

The Florida Senate  
**COMMITTEE MEETING EXPANDED AGENDA**  
 BUDGET SUBCOMMITTEE ON EDUCATION PRE-K - 12  
 APPROPRIATIONS  
 Senator Simmons, Chair  
 Senator Montford, Vice Chair

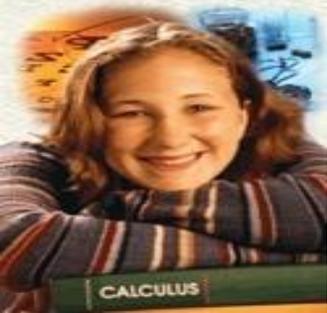
**MEETING DATE:** Wednesday, January 25, 2012  
**TIME:** 8:30 —10:00 a.m.  
**PLACE:** Pat Thomas Committee Room, 412 Knott Building

**MEMBERS:** Senator Simmons, Chair; Senator Montford, Vice Chair; Senators Detert, Dockery, Flores, Lynn, Ring, Siplin, and Wise

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
1	Reading Funding Overview		Presented
2	Virtual Education Implementation		Presented
3	Office of Program Policy Analysis and Government Accountability and Department of Education Report Overviews		Not Considered
4	Review and Discussion of Fiscal Year 2012-2013 Budget Issues relating to:  Department of Education Office of Early Learning		Not Considered
Other Related Meeting Documents			



# The Status of Reading Instruction and Support in Florida Schools

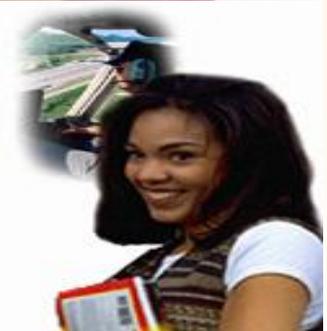


Presented by:

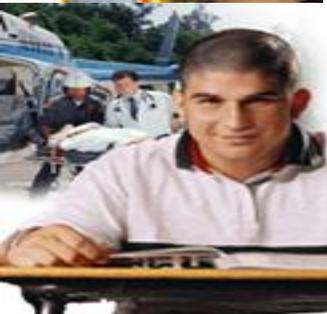
Stuart Greenberg, Executive Director  
Just Read, Florida! and the Office of Early Learning  
Florida Department of Education



Florida Senate Education Appropriations Committee



January 25, 2012



# Overview

1. Background
2. What is Reading?
3. Funding Reading Instruction in Florida
4. FCAT Results
5. Areas in Need of Improvement



# Just Read, Florida!

- September 2001 - Governor Jeb Bush creates Just Read, Florida!
- “Just Read, Florida! established Section 1001.215, Florida Statutes



# Foundation Policies

- K-12 Reading Plan - tied to FEFP Reading Allocation for Districts
- Third Grade Progression
- Reading Coach Support
- Reading Instruction and Intervention
- Reading Endorsement
- Next Generation Content Area Reading Professional Development (NGCAR-PD)



# What is Reading?

“Reading is an active and complex process that involves

- Understanding written text
- Developing and interpreting meaning; and
- Using meaning as appropriate to type of text, purpose, and situation”

*(NAEP Framework, 2009)*

Reading is the single most important educational skill students will learn. As students move up in grade levels text demands increase significantly .



# Two Important Goals for Improvement:

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1. Increase the percentage of students reading “at grade level” each year at each grade level from kindergarten through tenth grade.
2. Decrease the percentage of students with serious reading difficulties each year at each grade level.

Our most important measure of success in accomplishing these goals is assessing student performance in reading comprehension using an initial screening, mid-year assessment, and outcome measure at the end of each grade level.



## Reading - 10 Year Historical Expenditures

<b>Fiscal Year</b>	<b>State Funds Total Expenditures</b>	<b>FEFP Reading Allocation</b>	<b>Federal Funds - ARRA Total Expenditures</b>	<b>Federal Funds Non-ARRA Total Expenditures</b>	<b>Total Expenditures</b>
2001-02	8,428,372	–	–	–	<b>8,428,372</b>
2002-03	17,845,238	–	–	16,061,165	<b>33,906,403</b>
2003-04	24,937,284	–	–	20,175,867	<b>45,113,152</b>
2004-05	45,904,000	–	–	52,500,432	<b>98,404,432</b>
2005-06	9,999,999	89,000,000	–	58,043,873	<b>157,043,872</b>
2006-07	18,498,526	111,800,000	–	58,043,050	<b>188,341,576</b>
2007-08	17,378,358	114,566,811	–	60,946,066	<b>192,891,235</b>
2008-09	11,750,000	109,102,676	–	52,979,674	<b>173,832,350</b>
2009-10	–	101,923,720	4,501,781	4,529,184	<b>110,954,686</b>
2010-11	–	101,731,186	1,336,147	3,513,179	<b>106,580,512</b>
2011-12	562,499	97,673,434	945,965	–	<b>99,181,898</b>
2012-13		195,346,868			

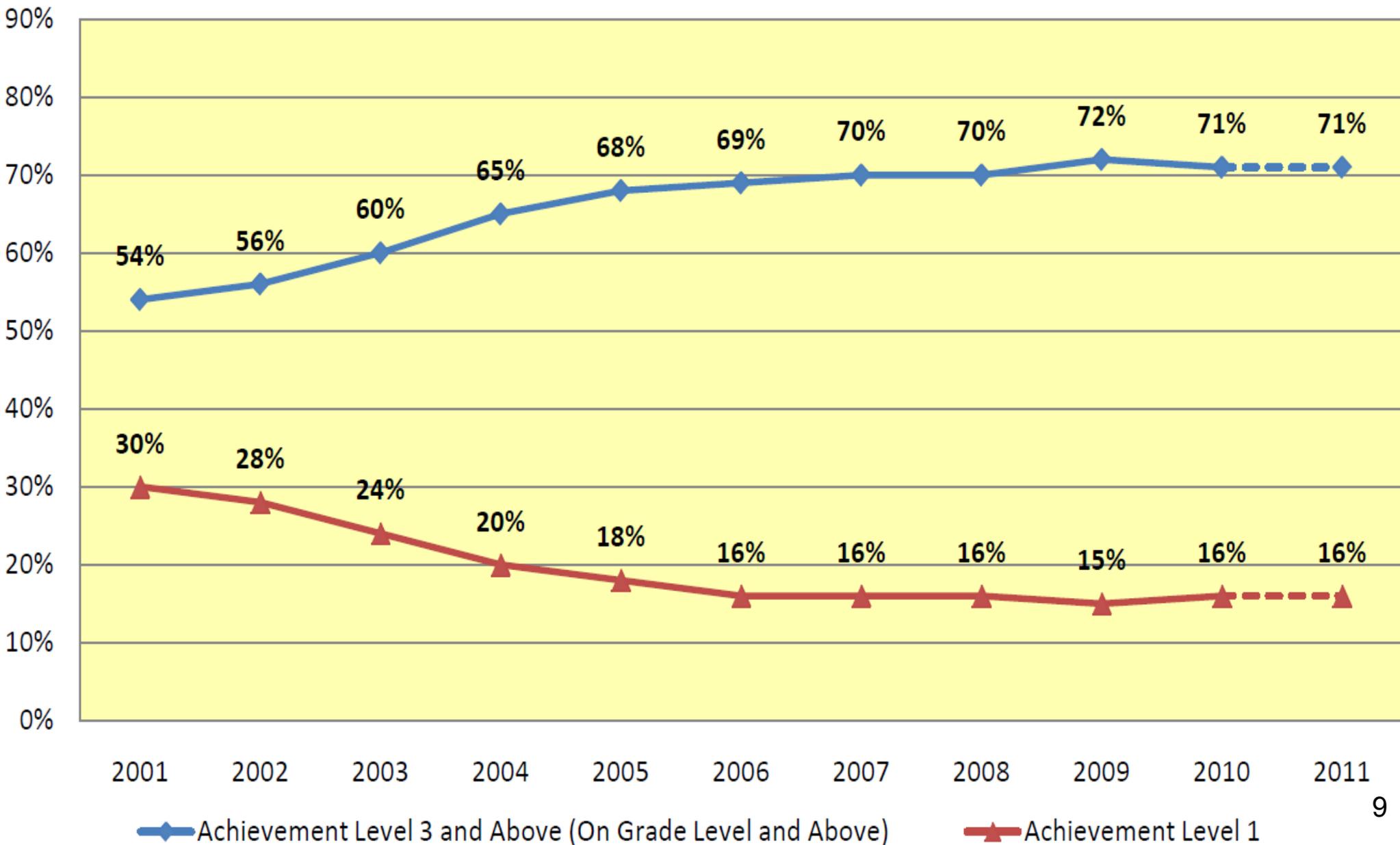
# FCAT Results



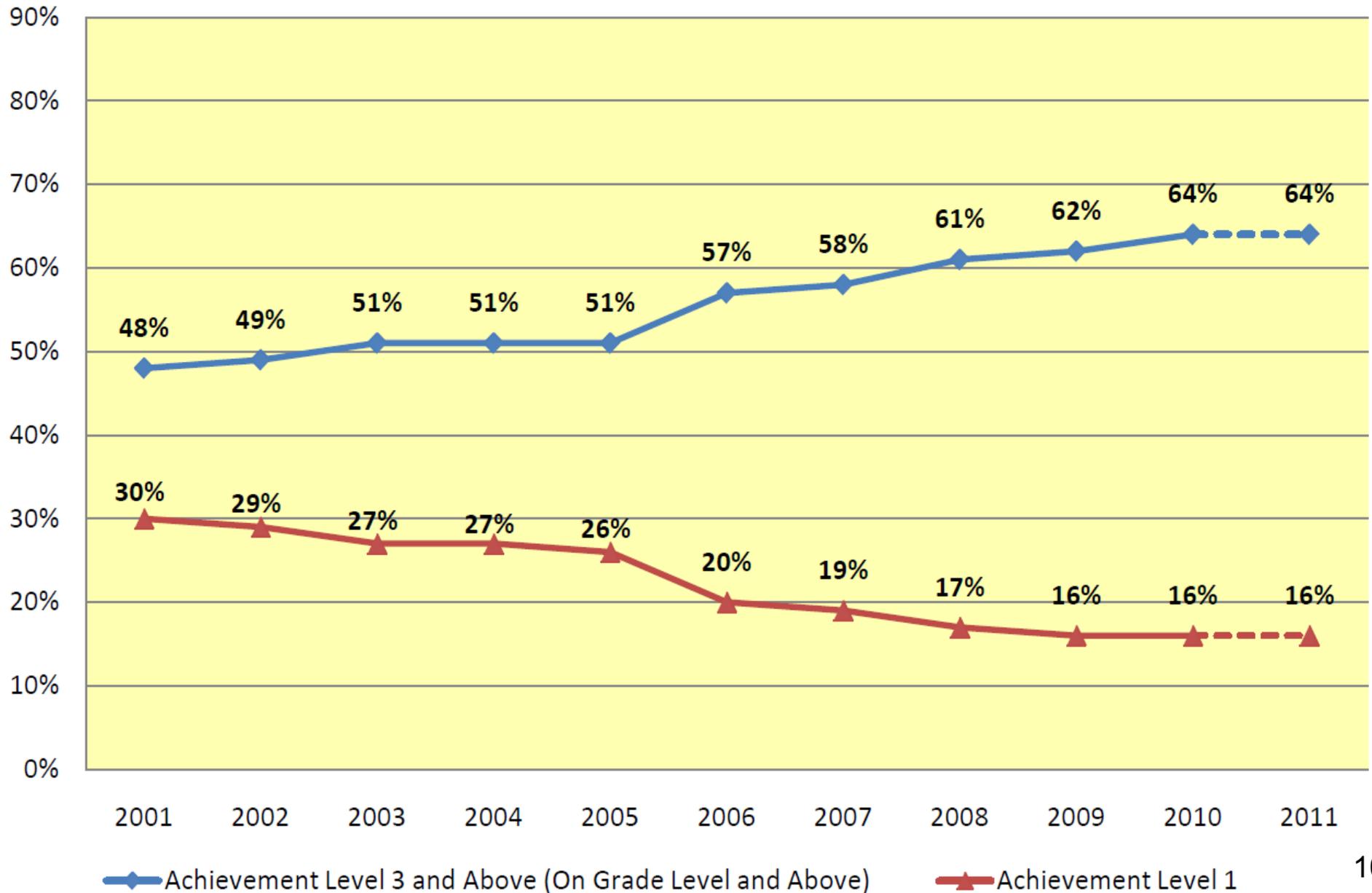
# FCAT Reading (2001-2010) and FCAT 2.0 Reading (2011)

## By Achievement Level

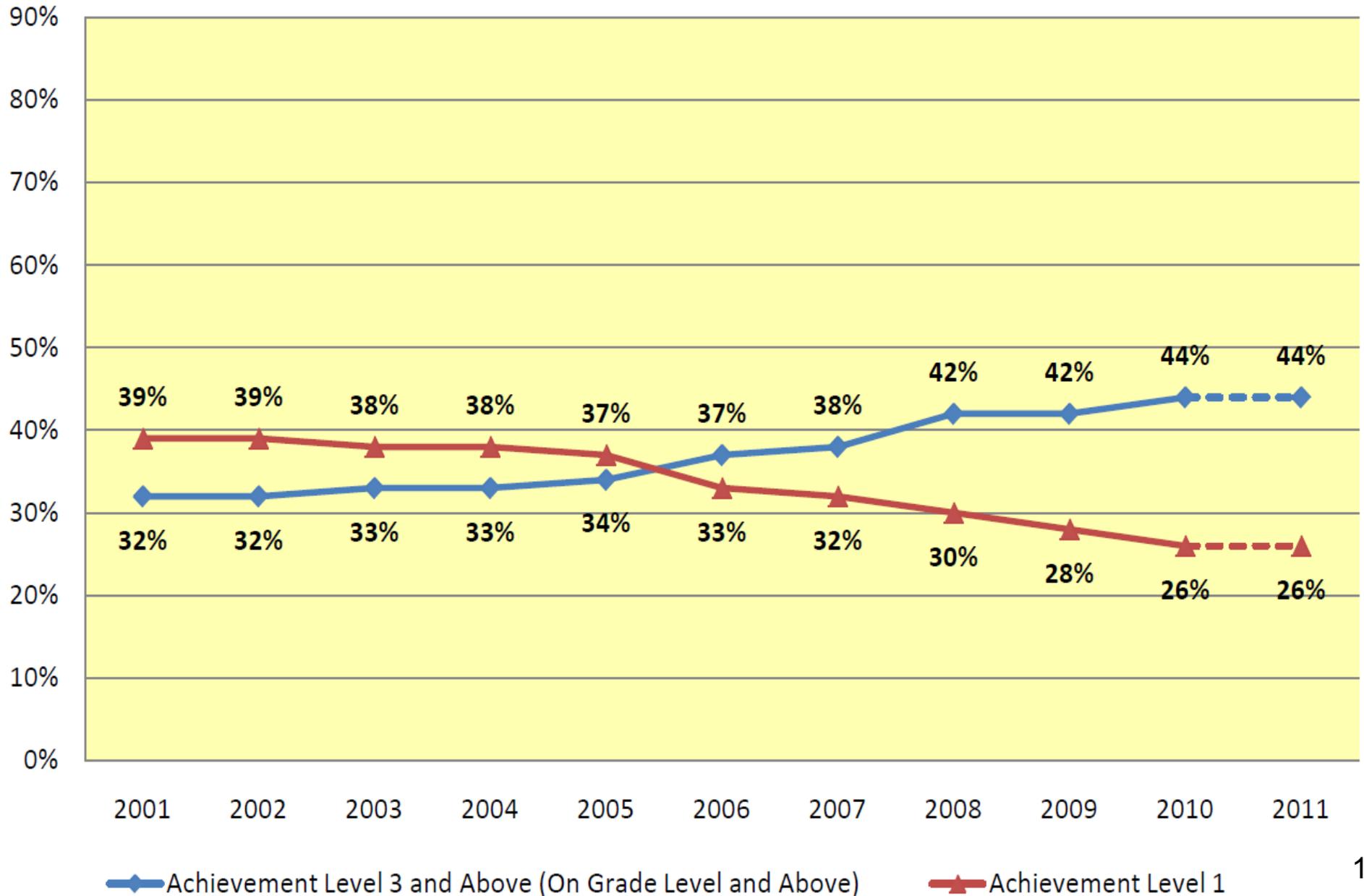
### Grades 3, 4, and 5



# FCAT Reading (2001-2010) and FCAT 2.0 Reading (2011) By Achievement Level Grades 6, 7, and 8

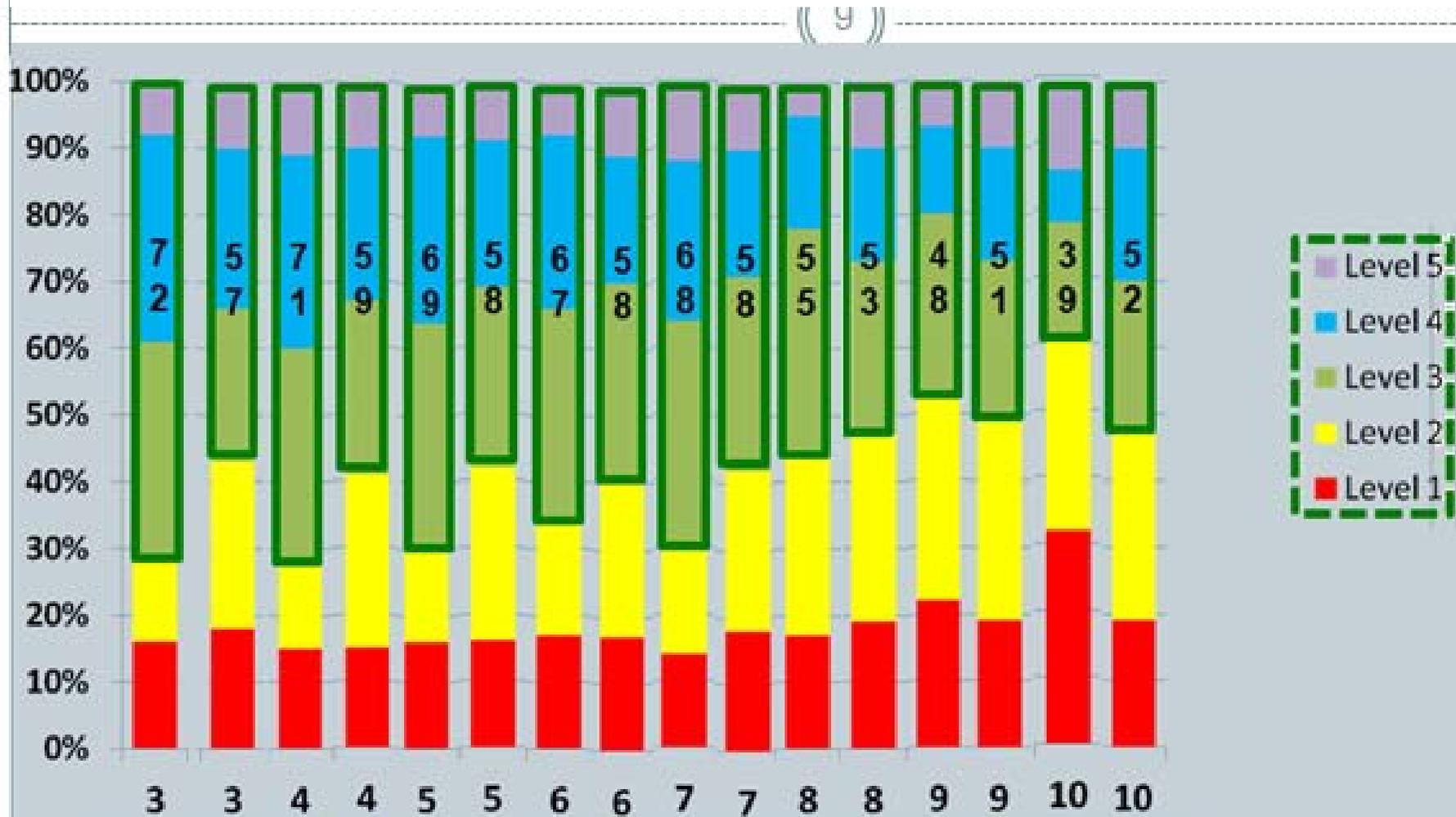


# FCAT Reading (2001-2010) and FCAT 2.0 Reading (2011) By Achievement Level Grades 9 and 10



# Compare Reading Impact

*FCAT 1.0 Achievement Levels to the New FCAT 2.0 Achievement Levels*



Column 1: FCAT 1.0

Column 2: FCAT 2.0

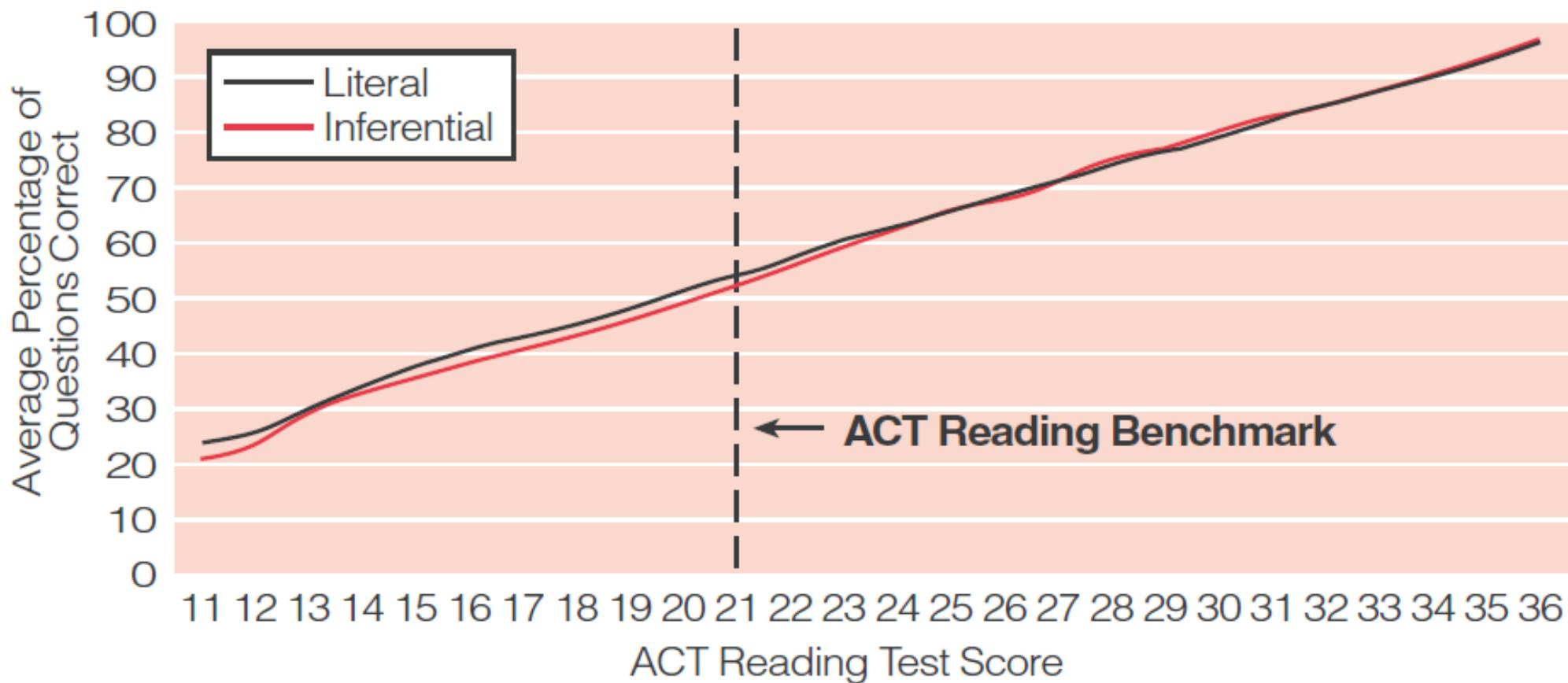
# Text Complexity - ACT Study

- Purpose: Determine what distinguished the reading performance of students likely to succeed in college and not.
  - Process:
    - Set benchmark score on the reading test shown to be predictive of success in college (“21” on ACT composite score).
    - Looked at results from a half million students.
    - Divided texts into three levels of complexity: uncomplicated, more challenging, and complex.



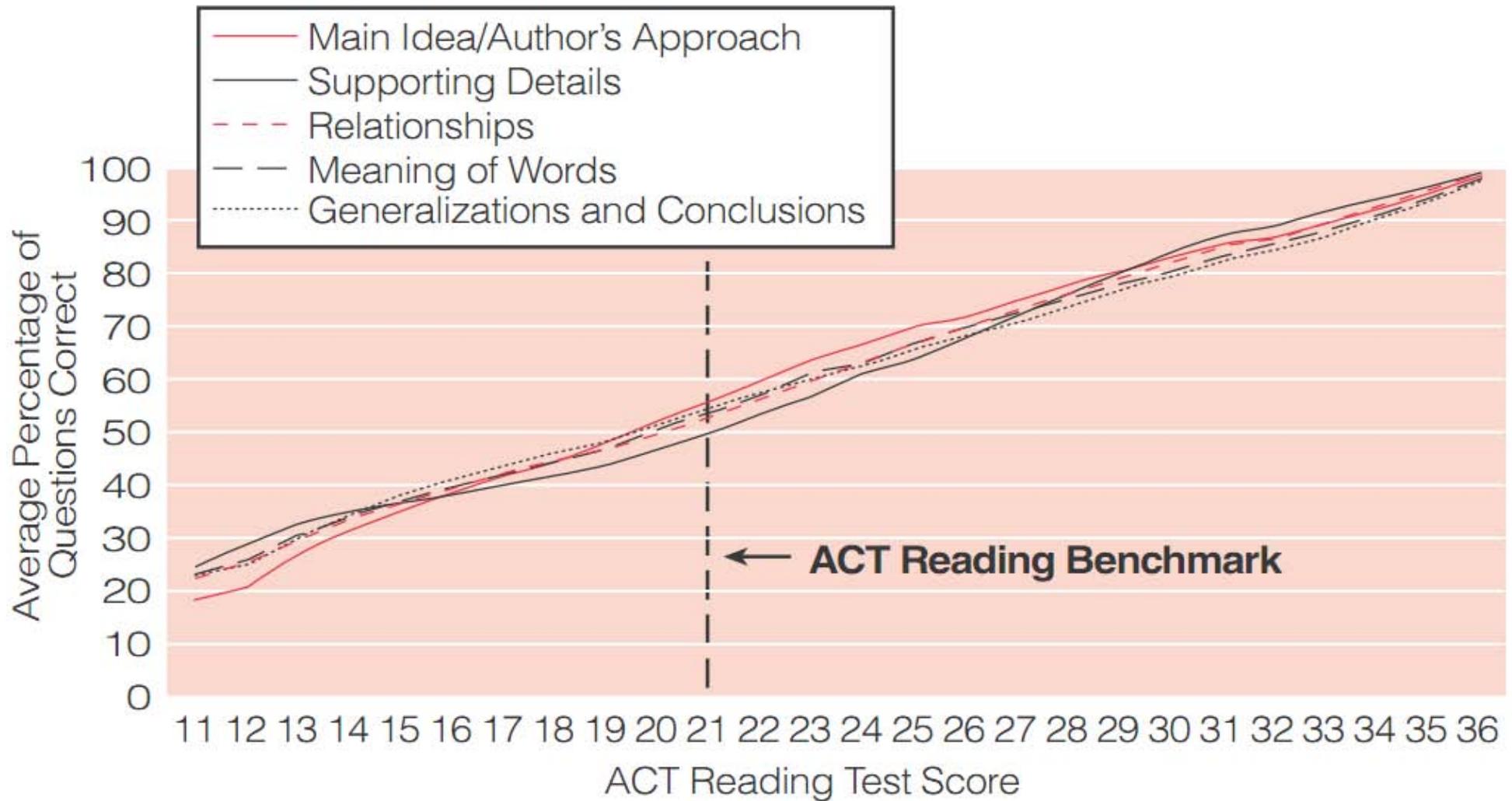
# Performance on the ACT Reading Test by Comprehension Level

*(Averaged across Seven Forms)*



# Performance on the ACT Reading Test by Textual Element

*(Averaged across Seven Forms)*



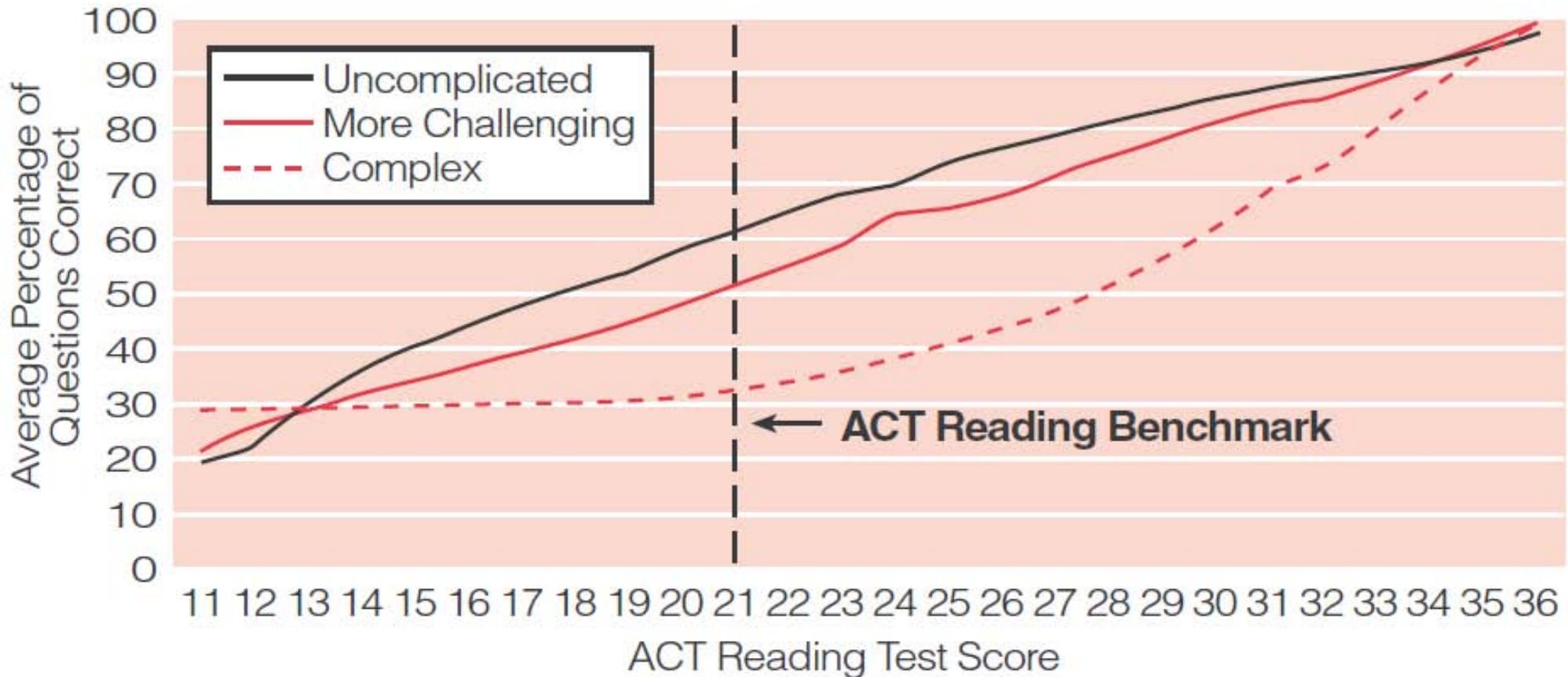
# Text Complexity Matters

- Performance on complex texts is the clearest differentiator in reading between students who are more likely to be ready for college and those who are less likely to be ready.
- Texts used in the ACT Reading Test reflect three degrees of complexity: uncomplicated, more challenging, and complex.



# Performance on the ACT Reading Test by Degree of Text Complexity

*(Averaged across Seven Forms)*



In this figure, performance on questions associated with uncomplicated and more challenging texts both above and below the ACT College Readiness Benchmark for Reading follows a pattern similar to those in the previous analyses. Improvement on each of the two kinds of questions is gradual and fairly uniform.

# Recap of ACT Findings

Question type and level (main idea, word meanings, details) is NOT the chief differentiator between student scoring above and below the benchmark.

The degree of text complexity in the passages acted as the “sorters” within ACT. The findings held true for both males and females, all racial groups and was steady regardless of family income level.

What students could read, in terms of its complexity-rather than what they could do with what they read-is greatest predictor of success. FCAT has complex passages and highly cognitive demanding questions.



# Text Requirements in Middle and High School

Students who arrive behind in reading or close to grade level are often taught in a manner that does not demand much reading.

Many students are engaged in shallow reading, skimming text for answers, focusing only on details and failing to make inferences in order to integrate different parts of the text. Years of reading in this superficial way will cause a student's reading ability to deteriorate.

For many students the decline of text demands in the courses that they take has both an immediate and long term impact on student achievement.



# Professional Development for Teachers Needs to Keep Pace with the Research

In order to accelerate student achievement in reading, professional development must be focused on three processes:

1. Quality and quantity of text based reading instruction.
2. Instruction that builds deep student understanding of complex texts as they read.
3. The complexity of the texts students read.

# What Are We Doing To Accelerate Success?



# Just Read, Florida! New Professional Development

## The Comprehension Instructional Sequence... *Teaching Students to Think As They Read*

- An instructional model based upon research evidence introduced this year to Florida's teachers.
- The model assists teachers of students in grades 6-12 in implementing whole-class examination of difficult texts and build students' specialized knowledge.
- This sequence helps students grasp textual nuances they would not understand on their own.
- It is a "text-dependent" approach, ensuring the close examination of key text details and utilizes complex text.



# New: Next Generation Content Area Reading Professional Development

- Facilitates the type of instruction needed to yield high outcomes in literacy for all students.
- Uses close reading, text based questions, text based discussions, and writing in response to reading to focus students on reading text closely to draw evidence from the text.
- Emphasizes reading deeply in multiple disciplines.
- Comprehension strategies are taught in an integrated fashion with instructional coherence and direct application.
- Fosters respect for the discipline and content while providing the necessary scaffolds for students to extract the meaning with deep understanding of the content being taught.



# Next Steps to Increase Reading Achievement

1. Intensify our efforts to prevent reading difficulties in the first place.
2. Provide intensive accelerated reading instruction for two to three hours per day for students with serious reading difficulties.
3. Provide more powerful instruction in the content areas so that all students learn to access essential content through text - even students with reading difficulties.
4. Implement a whole-class “text-dependent” approach, ensuring the close examination of key text details and utilizing complex text to build students’ specialized knowledge.

# Florida's Focus on Professional Development

High Quality Text-Based Instruction  
+ Student Engagement With Text  
+ Academic Rigor  
= College and Career Readiness



# HB 7197 Implementation



Presented by:  
Pam Stewart, Chancellor  
Division of Public Schools  
Florida Department of Education

# Florida's Public Virtual Education Options

<u>Virtual Program/School</u>	<u>Grade Levels Served</u>	<u>Student Eligibility</u>	<u>Type of Program</u>
<b><u>State-Level</u></b>			
Virtual School (FLVS) Classic	Grades 6-12 Grades 4-5	All students* Public school students	Part-Time/Full -Time Part-Time (Grades 6-8 courses)
Virtual School Full-Time	Grades K-12	K-1 and 6-12 – All students* 2-5 – eligibility per s. 1002.455**	Full-Time
<b><u>District-Level</u></b>			
District Virtual Instruction Program (VIP)	Grades K-12	Eligibility per s. 1002.455**	Full-Time Limited Part-Time
District Franchise of FLVS	Grades 6-12 Grades 4-5 Grades K-12	All students* Public school students K-1 and 6-12 – All students* 2-5 – eligibility per s. 1002.455**	Part-Time/Full Time Part-Time (Grades 6-8 courses) Full-Time
District Virtual Course Offerings	Grades PreK-12	Eligibility per s. 1002.455**	Part-Time
Virtual Charter Schools	Grades K-12	Eligibility per s. 1002.455**	Full-Time

\*All students = Public, private and home education students

\*\*Student eligibility criteria in section 1002.455, F.S.

# New and Expanded Options

## State-Level

- ▶ FLVS Part-time (Acceleration Option for Students in Grades 4–5) *expanded*
- ▶ FLVS Full-Time School (state-level) *new*

# New and Expanded Options

## District-Level

- ▶ District Virtual Instruction Program (part-time with more grade levels) *expanded*
- ▶ District Franchises of FLVS (grades 4–5 acceleration) *expanded*
- ▶ District Virtual Course Offerings *new*
- ▶ Virtual charter schools *new*

# DOE Implementation (General)

Technical assistance and guidance for all new and expanded options through:

- ▶ Q&As
- ▶ Websites for virtual education in general and for each option
- ▶ Revision of DOE documents and guidance
- ▶ Multiple presentations to various stakeholder groups around the state and for DOE staff
- ▶ Responses to questions by phone, email, virtual education mailbox and DOE Blog

# FLVS Acceleration for Students in Grades 4–5

## Additional Guidance:

- ▶ DOE Memo to districts and schools
- ▶ Model Enrollment Form

# Florida Virtual School Full-Time (FLVS FT)

## Additional Guidance:

- ▶ FLVS FT – Day at DOE (July 15, 2011)
- ▶ LEA Training (August 30, 2011)
- ▶ DOE Guidance Memos related to ESE

# DOE Implementation (VIP)

- ▶ Approval process for current providers for new grade 9–12 part-time VIP
- ▶ Revision of State Board Rule and application for provider approval beginning in 2012
- ▶ Revision of provider approval process for 2011 (interim) and 2012 (under new rule and application)
- ▶ Expanded Review Team for provider approval to address new requirements

# DOE Implementation (VIP)

- ▶ Evaluation methodology for part-time VIP providers
- ▶ Submission process for VIP contracts and information

# DOE Implementation (VIP Contracts)

- ▶ 55 districts submitted 80 contracts
- ▶ 38 districts contracted with K12
- ▶ 36 districts contracted with FLVS FT
- ▶ 4 districts contracted with Ed Options
- ▶ Average base contract price ~ \$4,200
- ▶ Additional services with added costs—  
technology, Internet, tutoring, intensive  
reading, reclaiming materials

# District Virtual Course Offerings

## Additional Guidance:

- ▶ DOE Memo to districts and schools
- ▶ Model Enrollment Form

# Virtual Charter Implementation

- ▶ Revision of State Board Rule and application for virtual provider approval
- ▶ DOE charter office participation on review team for provider approval
- ▶ In process of revising charter application State Board Rule and new model district application

# Virtual Charter Implementation

53 applications for virtual charters (2012–13)

To date:

- ▶ 3 approved
- ▶ 10 denied
- ▶ 13 withdrawn
- ▶ 8 appeals

# Online Course Graduation Requirement Implementation

- ▶ Online Course Definition
- ▶ Data reporting format and instructions

# DOE Legislative Report

## December 2011

DOE collected information and input from:

- ▶ National research, reports and contacts
- ▶ Florida school districts and schools
- ▶ DOE staff
- ▶ FLVS
- ▶ Approved Private Providers
- ▶ Other interested parties

# DOE Legislative Report

## ▶ Introduction

- Virtual Education Options (National and Florida)
- Virtual Education Funding (National and Florida)

## ▶ Acquiring Digital Learning at the Most Reasonable Prices

## ▶ Differentiating Between the Level of Service and Pricing

## ▶ Increasing Access to Digital Learning (especially at the K–5 level)

## ▶ Looking Forward

# DOE Legislative Report

## Introduction

### ▶ Virtual Education Options

- All 50 states offer some type of online learning now
- 40 states have state virtual schools or state-led options
- Single district and consortium programs growing the most rapidly

### ▶ Virtual Education Funding

- Costs and funding vary based on regional and program factors
- Operational costs for virtual and traditional about the same
- Full-time programs often have same funding and accountability as traditional schools
- Although virtual options do incur capital costs, they are much lower than for traditional schools

# DOE Legislative Report

## Acquiring Digital Learning at the Most Reasonable Prices

### Current District Choices for Providing VIP

- ▶ 55 districts offer at least one Provider Option
  - Districts still provide some services to district students
  - Districts incur administrative and support costs
- ▶ 21 districts offer at least one district-operated option
- ▶ 54 districts offer franchise option

### SBE Rule 6A-1.013 allows districts to pool their purchases

- ▶ 25 districts and 2 lab schools have done so through NEFEC and PAEC to save costs

# DOE Legislative Report

## Differentiating Between Levels of Service and Pricing

Based on Provider and FLVS input, major factors that influence costs include:

- ▶ Teacher salaries
- ▶ Full-time vs. adjunct teachers
- ▶ Teacher-student ratios and interaction
- ▶ Number and types of courses offered, frequency and basis for revision
- ▶ Additional instructional materials and resources
- ▶ Level of instructional and student support
- ▶ Types and amount of technology and technical support
- ▶ Investment in research, development, innovation, quality assurance

# DOE Legislative Report

## Increasing the Access to Digital Learning

### **For all levels (K–12):**

- ▶ Expand part-time options and student eligibility
- ▶ Showcase innovation and best practice
- ▶ Train K–12 teachers to teach online (preservice and inservice)
- ▶ Provide funding and flexibility to unleash the power of digital learning to transform and customize education

### **Supplemental virtual education for grades K–5 (based on stakeholder input)**

- ▶ Acknowledge and learn from what is already happening
- ▶ Recognize one size does not fit all
- ▶ Provide time, resources and flexibility to implement options that fit the needs and interests of students in individual schools/districts
- ▶ Interested in enrichment, remediation, supplements to classroom instruction, online courses (foreign languages and electives)

# DOE Legislative Report

## Looking Forward

### Other Reports:

#### Recent

*School Finance in the Digital-Learning Era (November 2011)*

Published by the Thomas B. Fordham Group

#### On the Horizon:

Two more papers from the Fordham series due to be released in January 2012 on local control in a digital era and the costs of online learning.

The Ohio Digital Learning Task Force is charged with developing a strategy for the expansion of digital learning that enables students to customize their education, produce cost savings and meets the needs of Ohio's economy (March 2012)

# Implementation Challenges

- ▶ FLVS FT (ESE, Extracurricular)
- ▶ District VIP (3 Options)
- ▶ FLVS Grades 4–5 Acceleration (notification requirements, appropriateness of course)
- ▶ Assessment of virtual students (logistics, staffing, computer resources)
- ▶ Available DOE and District Resources

# The Good News Is.....

In spite of the challenges, more virtual options are available for our students in 2011–12 and more students are participating in those options.

# FLVS 2011–12 Enrollments

The FLVS Full–Time School reported over 2,700 students in Survey 2 for its first semester!

The FLVS Supplemental School reported over 30,000 students completed one or more half–credits through Survey 2.

# FLVS Virtual Learning Labs

District schools have implemented more FLVS virtual learning labs to assist in meeting class size requirements and to help their students meet new online graduation requirement:

- 2011-2012 – 266 Labs
- 2010-2011 – 152 Labs

# District Franchise Growth

2009–09: 8 districts

2009–10: 17 districts

2010–11: 34 districts

2011–12: 55 (54 districts and 2 lab schools)

# District Full-Time Enrollment Survey 2, October 2011\*

District VIP (Provider-operated): 2,081

District VIP (District-operated): 1,067

District Franchises of FLVS 1,955

\*Full-time public school students only

# District Part-Time Enrollment Survey 2, October 2011

District VIP (Provider-operated):	100
District VIP (District-operated):	18
District Franchises of FLVS	5,126
District Virtual Course Offerings	705*

# District Virtual Course Offerings

- ▶ 19 districts have requested a school number (7006) for this new option
- ▶ Other districts have expressed interest for next year
- ▶ Use of provider-developed and district-developed online courses
- ▶ Over 700 students were enrolled in these online courses during the first semester

# Grades 4–5 Students Taking Online Middle School Courses

- ▶ FLVS reported 434 grades 4–5 students enrolled in their online middle school courses
- ▶ District franchises reported 512 grades 4–5 students taking franchise middle school courses

# For Questions and Information

- ▶ Florida Virtual Education Home

<http://www.fldoe.org/Schools/virtual-schools/>

- ▶ Individual websites for virtual options (links on above web page)

- ▶ Virtual Education Mailbox

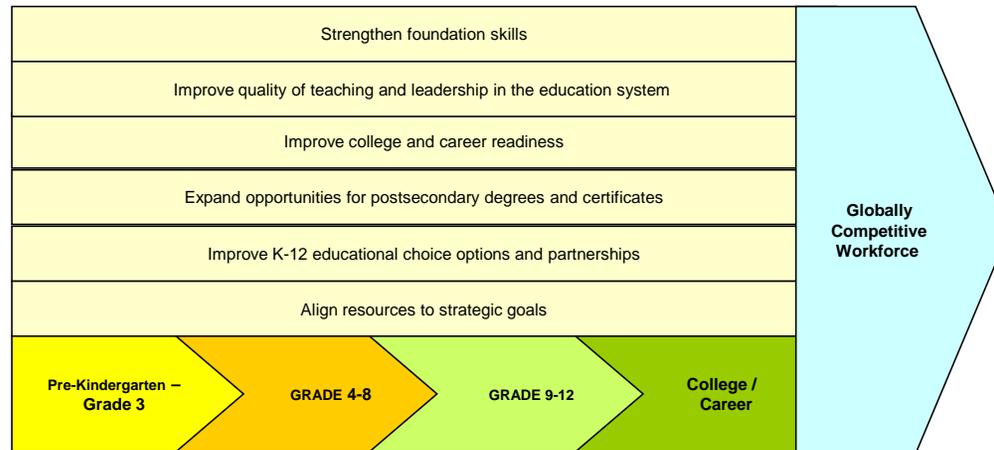
[VirtualEducation@fldoe.org](mailto:VirtualEducation@fldoe.org)

- ▶ [Sally.Roberts@fldoe.org](mailto:Sally.Roberts@fldoe.org)

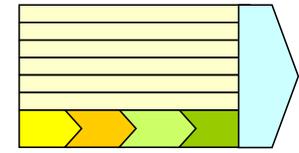
**NO MEETING  
MATERIALS AVAILABLE.**

# Florida's Next Generation PreK-20 Education Strategic Plan

Approved December 2010



## Mission *(our purpose, function, value)*



The mission of the State Board of Education (*S.1008.31, F.S.*) is to increase the proficiency of all students within one seamless, efficient system, by providing them with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities, and to maintain an accountability system that measures student progress toward the following goals:

- Highest student achievement
- Seamless articulation and maximum access
- Skilled workforce and economic development
- Quality efficient services

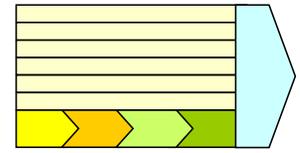
## Next Generation PreK-20 Strategic Vision *(what success looks like)*

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

# Next Generation PreK-20

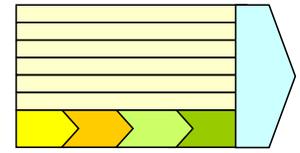
## Strategic Areas of Focus *(our goals)*

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1. Strengthen foundation skills
2. Improve quality of teaching and leadership in the education system
3. Improve college and career readiness
4. Expand opportunities for postsecondary degrees and certificates
5. Improve K-12 educational choice options and partnerships
6. Align resources to strategic goals

# Next Generation PreK-20 Strategic Plan Crosswalk



Former Eight Strategic Imperatives	Next Generation Six Areas of Focus
2: Set, Align, and Apply Academic Curricular and Testing Standards 3: Improve Students Rates of Learning	1. Strengthen foundation skills
1: Increase the Supply of Highly Effective teachers 4: Improve Quality of Instructional Leadership	2. Improve quality of teaching and Leadership in the education system
6: Align Workforce Education with Skill Requirements of the New Economy	3. Improve college and career readiness
8: Improve Student Opportunities for Access and Advancement	4. Expand opportunities for postsecondary degrees and certificates
5: Increase the Quantity and Improve the Quality of Education options	5. Improve K-12 educational choice options and partnerships
7: Align Financial Resources with Performance	6. Align resources to strategic goals

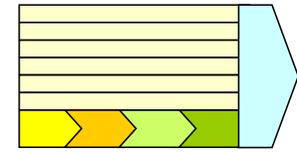
# Next Generation PreK-20 Benchmarks



Focus Area 1: Strengthen Foundation Skills	Performance Measures							
	Baseline 2007-2008	FY09	FY10	Net Status Indicator Baseline – FY10	FY11	FY12	FY13	FY14
Objectives: ➤ To increase rigor of standards to improve student achievement in VPK-12 ➤ Utilize assessment to direct instruction and effect student outcome ➤ Develop strategies to assist schools in need of improvement								
<b>1.1</b> The percentage of students scoring at or above grade level on FCAT Reading and Math, by elementary, middle, and high school	<u>Reading</u> 70% Elementary 61% Middle 42% High  <u>Math</u> 70% Elementary 60% Middle 67% High	<u>Reading</u> 72% Elementary 62% Middle 42% High  <u>Math</u> 72% Elementary 61% Middle 69% High	<u>Reading</u> <b>71% Elementary</b> <b>64% Middle</b> <b>44% High</b>  <u>Math</u> <b>72% Elementary</b> <b>62% Middle</b> <b>70% High</b>	<u>Reading</u> Elementary - Middle ↑ High ↑  <u>Math</u> Elementary ↑ Middle ↑ High ↑				
<b>1.2</b> Graduation Rates • Excluding GED • Including GED	73.1% Exclude 75.4% Include	76.3% Exclude 78.6% Include	<b>78.9% Exclude</b> <b>80.6% Include</b>	Exclude ↑ Include ↑				
<b>1.3</b> Number of Correct II and Intervene schools showing significant progress each year	273 Correct II 12 Intervene	662 Correct II* 15 Intervene*	<b>961 Correct II</b> <b>22 Intervene</b>	Correct II ↑ Intervene ↑				
<b>1.4</b> Percentage of K-3 students in special education due to reading deficits	11.7%	11.6%	<b>11.2%</b>	Decrease ↓				

\* Increase in number due to expansion of Correct II and Intervene schools to include non Title I schools

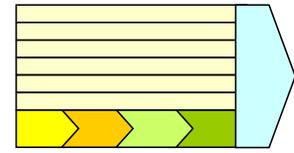
# Next Generation PreK-20 Benchmarks



<b>Focus Area 1 (continued): Strengthen Foundation Skills</b>  Objectives: ➤ To increase rigor of standards to improve student achievement in VPK-12 ➤ Utilize assessment to direct instruction and effect student outcome ➤ Develop strategies to assist schools in need of improvement	Performance Measures							
	Baseline 2007-2008	FY09	FY10	Net Status Indicator Baseline – FY10	FY11	FY12	FY13	FY14
<b>1.5.</b> Track cohorts of students who score “ready” on Kindergarten readiness assessment in Kindergarten and measure their performance on the third grade FCAT* (Baseline is FY 2010)			<b>DIBELS – Initial Sounds: 86%</b> <b>DIBELS – Letter Naming: 84%</b> <b>ECHOS - 82%</b>	TBD				
<b>1.6</b> Track cohorts of students who score “not ready” on Kindergarten readiness assessment in Kindergarten and measure their performance on the third grade FCAT* (Baseline is FY 2010)			<b>DIBELS – Initial Sounds: 67%</b> <b>DIBELS – Letter Naming: 63%</b> <b>ECHOS - 57%</b>	TBD				

\* Includes students who tested on the Florida Kindergarten Readiness Screener (FLKRS) in 2006-07 and then tested on FCAT Reading in Grade 3 in 2009-10

# Next Generation PreK-20 Benchmarks



Focus Area 2: Improve Quality of Teaching and Leadership in the Education System	Performance Measures							
	Baseline 2007-2008	FY09	FY10	Net Status Indicator Baseline – FY10	FY11	FY12	FY13	FY14
Objectives: <ul style="list-style-type: none"> <li>➤ Establish the state's expectations for quality instructional practice</li> <li>➤ Improve the quality of preparation programs, professional development, and certification exams</li> <li>➤ Align requirements for district performance appraisal to the state's expectations</li> <li>➤ Provide statewide recognition and award programs that reward outstanding performance based on the state's expectations (includes student achievement)</li> </ul>								
<b>2.1</b> Number and percent of teachers receiving state performance pay	16.2% 37,948 Excluding School Recognition  46.3% 108,893 Including School Recognition  234,951 Total Teachers	12.3% 28,555 * Excluding School Recognition  60.2% 139,390 Including School Recognition  231,589 Total Teachers	<b>11.5%</b> <b>25,742 * Excluding School Recognition</b>  <b>61.5%</b> <b>138,217 Including School Recognition</b>  <b>224,693</b> <b>Total Teachers</b>	Excluding School Recognition ↓  Including School Recognition ↑				

\* Decrease is due to changes in the Merit Award Program (MAP)

# Next Generation PreK-20 Benchmarks



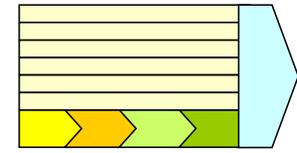
Focus Area 2 (continued): Improve Quality of Teaching and Leadership in the Education System	Performance Measures							
	Baseline 2007-2008	FY09	FY10	Net Status Indicator Baseline – FY10	FY11	FY12	FY13	FY14
<p>Objectives:</p> <ul style="list-style-type: none"> <li>➤ Establish the state's expectations for quality instructional practice</li> <li>➤ Improve the quality of preparation programs, professional development, and certification exams</li> <li>➤ Align requirements for district performance appraisal to the state's expectations</li> <li>➤ Provide statewide recognition and award programs that reward outstanding performance based on the state's expectations (includes student achievement)</li> </ul>								
<p><b>2.2</b> Number and percentage of classes taught by out-of-field teachers in:</p> <ul style="list-style-type: none"> <li>• All Schools</li> <li>• Differentiated Accountability (DA) schools</li> <li>• For critical teacher shortage areas:                             <ul style="list-style-type: none"> <li>• Percentage of teachers teaching out-of-field</li> <li>• Number of completers from approved teacher preparation programs (SUS, CC, Educator Preparation Institute)</li> </ul> </li> </ul>	<p><u>All Schools:</u> 8.3% 79,985 of 964,718 Total Classes</p> <p><u>DA:</u></p> <ul style="list-style-type: none"> <li>• Correct 1: 8.3%</li> <li>• Correct 2: 11.8%</li> <li>• Prevent 1: 6.3%</li> <li>• Prevent 2: 15.1%</li> <li>• Intervene: 10.1%</li> </ul> <p><u>Critical Teacher Shortage Areas:</u></p> <ul style="list-style-type: none"> <li>• Out-of-field: 8.9%</li> <li>• Completers (CC,SUS,EPI, Priv.): 1,961</li> </ul>	<p><u>All Schools:</u> 7.7% 83,300 of 1,078,618 Total Classes</p> <p><u>DA:</u></p> <ul style="list-style-type: none"> <li>• Correct 1: 7.4%</li> <li>• Correct 2: 11.3%</li> <li>• Prevent 1: 6.2%</li> <li>• Prevent 2: 9.9%</li> <li>• Intervene: 16.7%</li> </ul> <p><u>Critical Teacher Shortage Areas:</u></p> <ul style="list-style-type: none"> <li>• Out-of-field: 7.5%</li> <li>• Completers (CC,SUS,EPI, Priv.): 2,312</li> </ul>	<p><u>All Schools:</u> 4.8% 54,598 of 1,076,157 Total Classes</p> <p><u>DA:</u></p> <ul style="list-style-type: none"> <li>• Correct 1: 4.2%</li> <li>• Correct 2: 6.3%</li> <li>• Prevent 1: 3.2%</li> <li>• Prevent 2: 6.7%</li> <li>• Intervene: 9.5%</li> </ul> <p><u>Critical Teacher Shortage Areas:</u></p> <ul style="list-style-type: none"> <li>• Out-of-field: TBD</li> <li>• Completers (CC,SUS,EPI, Priv.): TBD</li> </ul>	<p><u>All Schools:</u> Total Classes ↓</p> <p><u>DA:</u></p> <ul style="list-style-type: none"> <li>• Correct 1 ↓</li> <li>• Correct 2 ↓</li> <li>• Prevent 1 ↓</li> <li>• Prevent 2 ↓</li> <li>• Intervene ↓</li> </ul> <p><u>Critical Teacher Shortage Areas:</u></p> <ul style="list-style-type: none"> <li>• Out-of-field: TBD</li> <li>• Completers (CC,SUS,EPI, Priv.): TBD</li> </ul>				
<p><b>2.3</b> Number and percentage of new teachers who were math and science majors at a Florida Public College or University</p>	<p>Math 9.2% Science 41.8%</p>	<p>Math 15.7% Science 39.6%</p>	<p>Math 6.1% Science 38.8%</p>	<p>Math ↓ Science ↓</p>				

# Next Generation PreK-20 Benchmarks



Focus Area 3: Improve College and Career Readiness	Performance Measures							
	Baseline 2007-2008	FY09	FY10	Net Status Indicator Baseline – FY10	FY11	FY12	FY13	FY14
Objectives: <ul style="list-style-type: none"> <li>➤ Increase number and percentage of students scoring “college ready” in math and language arts on approved postsecondary readiness assessment</li> <li>➤ Increase number and percentage of high school students graduating with industry certification or Ready to Work Credential</li> <li>➤ Increase student participation and performance in accelerated options of AP, IB, DE, and AICE</li> <li>➤ Define College and Career Readiness</li> </ul>								
<b>3.1</b> The percentage of students scoring Level 4 and 5 on FCAT Reading and Math, in elementary, middle, and high school	<u>Reading</u> 36% Elementary 27% Middle 20% High  <u>Math</u> 38% Elementary 28% Middle 36% High	<u>Reading</u> 39% Elementary 28% Middle 19% High  <u>Math</u> 40% Elementary 28% Middle 38% High	<u>Reading</u> <b>38% Elementary</b> <b>30% Middle</b> <b>21% High</b>  <u>Math</u> <b>40% Elementary</b> <b>29% Middle</b> <b>39% High</b>	<u>Reading</u> Elementary ↑ Middle ↑ High ↑  <u>Math</u> Elementary ↑ Middle ↑ High ↑				
<b>3.2</b> Number and percentage of ninth-grade students who enrolled in Algebra I prior to ninth grade	31.7% 64,693 of 204,139 Total 9 <sup>th</sup> Grade Students	34.7% 66,332 of 191,341 Total 9 <sup>th</sup> Grade Students	<b>35.2%</b> <b>69,886 of 198,811</b> <b>Total 9<sup>th</sup> Grade Students</b>	Increase ↑				
<b>3.3</b> Number and percentage of high school graduates who enrolled in at least one accelerated course during their high school career (AP, IB, DE, or AICE)	42.6% 62,185 of 146,095 Total Graduates	43.7% 65,680 of 150,321 Total Graduates	<b>48.0%</b> <b>74,021 of 154,078</b> <b>Total Graduates</b>	Increase ↑				

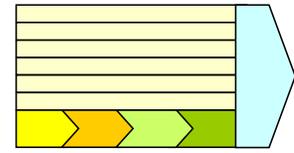
# Next Generation PreK-20 Benchmarks



Focus Area 3 (continued): Improve College and Career Readiness	Performance Measures							
	Baseline 2007-2008	FY09	FY10	Net Status Indicator Baseline – FY10	FY11	FY12	FY13	FY14
Objectives: <ul style="list-style-type: none"> <li>➤ Increase number and percentage of students scoring “college ready” in math and language arts on approved postsecondary readiness assessment</li> <li>➤ Increase number and percentage of high school students graduating with industry certification or Ready to Work Credential</li> <li>➤ Increase student participation and performance in accelerated options of AP, IB, DE, and AICE</li> <li>➤ Define College and Career Readiness</li> </ul>								
<b>3.4</b> Number and percentage of students who enroll in accelerated courses that earned “postsecondary credit” in at least one accelerated course during their high school career (AP, IB, DE, or AICE)	63.0% 39,088 of 62,032 Graduates Who Enrolled in AP, IB, or DE	62.7% 41,169 of 65,680 Graduates Who Enrolled in AP, IB, DE, or AICE	<b>62.9%</b> <b>46,558 of 74,021</b> <b>Graduates Who Enrolled in AP, IB, DE, or AICE</b>	Decrease ↓				
<b>3.5</b> <i>Number and percentage of students passing End-of-Course Exams *</i>						Baseline data available for summer update		
<b>3.6</b> Number and percentage of students enrolled in community college the year following high school graduation meeting approved postsecondary readiness standard via assessment in: <ul style="list-style-type: none"> <li>• Math</li> <li>• Reading</li> <li>• Writing</li> <li>• In all 3 subjects</li> </ul>	<u>Math</u> : 55.9% 27,430 of 49,110  <u>Reading</u> : 67.7% 33,691 of 49,778  <u>Writing</u> : 73% 36,333 of 49,778  <u>All 3</u> : 45.8% 22,467 of 49,027	<u>Math</u> : 56.4% 30,209 of 53,561  <u>Reading</u> : 69.1% 37,260 of 53,905  <u>Writing</u> : 73.6% 39,540 of 53,702  <u>All 3</u> : 46.6% 24,764 of 53,129	<b>TBD – Report not typically available until January</b>	TBD				

\* Future Measure

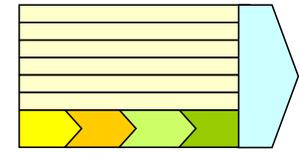
# Next Generation PreK-20 Benchmarks



Focus Area 3 (continued): Improve College and Career Readiness	Performance Measures							
	Baseline 2007-2008	FY09	FY10	Net Status Indicator Baseline – FY10	FY11	FY12	FY13	FY14
Objectives: <ul style="list-style-type: none"> <li>➤ Increase number and percentage of students scoring “college ready” in math and language arts on approved postsecondary readiness assessment</li> <li>➤ Increase number and percentage of high school students graduating with industry certification or Ready to Work Credential</li> <li>➤ Increase student participation and performance in accelerated options of AP, IB, DE, and AICE</li> <li>➤ Define College and Career Readiness</li> </ul>								
<b>3.7</b> Number and percentage of students passing postsecondary readiness courses while in high school, adult high school, or GED programs *								
<b>3.8</b> Number and percentage of high school students graduating with an Industry Certification	Industry Certification 0.3% 416 out of 146,095 Graduates	Industry Certification 0.9% 1,366 out of 150,321 Graduates	<b>Industry Certification            4.3%            6,566 out of 154,078            Graduates</b>	Increase ↑				

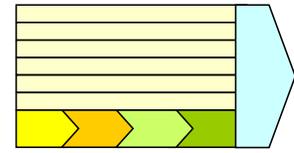
\* Future Measure

# Next Generation PreK-20 Benchmarks



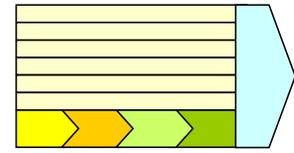
Focus Area 4: Expand Opportunities for Post- secondary Degrees and Certificates	Performance Measures							
	Baseline 2007-2008	FY09	FY10	Net Status Indicator Baseline – FY10	FY11	FY12	FY13	FY14
<p>Objectives:</p> <ul style="list-style-type: none"> <li>➤ Increase postsecondary enrollment rate</li> <li>➤ Increase diversity and number of high school graduates who enroll in postsecondary education</li> <li>➤ Increase diversity and number and percentage of high school graduates who earn a certificate or a degree at a Florida college or career center</li> <li>➤ Increase diversity and number and percentage of Florida college system or state university system students who enroll in and complete upper division program of study</li> </ul>								
<p><b>4.1</b> Number and percentage of students who enroll in FCS, SUS, ICUF, out-of-state, or technical centers in the year following high school graduation (disaggregated data available) *Out of State Data no longer available*</p>	<p>62.3% 88,347 of 141,882 Total Graduates (HS Class of 2007)</p>	<p>61.8% 90,259 of 146,095 Total Graduates (HS Class of 2008)</p>	<p><b>61.4%</b> <b>93,726 of 152,546</b> <b>Total Graduates</b> <b>(HS Class of 2009)</b></p>	<p>Decrease ↓</p>				
<p><b>4.2</b> Of the students who enrolled in postsecondary following high school graduation, number and percentage of students who remain enrolled or exit with a credential after two and six years (disaggregated data available)</p>	<p><u>2 Years:</u>  FCS: 81.2% 41,048 Enrolled  Tech Ctr: 59.9% 1,531 Enrolled  <u>6 Years:</u> 48.4% 32,568 of 67,337</p>	<p><u>2 Years:</u>  FCS: 81.1% 45,1999 Enrolled  Tech Ctr: 61.1% 1,672 Enrolled  <u>6 Years:</u> 47.9% 34,309 of 71,558</p>	<p><u>2 Years:</u>  FCS: <b>82.6%</b> <b>49,751 Enrolled</b>  Tech Ctr: <b>61.1%</b> <b>1,619 Enrolled</b>  <u>6 Years:</u> <b>47.3%</b> <b>35,029 of 74,018</b></p>	<p><u>2 Years:</u>  FCS: ↑  Tech Ctr: ↑  <u>6 Years:</u> Decrease ↓</p>				

# Next Generation PreK-20 Benchmarks



Focus Area 4 (continued): Expand Opportunities for Post- secondary Degrees and Certificates	Performance Measures							
	Baseline 2007-2008	FY09	FY10	Net Status Indicator Baseline – FY10	FY11	FY12	FY13	FY14
<p>Objectives:</p> <ul style="list-style-type: none"> <li>➤ Increase postsecondary enrollment rate</li> <li>➤ Increase diversity and number of high school graduates who enroll in postsecondary education</li> <li>➤ Increase diversity and number and percentage of high school graduates who earn a certificate or a degree at a Florida college or career center</li> <li>➤ Increase diversity and number and percentage of Florida college system or state university system students who enroll in and complete upper division program of study</li> </ul>								
<p><b>4.3</b> The number and percentage of Associates' degree completers at a Florida college who transfer within two years to the upper division at a Florida college or university</p>	<p><u>1 Year:</u> 56.6% 19,163</p> <p><u>2 Years:</u> 60.2% 20,088</p>	<p><u>1 Year:</u> 57.3% 21,308</p> <p><u>2 Years:</u> 61.0% 20,631</p>	<p><u>1 Year:</u> 59.1% 23,859</p> <p><u>2 Years:</u> 62.4% 23,208</p>	<p><u>1 Year:</u> Increase    ↑</p> <p><u>2 Years:</u> Increase    ↑</p>				
<p><b>4.4</b> Trends in student enrollment in and completion of certificate and two year degree programs in the Florida college system</p>	<p>390,997 Enrollment</p> <p>72,063 Completions</p>	<p>416,473 Enrollment</p> <p>75,403 Completions</p>	<p><b>493,644</b> <b>Enrollment</b></p> <p><b>85,368</b> <b>Completions</b></p>	<p>Enrollment    ↑</p> <p>Completions    ↑</p>				

# Next Generation PreK-20 Benchmarks



Focus Area 4 (continued): Expand Opportunities for Post- secondary Degrees and Certificates	Performance Measures							
	Baseline 2007-2008	FY09	FY10	Change Indicator FY09 – FY10	FY11	FY12	FY13	FY14
Objectives: ➤ Increase postsecondary enrollment rate ➤ Increase diversity and number of high school graduates who enroll in postsecondary education ➤ Increase diversity and number and percentage of high school graduates who earn a certificate or a degree at a Florida college or career center ➤ Increase diversity and number and percentage of Florida college system or state university system students who enroll in and complete upper division program of study								
<b>4.5</b> <i>Number and percentage of students who use an industry certification articulation pathway to enroll in a postsecondary program in the career area for which they were certified *</i>								
<b>4.6</b> <i>Number and percentage of students who use an industry certification articulation pathway who subsequently complete a postsecondary program in the career area for which they were certified *</i>								

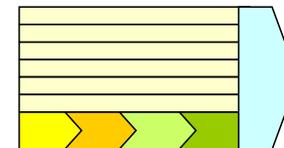
\* Future Measure

# Next Generation PreK-20 Benchmarks



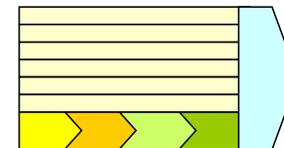
Focus Area 5: Improve K-12 educational choice options and partnerships	Performance Measures							
	Baseline 2007-2008	FY09	FY10	Net Status Indicator Baseline – FY10	FY11	FY12	FY13	FY14
Objective: ➤ Improve educational options for K-12 parents and improve student performance								
<b>5.1</b> Number and percentage of students (FTE) completing virtual education	0.37% 9,686.52 of 2,631,277.10 Total Public School FTE	0.49% 12,907.92 of 2,617,371.52 Total Public School FTE	<b>0.81%</b> <b>21,176.53 of 2,629,327.25</b> <b>Total Public School FTE</b>	Increase ↑				
<b>5.2</b> The percentage of students attending a charter school scoring at or above grade level on FCAT Reading and Math, by elementary, middle, and high school	<u>Reading</u> 73% Elementary 66% Middle 40% High  <u>Math</u> 70% Elementary 63% Middle 65% High	<u>Reading</u> 75% Elementary 68% Middle 38% High  <u>Math</u> 73% Elementary 64% Middle 64% High	<u>Reading</u> <b>74% Elementary</b> <b>70% Middle</b> <b>41% High</b>  <u>Math</u> <b>73% Elementary</b> <b>67% Middle</b> <b>66% High</b>	<u>Reading</u> Elementary ↑ Middle ↑ High ↑  <u>Math</u> Elementary ↑ Middle ↑ High ↑				
<b>5.3</b> Number and percentage of charter schools that earned an A or B	72.2% 156 of 216 Charter Schools	78.7% 185 of 235 Charter Schools	<b>70%</b> <b>167 out of 238 Charter</b> <b>Elementary and Middle Schools</b>	Decrease ↓				
<b>5.4</b> Number and percentage of high performing SES providers			<b>50%</b> <b>147 out of 293 Excellent</b>	TBD				
<b>5.5</b> The percentage of students attending a charter school scoring level 4 and 5 on FCAT Reading and Math, by elementary, middle, and high school	<u>Reading</u> 38% Elementary 29% Middle 17% High  <u>Math</u> 38% Elementary 28% Middle 32% High	<u>Reading</u> 41% Elementary 31% Middle 16% High  <u>Math</u> 41% Elementary 29% Middle 33% High	<u>Reading</u> <b>41% Elementary</b> <b>34% Middle</b> <b>19% High</b>  <u>Math</u> <b>40% Elementary</b> <b>30% Middle</b> <b>34% High</b>	<u>Reading</u> Elementary ↑ Middle ↑ High ↑  <u>Math</u> Elementary ↑ Middle ↑ High ↑				

# Next Generation PreK-20 Benchmarks



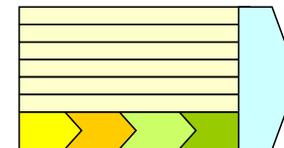
<b>Focus Area 6: Align Resources to Strategic Goals</b>  Objectives: > Ensure funding and other resources are available to effectively and efficiently implement agency priorities	<b>State Instructional Technology Goals 2010 Update</b>	
	<b>Short Term (1-2 years) Measurable Outcomes</b>	<b>December 2010 Update</b>
1. Strengthen student ICT skills	<ul style="list-style-type: none"> <li>• Targets set for proficiency level and increases in percentage of students proficient.</li> <li>• All districts utilizing the ST2L to measure student ICT literacy.</li> </ul>	<ul style="list-style-type: none"> <li>• Set an 80% proficiency level for 8th grade technology assessment tool.</li> <li>• 75% of districts currently utilize the 8th grade technology assessment tool.</li> </ul>
2. Enhance the integration of technology in curricula	<ul style="list-style-type: none"> <li>• Publish a uniform definition of technology integration applicable to all core curriculum areas.</li> <li>• Collect baseline data from assessment tool and observation on educator's integration of technology in all core curriculum areas.</li> <li>• Targets set for increasing percentages of educators that integrate technology into the curricula.</li> </ul>	<ul style="list-style-type: none"> <li>• As required by the federal reporting requirements, a definition for integration of technology in the classroom was established.</li> <li>• Currently piloting the Technology Integration Matrix Comfort Tool and Technology Integration Matrix Observation Tool with 28 districts.</li> <li>• Currently, 40% of the schools report that educators integrate technology at the definition as established for federal reporting.</li> </ul>
3. Enable opportunities to personalize and extend student learning	<ul style="list-style-type: none"> <li>• Publish information on best practices for personalized learning environments and virtual learning opportunities.</li> <li>• Targets set for increasing percentages of students in each district participating in virtual learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Established work group to determine best practices for personalized learning environments and virtual learning opportunities.</li> <li>• Gathering base-line data on percentages of students in each district participating in virtual learning.</li> </ul>
4. Ensure utilization of technology based assessments	<ul style="list-style-type: none"> <li>• Publish technology based assessments applicable to core curriculum areas.</li> <li>• Targets set for district and school level use of technology based assessments in the core curriculum areas.</li> <li>• All districts meet readiness measures for beginning of computer based testing.</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of the districts use computer-based programs to administer formative and summative assessments in schools.</li> <li>• Gathered base-line data from schools on additional technology based assessments used with students.</li> <li>• 95% of districts meet readiness measures for beginning of computer based testing.</li> </ul>

# Next Generation PreK-20 Benchmarks



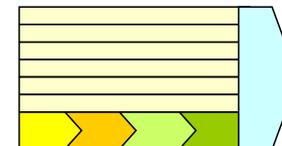
<b>Focus Area 6: Align Resources to Strategic Goals</b>  Objectives: > Ensure funding and other resources are available to effectively and efficiently implement agency priorities	<b>State Instructional Technology Goals 2010 Update</b>	
	<b>Short Term (1-2 years) Measurable Outcomes</b>	<b>December 2010 Update</b>
5. Increase access to digital tools	<ul style="list-style-type: none"> <li>Establish a uniform student to mobile computer ratio.</li> <li>Establish a uniform student to digital device ratio in core curriculum areas.</li> <li>Set targets for districts to meet appropriate student to computer and student to device ratios and student use of tool-based software.</li> </ul>	<ul style="list-style-type: none"> <li>Gathered base-line data from schools on mobile computers and devices for students.</li> <li>Established work group to examine the student access to digital tools.</li> </ul>
6. Provide access to reliable infrastructure	<ul style="list-style-type: none"> <li>Establish infrastructure standards for schools and districts.</li> <li>Set targets for districts to meet infrastructure standards.</li> </ul>	<ul style="list-style-type: none"> <li>95% of the districts have a plan for ensuring that all instructional areas have internet access.</li> <li>Gathered base-line data from districts that have a needs assessment to identify required network components for technology devices.</li> </ul>
7. Improve opportunities to access digital content	<ul style="list-style-type: none"> <li>Publish uniform definition for digital content.</li> <li>Publish the common tagging system for open digital content and provide districts with technical assistance to adopt it for their use.</li> </ul>	<ul style="list-style-type: none"> <li>Over, 1.3 million previews and downloads for digital content in Florida on iTunes U.</li> <li>Extended partnerships with additional content providers for Florida on iTunes U.</li> <li>Gathering data on current tagging systems used by districts for open educational resources and digital content.</li> </ul>
8. Enhance access to student data	<ul style="list-style-type: none"> <li>Establish uniform method for accessing student data at district level.</li> </ul>	<ul style="list-style-type: none"> <li>Approximately 87% of teachers regularly use technology for analysis of student assessment information.</li> <li>Established uniform method for accessing student data at district level.</li> </ul>

# Next Generation PreK-20 Benchmarks



<b>Focus Area 6: Align Resources to Strategic Goals</b>  Objectives: > Ensure funding and other resources are available to effectively and efficiently implement agency priorities	<b>State Instructional Technology Goals 2010 Update</b>	
	<b>Short Term (1-2 years) Measurable Outcomes</b>	<b>December 2010 Update</b>
9. Ensure trained instructional technology staff	<ul style="list-style-type: none"> <li>Publish model training program for instructional technology and technical support staff.</li> <li>Targets set for district training of instructional technology and technical support staff.</li> <li>Establish a ratio of instructional technology support staff members per number of students.</li> <li>Establish a ratio of technical support staff per number of students.</li> </ul>	<ul style="list-style-type: none"> <li>Established work group to examine model training program for instructional technology and technical support staff.</li> <li>Gathering baseline data on ratio of instructional technology support staff members per number of students.</li> </ul>
10. Improve community involvement	<ul style="list-style-type: none"> <li>No short term goals established in plan.</li> </ul>	<ul style="list-style-type: none"> <li>43% of districts provide parents and community members access to computer lab, library/media center and classrooms.</li> </ul>
11. Enable technology leadership	<ul style="list-style-type: none"> <li>Establish best practices for aligning school-based technology purchases with strategic goals.</li> <li>Set targets for principal training in the facilitation of appropriate integration of technology into the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Gathered base-line data on school-based technology purchases with strategic goals.</li> <li>Established work group to examine principal training on the facilitation of appropriate integration of technology into the classroom.</li> </ul>
12. Support ICT training for educators to enhance instruction	<ul style="list-style-type: none"> <li>Protocols for technology training in core curriculum areas are published.</li> </ul>	<ul style="list-style-type: none"> <li>Gathered base-line data on school and district training for educators on the utilization of technology in the classroom.</li> <li>Over 1,200 educators in 25 districts were provided training on the information and communication technology skills.</li> </ul>

# Next Generation PreK-20 Benchmarks



<b>Focus Area 6: Align Resources to Strategic Goals</b>  Objectives: > Ensure funding and other resources are available to effectively and efficiently implement agency priorities	<b>21<sup>st</sup> Century Communications Plan 2010 Update</b>	
	<b>Strategies/Tactics</b>	<b>December 2010 Update</b>
1. Enhance communication delivery methods	<b>Evaluate and improve the effectiveness of existing Department communication delivery methods</b> <ul style="list-style-type: none"> <li>• Review and prioritize target audiences</li> <li>• Solicit input from target audiences regarding improvements to Department's message platforms (focus on integrating interactive exchanges into existing formats)</li> <li>• Revise existing communication methods to meet the needs of these priority users</li> <li>• Increase frequency, immediacy and consistency of stakeholder updates and notifications across all program areas</li> <li>• Conduct periodic constituent surveys to determine potential changes and updates to communications methods</li> </ul>	<p>Target audiences have been identified; further breakdown of sub-set audiences continues to evolve. Communication with/for target audiences is now tailored to the needs/interests of the audience. Audiences identified include: parents, teachers, students, education professionals, DOE personnel, business leaders, local government leaders, higher education leaders, community leaders, faith-based organizations, volunteer organizations, organizations targeting assistance to minority groups, etc. For example, Commissioner's messages regarding key issues are edited to align with the needs/interests of business leaders vs. volunteer networks vs. parents vs. educators, etc. This has resulted in a more consistent and relevant message from the Department for these parties. Stakeholder notifications have grown in frequency as well, especially as it relates to Race to the Top outreach. The Department is continuously seeking feedback on messaging and communication methods. This will be a continued focus for the 2010-11 year.</p>
	<b>Explore new Department delivery options integrating compatible technologies into outreach activities</b> <ul style="list-style-type: none"> <li>• Explore and field test existing social networking/notification platforms for use by Department staff/programs</li> <li>• Create new interactive Department Web portals/resources to encourage the continual, successful exchange of information and ideas</li> <li>• Integrate interactive technology platforms into Department's Web site</li> <li>• Develop supporting content (videos, audio, print) for dissemination and discussion via Department communication methods</li> </ul>	<p>Several new technology resources/mechanisms were utilized this year. Through Skype technology, the Department was able to engage in "face-to-face" interaction with educators around the state without incurring travel expenses. We intend to encourage further use of Skype next year for student interaction opportunities with Department leadership. The Department also successfully utilized the recently launched iTunes U web portal for communications purposes creating video and audio podcasts for professional development and promotional purposes. Through a partnership with the Florida Channel, portions of the historical archives from the Florida Channel were uploaded to iTunes U for use by students and teachers across a variety of subjects. Incorporating video/audio content into the Department's website remains a challenge due to ADA compliance requirements, however Communications is proposing a full scale redesign of the Department website to incorporate blogging, e-marketing capabilities and small scale video content (ex. Commissioner's messages, student PSA features, etc.) In addition, the Department has developed policies and procedures for the use of and maintenance (public records) of twitter and other social networking sites.</p>

# Next Generation PreK-20 Benchmarks



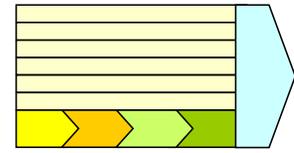
<b>Focus Area 6: Align Resources to Strategic Goals</b>  Objectives: > Ensure funding and other resources are available to effectively and efficiently implement agency priorities	<b>21<sup>st</sup> Century Communications Plan 2010 Update</b>	
2. Improve consistency and saturation of Department messaging	<b>Strategies/Tactics</b>	<b>December 2010 Update</b>
	<b>Identify and communicate the characteristics, impact and value of the Department</b> <ul style="list-style-type: none"> <li>• Create plain language explanation of Department's key initiatives and goals of the Next Generation Strategic plan</li> <li>• Integrate revised messaging in all program areas; clearly illustrate ties to the Next Generation Strategic Plan and key Department initiatives throughout Department programs</li> </ul>	The Department's vision and values are outlined clearly in our Next Generation Strategic Plan (six focus areas). In messaging the Department's Strategic Plan, we have concentrated on highlighting the six focus areas and how they relate to a parent or student in our school system. Department staff and program areas have benefited from internal information sessions about the Strategic Plan and how it relates to our stakeholders so they can communicate effectively outside the Department. The goals set out in the six focus areas have been further strengthened by the Race to the Top initiative. The alignment between these two major initiatives has bolstered our ability to communicate our Strategic Plan since Race to the Top contains similar goals, amplified on the national stage.
	<b>Identify all platforms that can carry our message forward</b> <ul style="list-style-type: none"> <li>• Integrate Department messaging through all available public platforms including the Department's Web site, publications, general email from staff, listserv notices, social networking and new media resources, as well as existing Department newsletters, program presentations, legislative presentations, and general media relations activities</li> <li>• Clearly communicate the roles and responsibilities of Department staff in the successful communication of all Department messaging</li> <li>• Increase and encourage stakeholder involvement in communicating and supporting the Department's messaging</li> </ul>	The Department has instituted a process that encompasses all communications platforms for special announcements and general activities. Prior to the announcement of a Department initiative, all Department communication methods are considered and the most appropriate formats/forums are used. Helping Department staff understand their role as "DOE experts" to the public is ongoing. The Department has engaged in a series of "Lunch and Learns" hosted by DOE staff to share information across program areas. Events and promotions that impact one or various program areas are communicated Department-wide to keep the flow of information open. Various stakeholder groups have worked with the Department to carry our message forward, especially as it relates to STEM initiatives (DOE Organized Florida's first ever virtual STEM Fair for students), Race to the Top and the need to increase the college/career readiness of our students.
<b>Further individualize key messages and communication methods based on target audiences</b> <ul style="list-style-type: none"> <li>• Communicate with target audiences based on their preferred methods of exchange</li> <li>• Create message maps to clearly illustrate the ties between the Department's strategic goals and the goals of our target audiences including parents, teachers, the business community, local government, legislators, etc.</li> <li>• Provide collateral materials on the Department's key initiatives and Next Generation Strategic Plan that speak directly to the concerns and needs of specific audiences</li> </ul>	The Department has successfully worked with various stakeholder groups to develop specialized communication strategies and language tailored to the needs/interests of their members. For various initiatives, the Department has produced: Commissioner's messages in print and video; newsletter articles; PSA videos, audio clips or scripts; talking points; joint editorials; press releases; FAQ sheets; fact sheets; fliers; message templates; etc. Equal focus is given to representing the Departments/Commissioner's message and to ensuring the message will resonate with stakeholders in a meaningful way.	

# Next Generation PreK-20 Benchmarks



<b>Focus Area 6: Align Resources to Strategic Goals</b>  Objectives: > Ensure funding and other resources are available to effectively and efficiently implement agency priorities	<b>21<sup>st</sup> Century Communications Plan 2010 Update</b>	
	<b>Strategies/Tactics</b>	<b>December 2010 Update</b>
3. Combat Misinformation	<b>Aggressively pursue the correction of misinformation</b> <ul style="list-style-type: none"> <li>• Reach out to media and stakeholders immediately when misinformation is circulated and provide clarification i.e.- "the real story;" consider use of new media platforms for this immediate notification method</li> <li>• Utilize Department Web site to display corrections to misinformation</li> <li>• Strengthen relationships with news media editors and Web site editors to ensure corrections are immediately reflected on media Web sites</li> <li>• Continuously supply news updates to stakeholders regarding the revisions of misinformation so they can be a part of the process</li> </ul>	Department staff continue to aggressively correct misinformation as reported by the media through personal calls to reporters and editors, the use of fact vs. myth sheets, the publication of correct and factual information through the Department's website (ex. FCAT Delays website), and formal responses by the Commissioner and other Department officials to rebut misinformation or unfounded conclusions. The Department provided more than 30 editorial responses to news outlets in 2010 as compared with 11 responses in 2009. These responses and resources were shared with the Department's stakeholder network as appropriate in the format they requested.
	<b>Establish and capitalize on network of stakeholder and partner organizations that support the Department's message</b> <ul style="list-style-type: none"> <li>• Encourage stakeholders to conduct media outreach on behalf of Department initiatives and goals they support</li> <li>• Encourage stakeholders to be vigilant in pursuing information corrections themselves; provide guidance on who to contact and how to pursue corrections</li> </ul>	The Department continues to consult with stakeholder groups and key partner organizations on effective outreach regarding shared issues. Department communications staff have developed sound working relationships with their counterparts in external organizations in an effort to keep the lines of communication open and capitalize on opportunities to cross-promote. Communications partnerships include the Southern Regional Education Board and the Council of Chief State School Officers. This work will continue in 2011.
	<b>Continue to bolster effective media relations</b> <ul style="list-style-type: none"> <li>• Increase story pitching and editorial board visits by Commissioner</li> <li>• Regionalize Department news to keep education specific stories local and relevant to media market coverage areas</li> <li>• Develop and strengthen relationships with top education bloggers and online communities Target specific beat reporters outside of education for coverage from varying angles</li> </ul>	The Department took a very proactive approach in garnering editorial board support for the state's Race to the Top application. In addition, the Department organized external stakeholder support with a focus on local media market outreach. Beyond the Race to the Top initiative, staff worked with Department program areas (ex.-Regional Executive Directors) to pitch localized stories focused on various topics of interest including the state's school improvement model, the state District Data Leader award program, recognition of local principals and targeted observances such as school bus safety week. These pitches resulted in local news/human interest stories in various markets. Staff have maintained strong working relationships with statewide education beat reporters and have expanded their outreach to include smaller daily and weekly papers as well. Staff have also worked to strengthen relationships with national news outlets including USA Today and EdWeek in addition to expanding our Florida reach to encompass Florida's business and business journal reporters.

# Next Generation PreK-20 Strategic Alignment



Focus Areas	2010-2011 Strategies
1. Strengthen foundation skills	<ul style="list-style-type: none"> <li>a) Implement the Next Generation Sunshine State Standards / Common Core State Standards</li> <li>b) Support struggling schools and districts</li> <li>c) Develop assessment systems to monitor student progress and provide information to improve instruction</li> <li>d) Reform and align FCAT</li> <li>e) Expand full day Pre-Kindergarten programs</li> </ul>
2. Improve quality of teaching and leadership in the education system	<ul style="list-style-type: none"> <li>a) Strengthen the connection between teacher effectiveness and student performance</li> <li>b) Raise standards for entry into the profession</li> <li>c) Maintain a highly effective workforce</li> </ul>
3. Improve college and career readiness	<ul style="list-style-type: none"> <li>a) Improve the alignment of college readiness and remedial courses</li> <li>b) Develop and implement End-of-Course Exams</li> <li>c) Provide greater emphasis on moving students to higher levels of proficiency</li> <li>d) Improve the career readiness of high school students</li> </ul>
4. Expand opportunities for post-secondary degrees and certificates	<ul style="list-style-type: none"> <li>a) Improve postsecondary transitions from lower level to upper level</li> <li>b) Expand access to distance learning</li> <li>c) Expand statewide Articulation Agreements</li> <li>d) Increase certificate and degree production</li> </ul>
5. Improve K–12 educational choice options and partnerships	<ul style="list-style-type: none"> <li>a) Strengthen the quality of school choice options</li> <li>b) Expand educational choice options</li> </ul>
6. Align resources to meet strategic goals	<ul style="list-style-type: none"> <li>a) 2011-2012 Legislative Budget Request</li> <li>b) Alignment of 2010-2011 Federal Funds with Strategic Goals</li> <li>c) 2010-2011 Prioritization of Internal Operating Funds</li> <li>d) Management and Reporting of ARRA Funds</li> <li>e) Implement the Department Communication Plan</li> <li>f) Improve accessibility and use of state data and technology</li> <li>g) Enhance educational technology</li> </ul>

## RACE TO THE TOP STUDENT ACHIEVEMENT GOALS

**Goal 1: 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.**

High School Graduating Class	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Graduation Rate	57	59	59	59	60	63	66	68 69	69	72	76	80	85
College Going Rate	57	58	58	58	60	61 59	62	63	64	65	67	71	74
College Credit Earning Rate	64	64	63	63 65	64	64	64	65	65	66	67	68	70
Percent of 9 <sup>th</sup> Graders Who Eventually Earn at Least a Year’s Worth of College Credit	21	22	22	22 22	23	25	26	27	29	31	34	39	44

Trend in white cells; Targets in green cells; Actual in red

**College enrollment:** The percentages represent students enrolling in an institution of higher education within 16 months of high school graduation.

**College credit completion:** The percentages represent students enrolling in an institution of higher education within 16 months of high school graduation and subsequently earning at least one year's worth of college credit within two years of enrollment. Credit must be applicable to a degree.

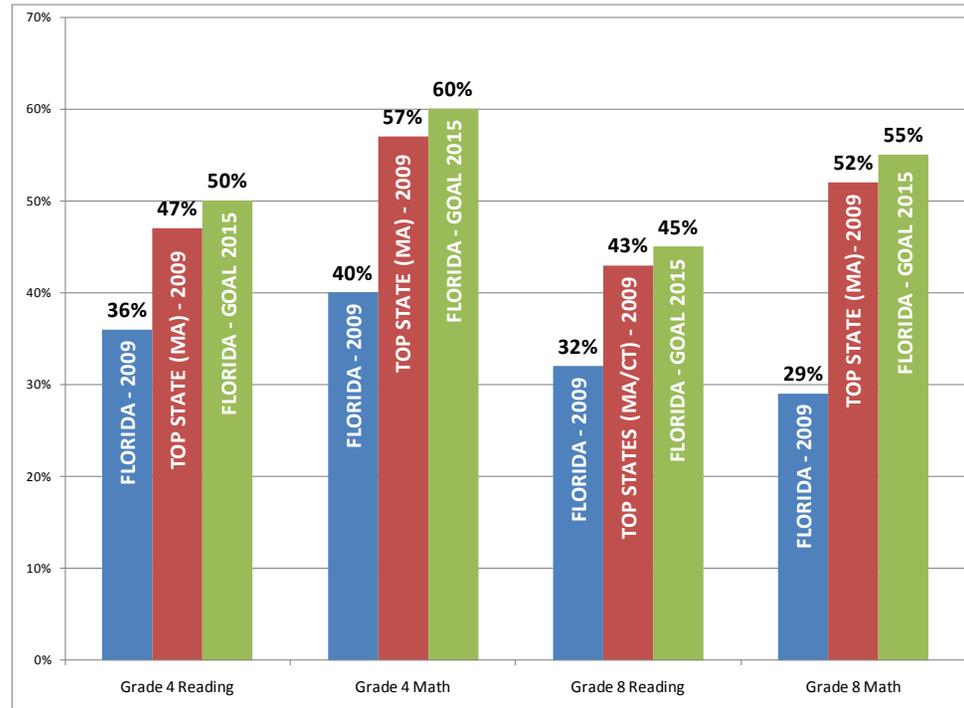
**Note on Lagged Measures:** Florida set its graduation and postsecondary goals based on a cohort of students – the graduating class of students in a given year. The ultimate goal for RTTT purposes is set for the high school graduating class of 2015. Given this emphasis on a cohort of students, rather than an annual snapshot of different groups of students, and the inherent lag in the measures (i.e., within two years of graduation, within two years of enrollment), measures of this cohort of students will be released at different times. The convention is as follows: In the Fall of 2009, graduation data is available for the Class of 2009; college enrollment data is available for the Class of 2007; and college credit accumulation data is available for the Class of 2005. Therefore, for the Class of 2015, graduation data will be available in the Fall of 2015; college enrollment data will be available in Fall of 2017; and college credit accumulation data will be available in the Fall of 2019.

**Goal 2: Cut the achievement gap on NAEP in half by 2015.**

<b>NAEP Grade 4 Reading, % of Students Scoring At or Above Proficient – Achievement Gaps</b>				
	<b>Baseline (2009 Gap)</b>	<b>2011 Gap</b>	<b>2013 Gap</b>	<b>State Goal (2015 Gap)</b>
White and African-American Students	27 percentage points	25 percentage points 31	20 percentage points	13 percentage points
White and Hispanic Students	14 percentage points	13 percentage points 18	11 percentage points	7 percentage points
<b>NAEP Grade 4 Mathematics, % of Students Scoring At or Above Proficient – Achievement Gaps</b>				
	<b>Baseline (2009 Gap)</b>	<b>2011 Gap</b>	<b>2013 Gap</b>	<b>State Goal (2015 Gap)</b>
White and African-American Students	33 percentage points	30 percentage points 34	24 percentage points	16 percentage points
White and Hispanic Students	20 percentage points	18 percentage points 21	15 percentage points	10 percentage points
<b>NAEP Grade 8 Reading, % of Students Scoring At or Above Proficient – Achievement Gaps</b>				
	<b>Baseline (2009 Gap)</b>	<b>2011 Gap</b>	<b>2013 Gap</b>	<b>State Goal (2015 Gap)</b>
White and African-American Students	25 percentage points	23 percentage points 24	19 percentage points	12 percentage points
White and Hispanic Students	13 percentage points	12 percentage points 11	10 percentage points	6 percentage points
<b>NAEP Grade 8 Mathematics, % of Students Scoring At or Above Proficient – Achievement Gaps</b>				
	<b>Baseline (2009 Gap)</b>	<b>2011 Gap</b>	<b>2013 Gap</b>	<b>State Goal (2015 Gap)</b>
White and African-American Students	26 percentage points	24 percentage points 26	20 percentage points	13 percentage points
White and Hispanic Students	17 percentage points	16 percentage points 15	13 percentage points	8 percentage points

Actual

**Goal 3: Increase the percentage of student scoring at or above proficient on NAEP by 2015, to or beyond the performance levels of the highest-performing states.**



	Baseline (2009)	2011	2013	State Goal (2015)
<b>NAEP Grade 4 Reading, % of Students Scoring At or Above Proficient</b>				
All Students	36%	38% <b>35%</b>	43%	50%
<b>NAEP Grade 4 Mathematics, % of Students Scoring At or Above Proficient</b>				
All Students	40%	43% <b>37%</b>	50%	60%
<b>NAEP Grade 8 Reading, % of Students Scoring At or Above Proficient</b>				
All Students	32%	34% <b>30%</b>	39%	45%
<b>NAEP Grade 8 Mathematics, % of Students Scoring At or Above Proficient</b>				
All Students	29%	33% <b>28%</b>	42%	55%

**Actual**

Extended Day Summary  
 "D" and "F" Schools

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	
District	SIG School	Grade Code	Total School Enrollment	SIG Allocation	Title I Allocation	SAI Allocation	Extended Learning Opportunities Code*	Standard School Day Instructional Time (in minutes weekly)	Extended Day Instructional Time (in minutes weekly)	Extended Day Instructional Time Description	Standard School Day Instructional Time (in minutes annually)	Extended Day Instructional Time (in minutes annually)	Number of Students Participating	Class Size for Extended Day Program	Teacher Compensation Model (hourly rate)	Average Stipend	Extended Day Total Annual Cost	Extended Day Annual Cost by Funding Source	Extended Day Total Annual Cost per Student	Extended Day Annual Cost per Student by Funding Source	2008-2009	2009-2010	2010-2011	
1	Alachua	Charles W. Duval Elementary	K-5	320	\$759,293.00	\$223,734.00	\$29,000.00	DD	1,500	180	The extended day model increased the learning day by 45 minutes four days per week. A 23-day summer program was offered also.	54,000	12,690	320	Varies but generally < 15	Hourly Rate	\$26.88	\$246,798.50	SIG 1003(g)	\$771.00	Not Provided	F	D (405 D)	B (505 B)
2	Alachua	Hawthorne Middle/High School	9-12	280	\$635,832.00	\$0.00	\$111,400.00	AD	1,500	125	The school day was increased by 25 minutes daily.	54,000	4,500	280	Varies but generally < 15	Hourly Rate	\$24.62	\$90,086.28	SIG 1003(g)	\$321.00	Not Provided	D	D (387 F)	C (427 D)
3	Alachua	Marjorie Kinnan Rawlings Elementary School	K-5	300	\$627,776.00	\$216,124.00	\$7,100.00	DD	1,500	180	The extended day model increased the learning day by 45 minutes four days per week. A 23-day summer program was offered also.	54,000	12,690	300	Varies but generally < 15	Hourly Rate	\$26.53	\$224,541.89	SIG 1003(g)	\$748.00	Not Provided	F	D (404 D)	D (428 D)
4	Broward	Coconut Creek High School	9-12	1,585	\$759,293.00	\$0.00	\$108,638.00	BAS and Sat.	1,800	350	BAS & Sat. P- Conduct after-school extended learning activities. 3 days per week September-February Saturday extended learning activities.	64,800	13,620	350	20	\$36.23	\$15.00	\$76,911.00	SIG	\$219.00	Not Provided	A	C (426 D)	C (406 D)
5	Broward	Larkdale Elementary School	K-5	407	\$759,293.00	\$113,900.00	\$25,627.03	BAS,Sat. and O	1,800	925	BAS- Provides additional time for instruction, remediation, and enrichment in core academic subjects for students through after-school and Saturday programming. BAS & Sat. P- Provides additional time for instruction, remediation, and enrichment in core academic subjects for students through after school and Saturday programming O- 30 minutes reading/math intervention periods will be scheduled for intermediate students.	64,800	33,300	85	10	\$36.23	\$15.00	\$171,961.00	SIG	\$2,023.00	Not Provided	C	D (411 D)	B (517 B)
6	Broward	Sunland Park Elementary School	K-5	304	\$759,293.00	\$87,040.00	\$16,064.00	BAS & Sat.	1,800	1,193	BAS- Provides additional time for instruction, remediation, and enrichment in core academic subjects for students through after-school and Saturday programming. BAS & Sat. P- Provides additional time for instruction, remediation, and enrichment in core academic subjects for students through after school and Saturday programming.	64,800	42,983	140	21	\$36.23	\$15.00	\$129,846.00	SIG	\$927.00	Not Provided	F	D (421 D)	D (418 D)
7	Collier	Eden Park Elementary School	K-5	729	\$600,000.00	\$125,509.00	\$0.00	AD / BAS	2,250	150	Reading/Math Tier II Interventions / Enrichment and Academic Tutoring	69,300	5,600/17,280	729/160	same as regular school day/1:15	10% of salary bonus (as per MOU)\$23 per hour		\$607,893.00	\$354,453.00 (SIG)/ \$253,400.00 (Miracle)	\$683.79	\$833.87/ \$1,584.00	F	D (418 D)	C (435 C)
8	Collier	Immokalee High School	9-12	1,384	\$613,437.00	\$179,476.00	\$893,000.00	BAS	2,250	180	Tutoring in core academic areas	69,300	6,720	150	0	\$20.00 or \$22.00/hour	\$255,682.00	\$50,000.00 (SIG)	\$442.36	\$333.33	D	C (415 D)	C (421 D)	

Extended Day Summary  
 "D" and "F" Schools

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	
District	SIG School	Grade Code	Total School Enrollment	SIG Allocation	Title I Allocation	SAI Allocation	Extended Learning Opportunities Code*	Standard School Day Instructional Time (in minutes weekly)	Extended Day Instructional Time (in minutes weekly)	Extended Day Instructional Time Description	Standard School Day Instructional Time (in minutes annually)	Extended Day Instructional Time (in minutes annually)	Number of Students Participating	Class Size for Extended Day Program	Teacher Compensation Model (hourly rate)	Average Stipend	Extended Day Total Annual Cost	Extended Day Annual Cost by Funding Source	Extended Day Total Annual Cost per Student	Extended Day Annual Cost per Student by Funding Source	2008-2009	2009-2010	2010-2011	
9	Columbia	Columbia High School	9-12	1,717	\$759,293.00	\$0.00	\$34,600.00	DD	1,555	105	21	56,016	2,160	1,717	27	School Grade Incentives, Academic Incentives (Pass EOC, Recruitment/Retention) Instructional Attendance Incentives, NCCARPD Certification Incentive	\$1290.32 (\$200,000.00/155)	\$0.00	\$181,173.00	\$105.52	\$442.22	D	B (493 C)	B (477 C)
10	Dade	Frederick R. Douglass Elementary	K-5	316	\$246,033.24	\$120,401.00	\$76,990.00	BAS and Sat.	1,800	720	80 min per, 60 min per, 180 min per	64,800	18,180	145	10	\$32.00	NA (only Hourly)	\$145,400.00	\$145,440.00 SIG	\$460.00	\$460.00 SIG	D	F (358 F)	C (448 C)
11	Dade	Holmes Elementary School	K-5	467	\$247,258.20	\$159,088.00	\$76,990.00	BAS and Sat.	1,800	420	60 min per, 180 min per	64,800	9,180	105	10	\$32.00	NA (only Hourly)	\$48,960.00	\$48,960.00 SIG	\$105.00	\$105.00 SIG	C	C (443 C)	C (438 C)
12	Dade	Little River Elementary School	K-5	513	\$282,247.96	\$156,530.00	\$76,990.00	BAS and Sat.	1,800	1,080	60 min per, 120 min per, 80 min per	64,800	27,270	265	20	\$32.00	NA (only Hourly)	\$174,528.00	\$174,528.00 SIG	\$340.00	\$340.00 SIG		Not Listed	Not Listed
13	Dade	North County Elementary School	K-6	316	\$231,931.31	\$111,064.00	\$76,990.00	BAS and Sat.	1,800	630	90 min per, 180 min per	64,800	15,480	210	10	\$32.00	NA (only Hourly)	\$173,376.00	\$173,376.00 SIG	\$548.00	\$548.00 SIG	D	D (407 D)	C (462 C)
14	Dade	Pine Villa Elementary School	K-5	289	\$174,085.45	\$103,563.00	\$196,990.00	BAS and Sat.	1,800	540	60 min per, 30 min per, 180 min per	64,800	13,645	205	12	\$32.00	NA (only Hourly)	\$130,992.00	\$130,992.00 SIG	\$453.00	\$453.00 SIG	D	C (487 C)	C (480 C)
15	Dade	Dr. Henry W. Mack/West Little River Elementary School	K-6	394	\$257,563.21	\$110,512.00	\$76,990.00	BAS and Sat.	1,800	540	60 min per, 180 min per	64,800	13,645	220	10	\$32.00	NA (only Hourly)	\$152,824.00	\$152,824.00 SIG	\$387.00	\$387.00 SIG	F	D (406 D)	C (450 C)
16	Dade	Charles R. Drew Middle School	6-8	434	\$282,897.21	\$169,504.00	\$311,801.00	BAS and Sat.	1,800	420	60 min per, 180 min per	64,800	9,000	150	10	\$32.00	NA (only Hourly)	\$72,000.00	\$72,000.00 SIG	\$166.00	\$166.00 SIG	D	D (402 D)	A (548 A)
17	Dade	Miami Edison Middle School	6-8	524	\$266,616.97	\$209,492.00	\$160,681.00	BAS and Sat.	1,800	420	60 min per, 180 min per	64,800	9,000	150	10	\$32.00	NA (only Hourly)	\$72,000.00	\$72,000.00 SIG	\$137.00	\$137.00 SIG	D	C (480 C)	D (424 D)
18	Dade	North Miami Middle School	6-8	982	\$272,783.53	\$374,384.00	\$525,857.00	BAS and Sat.	1,800	540	90 min per, 180 min per	64,800	13,635	295	10	\$32.00	NA (only Hourly)	\$218,160.00	\$218,160.00 SIG	\$222.00	\$222.00 SIG	D	C (445 C)	C (447 C)
19	Dade	Homestead Senior High School	9-12	1,931	\$1,021,727.13	\$594,019.00	\$544,265.00	AS and Sat	1,800	420	60 min per, 180 min per	64,800	9,540	350	15	\$32.00	NA (only Hourly)	\$117,024.00	\$117,024.00 SIG	\$61.00	\$61.00 SIG	D	D (403 D)	C (386 F)
20	Dade	Miami Carol City Senior High	9-12	1,770	\$921,348.64	\$376,596.00	\$505,642.00	BAS and Sat.	1,800	540	60 min per, 180 min per	64,800	13,635	315	10	\$32.00	NA (only Hourly)	\$218,160.00	\$218,160.00 SIG	\$123.00	\$123.00 SIG	D	D (402 D)	C (383 F)
21	Dade	Miami Central Senior High School	9-12	1,805	\$883,365.01	\$776,543.00	\$543,853.00	BAS and Sat.	1,800	360	60 min per, 180 min per	64,800	9,090	325	10	\$32.00	NA (only Hourly)	\$150,288.00	\$150,288.00 SIG	\$83.00	\$83.00 SIG	D	C (417 D)	D (353 F)
22	Dade	Miami Edison Senior High School	9-12	922	\$984,820.55	\$543,215.00	\$373,211.00	BAS and Sat	1,800	360	60 min per, 180 min per	64,800	9,090	310	10	\$32.00	NA (only Hourly)	\$150,288.00	\$150,288.00 SIG	\$163.00	\$163.00 SIG	F	C (414 D)	D (424 D)
23	Dade	Miami Jackson Senior High	9-12	1,156	\$925,019.72	\$546,297.00	\$413,645.00	BAS and Sat	1,800	420	60 min per, 180 min per	64,800	9,540	325	10	\$32.00	NA (only Hourly)	\$162,816.00	\$162,816.00 SIG	\$140.00	\$140.00 SIG	F	D (409 D)	B (381 F)
24	Dade	Miami Norland Senior High	9-12	1,425	\$898,757.31	\$430,787.00	\$490,772.00	BAS and Sat	1,800	1,080	180 min per	64,800	27,270	425	15	\$32.00	NA (only Hourly)	\$436,320.00	\$436,320.00 SIG	\$306.00	\$306.00 SIG	D	D (386 F)	C (373 F)
25	Dade	Northwestern Senior High	9-12	1,620	\$1,048,018.67	\$778,665	\$679,704.00	BAS and Sat	1,800	420	60 min per, 180 min per	64,800	10,080	370	10	\$32.00	NA (only Hourly)	\$198,912.00	\$198,912.00 SIG	\$122.00	\$122.00 SIG	F	D (406 D)	B (402 D)
26	Dade	North Miami Senior High	9-12	2,590	\$1,104,589.12	\$516,560.00	\$1,014,404.00	Sat.	1,800	660	120 min per, 180 min per	64,800	16,380	325	12	\$32.00	NA (only Hourly)	\$244,608.00	\$244,608.00 SIG	\$94.00	\$94.00 SIG	D	D (395 D)	C (429 D)
27	Dade	Miami Southridge Senior High	9-12	2,116	\$1,210,042.10	\$423,409.00	\$521,075.00	Sat.	1,800	420	60 min per, 180 min per	64,800	9,540	365	10	\$32.00	NA (only Hourly)	\$183,168.00	\$183,168.00 SIG	\$86.00	\$86.00 SIG	F	D (418 D)	A (412 D)
28	Dade	Booker T. Washington Senior High	9-12	955	\$946,682.84	\$554,939.00	\$343,229.00	Sat. and DD	1,800	300	60 min per, 180 min per	64,800	4,820	375	10	\$32.00	NA (only Hourly)	\$95,114.00	\$95,114.00 SIG	\$100.00	\$100.00 SIG	F	F (355 F)	D (389 F)

Extended Day Summary  
"D" and "F" Schools

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	
District	SIG School	Grade Code	Total School Enrollment	SIG Allocation	Title I Allocation	SAI Allocation	Extended Learning Opportunities Code*	Standard School Day Instructional Time (in minutes weekly)	Extended Day Instructional Time (in minutes weekly)	Extended Day Instructional Time Description	Standard School Day Instructional Time (in minutes annually)	Extended Day Instructional Time (in minutes annually)	Number of Students Participating	Class Size for Extended Day Program	Teacher Compensation Model (hourly rate)	Average Stipend	Extended Day Total Annual Cost	Extended Day Annual Cost by Funding Source	Extended Day Total Annual Cost per Student	Extended Day Annual Cost per Student by Funding Source	2008-2009	2009-2010	2010-2011	
29	Duval	A. Philip Randolph Academies	9-12	700	\$697,645.00	\$194,500.00	\$10,823.87	BAS	1,875	2,100	A. P. Randolph High School has implemented extended learning opportunities with Pull-Out and Push-In instructional program for the targeted students - 2 Full-time teachers (One Math and one Reading).	66,825	63,000	212	1-15	\$34.32	N/A	\$708,468.87	\$10,823.87	\$3,341.83	\$51.06	F	F (395 D)	C (423 D)
30	Duval	Andrew Jackson High School	9-12	805	\$636,816.00	\$336,000.00	\$10,604.74	AD	1,875	225	Andrew Jackson High School has extended the instructional day by extended by 45 minutes.	66,825	8,100	805	25	\$34.32	N/A	\$647,420.74	\$10,604.74	\$804.25	\$13.17	F	D (372 F)	F (371 F)
31	Duval	Edward H. White High School	9-12	1,837	\$759,293.00	\$341,500.00	\$11,736.57	AD	1,875	225	Ed White has been approved to extend the school day 45 minutes.	66,825	8,100	1,837	25	\$34.32	N/A	\$771,029.57	\$11,736.57	\$419.72	\$6.39	D	D (433 D)	D (400 D)
32	Duval	Eugene Butler/Paxon Middle	6-8	694	\$633,527.00	\$414,400.00	\$8,515.37	AD	1,875	225	Butler Middle School has extended the school day an additional 45 minutes.	66,825	8,100	694	22	\$32.16	N/A	\$642,042.37	\$8,515.37	\$925.13	\$12.27	C	D (408 D)/ C (437 C)	D (421 D)
33	Duval	Jean Ribault High School	9-12	975	\$713,451.00	\$252,500.00	\$6,175.10	AD and Sat.	1,875	225	Ribault High School has been approved to extend the school day 45 minutes.	66,825	8,100	975	25	\$34.32	N/A	\$719,626.10	\$6,175.10	\$738.08	\$6.33	F	D (359 F)	C (365 F)
34	Duval	Long Branch Elementary	K-5	231	\$500,000.00	\$123,900.00	\$1,975.55	AD and Sat.	1,950	300	Long Branch Elementary will establish an additional 60 minutes that is embedded throughout the day for extended learning opportunities for all K-5 students.	70,200	10,800	231	18	\$33.83	N/A	\$501,975.55	\$1,975.55	\$2,173.05	\$8.55	D	C (440 C)	A (533 A)
35	Duval	Nathan B. Forrest High School	9-12	1,227	\$759,293.00	\$266,500.00	\$14,164.68	AD and BAS	1,875	225	Forrest High School has extended the instructional day to include an additional 45 minutes.	66,825	8,100	1,227	25	\$34.32	N/A	\$773,457.68	\$14,164.68	\$630.36	\$11.54	D	D (377 F)	C (385 F)
36	Duval	North Shore K-8 School	K-8	585	\$711,587.00	\$483,700.00	\$4,449.40	AD and Sat.	1,950	300	North Shore has added 60 minutes of extended learning time to the end of the day for elementary students.	70,200	10,800	585	18	\$33.83	N/A	\$716,036.40	\$4,449.40	\$1,223.99	\$7.61	F	F (382 F)	D (413 D)
37	Duval	Northwestern Middle School	6-8	544	\$500,000.00	\$291,200.00	\$1,436.45	AD and Sat	1,875	225	Northwestern Middle School has extended the instructional day by 45 minutes.	66,825	8,100	544	22	\$32.16	N/A	\$501,436.45	\$1,436.45	\$921.76	\$2.64	D	D (426 D)	D (403 D)
38	Duval	Smart Pope Livingston Elementary School	K-5	458	\$500,000.00	\$259,000.00	\$3,567.07	BAS	1,950	300	S. P. Livingston Elementary will establish an additional 60 minutes in the morning for extended learning opportunities for all K-5 students.	70,200	10,800	458	18	\$33.83	N/A	\$503,567.07	\$3,567.07	\$1,099.49	\$7.79	F	C (437 C)	B (504 B)
39	Duval	William M. Raines High School	9-12	948	\$676,989.00	\$342,300.00	\$7,277.25	AD and BAS	1,875	225	William M. Raines High School has been approved to extend the school day 45 minutes.	66,825	8,100	948	25	\$34.32	N/A	\$684,266.25	\$7,277.25	\$721.80	\$7.68	F	D (338 F)	D (369 F)

Extended Day Summary  
"D" and "F" Schools

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	
District	SIG School	Grade Code	Total School Enrollment	SIG Allocation	Title I Allocation	SAI Allocation	Extended Learning Opportunities Code*	Standard School Day Instructional Time (in minutes weekly)	Extended Day Instructional Time (in minutes weekly)	Extended Day Instructional Time Description	Standard School Day Instructional Time (in minutes annually)	Extended Day Instructional Time (in minutes annually)	Number of Students Participating	Class Size for Extended Day Program	Teacher Compensation Model (hourly rate)	Average Stipend	Extended Day Total Annual Cost	Extended Day Annual Cost by Funding Source	Extended Day Total Annual Cost per Student	Extended Day Annual Cost per Student by Funding Source	2008-2009	2009-2010	2010-2011	
40	Escambia	Warrington Middle School	6-8	742	\$759,293.00	\$284,976.82	\$0.00	DD	1,500	200	40 min. per day five days per week. A twenty five minute research class has been added to the schedule daily for all students with an additional fifteen minutes per day five days per week for schoolwide read aloud/book study.		7,200	742	22-25	\$2,134.15 This is the employment bonus portion of incentive pay which has been negotiated for the staff. The employment bonus also covers some of the required professional development for the staff.	\$175,000.00	\$175,000.00	\$235.85	\$235.85 SIG Additional Title I funds provide for SES services for identified students.	C	C (458 C)	C (450 C)	
41	Gadsden	Chattahoochee Elementary School	K-5	216	\$730,000.00	\$61,740.00	\$0.00	AD	1,925	300	School Day extended by 60 minutes	54,000	10,800	216	K-3 = 18; 4-5 = 22	Average hourly rate is \$35.00/teacher with benefits	\$35.00/ day per teacher	\$81,900.00 salaries (Not Including Transportation)	SIG = \$181,900.00 with transportation; Title I \$12,000.00 in summer school salaries (4 days per week x 6 weeks - for about 25% of students)	\$842.12 per student during school year with 100% of student enrollment	\$842.12 SIG; \$222.22 Title I	C	F (303 F)	C (479 C)
42	Gadsden	East Gadsden High School	8-12	434	\$759,293.00	\$144,585.00	\$0.00	AD	1,750	150	The school will extend the school day by 30 minutes each day	54,000	5,400	434	25	Average hourly rate is \$35/teacher with benefits	\$17.50/day per teacher	\$119,700.00 salaries (Not Including Transportation)	SIG = \$219,700.00 with transportation; Title I \$30,000.00 in summer school salaries (4 days per week x 6 weeks - for about 25% of students)	\$506.22 per student during school year with 100% of student enrollment	\$506.22 SIG; \$277.77 per student	F	D (380 F)	F (360 F)
43	Gadsden	George W. Monroe Elementary School	K-5	552	\$875,000.00	\$152,145.00	\$0.00	AD	1,925	250	School Day extended by 50 minutes	54,000	9,000	552	K-3 = 18; 4-5 = 22	Average hourly rate is \$35/teacher with benefits	\$29.05/ day per teacher	\$219,618.00 salaries (Not Including Transportation)	SIG = \$350,000.00 with transportation; Title I \$30,000.00 in summer school salaries (4 days per week x 6 weeks - for about 25% of students)	\$634.05 per student during school year with 100% of student enrollment	\$634.05 SIG; \$217.39 Title I	C	F (385 F)	C (470 C)

Extended Day Summary  
"D" and "F" Schools

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	
District	SIG School	Grade Code	Total School Enrollment	SIG Allocation	Title I Allocation	SAI Allocation	Extended Learning Opportunities Code*	Standard School Day Instructional Time (in minutes weekly)	Extended Day Instructional Time (in minutes weekly)	Extended Day Instructional Time Description	Standard School Day Instructional Time (in minutes annually)	Extended Day Instructional Time (in minutes annually)	Number of Students Participating	Class Size for Extended Day Program	Teacher Compensation Model (hourly rate)	Average Stipend	Extended Day Total Annual Cost	Extended Day Annual Cost by Funding Source	Extended Day Total Annual Cost per Student	Extended Day Annual Cost per Student by Funding Source	2008-2009	2009-2010	2010-2011	
44	Gadsden	West Gadsden High School	6-12	537	\$759,293.00	\$101,430.00	\$0.00	AD	1,750	200	The school will extend the school day by 40 minutes each day.	54,000	7,200	537	25	Average hourly rate is \$35/teacher with benefits	\$23.45/ day per teacher	\$101,304.00 salaries (Not including Transportation)	SIG = \$220,000 with transportation; Title I \$22,000 in summer school salaries (4 days per week x 6 weeks - for about 25% of students)	\$409.68 per student during school year with 100% of student enrollment	\$409.68 SIG; \$164.18 Title I	F	C (417 D)	C (420 D)
45	Hamilton	Central Hamilton Elementary School	K-5	313	\$518,789.00	\$163,182.60	\$64,856.79	AD	1,950	225	45 min. per day	70,200	8,100	313	15	hourly rate	NA	\$146,741.67	\$146,741.67 SIG	\$468.82	\$468.82 SIG	F	F (369 F)	F (370 F)
46	Hamilton	Hamilton County High School	9-12	566	\$698,427.00	\$0.00	\$99,119.01	AD	1,750	200	40 min. per day	63,000	7,200	566	15	hourly rate	NA	\$225,253.77	\$225,253.77 SIG	\$397.97	\$397.97 SIG	F	D (395 D)	C (419 D)
47	Hardee	Hardee Senior High School	9-12	1,240	\$759,293.00	\$0.00	\$0.00	BAS and SAT	2,055	After School Math Academy: 60 hours; After School Reading Academy: 60 hours; Saturday AP Academies: 12 hours; Science Fair: 108 hours TOTAL of 240 hours= 14,400 additional minutes in the year	73,980 (415 minutes per day for 174 full school days and 295 minutes per day for 6 early release days)	14400 additional minutes in the year=approximately 400 additional minutes per week	355	reading=30, math=10, AP=31, science=varies based on need of students	teacher hourly rate (approximately \$35.00)	N/A	Teacher Salary= \$14,280.00 Materials and Supplies= \$4,000.00 Transportation= \$9,800.00 TOTAL cost = \$28,080.00	SIG	\$79.00	\$79.00 from SIG	D	D (402 D)	C (426 D)	
48	Hendry	Clewiston High School	9-12	867	\$759,293.00	\$1,977,161.00		BAS; SAT	1,775	600	Credit Accrual; GPA Increase; Enrichment	319,500	19,200	SAT: 12; BAS: 75	15 per teacher	Hourly Rate	varies	\$160,000	SIG 1003(g)	\$1,600.00	\$1,600.00	F	D (452 C)	C (447 C)
49	Hernando	Central High School	9-12	1,424	\$759,293.00	\$0.00	\$381,571.45	BAS	1,760	720	120 min per	63,360	25,920	100	10	\$0.00	\$7,750.00	\$164,100	1003(g) SIG: \$82,500.00, 21 <sup>st</sup> CCLC: \$81,600.00	\$1,641.00	1003(g) SIG: \$1,650.00, 21 <sup>st</sup> CCLC: \$1,632.00	D	B (515 B)	B (466 C)
50	Hernando	Hernando High School	9-12	1,405	\$759,293.00	\$0.00	\$322,174.68	BAS	1,775	720	120 min. per	63,900	25,920	100	10	\$0.00	\$7,750.00	\$146,600.00	1003(g) SIG: \$65,000.00, 21 <sup>st</sup> CCLC: \$81,600.00	\$1,466.00	1003(g) SIG: \$1,300.00, 21 <sup>st</sup> CCLC: \$1,632.00	D	C (482 C)	B (474 C)
51	Hillsborough	Middleton High School	9-12	822	\$759,293.00	\$344,300.00	\$380,633.00	DD, Sat.	1,750	120	3:00-4:00 2 x wk	63,350	4,320	300	10	\$32.00	\$2,304.00	\$71,050.00	\$71,050.00 SAI	\$237.00	\$237.00 SAI	D	C (401 D)	D (387 F)
52	Jefferson	Jefferson Elementary School	K-5	580	\$259,265.00	\$126,840.00	\$0.00	O	1,800	150	JES extended the school day by starting instruction 30 minutes earlier each day	64,800 minutes; includes an increase of 5,400 minutes more than 2010-11	5,400	580	16	\$0.00; extended minutes are within contract hours	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	C	F (374 F)	I
53	Jefferson	Jefferson Middle/High	6-12	455	\$500,028.00	\$75,600.00	\$0.00	O	2,025	173	JCMHS extended the school day by 173 minutes per week, averaging 34.6 minutes per day by moving to a block schedule and extending the end of the school day by 10 minutes.	72,900 minutes; includes an increase of 6,230 minutes more than 2010-11	6,230	455	22	\$0.00; extended minutes are within contract hours	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	F	D (427 D)	D (410 D)

Extended Day Summary  
 \*D\* and \*F\* Schools

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	
District	SIG School	Grade Code	Total School Enrollment	SIG Allocation	Title I Allocation	SAI Allocation	Extended Learning Opportunities Code*	Standard School Day Instructional Time (in minutes weekly)	Extended Day Instructional Time (in minutes weekly)	Extended Day Instructional Time Description	Standard School Day Instructional Time (in minutes annually)	Extended Day Instructional Time (in minutes annually)	Number of Students Participating	Class Size for Extended Day Program	Teacher Compensation Model (hourly rate)	Average Stipend	Extended Day Total Annual Cost	Extended Day Annual Cost by Funding Source	Extended Day Total Annual Cost per Student	Extended Day Annual Cost per Student by Funding Source	2008-2009	2009-2010	2010-2011	
54	Lake	Leesburg High School	6-12	1,638	\$759,293.00	XXX	\$69,286.00	DD	1,680	360	Tutoring/NovaNet 2 hours weekly after school 3 days a week.	60,480	10,800	400	25	\$35.00	\$0.00	\$0.00	\$49,800.00 Century21, \$60,000.00 SIG, \$4,000.00 SAI	\$0.00	\$125.00 SIG, \$100.00 Century 21, \$60.00 SAI	D	C (458 C)	C (425 D)
55	Leon	Amos P. Godby High School	9-12	1,121	\$624,410.00	\$270,800.00	\$0.00	AD, BAS, Sum	1,500	300 (Extended periods, 21st century and Saturday School)	AD- 7th period day 0 min BAS- 21st Century After-School Program 100min Sum. P- 21st Century After-School Program continues for 24 additional days during the summer. School will offer credit retrieval and recovery for 90 min session daily for two weeks into summer.	54,000	25,226	890	14	\$35.00	\$2,000.00	\$85,596.00	SIG and 21st century	\$107.39	21st century= \$88.52; SIG= \$18.87	F	B (412 D)	C (404 D)
56	Levy	Williston High School	9-12	606 and 154 9th graders	\$759,293.00	\$0.00	\$0.00	AD, BAS, Sum	1,518	1,658: 490 minutes within the school day, 16 hours = 960 minutes	28, 98 minutes within the school day	55,260	22,876	606 and 154 in 9th grade project	XXX	\$33.00 x 2 teachers	XXX	\$18,000.00	\$0.00	\$0.00	\$0.00	D	C (462 C)	B (473 C)
57	Madison	Greenville Elementary School	K-5	176	\$730,000.00	\$82,705.00	\$1,562.00	AD	1,800	150	GES has an additional 30 minutes a day for instruction.	64,800	5,400	176	18	\$30.00 average		\$50,000.00	\$50,000.00 SIG	\$284.09	\$284.09 SIG	A	F (358 F)	D (405 D)
58	Madison	Madison County High School	9-12	683	\$756,000.00	\$72,718.00	\$29,255.00	AD	1,575	225	AD-MCHS now has four-90-minute blocks a day. The total instructional time per day increased from 315 to 360 minutes per day.	56,700	8,100	683	25	\$32.00 average		\$116,000.00	\$116,000.00 SIG	\$169.84	\$164.84 SIG	F	D (427 D)	C (415 D)
59	Orange	Evans High School	9-12	2,128	\$618,427.00	\$732,000.00	\$184,268.00	AD, BA, SP	1,670	550	AD = +70 minutes weekly 14 min/day x 5 days/wk BAS = +480 min. weekly and 120min/day 4 days/wk Sum. = +1920 min or 480 min. x 22 days	59,934	27,480	450	5 to 20	\$25.00 to \$35.00*	\$6,000.00	\$234,000.00	\$90,356.00 SIG, \$100,000.00 Race to Top, \$43,644.00 SAI/Other	\$520.00	\$201.00 SIG, \$222.00 RTTT \$97.00 SAI/Oth	D	D (362 F)	C (368 F)
60	Orange	Memorial Middle School	6-8	663	\$618,427.00	\$344,850.00	\$96,031.00	AD,BA,S,SP	1,582	681	AD = +21 minutes weekly BAS = +480 min. weekly and 120min/day 4 days/wk Sat. = 180 min. weekly or 180 min for 10 Saturdays Sum. = +1920 min or 480 min. x 22 days	56,836	27,516	390	5 to 20	\$25.00 to \$35.00*	\$6,000.00	\$126,000.00	\$126,000.00 SIG	\$323.00	\$323.00 SIG	D	C (454 C)	C (451 C)
61	Orange	Oakridge High School	9-12	1,753	\$617,904.00	\$795,375.00	\$152,108.00	AD, BA, SP	1,670	550	AD = +70 minutes weekly 14 min/day x 5 days/wk BAS = +480 min. weekly and 120min/day 4 days/wk Sum. = +1920 min or 480 min. x 22 days	59,934	29,604	420	5 to 20	\$25.00 to \$35.00*	\$6,000.00	\$210,000.00	\$116,816.00 SIG, \$30,000.00 Race to Top \$63,184.00 SAI/Other	\$500.00	\$278.00 SIG, \$72.00 RTT \$150.00 SAI/Oth	D	D (384 F)	C (392 F)
								AD	1,617	137	27.4 min. per day added to standard school day 36 weeks	58,212	4,932	1,887	25/35	\$35.00	\$0.00	\$52,500.00	\$52,500.00 SIG	\$27.82	\$27.82 SAI			
								DD	1,617	240	60 min. per day after school tutoring for 4 days a week for 136 days	58,212	8,160	All students are encouraged to use this service	20	\$35.00	\$0.00	\$4,760.00	\$4,760.00 SAI	\$1.75	\$1.75 SAI			
								BAS	1,617	720	180 min. per day after school program 4 days a week for 134 days	58,212	24,480	Minimum of 100 students per day	100 +	\$17.00	\$0.00	\$92,000.00	\$92,000.00 21st Century Grant	\$6.87	\$6.87 (21st Century)			

Extended Day Summary  
"D" and "F" Schools

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	
District	SIG School	Grade Code	Total School Enrollment	SIG Allocation	Title I Allocation	SAI Allocation	Extended Learning Opportunities Code*	Standard School Day Instructional Time (in minutes weekly)	Extended Day Instructional Time (in minutes weekly)	Extended Day Instructional Time Description	Standard School Day Instructional Time (in minutes annually)	Extended Day Instructional Time (in minutes annually)	Number of Students Participating	Class Size for Extended Day Program	Teacher Compensation Model (hourly rate)	Average Stipend	Extended Day Total Annual Cost	Extended Day Annual Cost by Funding Source	Extended Day Total Annual Cost per Student	Extended Day Annual Cost per Student by Funding Source	2008-2009	2009-2010	2010-2011	
62	Osceola	Celebration High School	9-12	1,887	\$585,053.00	\$102,986.00	\$0.00	BAS	1,617	240	120 min per day credit recovery (IMPACT Lab) 2 days a week for 68 days	58,212	8,160	maximum 30 students each session	30	\$35.00	\$0.00	\$9,520.00	\$9,520.00 SAI	\$4.67	\$4.67 SAI	D	A (490 B)	A (528 A)
								SAT	1,617	240	240 min per day Saturday Program 9th, 10th and retake FCAT students, Algebra I, Geometry, and Biology students for 4 Saturdays in April and May 2012	58,212	960	All students are encouraged to use this service who are taking these exams	150+	\$35.00	\$0.00	\$3,360.00	\$3,360.00 SAI	\$5.60	\$5.60 SAI			
								SUM	1,617	360	360 min per day for 10 days	58,212	3,600	Minimum of 60 students	60 +	\$17.00	\$0.00	\$10,986.00	\$10,986.00 21st Century Grant	\$45.78	\$45.78 21st Century Grant			
63	Osceola	Gateway High School	9-12	2,275	\$617,318.00	\$0.00	\$11,543.60	AS, SAT	1,500	1,750	21st CCLC three hours per day, four days per week, for 36 weeks; Saturday Career Prep; Saturday Tutoring; Impact Lab Credit Recovery	54,000	63,000	600	25 - 40	\$35.00	\$0.00	\$56,952.00	\$50,000.00 SIG, \$30,000.00 Title I, \$10,000.00 SAI, \$1,350.00 Private Donation	\$94.92	\$125 SIG, \$75 Title I, \$25 SAI, \$3 Private Donation	D	B (467 C)	A (487 C)
64	Osceola	Poinciana High School		1,345	\$585,053.00	\$0.00	\$25,000.00	O, BAS, SAT, SUM	1,750	1,645	Eagle Challenge class (during school day), 21st Century, PLATO	63,000	59,220	969	50 students in 21st Century, 10 in PLATO credit recovery	\$17.00 or \$18.00 for 21st Century and PLATO, Eagle Challenge no extra cost		21st Century \$115,041.00	21st Century Grant	Per student after school= \$1,917.00	\$115,041.00 21st Century Grant	F	B (428 D)	B (453 C)
65	Palm Beach	Glades Central High School	9-12	1,072	\$666,136.00	\$305,008.91	\$0.00	DD, AD, O, BAS, SAT, SUM	2,175	714	Added an 8th period	78,300	25,704	110	12	\$20.44	\$20.44	30025	Title I	390.79	Title I \$112.84 SIG \$278.16 SAI \$283.51	D	C (407 D)	B (413 D)
66	Palm Beach	Lake Worth High School	9-12	2,108	\$1,040,077.50	\$323,472.15	\$0.00	AD, O, BAS, SAT, SUM	2,175	393	Added an 8th period	78,300	14,148	160	20	\$20.44	\$20.44	37166	Title I	196	196	D	A (475 C)	B (450 C)
67	Palm Beach	Rosenwald Elementary School	K-5	227	\$506,738.00	\$104,480.70	\$64,373.00	SUM, BAS, SAT	1,800	518	90 minutes average, 3 days per week	64,800	18,648	100	20	\$20.44	\$20.44	22785	Title I & SIG	78	78	D	D (403 D)	C (455 C)
68	Pasco	Ridgewood High School	9-12	1,130	\$759,293.00	\$0.00	\$16,481.00	AD and BAS	1,500	340	day; 4 days; 2 days	54,000	12,240	1,130	20	AD=stipend; BAS=hourly	\$750.00	\$85,601.00	SIG= \$69,120.00 SAI= \$16,481.00	\$75.75	SIG= \$61.16; SAI= \$274.68	D	C (445 C)	B (468 C)
69	Pinellas	Boca Ciega High School	9-12	1,510	\$500,000.00	\$523,387.00	\$110,510.00	AD	1,582	1,692	Schedule changed from 7 periods each day to modified block with 8 periods, 22 minutes added to each day	56,952	60,912	1,510	24	Differentiated pay stipend of \$1000.00	\$1,000.00	\$109,000.00	All funds from SIG	\$72.19	\$72.19 SIG	D	D (403 D)	C (445 C)
70	Pinellas	Dixie M. Hollins High School	9-12	1,671	\$500,000.00	\$264,347.00	\$262,629.00	AD	1,582	1,692	Schedule changed from 7 periods each day to modified block with 8 periods, 22 minutes added to each day	56,952	60,912	1,671	24	Differentiated pay stipend of \$1000.00	\$1,000.00	\$118,000.00	All funds from SIG	\$70.62	\$70.62 SIG	D	D (402 D)	C (432 D)
71	Pinellas	Gibbs High School	9-12	1,400	\$500,000.00	\$662,829.00	\$74,751.00	AD	1,582	1,692	Schedule changed from 7 periods each day to modified block with 8 periods, 22 minutes added to each day	56,952	60,912	1,400	24	Differentiated pay stipend of \$1000.00	\$1,000.00	\$130,000.00	All funds from SIG	\$92.86	\$92.86 SIG	F	C (395 D)	B (426 D)
72	Pinellas	Lakewood High School	9-12	1,302	\$500,000.00	\$609,823.00	\$104,481.00	AD	1,582	1,692	Schedule changed from 7 periods each day to modified block with 8 periods, 22 minutes added to each day	56,952	60,912	1,302	24	Differentiated pay stipend of \$1000.00	\$1,000.00	\$110,000.00	All funds from SIG	\$84.49	\$84.49 SIG	D	C (447 C)	B (441 C)
73	Polk	Oscar J Pope Elementary School	K-5	409	\$736,088.00	\$216,621.00	\$0.00	AD	1,500	450	Extended School Day	76,500	4,500	409	same	\$25.64	\$6.41/day	\$148,004.00	\$148,004.00	\$361.87	\$361.87	B	B (501 B)	B (511 B)
74	St. Johns	St. Johns Technical High School	7-12	225	\$759,293.00	\$97,155.00	\$0.00	DD	1,890	60	60 mins added to each school day	68,040	5,400	200	10 to 15	Hourly	NA	\$0.00	\$35,000.00	\$175.00	\$155.00	F	F (360 F)	Not Listed

\* Extended Learning Opportunity Codes: AD = All day/7th period BAS = Before and After School DD = Designated Days O = Other Sat = Saturday Program Sum = Summer Program

# CourtSmart Tag Report

**Room:** KN 412

**Case:**

**Type:**

**Caption:** Senate Budget Subcommittee on Education Pre-K-12 Appropriations

**Judge:**

**Started:** 1/25/2012 8:42:13 AM

**Ends:** 1/25/2012 10:00:04 AM

**Length:** 01:17:52

8:42:17 AM	Call to order
8:42:53 AM	Roll call
8:43:05 AM	Chair Montford
8:43:54 AM	Stuart Greenberg, Executive Director of Just Read Florida
8:49:04 AM	Chair Montford
8:50:39 AM	Senator Siplin
9:03:59 AM	Senator Wise
9:13:47 AM	Senator Lynn
9:24:17 AM	Stuart Greenberg
9:27:12 AM	Senator Wise
9:34:42 AM	Senator Dockery
9:35:24 AM	Senator Siplin
9:37:54 AM	Pam Stewart, Chancellor, Florida Department of Education
9:43:47 AM	Chair Montford
9:43:56 AM	Senator Siplin
9:47:27 AM	Pam Stewart
9:48:16 AM	Senator Flores
9:49:07 AM	Mike Kooi, Director of independent Education & Parental Choice
9:51:26 AM	Pamela Stewart
9:53:02 AM	Senator Lynn
9:54:38 AM	Senator Wise
9:56:58 AM	Pam Stewart
9:57:24 AM	Chair Montford
9:59:25 AM	Meeting Adjourned

1

# THE FLORIDA SENATE APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

1/25/12

Meeting Date

Topic Reading

Bill Number \_\_\_\_\_  
*(if applicable)*

Name Stuart Greenberg

Amendment Barcode \_\_\_\_\_  
*(if applicable)*

Job Title Executive Director Just Read, Florida

Address 325 W Gaines St  
*Street*

Phone 245-0503

Tallahassee Fl 32399  
*City State Zip*

E-mail stuart.greenberg@flblue.org

Speaking:  For  Against  Information

Representing FLDOE

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

*While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.*

**This form is part of the public record for this meeting.**

2

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

1/25/12

Meeting Date

Topic Virtual

Bill Number \_\_\_\_\_  
(if applicable)

Name Pam Stewart

Amendment Barcode \_\_\_\_\_  
(if applicable)

Job Title Chancellor

Address 325 W. Gaines

Phone 245-0509

Street

Tallahassee

FL

32399

E-mail pam.stewart@fldce.org

City

State

Zip

Speaking:  For  Against  Information

Representing FL Dept. of Education

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/20/11)

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

1/25/12  
Meeting Date

Topic Virtual Charters Bill Number \_\_\_\_\_ (if applicable)

Name Mike Keel Amendment Barcode \_\_\_\_\_ (if applicable)

Job Title Director of Independent Education & Parental Choice

Address 325 W. Gaines St Phone 245-9631  
Street

Tallahassee FL 32399  
City State Zip

E-mail mike.keel@fldci.org

Speaking:  For  Against  Information

Representing FL Dept. of Education

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.



# THE FLORIDA SENATE

Tallahassee, Florida 32399-1100

**COMMITTEES:**  
Budget - Subcommittee on Education Pre-K - 12  
Appropriations, *Chair*  
Agriculture  
Budget  
Budget - Subcommittee on Higher Education  
Appropriations  
Judiciary  
Rules - Subcommittee on Ethics and Elections

## SENATOR DAVID SIMMONS

*Majority Whip*  
22nd District

January 25, 2012

The Honorable Mike Haridopolos  
409 Capitol Building  
404 South Monroe Street  
Tallahassee, FL 32399-1100:

Dear President Haridopolos:

I would like to respectfully request to be excused from the Wednesday, January 25, 2012 meeting of the committee that I chair, Pre-K-12 Education Appropriations Subcommittee. I was presenting two of my bills in a Finance & Tax Subcommittee workshop.

Sincerely yours,

A handwritten signature in black ink, appearing to read "David Simmons", with a stylized flourish extending to the right.

David Simmons

cc: Craig Meyer, Chief of Staff  
cc: Amanda Handley, President's Office  
cc: Kurt Hamon, staff director for Pre-K-12 Education Appropriations Subcommittee

REPLY TO:

- 251 Maitland Avenue, Suite 304, Altamonte Springs, FL 32701 (407) 262-7578
- 320 Senate Office Building, 404 South Monroe Street, Tallahassee, Florida 32399-1100 (850) 487-5050

Senate's Website: [www.flsenate.gov](http://www.flsenate.gov)

**MIKE HARIDOPOLOS**  
President of the Senate

**MICHAEL S. "MIKE" BENNETT**  
President Pro Tempore