified deficiencies as evidenced by scores below the statewide cut score will be required to complete postsecondary preparatory instruction prior to high school graduation. Postsecondary preparation courses in mathematics, reading, and writing (*College Ready* and *College Success*) were developed by Florida K-12 content experts, working with Florida College System mathematics and ELA faculty. These courses have been approved by the State Board of Education and are now a part of Florida's Course Code Directory to be included in all high school course offerings. All 11th grade students with identified deficiencies will be enrolled in these courses in 2012-2013 and at completion will have another opportunity to take the P.E.R.T. If successful, these students are eligible to enter the Florida College System without required remediation and are considered college ready.

High School Accountability

Legislation passed in 2008 (Section 1008.34, Florida Statutes) required Florida to move to a high school accountability system that, in addition to the focus on academic performance and performance gains measured by student achievement on statewide assessments, provided an equal focus on:

- Student access to and performance in rigorous, accelerated coursework including Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), Dual Enrollment (DE), and Industry Certification (IC). Performance is measured by exam scores (AP, IB, AICE), course grades (DE), or completion of certification requirements (IC).
- Student measures of college readiness determined by identified SAT, ACT, or P.E.R.T. exam scores.
- Graduation rates for all students, providing an additional graduation rate for academically at-risk students.

In conjunction with implementation of this new high school accountability system, Florida has seen a ramping up of student participation in AP, IB, and AICE courses and program areas, as well as increased Dual Enrollment course offerings and rising enrollment in Industry Certification programs. Likewise, Florida student participation in ACT, SAT, and college placement examinations has continued to rise, especially for the state's minority populations. With broad expansion of participation in advanced curricula and college entrance exams, Florida's largest minority groups have also shown increased performance on AP examinations and notable reductions in achievement gaps. Florida's graduation rates have also continued to rise in recent

years, with some of the greatest sustained increases occurring among the state's minority populations.

The college readiness measures in Florida's School Grades system provide an additional incentive to schools and LEAs to prepare all graduates to be college ready. Each high school receives points in the school grading formula for the percentage of its graduates that are ready for college based on SAT, ACT, or other college placement tests. The administrative rule governing school grades (Rule 6A-1.09981, Florida Administrative Code) also includes changes to this measure to increase its rigor and apply it to all on-time graduates. Including this measure in the school grading system raises the profile of college readiness and increases awareness of the importance of helping all students become ready for college and careers. The following links provide information about how school grades, including the acceleration and college readiness measures, are calculated:

<http://schoolgrades.fldoe.org/pdf/1011/Guidesheet2011SchoolGrades.pdf> and
<http://schoolgrades.fldoe.org/pdf/1011/SchoolGradesTAP2011.pdf>.

College Board Partnership

Consistent with the requirements of Florida law (Section 1007.35, Florida Statutes), each year the FDOE works with the College Board to identify schools in need of support to develop a college-going culture. This partnership utilizes a systematic approach with specified programs and services prioritized to support underperforming LEAs. Between 1999 and 2010, 10th grade PSAT/NMSQT test-taking numbers increased nearly 287 percent for the general population and increased by more than 460 percent for minority test-takers. The increase is largely attributable to state funding proposed by the Governor and provided by the State Legislature to cover the cost of the test for all 10th grade students. Minority students are also taking AP exams in greater numbers than ever before. The partnership implemented greater incentives and efforts to increase minority student enrollment in AP courses and participation in AP examinations resulting in more than a 491 percent increase in the number of exams taken by minority students and a 330 percent increase in the number of AP exams taken by minority students receiving scores of three or higher, thus generating college course credit. In addition to teacher professional development for readiness to teach AP courses, the partnership also supports implementation of the Advancement Via Individual Determination (AVID) program in partnership schools with an emphasis on teaching college-ready skills and preparation for success in rigorous coursework.

Student Performance-Based Funding

Florida law (Section 1011.62(1)(l)(m)-(n), Florida Statutes) provides incentive funds for schools and teachers based on the number of students who take and score at or above identified scores on AP, IB, and AICE exams. Specifically, an additional value of 0.16 full-time equivalent (FTE) is reported by LEAs for:

- Each student enrolled in an AP class who earns a score of three or higher on an AP exam, provided they have been taught in an AP class in the prior year.
- Each student enrolled in an IB course who receives a score of four or higher on the subject exam.
- An AICE student if he or she receives a score of "E" on a full-credit subject exam or an additional 0.08 FTE if he or she is enrolled in a half-credit class and earns a score of "E" or higher on the subject exam.

- Each student who receives an IB or AICE diploma.

From the funding generated by the bonus FTE of these programs, Florida law (Sections 1011.62(1)(l), (m), and (n), Florida Statutes), requires LEAs to distribute bonuses to certain classroom teachers as follows:

- International Baccalaureate – A bonus of \$50 is earned by an IB teacher for each student in each IB course who receives a score of four or higher on the IB exam. An additional bonus of \$500 is earned by the IB teacher in a school designated with a performance grade category “D” or “F” who has at least one student scoring four or higher on the IB subject exam. Bonuses awarded to a teacher may not exceed \$2,000 per school year.
- Advanced International Certificate of Education – A teacher earns a \$50 bonus for each student in the full-credit AICE course who receives a score of “E” or higher on the subject exam and a \$25 bonus for each student in each half-credit AICE course who receives a score of “E” or higher on the subject exam. Additional bonuses of \$500 and \$250 for full-credit and half-credit courses, respectively, shall be awarded to AICE teachers in a school designated with a performance grade category “D” or “F” who have at least one student passing the subject exam in that class. The maximum additional bonus in a given school year is \$500 for those teachers who teach half-credit courses and \$2,000 for those teachers who teach full-credit courses.
- Advanced Placement – A \$50 bonus is earned by an AP teacher for each student in each AP course who receives a score of three or higher on the AP examination. An additional bonus of \$500 is earned by the AP teacher in a school designated with a performance grade category “D” or “F” who has at least one student scoring three or higher on an AP exam. Bonuses awarded to a teacher may not exceed \$2,000 per school year.

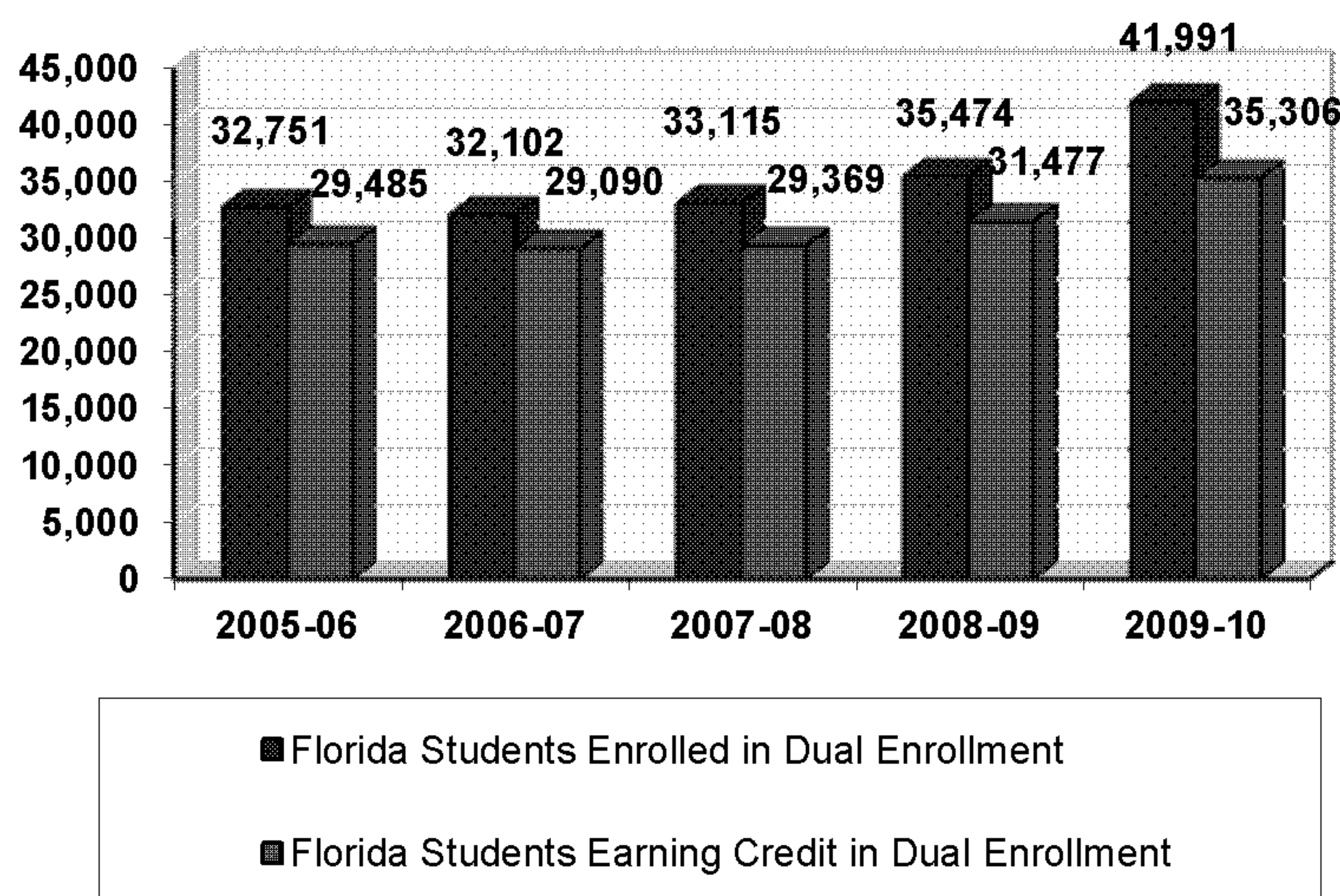
Florida law (Section 1011.62(1)(o), Florida Statutes) also provides incentives for students who complete an industry-certified career or professional academy program and who is issued the highest level of Industry Certification and a high school diploma. For these students, an additional value of 0.1, 0.2, or 0.3 FTE student membership is added.

It is estimated that a total of \$86,171,014 was allocated to LEAs in 2011-12 for the above incentives.

Dual Enrollment

Florida law (Section 1007.271, Florida Statutes) defines Dual Enrollment as the enrollment of an eligible secondary student or home education student in a postsecondary course at a public or eligible nonpublic Florida College System institution, university, or career center. Through Dual Enrollment, students earn both high school and postsecondary credit. Tuition and fees for Dual Enrollment courses are waived for students who attend a Florida public institution. As illustrated by the chart below, the number of students enrolled and the number of students earning postsecondary credit continues to increase.

**Dual Enrollment Continues to Increase in Florida
Number of Students Enrolled in Dual Enrollment
and Earning Credit in Dual Enrollment through
Florida Colleges**



Florida will continue to implement the above strategies to expand access to accelerated learning opportunities and increase the number of participating students.

FDOE Works with Institutions of Higher Education State-Approved Programs that Prepare Teachers and School Leaders

Florida has designed and begun implementation of a plan that will result in its approved teacher preparation programs producing candidates to teach the Common Core State Standards by the 2013-14 school year. This plan begins with the revision of Florida Teacher Certification Examinations (FTCE) in all grades and subjects that include Common Core State Standards, as well as Florida's Next Generation Sunshine State Standards in STEM areas (science, technology, mathematics, and engineering). Florida requires that all candidates in approved 'traditional' initial teacher preparation programs pass all portions of the FTCE prior to graduation, which includes a basic skills entrance examination, as well as Professional Education and Subject Area tests (Rule 6A-5.066(1)(c)2.e., Florida Administrative Code). The Subject Area tests in STEM and Common Core State Standards content have begun a timeline for revision as seen in the chart below. The Competencies and Skills that are referred to on the timeline are the essential content for these examinations and form the basis for the Uniform Core Curriculum required by Section 1004.04, Florida Statutes. The other major portion of the Uniform Core Curriculum is the Florida Educator Accomplished Practices, which are assessed by the Professional Education test. Institutions receive continued approval of their programs based in large part on whether they are assessing their candidates on their performance of the Uniform Core Curriculum as described in these Competencies and Skills (see Florida Standards for Initial and Continued Program Approval at <http://www.fldoe.org/profdev/pdf/2008sidebyside.pdf> and the Guidelines for Implementation of the Standards at <http://info.fldoe.org/docushare/dsweb/Get/Document-5450/dps-2009-134b.pdf>). The revision of the Competencies and Skills for certification will focus teacher preparation programs on the Common Core State Standards, and as such are a key strategy in improving Florida teachers' ability to implement these rigorous standards in our schools.

Postsecondary Projects and Timelines – All FTCE/FELE¹ Projects (2010-2014) – Race to the Top and FTCE

Subject Area Exam	Year Last Developed	Next Scheduled for Full Development	Standards	New Standards Adoption	Proposed State Board of Education Rule Adoptions ²	New Forms Administered	Date of Last Standard Setting
Math 6-12	2007	2011	CC	2010	September 2011 & 2012	January 2013	1989-90
Middle Grades Math 5-9	2007	2011	CC	2010	September 2011 & 2012	January 2013	1989-90
PK-3 Math, Science, Reading, Social Science	2008	2011	NGSSS/CC	2010	September 2011 & 2012	January 2013	1993-95
English 6-12	2007	2013	CC	2010	September 2013 & 2014	December 2014	1989-90
Middle Grades English 5-9	2007	2013	CC	2010	September 2013 & 2014	December 2014	1989-91
Elementary K-6 Math, Science, English Language Skills, Social Science	2008	2013	NGSSS/CC	2010	September 2013 & 2014	December 2014	2009
Professional Education	2005	2011	FEAPs	2010	September 2011 & 2012	January 2013	2003-05
ESOL	2007	2011	ESOL	2010	September 2011 & 2012	January 2013	1992-95
FELE	2007	2011	William C. Golden	TBD	N/A	January 2013	2008
Standard Setting							
Biology, Chemistry, Earth/Space, Middle Grades General Science, Physics	2008	2011	NGSSS	TBD	September 2012	January 2013	1988-91

¹Florida Educational Leadership Examination

²Two State Board of Education rule adoptions for each subject area exam; the first date is for Competencies and Skills only. The second date is the adoption of updated cut scores.

Institution teams have already received training from FDOE on how to incorporate the state's newly adopted Standards for teachers in English to Speakers of Other Languages (ESOL), reading, and Florida Educator Accomplished Practices into their preparation programs. Training for institution teams will continue during the 2011-2013 school years, as the Competencies and Skills are adopted for the specified Subject Area tests.

The state's complete plan under Race to the Top includes the subsequent revision of the Uniform Core Curriculum and Continued Approval Standards as shown below.

Teacher and School Leader Plan for Transition to New Standards

Race to the Top Timeline

2010-11	2011-12
<ul style="list-style-type: none"> Job-embedded program grant applications begin (September 2011) Principal program grant applications begin (September 2011) Student Growth Implementation Committee recommends a new state student growth model and program evaluation begins based on new model Baseline data provided to existing programs (Spring 2012) 	<ul style="list-style-type: none"> Job-embedded grants awarded and recipients admit first new program teacher candidates (Spring/Summer Semester 2012) Principal program grants awarded 1st reporting through electronic Institution Program Evaluation Plan (eIPEP) system for Initial Teacher Preparation Programs using new performance measure categories for continued program approval (reported in Institution Program Evaluation Plan (IPEP)/Annual Program Evaluation Plan (APEP) submitted Fall 2012) Improvements to eIPEP system made based on initial study and review and feedback from institutions (November 2011)
2012-13	2013-14
<ul style="list-style-type: none"> LEAs hire first job-embedded teacher preparation program candidates 1st principal program cohort begins Reporting continues through eIPEP Preliminary ratings of teacher preparation programs published (preliminary ratings will not be used to make program approval decisions) Continued improvements to eIPEP system made based on initial study and review and feedback from institutions (project continues 2012-14) 	<ul style="list-style-type: none"> First completers of STEM teacher education programs and principals employed in LEAs 1st candidates in job-embedded programs completed Data from partner programs used to revise initial program approval requirements and establish performance measures for continued program and School Leadership approval requirements Student growth results from common LEA assessments introduced into teacher preparation performance measures

Updates to Uniform Core Curriculum & Leadership Standards: Supporting Activities and Milestones

	2009-10	2010-11
Florida Educator Accomplished Practices (FEAPs)		<ul style="list-style-type: none"> New FEAPs approved (December 2010)
Florida Teacher Standards for ESOL Endorsement	<ul style="list-style-type: none"> New performance standards for ESOL Endorsement approved (March 2010) 	<ul style="list-style-type: none"> Input received from ESOL faculty at Teacher Preparation Programs on implementation of new ESOL standards (Summer 2010)
Florida Competencies for Reading Endorsement		<ul style="list-style-type: none"> Anticipate amended Reading Endorsement competencies approved (September 2011)
School Leadership programs		<ul style="list-style-type: none"> Convene leadership group via a research discussion with William Cecil Golden partners (Spring 2011) Revisions to leadership standards

**Updates to Uniform Core Curriculum & Leadership Standards:
Supporting Activities and Milestones (continued)**

	2011-2012	2012-2013
Florida Educator Accomplished Practices (FEAPs)	<ul style="list-style-type: none"> • Training Academies for Teacher Preparation Programs provided by Learning Sciences International (Summer 2011) • Subcommittee of Race to the Top Teacher and Leader Preparation Implementation Committee works with Teacher Preparation Programs to develop a plan for implementation of new FEAPs (Fall 2011) 	<ul style="list-style-type: none"> • Changes to Teacher Preparation programs required for implementation of new FEAPs completed and implemented (Fall 2012; implementation Fall 2013 or before) • Teacher Preparation Programs' Program Evaluation Plan (IPEP/APEP) must include a revised FEAPs matrix reflecting the courses/modules in which new FEAPs are taught and assessed (Submit November 2012)
Florida Teacher Standards for ESOL Endorsement	<ul style="list-style-type: none"> • Training provided by Bureau of Educator Recruitment, Development, and Retention staff (Fall 2011; coincide with Reading training) 	<ul style="list-style-type: none"> • Changes to Teacher Preparation Programs required for implementation of new ESOL Standards (Fall 2012; implementation Fall 2013 or before) • Teacher Preparation Programs' Program Evaluation Plan (IPEP) must include a revised ESOL matrix reflecting the courses/modules in which the new ESOL Standards are taught and assessed Fall 2012 (Submit November 2012)
Florida Competencies for Reading Endorsement	<ul style="list-style-type: none"> • Gather input from reading faculty at Teacher Preparation Programs on implementation of amended competencies (Fall 2011) • Training provided by Bureau of Educator Recruitment, Development, and Retention staff (Fall 2011; coincide with ESOL training) 	<ul style="list-style-type: none"> • Changes to Teacher Preparation Programs required for implementation of amended Reading Endorsement competencies (August 1, 2012; per proposed State Board of Education rule) • Teacher Preparation Programs' Program Evaluation Plan (IPEP/APEP) to include a revised Reading matrix reflecting the courses/modules in which the amended Reading competencies are taught (Submit November 2012)
School Leadership programs	<ul style="list-style-type: none"> • Rule Development to amend 6A-5.080, F.A.C. (August 2011); Rule Workshops for Leadership Standards (September 2011) • New revisions to Rule 6A-5.080, F.A.C., taken before SBE to be approved (November 2011) • Rule Development to amend Rule 6A-5.081, F.A.C., and continued approval standards (Spring/Summer 2012) 	<ul style="list-style-type: none"> • New revisions to Rule 6A-5.081, F.A.C., taken before SBE to be approved (Fall 2012) • Training provided by Bureau of Educator Recruitment, Development, and Retention staff (Fall 2012/Spring 2013) • Changes to Leadership Preparation programs required for implementation of new Leadership Standards (Fall 2013)

The Florida Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators (Rule 6A-5.065, Florida Administrative Code, Attachment 10c). Florida universities were represented on the state committee development teams who drafted these practices and a work group of university professors are now working with the FDOE to develop tools to help faculty in teacher preparation programs to align their curriculum with these practices and to develop assessment instruments to assess student teachers in their demonstration of them. FDOE has provided training to teacher educators on the new Accomplished Practices and is providing ongoing training during the 2011-12 school year in a toolkit specifically to assist preparation programs with high-quality integration of the Accomplished Practices with the state's teacher competencies in reading and in English to Speakers of Other Languages (ESOL). The Common Language Project is a combined effort by curriculum, school improvement, and teacher preparation experts through a common language of instruction, by identifying and promoting a clear understanding of like terminology among the groups and for all educators. Through the Common Language Project, FDOE is modeling for LEAs and institutions how they can align their curriculum and student learning progress monitoring and support systems with new

personnel evaluation systems and candidate assessment systems, and provide timely and consistent feedback provided to teachers.

Ensuring that teachers are well-equipped to teach to the Common Core State Standards is paramount. Under Race to the Top, Florida has two competitive grant programs for institutions with approved teacher preparation programs regarding Common Core State Standards and Next Generation Sunshine State Standards in STEM and other core content areas through the redesign of the institutions' teacher preparation programs. The programs resulting from these grants will incorporate a new curriculum of standards-based content and new delivery systems that are a more clinical model, and as such will serve as model programs for other institutions to emulate. FDOE is also working through the Race to the Top Teacher and Leader Preparation Implementation Committee to revise the state's standards for continued approval of teacher and leadership preparation programs, based on the design principles and content addressed above.

The Florida Principal Leadership Standards (Rule 6A-5.065, Florida Administrative Code, Attachment 10d) define Florida's core expectations for effective school administrators, and include emphasizing the principal's role in effectively implementing a standards-based learning environment that focuses on student learning results. The Standards are based on contemporary research on multi-dimensional school leadership, and represent skills sets and knowledge bases needed for effective schools. Standards define the role of the principal in leading schools focused on the achievement of all students on the state-adopted curriculum standards through standards-based instruction.

Florida universities were represented on the state committee development teams who drafted these leadership standards and are now partnering with LEAs in the development and implementation of local principal preparation programs that lead to state principal certification. Additionally, state universities infuse online leadership development modules based on the leadership standards into their university coursework on educational leadership. In January 2012, the FDOE will bring together LEA redesign teams on school leader evaluation systems and university professors of Educational Leadership to work together on a continuum of leadership development, support, and evaluation based on the Florida Principal Leadership Standards that spans teacher leadership, administrator preparation programs, certification, evaluation systems, and professional development.

Evaluating Current Statewide Assessments, Increasing the Rigor of Those Assessments, and Aligning Them to College- and Career-Ready Standards

Florida is a leading state in the 24-member Partnership for Assessment of Readiness for College and Careers (PARCC) consortium. PARCC is creating a common assessment system that will help states dramatically increase the number of students who graduate from high school ready for college and careers and provide students, parents, teachers, and policymakers with the tools they need to help students – from 3rd grade through high school – stay on track and graduate prepared. Florida serves as the fiscal agent for PARCC, but more importantly, Florida is taking an active leadership role to ensure that the assessments are closely aligned to the Common Core State Standards, are rigorous, and are of high quality. State, LEA, and higher education staff have played key roles in guiding each step of the process thus far. FDOE staff has been working to inform educators across the state of the high expectations associated with the Common Core

State Standards and the nature of PARCC assessments. Also, Florida educators have provided important feedback to inform the development of the assessment and the tools to assist in the transition to these new standards. Plans are in place to ensure that this broad educator engagement will continue over the coming years. In 2014-2015, Florida will begin administering the common assessments that will assess whether students are meeting these college- and career-ready standards.

The FDOE is working with educators, LEAs, and business and community leaders to establish Achievement Level standards for new statewide assessments. This increase in standards will help raise student expectations prior to Florida's implementation of the common assessments developed through PARCC in 2014-2015. This year, Florida is setting new, higher standards on FCAT 2.0 and the Algebra 1 end-of-course exam. In order to be considered performing at grade level, students will be expected to demonstrate a higher degree of mastery of the standards than on the previous FCAT assessments. Both the FCAT 2.0 Mathematics and the FCAT 2.0 Reading assessments are designed to measure attainment of the more rigorous content of the Next Generation Sunshine State Standards. For example, in reading, students are asked more often to:

- Use reasonable prior knowledge, such as grade-appropriate vocabulary.
- Make reasonable inferences that are not explicitly text-based.
- Analyze information across a pair of texts, such as making comparisons of main ideas.

FCAT 2.0 also will more often require students to use information learned in an earlier grade and apply it to a current problem. On the prior FCAT, for example, students responded to items related to mean, median, and mode at several consecutive grades. On FCAT 2.0, this concept is assessed primarily in grade 6, but may be incorporated in test items assessing other benchmarks at grades 7 and 8. Before on FCAT, students at a certain grade level were asked to make conversions within a measurement system such as converting feet to inches. Now, students will be asked to make conversions across measurement systems such as converting feet to meters.

Examples of the types of questions found on the FCAT 2.0 can be seen at the following websites:

http://fcat.fldoe.org/fcat2/pdf/sample/1112/reading/FL530617_Gr10_Rdg_TB_WT_r2g.pdf
and

http://fcat.fldoe.org/fcat2/pdf/sample/1112/math/FL530629_Gr8_Math_TB_WT_r5g.pdf.

Florida law (Section 1008.22 (3)(c)7., Florida Statutes) requires that each end-of-course assessment have both college-ready cut scores and passing cut scores. This highlights how Florida is focusing on helping students become college- and career-ready. The college-ready cut scores are to be set at a level that would indicate that “the student is high achieving and has the potential to meet college readiness standards by the time the student graduates from high school.” The State Board of Education will approve new passing and college-ready cut scores in December 2011.

Florida is implementing new Achievement Level cut scores that increase expectations for students and teachers. To set these cut scores, Florida implemented a rigorous process involving almost 300 educators as well as policy-level reactors from education, business, and the community to provide feedback to the Commissioner and the State Board of Education. Florida is using this process to set cut scores for the FCAT 2.0 in Reading and Mathematics and the Algebra 1 end-of-course assessment. The committee of educators made their recommendations after four days of iterative rounds of review. Committee members evaluated what students should know related to each question and determined the percentage of “just barely” prepared students at each

Achievement Level that should get each item correct. After the committee of educators made their recommendations they were presented to a Reactor Panel made up of Florida LEA superintendents and business/community leaders. The Reactor Panel then made Achievement Level cut score recommendations based on the recommendations of the educator committees as well as external assessment information such as NAEP, ACT, PLAN, and PSAT; impact data, and consistency across grade levels and between subjects. The Commissioner reviewed both committees' recommendations and analyzed them for consistency and impact across grade levels. The Commissioner's recommended Achievement Level cut scores reflect both committees' recommendations.

The result of this process is recommended Achievement Level cut scores that increase expectations for students. Based on students' performance in 2011, it is likely that a smaller proportion of students at most grade levels will score at Achievement Level 3 and above with the new cut scores. For example, in 5th grade reading, 69% of students scored at Achievement Level 3 or above in 2011; however, with the new cut scores proposed in the draft rule only 56% of those students would have scored at level 3 or above. The chart below shows the impact of the proposed cut scores on the number and percentage of Florida students scoring at each Achievement Level in reading, mathematics, and Algebra 1. The following link provides information about the standard setting process for Florida's new assessments:

<http://fcats.fldoe.org/fcats2/>.

Florida Is Raising Expectations – A Smaller Proportion of Students Likely to Score at Achievement Level 3 and Above in 2012

Effect of Proposed Standards for FCAT 2.0 and Algebra 1 End-of-Course Assessment Based Upon 2011 Student Performance

Grade	Reading Percentage of Students Scoring Level 3 and Above		Mathematics Percentage of Students Scoring Level 3 and Above	
	Reported in 2011	Draft Rule	Reported in 2011	Draft Rule
3	72%	57%	78%	56%
4	71%	59%	74%	58%
5	69%	58%	63%	56%
6	67%	58%	57%	53%
7	68%	58%	62%	56%
8	55%	55%	68%	56%
9	48%	55%		
10	39%	56%		
Algebra 1				55%

Principle 1 Conclusion

Florida is implementing a comprehensive plan to transition to and implement the Common Core State Standards beginning in 2011-12. The plan:

- Includes comprehensive activities related to Florida's outreach on and dissemination of the Common Core State Standards.
- Provides a systematic transition to the Common Core State Standards for all grade levels by 2013-2014.
- Addresses the needs of all students, including English language learners, students with disabilities, and low-achieving students.
- Includes the alignment of the state's adopted instructional materials.
- Supports professional development activities for both teachers and principals.
- Includes activities with Institutions of Higher Education that will result in their approved teacher and principal preparation programs producing candidates equipped to teach and support the Common Core State Standards.
- Builds upon the state's success in expanding access to college-level courses and accelerated learning opportunities.
- Complements Florida's Race to the Top activities.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B	Option C
<p><input checked="" type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p>	<p><input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA's plan to develop and administer annually, beginning no later than</p>	<p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the</p>

	<p>the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p>assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p>
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For Option B, insert plan here.

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

- 2.A.i Provide a description of the SEA’s differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA’s plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA’s differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

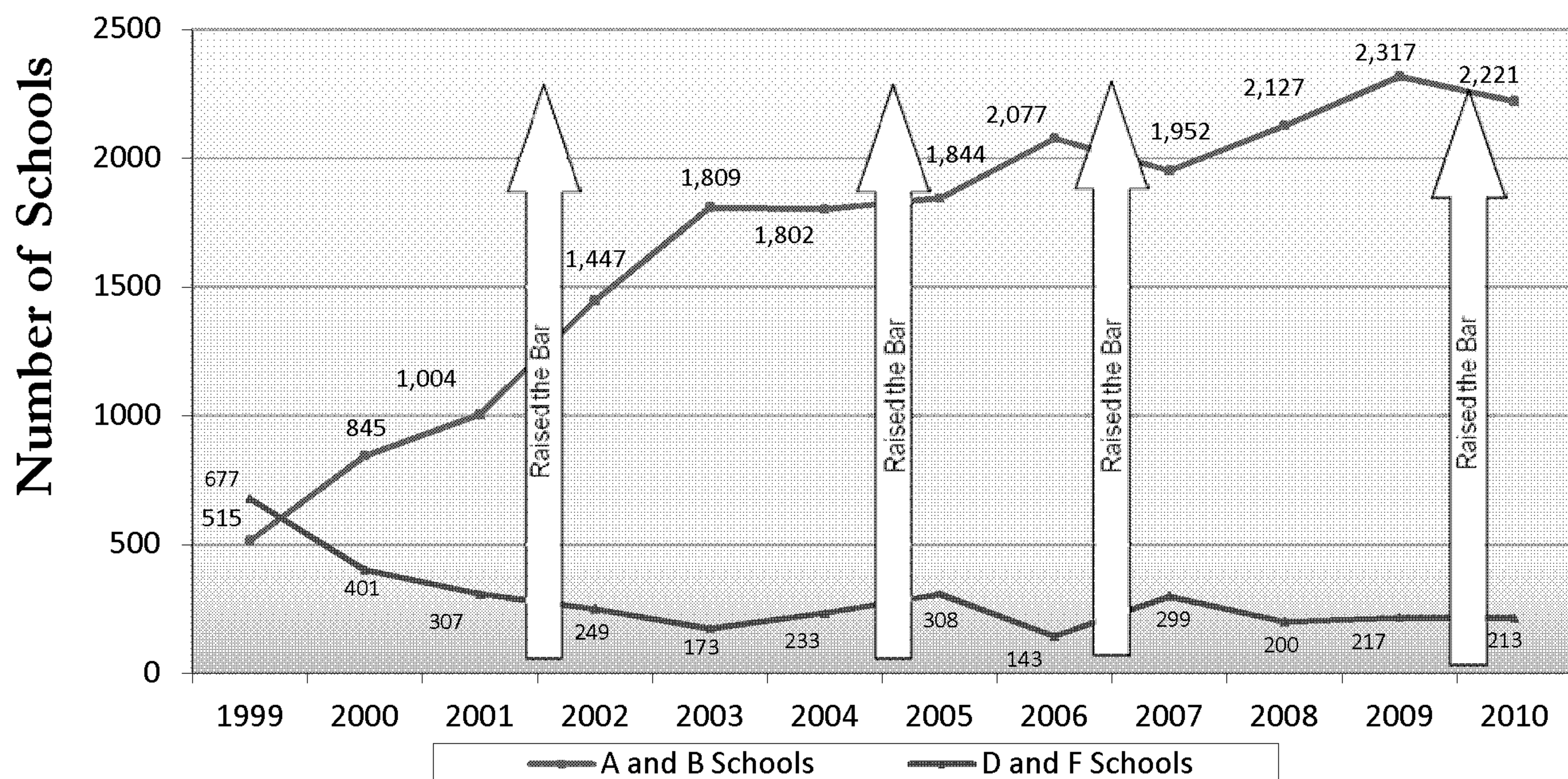
Florida's ESEA Flexibility Request is designed to eliminate the duplication and confusion caused by having two separate accountability systems and to focus schools, LEAs, communities, and the state on raising the achievement of all students. We see this effort as an opportunity to strengthen accountability and support and put in place the right conditions for schools and teachers to do their jobs most effectively.

This uniform system of accountability includes:

- Recognition of and rewards for its highest-performing and improving schools.
- Increasing levels of LEA and state support to close the achievement gap for all subgroups of students, including English language learners and students with disabilities.

Florida's accountability environment is characterized by ongoing increases in standards which have led to continuing increases in student performance across all subgroups. Florida's assessment, accountability, and teacher evaluation systems foster progress and are designed to accelerate academic improvement. Together these systems shine a bright light on the achievement gap, increase accountability for high-need students, set high academic standards, recognize and reward growth in student learning, and recognize the most effective teachers. Florida has implemented forward-looking reforms designed to raise student achievement. Each time Florida has raised its accountability standards Florida students have responded by increasing their performance to meet the challenge.

**Florida Students and Schools Increased Performance Each Time Standards Were Raised
The Number of Lower-Performing Schools Has Decreased**



Key for "Raising the Bar" arrows:

- 1st arrow: Florida implemented learning gains components in reading and mathematics after expanding the FCAT from three grades tested in reading and mathematics to all grades tested from grade 3 through grade 10.
- 2nd arrow: Florida expanded the included student population to incorporate scores for students with disabilities and English language learners on the FCAT, and increased the writing standard for proficiency from 3.0 to 3.5.
- 3rd arrow: Florida added FCAT Science to school grade performance measures and added learning gains for the lowest-performing 25% of students in mathematics.
- 4th arrow: Florida expanded its high school grading measures to include the overall and at-risk graduation rates, accelerated coursework, and readiness for college and careers.

Having two separate accountability systems, one federal and one state, has caused confusion among communities and stakeholders and resulted in mixed messages to schools and LEAs. This has sometimes sidetracked the hard work of moving student achievement forward by diluting schools' and LEAs' focus. Through this application, Florida proposes to move to one accountability system, an enhanced School Grades system, which will focus all accountability resources and attention on one system to move all students forward to attain college- and career-ready standards. In addition, the School Grades system will identify struggling schools in need of additional support through Florida's Differentiated Accountability (DA) system. The DA system will provide different levels of support to schools and LEAs depending on their needs. This strategy will reduce the disconnect between the federal and the state accountability systems and help communities embrace accountability for their schools in a way that is designed to provide support and raise the

achievement of all students to meet college and career expectations.

Florida's ESEA Flexibility Request will move Florida forward in strengthening and enhancing its accountability system. At the same time Florida is pursuing this flexibility with USDOE, it will pursue statutory changes with the State Legislature. Florida's Legislature has demonstrated strong support for high standards and school accountability over time. When statutory changes are made during the 2012 session, we will use this new model beginning with the 2012 school grades and use those school grades to identify Priority/Intervene and Focus/Correct schools for the 2012-13 school year.

Planned System Enhancements: Focus on Florida's Successful School Grading Approach

Florida proposes to use its School Grades system of education accountability, which has regularly increased standards and expectations since its implementation in 1999, as the consolidated and sole measure for classifying and evaluating the progress of schools in Florida's DA system of school improvement. Florida's School Grades system has effectively provided the incentives needed to significantly increase student achievement for all students, including struggling subgroups. This will simplify and strengthen (through greater stakeholder buy-in and public support) the current Florida DA classification criteria, which are described in the Florida DA matrix document posted online at http://flbsi.org/pdf/Final_2011-2012_DA_Matrix.pdf. As Florida implements the new system outlined in this proposal it will use letter grades to refer to the categories of schools needing supports and the schools to receive recognition. Ultimately the state will not use the terms Prevent, Focus/Correct and Priority/Intervene, but simply "C," "D," and "F."

School Grade	ESEA Category	DA Category
A	Reward	
Schools that increase their grade	Reward	
B		
C		Prevent
D	Focus	Correct
F	Priority	Intervene

Key Features of Florida's School Grades System

- Components based on assessments aligned with state curriculum standards.
- Progressively increasing rigor in the assessments themselves (with both comprehensive subject area examinations and end-of-course assessments set to newly operational Next Generation Sunshine State Standards) and in the application of criteria for school grading.
- Legislative support: school grading requirements codified (Section 1008.34, Florida Statutes, and Rule 6A-1.09981, Florida Administrative Code).

- A balance between student performance and student learning gains (growth).
- Points-based system that allows for a tiered (literally, graded) group of ratings (rather than a conjunctive system such as Adequate Yearly Progress (AYP), for which any missed target results in a "No progress" or "Not adequate progress" outcome for the school).
- Criterion-based system for the assessments used in determining student achievement and progress as well as for the points scale for assigning school grades, including additional requirements for participation in testing ("percent-tested" criterion) and progress of the lowest-performing students.
- Provides an incentive for schools to focus on improving the lowest-performing 25% of students.
- Florida's School Grades system is applied to all schools including charter schools.
- Documented significant improvement in student performance following raised standards over time.

Assessment-Based Components

For elementary and middle school grades through 2010-11, the school grade has been based solely on students' performance and progress measured by the statewide Florida Comprehensive Assessment Test (FCAT). For Florida's high school grading system, the state assessment-based components are weighted at 50% of the high school grade, while the other 50% of the available school grade points are weighted toward component areas that directly measure, or are otherwise essential to, career and college readiness: on-time graduation, participation and performance in advanced curricula (including Industry Certifications), and postsecondary readiness in reading and mathematics. These additional components for measuring high school performance were implemented beginning in 2009-10 to provide a more comprehensive measure of high schools' effectiveness in preparing students for success at the next level after graduation.

**Florida School Grades Overview –
Assessment Components**

READING	MATH	WRITING	SCIENCE
Performance	Performance	Performance	Performance
Learning Gains (Progress)	Learning Gains (Progress)	Total Available Points = 800 100 for each component 400 for performance 400 for learning gains	
Learning Gains of Lowest 25%	Learning Gains of Lowest 25%		

- Achievement on statewide assessments – Comprises 50% of the assessment component:
 - The percent of all students scoring 3 or above on FCAT reading, mathematics, writing, and science.
 - Points earned = percent of students meeting standards in each subject.
 - Performance at or above grade level in reading, mathematics, and science (level 3 or higher

