

SB 366 by Gaetz; (Identical to H 0453) Group Insurance for Public Employees

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

MEETING DATE: Thursday, January 12, 2012

TIME: 1:00 —3:00 p.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	SB 366 Gaetz (Identical H 453)	Group Insurance for Public Employees; Requiring that school districts procure certain types of insurance for their officers and employees through interlocal agreements; providing an exception; requiring each school district to enter into an interlocal agreement and establish the School District Insurance Consortium governed by a board of directors; providing for membership and specifying terms of office for board members; requiring the Department of Management Services to provide technical services to the consortium; requiring the consortium to advertise for competitive bids for insurance; requiring that school districts engage in collective bargaining with certified bargaining agents, etc. ED 11/02/2011 Favorable GO 12/05/2011 Favorable BEA 01/12/2012 Favorable BC	Favorable Yeas 7 Nays 0
2	Information Technology Review		Presented
3	Race to the Top Update		Presented
4	Update on Class Size Reduction		Not Considered
5	Department of Education Follow-up on Recent Presentations		Not Considered
6	Budget Work Session		Not Considered
Other Related Meeting Documents			

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Budget Subcommittee on Education Pre-K-12 Appropriations Committee

BILL: SB 366

INTRODUCER: Senator Gaetz

SUBJECT: Group Insurance for Public Employees

DATE: January 12, 2012

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Brown	Matthews	ED	Favorable
2.	McKay	Roberts	GO	Favorable
3.	Armstrong	Hamon	BEA	Pre-meeting
4.				
5.				
6.				

I. Summary:

This bill requires each school district to enter into an interlocal agreement to establish a consortium through which every school district must purchase health, accident, and hospitalization insurance for school district officers and employees, unless a school board determines that purchasing such insurance outside the consortium plan is financially advantageous to the school district. The bill also specifies that collective bargaining is required consistent with Chapter 447, F.S.

This bill substantially amends section 112.08 of the Florida Statutes.

II. Present Situation:

Health Insurance for School District Employees

Chapter 112, F.S., addresses various conditions of employment, including retirement and group insurance for local governmental units, defined to include school boards.¹ Section 112.08, F.S., authorizes local governmental units to contract with private companies for the provision of all types of insurance, including life, health, accident, hospitalization, legal expense, and annuity insurance.² The local governmental unit is required to participate in the competitive bid process in procuring group insurance.³ If the local governmental unit intends to self-insure, approval by

¹ Section 112.08(1), F.S.

² Section 112.08(2)(a), F.S.

³ *Id.*

the Office of Insurance Regulation is required, with approval to be based upon the actuarial soundness of the plan.⁴

Currently, the 67 school districts purchase as individual school districts health, accident, and hospitalization insurance for officers, employees, and dependents, as in the table below:

FLORIDA DEPARTMENT OF EDUCATION
Office of Funding and Financial Reporting
District Health Insurance Survey
October 27, 2009

District	Number of Employees Covered	Estimated total health insurance costs paid by the district for all employees	Estimated total health insurance costs paid by all employees	Dollar amount of health insurance costs paid by the district per employee ¹	Dollar amount of health insurance costs paid by the employee ¹	Number of family members covered (excluding employee)
Alachua	3280.00	\$13,428,845.00	\$0.00	\$4,094.16	\$0.00	677.00
Baker	447.00	\$2,407,767.12	\$1,054,423.92	\$5,386.50	\$2,358.89	N/A
Bay	2290.00	\$13,874,861.52	\$3,215,140.32	\$6,058.89	\$1,403.99	N/A
Bradford	398.00	\$1,424,840.00	\$1,044,366.00	\$3,580.00	\$2,624.00	1041.00
Brevard	2379.00	\$41,678,397.00	\$10,168,911.00	\$6,013.33	\$1,467.16	5177.00
Broward	27154.00	\$164,517,279.92	\$19,455,232.24	\$6,058.68	\$19,455,232.24	4055.00
Calhoun	351.00	\$1,042,095.60	\$636,672.00	\$2,968.93	\$1,814.00	83.00
Charlotte	1783.00	\$10,699,214.00	\$2,773,901.00	\$6,000.68	\$1,471.57	1145.00
Citrus	1800.00	\$4,968,000.00	\$6,708,000.00	\$2,760.00	\$3,726.67	1400.00
Clay	3468.00	\$417,425,301.00	\$5,521,899.00	\$2,784 - \$7,943	\$120 - \$4,506	1107.00
Collier	5100.00	\$31,314,000.00	\$0.00	\$6,140.00	\$0.00	0.00
Columbia	1293.00	\$8,000,000.00	\$2,500,000.00	\$5,215.50	Varies	740.00
Miami-Dade	37959.00	\$277,951,898.00	\$26,990,320.00	\$7,500.00	\$2,386.00	N/A
DeSoto	644.00	\$4,443,011.63	\$1,082,253.15	\$6,742.05	\$1,642.27	411.00
Dixie	210.00	\$2,016,016.00	\$318,166.00	\$6,150.00	\$1,513.00	259.00
Duval	12506.00	\$77,133,585.00	\$15,720,857.00	Varies	Varies	6345.00
Escambia	4774.00	\$22,618,326.00	\$6,105,828.00	\$4,737.81	\$1,278.98	3003.00
Flagler	1263.00	\$7,727,748.00	\$2,166,759.00	\$4,403.00	\$6,118.57	569.00
Franklin	161.00	\$1,353,911.61	\$775,736.64	\$8,409.36	\$4,818.24	206.00
Gadsden	953.22	\$3,643,200.00	\$1,298,400.00	\$3,822.00	\$1,362.00	N/A
Gilchrist	65.00	\$1,268,365.50	\$243,946.26	\$4,497.75	\$3,753.02	105.00
Glades	109.00	\$834,449.00	\$242,467.00	\$5,027.00	\$468.00	43.00
Gulf	234.00	\$1,263,600.00	\$527,622.00	\$5,400.00	\$2,254.79	60.00
Hamilton	146.00	\$552,826.08	\$307,591.44	\$3,786.48	\$2,106.72	25.00
Hardee	529.00	\$3,048,480.00	\$967,656.00	\$5,762.72	\$1,829.22	345.00
Hendry	932.00	\$8,388,000.00	\$3,273,784.00	\$9,000.00	\$3,512.00	472.00
Hernando	2561.00	\$1,822,800.00	\$3,525,353.00	\$5,014.00	\$8,192.00	-
Highlands	1600.00	\$12,358,900.00	\$0.00	\$7,724.00	\$0.00	2400.00
Hillsborough	24607.00	\$120,412,040.00	\$24,421,557.00	\$4,893.41	Varies	N/A
Holmes	321.00	\$1,816,567.00	\$740,895.00	\$312.02	\$105.50	104.00
Indian River	2046.00	\$9,476,832.00	\$3,096,222.00	\$4,632.00	\$1,463.00	1851.00
Jackson	655.00	\$2,635,108.00	\$1,691,621.00	\$4,023.07	\$2,583.63	N/A
Jefferson	120.00	\$360,000.00	\$204,480.00	\$3,000.00	\$1,704.00	36.00
Lafayette	99.00	\$565,882.00	\$200,363.00	\$5,715.98	\$4,174.23	24.00
Lake	4492.00	\$25,524,337.56	\$3,796,447.20	\$5,682.36	\$3,007.36	N/A
Lee	9350.00	\$60,000,000.00	\$15,000,000.00	\$6,372.00	\$1,600.00	3000.00
Leon	3233.00	\$15,481,577.00	\$6,575,243.40	\$4,788.61	\$2,033.79	2369.00
Levy	645.00	\$2,531,908.00	\$852,702.00	\$3,925.44	\$2,137.10	236.00
Liberty	150.00	\$484,790.64	\$461,757.12	\$3,973.69	\$3,816.17	-
Madison	371.00	\$1,308,858.92	\$828,141.08	\$3,525.44	Varies	N/A
Manatee	5218.00	\$26,845,370.40	\$13,908,186.00	\$5,144.76	\$2,665.42	4696.00
Marion	5400.00	\$19,172,180.40	\$4,050,104.22	\$3,506.33	\$432.61 - \$1,463.83	-
Martin	2895.00	\$15,878,732.17	\$4,973,174.47	\$517.09	Varies	612.00
Monroe	907.00	\$7,776,000.00	\$2,693,709.00	\$8,573.32	\$2,969.92	568.00
Nassau	883.00	\$5,149,867.92	\$2,499,655.52	\$5,832.24	\$2,830.87	682.00
Okaloosa	3173.00	\$17,199,048.00	\$3,859,417.00	\$5,420.44	\$1,216.33	1443.00
Okeechobee	710.00	\$4,361,555.40	\$1,487,583.48	\$6,143.04	\$2,095.19	273.00
Orange	24196.02	\$126,254,849.00	\$0.00	\$5,218.00	\$0.00	11186.00
Osceola	6454.00	\$39,421,032.00	\$10,638,545.00	\$6,108.00	\$1,083.75	3732.00
Palm Beach	21500.00	\$153,455,000.00	\$30,700,000.00	\$5,710.00	\$1,428.00	15100.00
Pasco	7952.00	\$49,200,000.00	\$7,231,000.00	\$5,799.29	0 for single coverage	3000.00
Pinellas	11863.00	\$91,000,000.00	\$21,800,000.00	\$7,670.91	\$1,837.65	11235.00
Polk	9897.00	\$57,757,920.00	\$12,519,528.00	\$5,836.00	\$1,144.28	5529.00
Putnam	1501.32	\$7,096,948.80	\$1,660,756.60	\$4,727.13	\$1,444.00	148.00
St. Johns	2553.00	\$14,061,611.16	\$5,762,866.68	Varies	Varies	3299.00
St. Lucie	3970.00	\$29,900,851.57	\$8,525,129.28	\$7,531.70	\$2,147.39	3861.00
Santa Rosa	1992.00	\$10,821,460.20	\$4,725,311.52	Varies	Varies	N/A
Sarasota	5108.00	\$33,447,730.00	\$6,029,822.00	\$6,548.00	\$1,180.47	1985.00
Seminole	6651.00	\$35,467,022.00	\$28,971,091.00	\$5,686.00	-	513.00
Sumter	737.00	\$3,057,076.00	\$337,260.40	\$4,148.00	\$4,520.49	N/A
Suwannee	768.00	\$2,826,915.84	\$1,050,442.44	\$3,680.88	\$1,367.76	N/A
Taylor	525.00	\$1,148,576.00	\$974,700.00	-	\$4,044.34	174.00
Union	233.00	\$1,454,847.52	\$722,027.36	\$6,243.98	\$3,098.83	233.00
Volusia	7512.00	\$49,883,863.00	\$12,901,064.00	\$6,340.90	\$1,639.90	5986.00
Wakulla	492.00	\$2,829,894.30	\$956,589.00	\$5,751.82	\$1,944.29	424.00
Walton	942.00	\$4,668,552.00	\$0.00	\$4,956.00	\$0.00	212 families
Washington	519.00	\$2,299,501.00	\$368,323.00	\$4,430.64	\$709.68	N/A
Total	295029.56	\$2,190,240,023.78	\$363,840,999.74	-	-	111967.00

⁴ Section 112.08(2)(a) and (b), F.S.

Regional Consortium Service Organizations

Section 1001.451, F.S., provides that school districts with less than 20,000 full-time equivalent students and certain other schools may enter into cooperative agreements to form a regional consortium service organization (RCSO). Each RCSO must provide, at a minimum, three of the following services: exceptional student education; teacher education centers; environmental education; federal grant procurement and coordination; data processing; health insurance; risk management insurance; staff development; purchasing; or planning and accountability. Each RCSO that consists of at least four districts is eligible to receive an incentive grant through the Department of Education of \$50,000 per school district subject to legislative appropriation, to be used for the delivery of services within the participating school districts.⁵ Application for incentive grants must be made to the Commissioner of Education by July 30 of each year for distribution to qualifying regional consortium service organizations by January 1 of the fiscal year. A RCSO may establish purchasing and bidding programs, including construction and construction management arrangements, in lieu of individual school district bid arrangements pursuant to policies exercised by its member districts.

There are three RCSO's currently in operation:

- The Panhandle Area Educational Consortium: 13 member school districts, with two districts participating in a self-insured group health plan.
- The North East Florida Educational Consortium: 13 member school districts, with at least 5 districts participating in dental and vision programs.
- The Heartland Educational Consortium: 6 school districts in central Florida; no risk management pooling.

Florida School Boards Insurance Trust

The Florida School Boards Insurance Trust (FSBIT) was established in 1981 by the Florida School Boards Association (FSBA) for the purpose of self-insuring property/casualty exposures of Florida school districts. This pooled self-insurance program is sponsored by FSBA and is funded by the participating districts. In 2009 FSBIT added the School Health Insurance Program of Florida (SHIP) to purchase and procure health insurance coverage or provide self-insurance and risk management programs coverage for participating districts. The only participant in SHIP to date, Charlotte County, has a self-insured health care plan.

Florida Law on Collective Bargaining

Chapter 447, F.S., addresses labor organizations. The district school board is the public employer for all employees of the district.⁶ A public employee is generally defined as a person employed by a public employer.⁷ Collective bargaining is required between the public employer and the bargaining agent, in the determination of wages, hours, and terms and conditions of employment of the public employees in the bargaining unit.⁸

⁵ In FY 2010-11, \$1,611,465 was appropriated; in FY 2011-2012, \$1,445,390 was appropriated.

⁶ Section 447.203(2), F.S.

⁷ Section 447.203(3), F.S.

⁸ Section 447.309(1), F.S.

III. Effect of Proposed Changes:

This bill requires school districts to enter into interlocal agreements as provided in section 163.01, F. S., to establish the School District Insurance Consortium (Consortium) for the provision of health, accident, and hospitalization insurance.

The Consortium is organized as a nine-member board of directors, with representation as follows:

- Three members who are elected school board members appointed by the Florida School Boards Association;
- Three members who are elected or appointed school superintendents appointed by the Florida Association of District School Superintendents;
- Two members who are public school teachers or support personnel appointed by the Florida Education Association; and
- One member who has experience operating employee benefit systems appointed by the other members of the consortium.

Members are to be appointed for two-year terms. The bill is silent regarding reappointments and the number of terms. The board of directors is authorized to hire staff or contract for staffing services.

This bill requires that Consortium-purchased insurance be competitively bid. Insurance may be purchased for a statewide insurance plan as well as plans providing regional coverage. In determining appropriate regions, the consortium shall group school districts geographically in a manner that includes school districts of varying sizes for the purpose of ensuring the availability of coverage for all districts in the region. Multiple providers are authorized.

School districts are required to collectively bargain for all units of employees who will be provided insurance, consistent with current law.

The Department of Management Services must provide technical services to the Consortium, as requested.

To opt-out, a school board must hold a properly noticed public meeting and find that it is less expensive to purchase insurance elsewhere. Therefore, some school districts may continue to purchase insurance independently.

This bill takes effect upon the latter of July 1, 2013, or upon expiration or renewal date of any existing contract. Therefore, this legislation would not alter the terms of existing contracts.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. Other Constitutional Issues:

None.

E. Tax/Fee Issues:

None.

F. Private Sector Impact:

None.

G. Government Sector Impact:

The Department of Education indicates that economies of scale through joint purchases of group insurance will likely result in a cost savings to school districts, with the amount indeterminate at this time.

The requirement that the Department of Management Services provide technical services upon request may result in a fiscal impact, but it is likely to be insignificant.

V. Technical Deficiencies:

None.

VI. Related Issues:

None.

VII. Additional Information:**A. Committee Substitute – Statement of Substantial Changes:**

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

None.

B. Amendments:

None.

By Senator Gaetz

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A bill to be entitled

An act relating to group insurance for public employees; amending s. 112.08, F.S.; requiring that school districts procure certain types of insurance for their officers and employees through interlocal agreements; providing an exception; requiring each school district to enter into an interlocal agreement and establish the School District Insurance Consortium governed by a board of directors; providing for membership and specifying terms of office for board members; authorizing the board to employ staff or contract for staffing services to be provided to the consortium; requiring the Department of Management Services to provide technical services to the consortium; requiring the consortium to advertise for competitive bids for insurance; authorizing the awarding of bids on a statewide or regional basis and the selection of multiple insurance providers; requiring that school districts engage in collective bargaining with certified bargaining agents; providing an effective date.

Be It Enacted by the Legislature of the State of Florida:

Section 1. Subsection (2) of section 112.08, Florida Statutes, is amended to read:

112.08 Group insurance for public officers, employees, and certain volunteers; physical examinations.-

(2)(a) Notwithstanding any general law or special act to

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the contrary and except as provided under paragraph (c), every local governmental unit ~~may is authorized to~~ provide and pay out of its available funds for all or part of the premium for life, health, accident, hospitalization, legal expense, or annuity insurance, or all or any kinds of such insurance, for the officers and employees of the local governmental unit and for health, accident, hospitalization, and legal expense insurance for the dependents of such officers and employees upon a group insurance plan and, to that end, to enter into contracts with insurance companies or professional administrators to provide such insurance.

(a) Before entering any contract for insurance, the local governmental unit shall advertise for competitive bids, and such contract shall be let upon the basis of such bids. If a contracting health insurance provider becomes financially impaired as determined by the Office of Insurance Regulation of the Financial Services Commission or otherwise fails or refuses to provide the contracted-for coverage or coverages, the local government may purchase insurance, enter into risk management programs, or contract with third-party administrators and may make such acquisitions by advertising for competitive bids or by direct negotiations and contract. The local governmental unit may undertake simultaneous negotiations with those companies ~~that which~~ have submitted reasonable and timely bids and are found by the local governmental unit to be fully qualified and capable of meeting all servicing requirements. Each local governmental unit may self-insure any plan for health, accident, and hospitalization coverage or enter into a risk management consortium to provide such coverage, subject to approval based

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 59 on actuarial soundness by the Office of Insurance Regulation;
 60 and each shall contract with an insurance company or
 61 professional administrator qualified and approved by the office
 62 to administer such a plan.

63 (b) In order to obtain approval from the Office of
 64 Insurance Regulation of any self-insured plan for health,
 65 accident, and hospitalization coverage, each local governmental
 66 unit or consortium shall submit its plan along with a
 67 certification as to the actuarial soundness of the plan, which
 68 certification is prepared by an actuary who is a member of the
 69 Society of Actuaries or the American Academy of Actuaries. The
 70 Office of Insurance Regulation may ~~shall~~ not approve the plan
 71 unless it determines that the plan is designed to provide
 72 sufficient revenues to pay current and future liabilities, as
 73 determined according to generally accepted actuarial principles.
 74 After implementation of an approved plan, each local
 75 governmental unit or consortium shall annually submit to the
 76 Office of Insurance Regulation a report that ~~which~~ includes a
 77 statement prepared by an actuary who is a member of the Society
 78 of Actuaries or the American Academy of Actuaries as to the
 79 actuarial soundness of the plan. The report is due 90 days after
 80 the close of the fiscal year of the plan. The report must
 81 include ~~shall consist of~~, but need is not be limited to:

82 1. The adequacy of contribution rates in meeting the level
 83 of benefits provided and the changes, if any, needed in the
 84 contribution rates to achieve or preserve a level of funding
 85 deemed adequate to enable payment of the benefit amounts
 86 provided under the plan and a valuation of present assets, based
 87 on statement value, and prospective assets and liabilities of

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 88 the plan and the extent of any unfunded accrued liabilities.
 89 2. A plan to amortize any unfunded liabilities and a
 90 description of actions taken to reduce unfunded liabilities.
 91 3. A description and explanation of actuarial assumptions.
 92 4. A schedule illustrating the amortization of any unfunded
 93 liabilities.
 94 5. A comparative review illustrating the level of funds
 95 available to the plan from rates, investment income, and other
 96 sources realized over the period covered by the report with the
 97 assumptions used.
 98 6. A statement by the actuary that the report is complete
 99 and accurate and that in the actuary's opinion the techniques
 100 and assumptions used are reasonable and meet the requirements
 101 and intent of this subsection.
 102 7. Other factors or statements as required by the office in
 103 order to determine the actuarial soundness of the plan.
 104

105 All assumptions used in the report must ~~shall~~ be based on
 106 recognized actuarial principles acceptable to the Office of
 107 Insurance Regulation. The office shall review the report and
 108 ~~shall~~ notify the administrator of the plan and each entity
 109 participating in the plan, as identified by the administrator,
 110 of any actuarial deficiencies. Each local governmental unit is
 111 responsible for payment of valid claims of its employees which
 112 ~~that~~ are not paid within 60 days after receipt by the plan
 113 administrator or consortium.

114 (c) Beginning July 1, 2013, or upon the expiration or
 115 renewal date of any existing contract, whichever occurs later,
 116 school districts shall procure health, accident, and

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hospitalization insurance through a purchasing interlocal agreement unless the school board at a duly noticed public meeting determines that purchasing insurance outside the plan procured through the interlocal agreement, as provided under paragraphs (a) and (b), is financially advantageous to the school district.

1. Each school district shall enter into an interlocal agreement as provided in s. 163.01 in order to establish the School District Insurance Consortium through which such insurance shall be procured for officers and employees of the school district and their dependents.

2. The consortium shall be governed by a board of directors comprised of nine members, three of whom shall be elected school board members appointed by the Florida School Boards Association, Inc., three of whom shall be elected or appointed superintendents of schools appointed by the Florida Association of District School Superintendents, Inc., two of whom shall be public school teachers or support personnel appointed by the Florida Education Association, and one of whom shall have experience in running employee-benefit systems, to be appointed by the other members of the consortium. Consortium board members shall be appointed to 2-year terms. The board may employ staff or contract for staffing services to be provided to the consortium. The Department of Management Services shall provide technical services to the consortium as requested by the board.

3. Notwithstanding any other provision of law, the consortium shall advertise for competitive bids for such insurance, and the contracts for such insurance shall be let upon the basis of such bids. The consortium shall advertise for

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proposals for a statewide insurance plan as well as plans providing coverage on a regional basis. In determining appropriate regions, the consortium shall group school districts of geographically in a manner that includes school districts of varying sizes for the purpose of ensuring the availability of coverage for all districts in the region. Contracts may be awarded on a statewide or regional basis, and more than one provider may be selected to provide insurance. School districts shall engage in collective bargaining with the certified bargaining agent for any unit of employees for which health, accident, or hospitalization insurance is provided, as required by part II of chapter 447, with regard to coverage offered, cost for dependent coverage, deductibles, optional coverage, and other matters that are subject to collective bargaining as required by state law.

(d)(e) Every local governmental unit ~~may be authorized to~~ expend funds for preemployment physical examinations and postemployment physical examinations.

Section 2. This act shall take effect July 1, 2012.

Early Learning Information System (ELIS) Project Briefing

Senate Education Prek-12 Appropriations Committee

January 12, 2012



Project Briefing



- Project Mission (ELIS)
- Business Need
- Project Objectives
- Planned Benefits Realization
- Project Timeline
- Hewlett Packard (HP) Corrective Action Plan (CAP) Benefits
- The Future – Moving Forward

Project Mission (ELIS)



Develop a comprehensive, dynamic, web-based, centralized information system to efficiently support the state's administration of Florida's early learning programs.

Business Need



- Currently the state's Early Learning Programs are being administered on a 20 year old distributed data system
- This system is responsible for administering \$1 billion in services to more than 300,000 children and families annually
- This outdated technology has left the Office of Early Learning with a system that must be supplemented by extensive use of cumbersome, manual paper processes
- The Early Learning Information System (ELIS) will replace this system leading to multiple efficiencies.

Business Need



Eligibility Specialists

SR and VPK Eligibility Determination

Currently all families receiving SR and VPK services must register on paper forms

Eligibility specialists must manually calculate a clients income for School Readiness

If the Office were to reduce payment errors by just 1.5% it could save \$14.80 million annually



Provider Support Specialist

Provider Support Specialists

Currently coalitions have to manually update any information that the provider changes

This results in 7000 hours worth of work monthly

ELIS will enable providers to update information via an on-line portal



Attendance Management Staff

Attendance Management

Currently coalitions process approximately 34,500 paper attendance rosters monthly

This workload equates to 6 man years a month to process provider payments

The Office's Feasibility Study estimates \$4 million annually in cost savings by collecting attendance on-line.



ELC Auditing Staff

ELC Auditing

Each coalition must employ auditing staff to reduce payment errors to safeguard against potential payment errors

Coalitions spend approximately .5 man years monthly correcting errors found through internal auditing

Coalitions make approximately \$1 million worth of payment adjustments annually to Child Care Providers

Project Objectives



- Streamlines administrative processes including attendance tracking, eligibility processing, and provider payments
- Reduces potential fraud and overpayments
- Creates data sharing capabilities between educators, parents, providers and state agencies
- Provides parents with easy on-line access to child care resource and referral information along with a wealth of child development and early education information
- Provides stakeholders with information regarding child progress and measurable outcomes

Planned Benefits Realization

ELIS is estimated to deliver \$28.1 Million per year in recurring tangible benefits

- **\$14.80M** per year by reducing payment errors by just 1.5%.
- **\$ 1.10M** per year in audit costs by using electronic case files.
- **\$ 4.01M** per year when early learning providers submit attendance data electronically.
- **\$ 1.71M** per year when multiple installations of the current outdated Enhanced Field System are replaced by a single installation of ELIS.
- **\$ 2.54M** per year through improved case management capability.
- **\$ 1.36M** per year when customers apply for eligibility redetermination via the Internet.
- **\$ 0.89M** per year when customers access child care resource and referral services via the Internet.
- **\$ 1.60M** per year when early learning providers maintain their own profile data via the Internet.

Project Timeline






**Phase 1 – Feasibility, Requirements
& Invitation to Negotiate(ITN)**

Phase 2 – Procurement & Execution

Project Timeline

Phase 1 – Feasibility, Requirements & Invitation to Negotiate(ITN)



FY2002-03	FY2003-04	FY2004-05	FY2005-06	FY2006-07	FY2007-08	FY2008-09
Web EFS Upgrade Unsuccessful		Initial Feasibility, Incorporation of VPK, Refinement of Project Scope			Requirements Completed	ITN Launch
Feasibility Study IV-B 				Revised Feasibility Study IV-B  		

Date	Activity
FY2002-2004	Unsuccessful attempt by the software vendor to upgrade the existing system to a Web Enhanced Field System (Web EFS) to address integration issues
FY2004-2007	Initial ELIS Feasibility Study; Incorporation of VPK; Refinement of Project Scope; Interim establishment of consolidated reporting database
FY2007-2009	Requirements development completed; updated Feasibility Study developed
FY2008-09	Federal ARRA infrastructure funding approval (83%federal 17% General revenue); Revised Feasibility Study finalized; Invitation to Negotiate (ITN) for ELIS launched

Project Costs

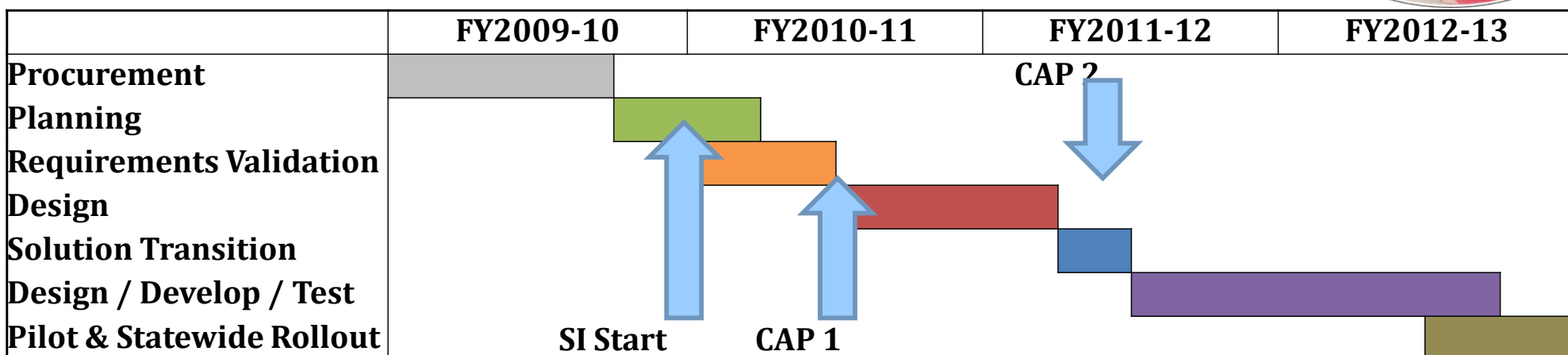
Phase 1 – Feasibility, Requirements & Invitation to Negotiate(ITN)



Fiscal Year	Appropriated	Actual Expenditures
FY2005-06	\$999,990	\$455,098
FY2006-07	\$5,602,373	\$1,136,261
FY2007-08	\$0 (\$3,392,018 Re-appropriated)	\$2,397,905
FY2008-09	\$325,000	\$106,109
Total	\$6,927,363	\$4,095,373

Project Timeline

Phase 2 – Procurement & Execution



Date	Activity
July '09 – July '10	Procurement negotiations with potential System Integrator (SI) vendors; Contract execution on 4/12/10; Project Kickoff on 5/17/10; Planning Phase completes
Aug '10 – Jan '11	Requirements Validation Phase; First SI CAP address deliverable quality issues
Jan '11 – Sep '11	Design Phase; Second SI CAP to address delay, low re-use and underestimation
Oct '11 – Jan '12	Brief Phase to transition to the new solution and complete corrective actions
Jan '12 – Jan '13	Design, Development and Testing of Microsoft Dynamics Customer Relationship Management (MS Dynamics CRM) solution for ELIS
Feb '13 – Jun '13	Production Pilot and Statewide Rollout

Project Costs

Phase 2 – Procurement & Execution



Fiscal Year	Appropriated	Actual / Forecasted Expenditures
FY2009-10	\$6,000,000	\$825,374
FY2010-11	\$11,000,000	\$3,788,119
FY2011-12	\$3,192,398	\$9,785,104
FY2012-13 (Requested)	\$5,882,782	\$11,661,260
Total	\$26,075,180	\$26,059,857

Benefits of the HP CAP



Solution

- HP has proposed an industry standard application development framework called Microsoft Dynamics CRM that HP has estimated will provide the majority of ELIS requirements through configuration of the tool's existing capabilities
- Below is a mapping of the proposed solution to ELIS high level requirements showing the improved fit when compared to the original HP ITN response:

Customization Level	Original ITN Response	MS Dynamics CRM
Included in Base Product	128	559
Configuration Required	140	709
Customization Required	1,120	36
Total	1,388	1,304

HP CAP Benefits (cont.)



- **Approach:** HP has proposed a modified approach to developing ELIS that provides earlier and more frequent reviews and feedback from OEL, based on a Microsoft standard methodology that HP has used successfully on other MS Dynamics CRM projects
- **Schedule:** HP has proposed a revised end date of June 2013

The Future – Moving Forward



- HP is now executing corrective actions to initiate an improved solution, approach and schedule for completion of ELIS
- OEL will monitor successful completion of corrective actions by HP during the 60 day cure period, including development and implementation of risk mitigation strategies to address management of resources and project processes with increased complexity
- OEL will engage the Early Learning Coalitions during the cure period to plan for the needed amount of participation during future project phases
- HP Corrective actions must be completed within the 60 day cure period following CAP acceptance, or by January 13, 2012.

HP CAP

Key Areas for Corrective Actions



- Solution HW/SW realignment
- Resource on-boarding, training & realignment
- Amendment of existing deliverables for the new solution
- Develop and implement risk mitigation strategies, including resource, solution and process management
- Develop and apply additional management controls and visibility

Progress Shown by Session



- The Project will be “reset”
 - Resources mobilized
 - Clear direction
 - Project controls in place
- Contracts will be adjusted accordingly
 - HP Contract: No additional costs
 - Project Management Office and Independent Validation and Verification Contracts
- ELIS Project Team will be in “delivery mode” with a focus on the agreed to implementation date of June 2013



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REPORT ON K-12 BIBLIOGRAPHIC DATABASE

Senate PreK –12 Appropriations
January 12, 2012

BCI

Florida Department of Education
Bureau of Curriculum and Instruction

Statewide Library Services in Florida prior to dissolution of SUNLINK

2

- University and College systems:
 - ▣ Florida Center for Library Automation (FCLA) serves the 11 public universities of Florida using the MANGO discovery tool.
 - ▣ College Center for Library Automation (CCLA) serves the 28 public colleges of Florida using the Primo discovery tool.
- SUNLINK:
 - ▣ Served the K-12 public school libraries from 1992 (fully online in 2001) to December 2010 - housed at UCF.
- Florida Electronic Library:
 - ▣ Serves all Florida residents with access to informational databases from Gale-Cengage and Florida specific resources.

SUNLINK Statistics & Features

3

- At its close SUNLINK had:
 - ▣ Over **1.3 million** bibliographic hits a year.
 - ▣ Around **70,000** interlibrary loans a year.
 - ▣ Age of collection statistics enabling districts/schools to compare/contrast their collections with others across the state that were accessed around **2000 times every quarter**.
 - ▣ Over **2 million** downloadable MARC (Machine Readable Cataloging) records meaning librarians could maintain accurate catalogs without added cost.
 - ▣ **26,000** educational website links - checked for quality and audience appropriateness.
 - ▣ An annual listing of the top 500 holdings in Florida schools and the top 100 by school level – a popular tool for school librarians to aid in their collection development.
 - ▣ The weed of the month listings - another program to aid in library collection development was accessed around **10,000 times a quarter**.
 - ▣ Specific portal pages for students, parents, librarians, teachers and administrators customized to present news, research, reading, current topics of interest and websites - these side sites had around **100,000 searches a quarter**.
 - ▣ Over **2,000** Annenberg Media streaming videos for classroom use.
 - ▣ E-store resources (approximately **200,000 pieces of literature** were distributed annually).

From SUNLINK to K12 Bibliographic Database

4

- Specific Appropriation 81 in 2009 required the DOE to collaborate with the Florida Center for Library Automation (FCLA) and the College Center for Library Automation (CCLA) and the Florida Electronic Library of the Department of State to jointly prepare and provide a plan to the House, Senate, and the Governor by December 1, 2009 on options and recommendations to establish an online union catalog of all public library holdings in the state.
- Specific Appropriation 80 in 2010 provided funding for the move of the SUNLINK bibliographic data to CCLA for inclusion in its online discovery tool.
- Specific Appropriation 70 in 2011 provided funding to complete the bibliographic data transfer and develop a process for yearly updating.

Current Status

5

- Data made available September 1st 2011:

<http://k12.floridalibraries.org>



- Searches on website:
 - September 2,458
 - October 3,098
 - November 922
 - December 590
- There is no mechanism to provide for inter-library loan between districts – the majority of districts currently use web based library systems that create district union catalogs and allow for district wide inter-library loan.

Options

6

Given usage figures the recommendations are:

- Increase funding to enable the database to be regularly updated.
- Create a more robust product by providing funding for Interlibrary Loan services.
- Explore funding to provide e-books and e-resources through statewide license agreements - perhaps with the Florida Electronic Library at the DOS.

Senate Budget Subcommittee on Education Pre-K–12 Appropriations

Information Technology Review

Department of Education
David Stokes, Chief Information Officer
January 12, 2012

Data Center Consolidation

- Project Start Date: January 2011
- Legislatively Required Completion Date: December 2011
- Five areas were identified to be moved:
 - Education Data Center
 - FCAT Explorer
 - Division of Blind Services
 - FACTS.ORG
 - Division of Vocational Rehabilitation

Data Center Consolidation

- All DOE servers have been moved to NWRDC
- All servers located at disaster recovery sites and network equipment at district sites for DBS and DVR are being managed by NWRDC
- DOE staff positions were deleted and staff positions were filled at NWRDC on July 1, 2011

RACE TO THE TOP

Florida Report

Year 1: School Year 2010–2011



U.S. Department of Education
Washington, DC 20202

January 10, 2012

Executive Summary

Race to the Top overview

The American Recovery and Reinvestment Act of 2009 (ARRA) provided \$4.35 billion for the Race to the Top Fund, of which approximately \$4 billion was used to fund comprehensive statewide reform grants under the Race to the Top program.¹ In 2010, the U.S. Department of Education (Department) awarded Race to the Top grants to 11 States and the District of Columbia. The Race to the Top program is a competitive four-year grant program designed to encourage and reward States that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes, including making substantial gains in student achievement; closing achievement gaps; improving high school graduation rates; and ensuring students are prepared for success in college and careers.

Since education is a complex system, sustained and lasting instructional improvement in classrooms, schools, local educational agencies (LEAs), and States will not be achieved through piecemeal change. Instead, the Race to the Top program requires that States and LEAs take into account their local context to design and implement a comprehensive approach to innovation and reform that meets the needs of their educators, students, and families.

The Race to the Top program is built on the framework of comprehensive reform in four core education reform areas:

- Adopting rigorous standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, retaining, and rewarding effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around the lowest-performing schools.

Race to the Top program review

As part of the Department's commitment to supporting States as they implement ambitious reform agendas, the Department established the Implementation and Support Unit (ISU) in the Office of the Deputy Secretary to administer, among others, the Race to the Top program. The goal of the ISU is to provide assistance to States as they implement unprecedented and comprehensive reforms to improve student outcomes. Consistent with this goal, the Department has developed a Race to the Top program review process that not only addresses the Department's responsibilities for fiscal and programmatic oversight, but is designed to identify areas in which Race to the Top grantees need assistance and support to meet their goals. Specifically, the ISU will work with Race to the Top grantees to differentiate support based on individual State needs, and help States work with each other and with experts to achieve and sustain educational reforms that improve student outcomes.

Grantees are accountable for the implementation of their approved Race to the Top plans, and the information and data gathered throughout the program review help to inform the Department's management and support of the Race to the Top States, as well as provide appropriate and timely updates to the public on their progress. In the event that adjustments are required to an approved plan, the grantee must submit a formal amendment request to the Department for consideration. States may submit for Department approval amendment requests to a plan and budget provided that such changes do not significantly affect the scope or objectives of the approved plans. In the event that the Department determines that a grantee is not meeting its goals, activities, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Department will take appropriate enforcement action(s), consistent with 34 CFR section 80.43 in the Education Department General Administrative Regulations (EDGAR).²

State-specific summary report

The Department uses the information gathered during the review process (e.g., through monthly calls, on-site reviews, and Annual Performance Reports (APRs)) to draft State-specific Race to the Top reports.³ The State-specific summary report serves as an assessment of a State's Year 1 Race to the Top implementation, highlighting successes and accomplishments, identifying challenges, and providing lessons learned from implementation to date.

¹ The remaining funds were awarded under the Race to the Top Assessment program. More information about the Race to the Top Assessment program is available at www.ed.gov/programs/racetothetop-assessment.

² More information about the ISU's program review process, State APR data, and State Scopes of Work can be found at <http://www2.ed.gov/programs/racetothetop/index.html>.

³ Additional State-specific data on progress against annual performance measures and goals reported in the Year 1 APRs can be found on the Race to the Top Data Display at www.rtt-apr.us.

Executive Summary

Florida's education reform agenda

As part of its education reform agenda, Florida set ambitious goals for students and educators in its Race to the Top application, including doubling 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; cutting the achievement gap in half by 2015; and increasing the percentage of students scoring at or above proficient on the National Assessment of Educational Progress (NAEP) by 2015 to or beyond the performance levels of the highest-performing States. The State is supported in these efforts not only by the projects funded through its \$700,000,000 Race to the Top grant, but also through its existing strategic plan. In December 2010, the Florida State Board of Education approved the Next Generation Pre-K-20 strategic plan to advance the State's education reform efforts. The six strategic areas of the plan include strengthening foundational skills, improving college and career readiness, expanding opportunities for postsecondary degrees and certificates, improving the quality of teaching in the education system, improving K-12 educational choice options, and aligning resources to strategic goals. In developing its Race to the Top plan, Florida carefully considered

the best approach for aligning the six strategic areas and the Race to the Top core education reform areas in order to build upon its existing education agenda.

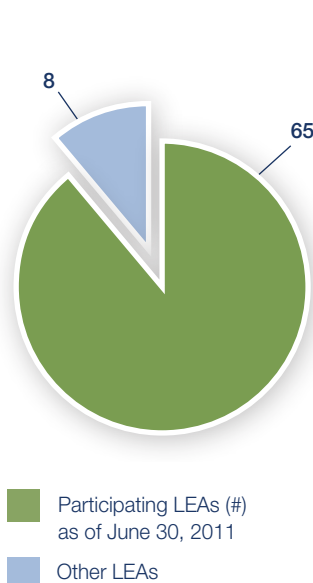
Florida's education reform agenda also includes the passage of the Student Success Act (the Act) in March 2011, which mirrored many of the goals in the State's strategic plan and Race to the Top application. The Act made the following changes: (1) established a comprehensive evaluation system for teachers and principals based on multiple measures of effectiveness, which include primary emphases on student growth and observations of educator practice; (2) tied compensation to evaluation results beginning in school year (SY) 2014-2015; and (3) eliminated tenure except for those instructional personnel who already had a professional or continuing service contract. The Act puts into law many of the elements of the teacher and principal evaluations proposed in the State's Race to the Top application.

The State is using its strategic plan, its Race to the Top plan, and the Act to further its education reform agenda. The State believes that the ambitious goals set for students and educators within these reform efforts will increase the academic achievement of its students.

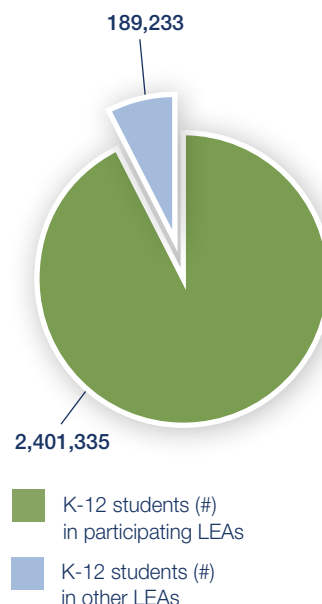
Local educational agency participation

As depicted in the graphs below, Florida reported 65 participating LEAs as of June 30, 2011 in its Annual Performance Report (APR). Participating LEAs represent more than 92 percent of the State's K-12 students and more than 93 percent of its students in poverty.

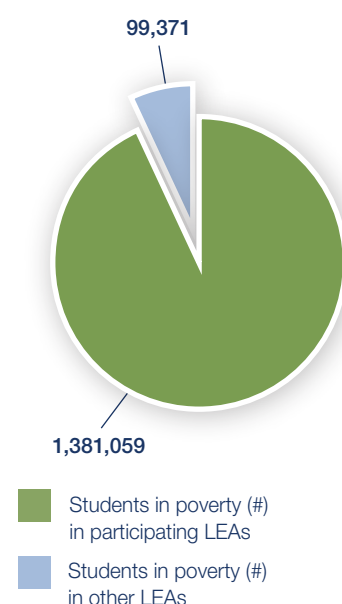
LEAs Participating in Florida's Race to the Top Plan



K-12 Students in LEAs Participating in Florida's Race to the Top Plan



Students in Poverty in LEAs Participating in Florida's Race to the Top Plan



Executive Summary

Florida Year 1 summary

Accomplishments

Florida received a Race to the Top award in September 2010 as part of Phase 2 of the Race to the Top competition. Since receiving the award, the State has made progress in implementing several reform projects. These projects include assisting LEAs in designing new teacher and principal evaluation systems that use multiple measures, including a statewide value-added model for measuring student-growth; helping LEAs begin the transition to new Common Core State Standards (CCSS); launching the Local Systems Exchange (LSE) that allows LEAs to share information on their Local Instructional Improvement Systems; and engaging stakeholders through the creation and engagement of eight Implementation Committees.

Challenges

Florida encountered obstacles in implementing its Race to the Top plan during the first year of the grant. Since receiving its Race to the Top award, Florida has elected a new Governor and has had three Commissioners of Education. These leadership transitions have proven challenging as Florida Department of Education (FDOE) Race to the Top program staff work to update the new leaders on the Race to the Top plan. In addition, the State experienced difficulties in hiring staff at the State level and in the regions, which slowed the start of some Race to the Top activities. The State's most significant challenge is executing the large number and scope of contracts associated with its Race to the Top plan. Florida budgeted approximately 98 percent of its Race to the Top State-level funds for contracts. Despite its experience with managing contracts, the

State has struggled to issue contracts in a timely manner. Leadership changes, legal challenges, disparate vendor quality in some initial responses, the lack of staff needed to execute the large number of contracts, and difficulties in hiring qualified individuals contributed to significant delays in Year 1 and have resulted in the start date of many Year 1 activities shifting to Year 2 or beyond.

Strategies for moving forward

As part of its planning for Year 2 of the grant, Florida is considering ways to build on its accomplishments and address its challenges from Year 1. The State found the stakeholder input from the Student Growth Implementation Committee, coupled with national expertise, to be very valuable in the development of its statewide value-added student growth model. The State plans to use this collaborative effort as a model for continued work across reform areas. The State is also learning from its experience with Race to the Top contracts issued to date and is using the lessons learned to try and avoid contract delays in the future. Florida states that it is managing contract timelines in a manner that will allow it to make up for time lost on activities not started in Year 1. In addition, Florida is using a project management system to facilitate oversight of its many contracts once they are executed. Finally, the State is working with a vendor to conduct a formative and summative evaluation of its Race to the Top implementation that the State expects will provide insight into its progress and areas in need of improvement.

State Success Factors

Building capacity to support LEAs

Performance management

FDOE has chosen to integrate its Race to the Top efforts into its existing organizational structure rather than create a separate office to perform this work. The State believes that its Race to the Top plan aligns closely with its existing education goals and wants to perform this work in conjunction with its ongoing initiatives rather than as a separate project. To help guarantee that Florida meets its Race to the Top goals and objectives, each core education reform area of the grant has a Race to the Top team leader, who has project managers reporting to him or her. These team leaders meet frequently to gauge the progress that the State is making on its Race to the Top activities and determine how that work is supporting the desired implementation outcomes proposed under the grant. These team leaders also identify technical assistance needed by LEAs. In addition, FDOE is taking advantage of the State's regional administrative infrastructure, including the support of regional executive directors and program staff, to assist in implementing Race to the Top initiatives in the persistently lowest-achieving schools.⁴

FDOE has hired 18 staff members at the State level to support its Race to the Top efforts, as well as added staff in the regions to support the LEAs. In addition to the staff already in place, the State plans to fill four more positions in Year 2 for a total of 22 additional employees at the State level. The new staff will help FDOE execute, manage, and monitor the multitude of Race to the Top contracts, as well as provide support for other key Race to the Top initiatives.

Florida struggled with its performance management as it relates to executing contracts. This is evidenced by the delay in issuing the majority of its Year 1 Race to the Top contracts, which in turn led to a delay in starting activities. The lack of staff contributed, in part, to this protracted contract process, but even when fully staffed, the large size and scope of the contracts will continue to be a challenge that the State must overcome. To manage these contracts once executed, the State adopted a new project management system that provides FDOE with project-specific, real-time information related to the status of each task and deliverable in a contract and helps the State monitor vendors for compliance with project timelines, goals, and objectives.

Florida intends to contract with an external evaluator to conduct formative and summative evaluations of the State's Race to the Top programs. The State plans to use the results of the formative evaluation to monitor its progress toward meeting its strategic goals and, if necessary, to help it make mid-course corrections to its Race to the Top plan. The State intended to begin this work in Year 1 but did not execute a contract until Year 2 due to difficulties with choosing the vendor.

LEA implementation and accountability

To help ensure that the LEAs' Scopes of Work aligned with the State's strategic goals, FDOE provided multiple technical assistance sessions and a template to develop final Scopes of Work. In addition, the State established an Online Grant System that allows LEAs to submit requests for amendments to their budgets, timelines, and activities and provide proposed budgets and timelines for implementation activities.

To monitor the progress of Race to the Top projects, FDOE established a programmatic and fiscal monitoring system. The system is risk-based and involves continuous monitoring. It includes, among other tasks, an annual review and approval of budgets from each LEA, as well as review and approval of budget amendments as needed; a review of LEA key deliverables that program leads and staff approve; and an annual overall monitoring review. Key staff in implementing the monitoring process are the core education reform area leads and three staff members housed in the Office of Audit Resolution and Monitoring, whose specific function is to monitor LEA implementation of the grant. The efforts of these staff are supplemented by use of data from a variety of sources (e.g., reports from project managers regarding participation in various elements of the grant; information from deliverables submitted by LEAs; information provided by Regional Executive Directors working with the persistently lowest-achieving schools; and online systems such as the web-based Online Grant System, the ARRA quarterly reporting system, and the Cash Advance and Reporting of Disbursements System).

Stakeholder engagement

Key activities and stakeholders

Florida has eight Race to the Top Implementation Committees. These committees comprise teachers, school-based and LEA administrators, higher education representatives, parents, union members, and other interested parties. The committees have been crucial in facilitating stakeholder engagement on topics such as standards, assessments, data reporting, and teacher and leader preparation. For example, in Year 1, the State adopted a value-added growth model and an observation rubric for its new educator evaluation systems, and, as a consequence, the Student Growth Implementation Committee was particularly active in providing input, feedback, and recommendations during the development and implementation of the student growth model. Additionally, the Local Systems Implementation Committee helped plan the design and content of the LSE prior to its June 30, 2011, launch. The LSE allows LEAs to share best practices related to data system design and implementation. (For more information on the LSE, see the section on *Data Systems to Support Instruction*.)

⁴As part of its participation in the Differentiated Accountability Pilot, Florida created five regional offices to provide enhanced support for struggling schools.

State Success Factors

In Year 1, Florida created eight Race to the Top Implementation Committees to engage stakeholders. The committees comprise teachers, administrators, higher education representatives, parents, union members, and other interested parties. Across the committees, nearly 150 stakeholders are providing input in the following areas:

1. Standards Instructional Teacher Tool
2. Formative and Interim Assessment Design
3. District-Developed Student Assessments for Instructional Effectiveness
4. Portal, Dashboard, and Reports
5. Single Sign-On
6. Local Systems
7. Student Growth
8. Teacher and Leader Preparation

The State anticipates that its eight Implementation Committees will play a key role in maintaining stakeholder engagement over the next three years. While the level of engagement of each committee will evolve over the term of Florida's Race to the Top grant, the inclusion of a variety of stakeholders on each committee ensures that all stakeholders consistently have opportunities to voice concerns and opinions on a variety of topics throughout the grant period.

Lessons learned

Due to the large number and scope of the Race to the Top contracts, the State experienced difficulties in executing many of its Year 1 contracts in the first year of the grant. As a result, the commencement of some projects was delayed. For Year 2, the State is learning from the Year 1 contracting process and working to accelerate and improve the process, including by hiring additional staff and building quality-control checks into contracts to ensure contractors deliver a quality product and/or service.

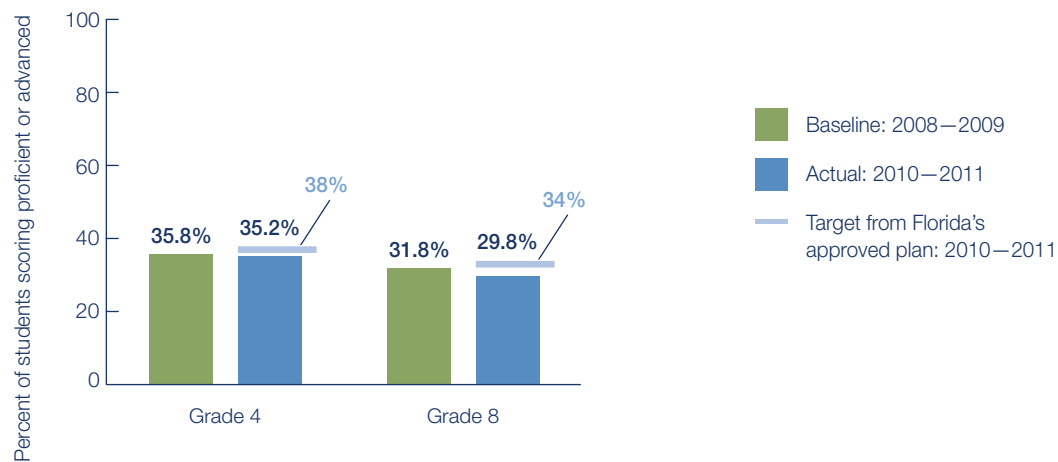
Looking ahead to Year 2

In Year 2, Florida will hire additional staff for Race to the Top positions at FDOE and in its five regions. Full staffing will increase the capacity of the State to implement its Race to the Top projects. The State also will continue with the work started on formative and summative assessments. Finally, the State will be working to award its contracts currently in progress and will be working with all contractors to ensure that they are able to meet the ambitious amended timelines that will allow the State to meet its Race to the Top goals during the grant period.

State Success Factors

Student outcomes data

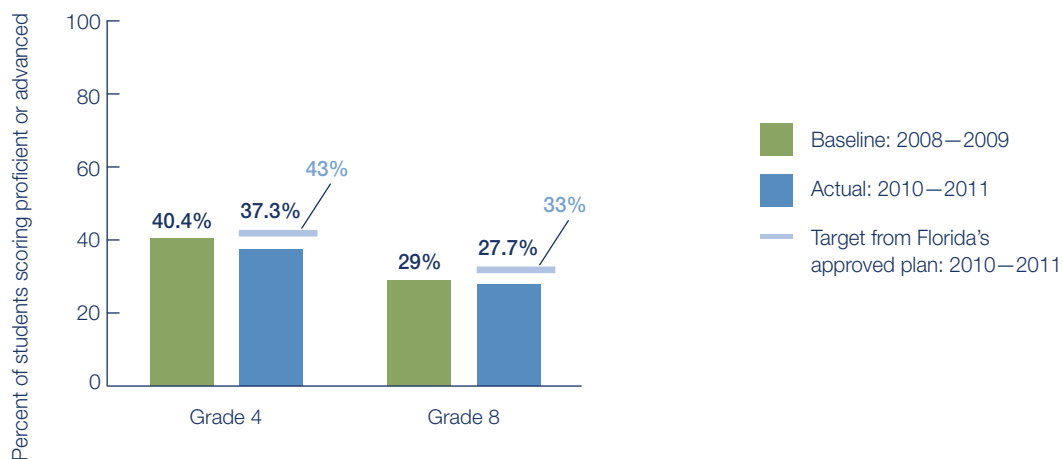
Student Proficiency, NAEP Reading 2011



The percentage of Florida's grade 4 students who were at or above Proficient in reading in 2011 was not significantly different than in 2009.

The percentage of Florida's grade 8 students who were at or above Proficient in reading in 2011 was not significantly different than in 2009.

Student Proficiency, NAEP Mathematics 2011

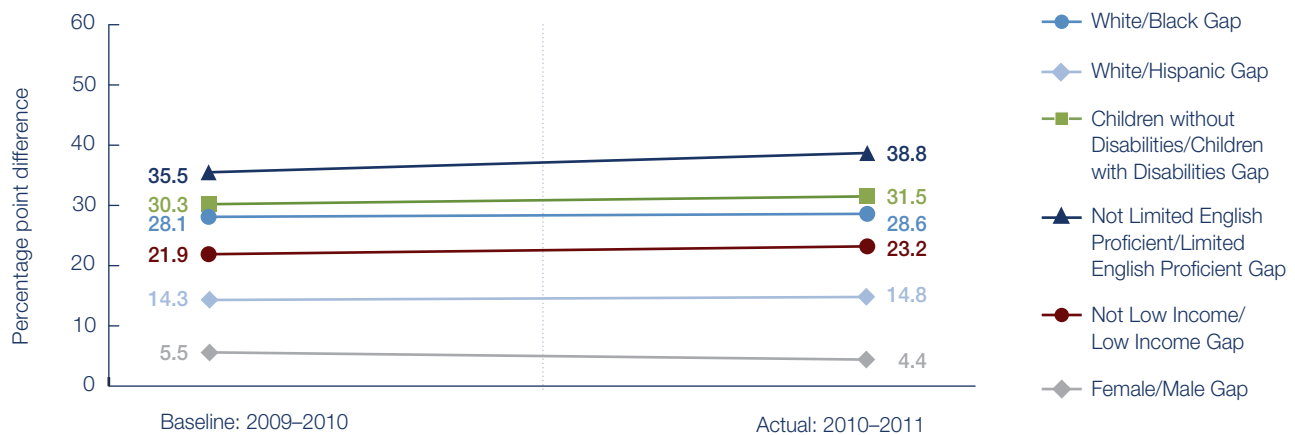


The percentage of Florida's grade 4 students who were at or above Proficient in mathematics in 2011 was not significantly different than in 2009.

The percentage of Florida's grade 8 students who were at or above Proficient in mathematics in 2011 was not significantly different than in 2009.

State Success Factors

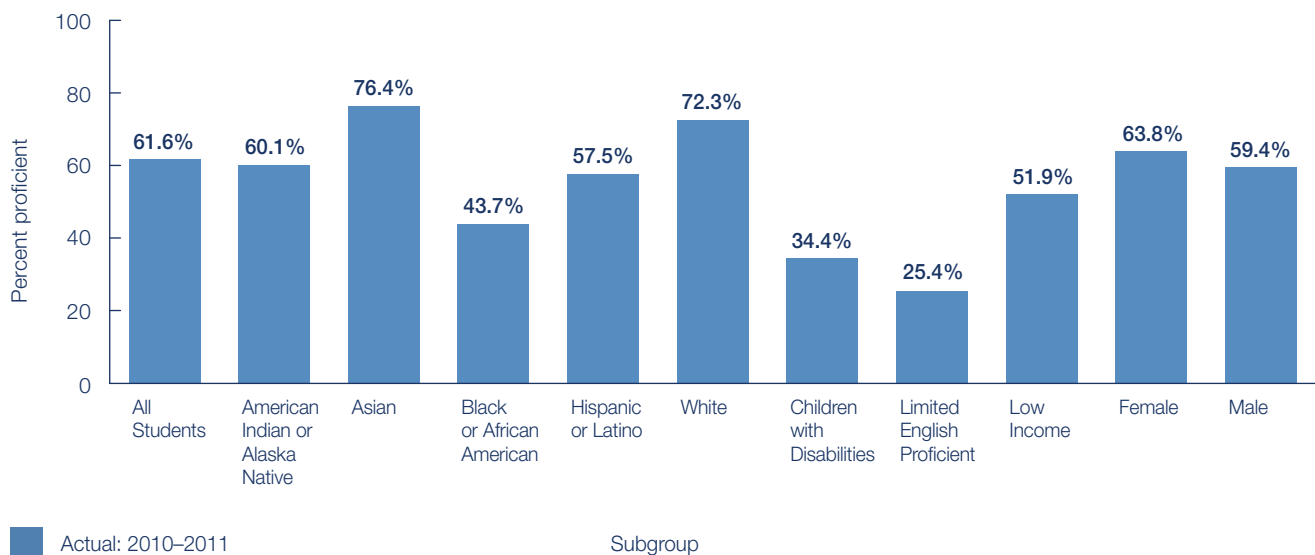
Achievement Gap on Florida's ELA Assessment SY 2010–2011



Preliminary SY 2010–2011 data reported as of: October 27, 2011

NOTE: Over the last two years, a number of States adopted new assessments and/or cut scores.
For State-reported context, please refer to the APR Data Display at www.rtt-apr.us.

Overall Proficiency on Florida's ELA Assessment SY 2010–2011

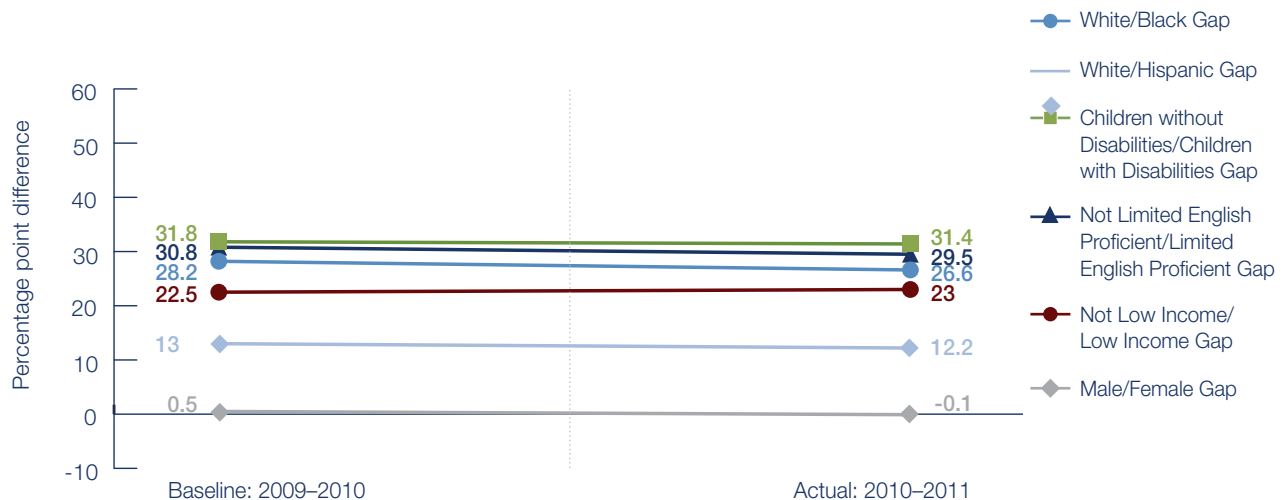


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State Success Factors

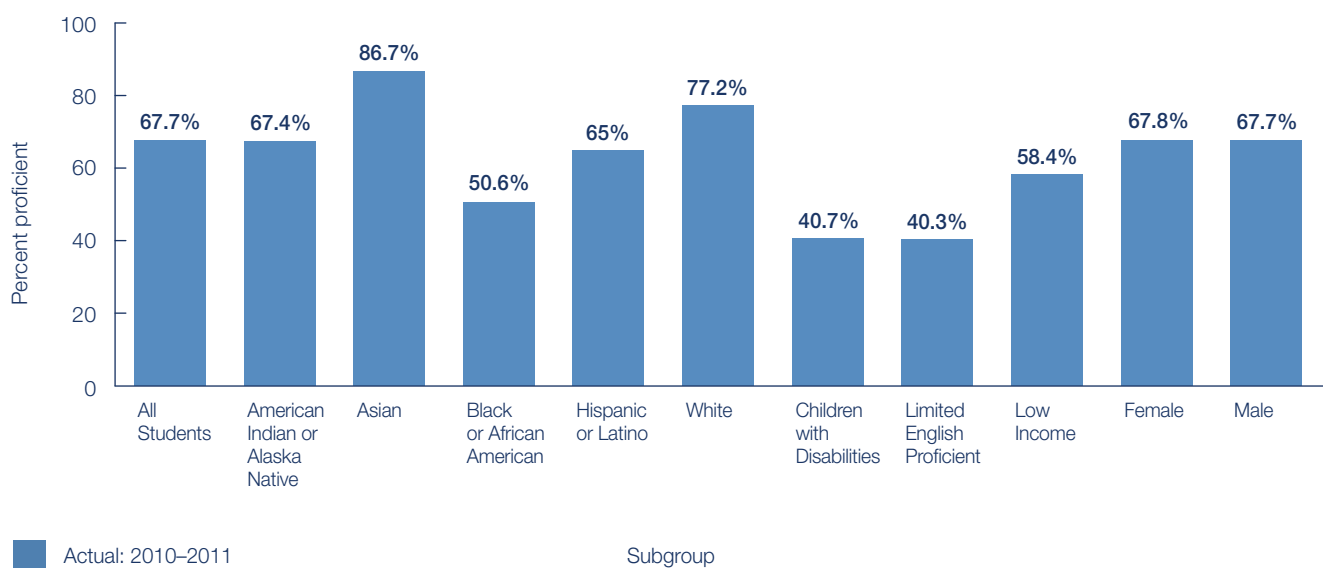
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Overall Proficiency on Florida's Mathematics Assessment SY 2010–2011



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Standards and Assessments

Implementing rigorous college- and career-ready standards and assessments that prepare students for success in college and career is an integral aspect of education reform in all Race to the Top States.

Adoption of college- and career-ready standards and high-quality assessments

Florida's State Board of Education adopted the CCSS in July 2010. In addition, Florida is a governing member and the fiscal agent of the Partnership for the Assessment of Readiness for College and Careers (PARCC) assessment consortium, which is developing new assessments aligned to the CCSS. The State intends to fully implement the CCSS by SY 2014–2015.

Supporting the transition to college- and career-ready standards and high-quality assessments

Florida has committed a significant amount of its Race to the Top resources to support the transition to enhanced standards and high-quality assessments. This education reform area represents almost 40 percent of the State's portion of the Race to the Top budget. Examples of projects in this area include the development of interim and formative assessments, grants to LEAs to design and develop assessments in hard-to-measure subject areas, updating the teacher standards instructional tool to include the CCSS, and updating the student standards tutorial to align with the CCSS. A number of Implementation Committees are supporting work in this area, including the Teacher Tool Committee, the Formative and Interim Assessment Design Committee, and the District-Developed Student Assessments for Instructional Effectiveness Committee.

Florida will transition to the CCSS over a four-year period, with full implementation occurring in SY 2014–2015. During the transition phase, FDOE is providing professional development for LEAs and teachers based on the State's recommended implementation plan. In SY 2011–2012, the State recommends implementation of the CCSS in kindergarten and the content area literacy standards across all grade levels. In addition to English language arts standards, the content area standards set literacy standards for science, social studies, and history courses. In SY 2013–2014, grades 3–12 will receive blended instruction based on the old and new content standards, ahead of full implementation of the CCSS during the next school year.

Florida will supplement its PARCC assessments with formative and interim assessments that assist teachers in identifying student needs during the course of the school year. To support the development of these assessments, the State hired five content experts.

Florida also awarded a contract that will allow students to participate in the Programme for International Student Assessment (PISA), Progress in International Reading Literacy Study (PIRLS), and Trends in International Mathematics and Science Study (TIMSS). Through this contract, the number of Florida students taking these tests will increase, which will allow the State to have a large enough sample population to compare its students' performance to the performance of students domestically and internationally.

Dissemination of resources and professional development

Florida will use Lesson Study, a professional development program that encourages teachers to critically evaluate their instructional practices, as one method for supporting teachers to transition to the CCSS. Through Lesson Study, teachers analyze lessons and their outcomes and then use the results of their analysis to refine and re-teach the lessons. Florida will also use best practices from LEAs to provide additional professional development on the CCSS. Kindergarten teachers began implementing the new standards in SY 2011–2012 and, as a result, were the first group of teachers to receive training. In addition to supporting educators on the new standards, FDOE is working to provide technical assistance to its LEAs by disseminating resources that will help teachers integrate the CCSS into their daily practices. To date, FDOE has awarded one contract for the development of the mathematics formative assessment lesson study toolkit and another contract for the production of lesson study toolkits on the effective use of assessment data. The State is in the process of executing a contract for the creation of the reading formative assessment lesson study toolkit.

Standards and Assessments

Challenges

In Year 1, the State planned to begin work on updating its student tutorial content and teacher standards instructional tool, as well as begin development of the interim and formative assessments. The teacher standards instructional tool and the mathematics formative assessment system contracts were executed early in Year 2, and the work has begun. Florida has not yet executed the interim assessment and reading formative assessment contracts, and the State does not expect this work to begin until the second half of Year 2. Florida acknowledges that the procurement process is an area in need of improvement and is working to avoid delays in issuing future contracts. The State is now close to awarding many of its larger contracts and remains confident that it will fully implement its proposed reforms by the end of the Race to the Top grant period.

Looking ahead to Year 2

Florida has committed to moving forward with its timeline in Years 2 through 4 and making up for time lost in Year 1. In Year 2, the State will implement activities such as revising the student tutorial content in algebra, geometry, 10th-grade reading, and grades 3 through 5 reading and mathematics to reflect the CCSS; surveying high school texts and postsecondary texts to determine alignment for college readiness; beginning the process of developing interim and formative assessments; and working with LEAs to develop assessments in hard-to-measure subject areas.

Data Systems to Support Instruction

Statewide longitudinal data systems (SLDS) and instructional improvement systems (IIS) enhance the ability of States to effectively manage, use, and analyze education data to support instruction. Race to the Top States are working to ensure that their data systems are accessible to key stakeholders and that the data support educators and decision-makers in their efforts to improve instruction and increase student achievement.

Fully implementing a statewide longitudinal data system

Florida implemented a pre-K-20 data warehouse in 2003 and reported in its Year 1 APR that its existing data system contains all 12 elements required by the America COMPETES Act. This data system tracks students from the time they enter school in Florida through their high school graduation and transition to a postsecondary institution or the workforce. Under Race to the Top, the State will link the data systems maintained by FDOE and create a centralized access point that will allow users to access multiple applications with a single sign-on. The State will also assist LEAs, teachers, principals, and parents in learning to access and use the data through this single sign-on portal.

Accessing and using State data

To assist educators in accessing and using data to improve instruction, the State has hired data coaches and a data captain. As of September 2011, the State had hired seven of the eight data coaches and was in the final stages of hiring the last. The data captain will lead the data coaches in providing all LEAs with personalized professional development on how to collect and use data to improve instruction. The State assigned at least one data coach to each region with a focus on ensuring that the highest-need schools receive support.

Using data to improve instruction

The State is promoting the use of data to improve instruction by requiring all LEAs to implement a Local Instructional Improvement System (LIIS). FDOE, through the work of an Implementation Committee, established minimum standards in January 2011 that an LEA's LIIS must meet by 2014. These standards include the integration of a complete set of student data, methods of aligning curricula and accessing instructional materials, and seamless sharing of information among teachers, students, parents, and administrators.

Currently, Florida is assessing existing LEA capacity and providing assistance as LEAs develop their own local systems. In July 2011, the State launched the LSE, which allows LEAs to share information on their own systems and to seek information and support from one another as they strive to meet the standards. The State is also implementing an annual LIIS survey that will help the State and LEAs track progress toward meeting the State standards.

Florida recognizes that upgrading existing instructional improvement systems will require expanded capacity, which could be particularly challenging for small and rural LEAs. To address this issue, the State awarded 50 needs-based grants to such LEAs. The grants will cover the costs of purchasing and installing new hardware, as well as staff training costs.

Challenges

Florida recognized early in the implementation process that it needed to align its federal SLDS grant with its Race to the Top grant in order to ensure it completed the work efficiently. The State conducted an alignment study that it believes will support more streamlined and effective implementation, but this did lead to a delay in the State starting its Race to the Top projects related to the single sign-on portal. The projects were further delayed because Florida is in the process of consolidating its hardware and network resources, which caused these resources to be offline for a period of time. The State could not begin work on the single sign-on solution while the hardware and network resources were offline. Florida did not know the timing of this consolidation at the time of the Florida's Race to the Top application and, thus, did not factor it into the State's plan or timeline. Florida is fully committed to meeting its Race to the Top goals in the core education reform area by 2014 and has established a plan and revised schedule for moving forward.

Looking ahead to Year 2

In Year 2, the State will begin working on its single sign-on solution. Additionally, the State will continue its work related to implementing LIIS and supporting the LSE.

Great Teachers and Leaders

Race to the Top States are developing comprehensive systems of educator effectiveness by adopting clear approaches to measuring student growth; designing and implementing rigorous, transparent, and fair evaluation systems for teachers and principals; conducting annual evaluations that include timely and constructive feedback; and using evaluation information to inform professional development, compensation, promotion, retention, and tenure decisions.

Improving teacher and principal effectiveness based on performance

Florida's Race to the Top plan and the Act set parameters for new evaluation systems that all LEAs are implementing in SY 2011–2012. The new systems evaluate teachers and principals using multiple measures, including student growth and observations of educator practice. Based on these measures, the system differentiates teacher and principal effectiveness using four rating categories: highly effective, effective, needs improvement/developing, and ineffective. All LEAs will perform the evaluations annually, and later during the grant period, the results will inform professional development, tenure, retention, termination, and compensation decisions.

The State chose to provide a well-established rubric to quantify the observation of educator practice and help ensure inter-rater agreement. Trained evaluators in the schools will use the rubric to assess educator practice in four areas: classroom strategies and behaviors, preparation and planning, reflecting on teaching, and collegiality and professionalism. Evaluators will observe educators multiple times every year. After each observation, evaluators will discuss the educators' strengths and areas for improvement to encourage educators to reflect on their classroom practices. LEAs must either adopt or adapt the State's rubric to meet their unique needs or request the State's approval to use another rubric, which must be grounded in research and fully implement the Florida Educator Accomplished Practices.

Per the requirements of the Act, the State will calculate student growth using a value-added model that takes into account school, classroom, and student-level characteristics. These measures will isolate the impact of a teacher on the growth in student achievement from outside factors that can influence a student's performance. For school administrators and teachers with three or more years of student performance data, student growth will account for 50 percent of the total evaluation score. However, if the school administrator or teacher has less than three years of student performance data, then the LEA may reduce the weight given to student growth to 40 percent of the final evaluation. Non-classroom instructional personnel may combine growth data with other measurable student outcomes specific to their job responsibilities; however, the performance of students must account for 50 percent of the final evaluation, or 40 percent if fewer than three years of data are available.

Providing effective support to teachers and principals

During Year 1, Florida provided support to LEA teams of superintendents, teachers, principals, and union representatives to help those teams design LEA evaluation systems that meet the expectations in the State's Memorandum of Understanding for participating LEAs and the requirements of the Act and trained educators on the new evaluation system. During the review of local educator evaluation systems, Florida worked collaboratively with LEAs to create principal and teacher evaluation systems that meet the new requirements. As of December 2, 2011, 35 participating LEAs have received full approval from the State on their evaluation systems, and the remaining participating LEAs are working to develop systems that meet the new requirements. In addition, all participating LEAs have submitted revised principal evaluation plans. In an effort to help educators adjust to the new evaluation system, Florida provided trainings to educators on the value-added growth measure and the State-selected observation rubric.

Great Teachers and Leaders

Challenges

Florida experienced delays in other projects such as its teacher and principal job-embedded preparation programs and recruitment efforts for minority teachers due to challenges in executing contracts. Florida also faced the challenge of ensuring stakeholder support of teacher and leader evaluation systems.

Lessons learned

Florida made great progress in this education reform area by adopting a value-added student growth model and working with teams from LEAs to develop new teacher and leader evaluation systems. Florida has stated that the process of selecting its statewide

value-added model (which combined national expertise with a statewide educator stakeholder committee) is one it holds up as a model for continued work across reform areas.

Looking ahead to Year 2

In Year 2, the State has committed to implementing the activities not completed in Year 1 along with its Year 2 commitments. Examples of Year 1 and 2 activities the State intends to complete in Year 2 include launching teacher and principal job-embedded preparation programs and the minority teacher recruitment program and helping LEAs implement new teacher and principal evaluation systems. Despite some delays, Florida has committed to meeting all of the revised timelines and goals outlined in its Race to the Top application.

Turning Around the Lowest-Achieving Schools

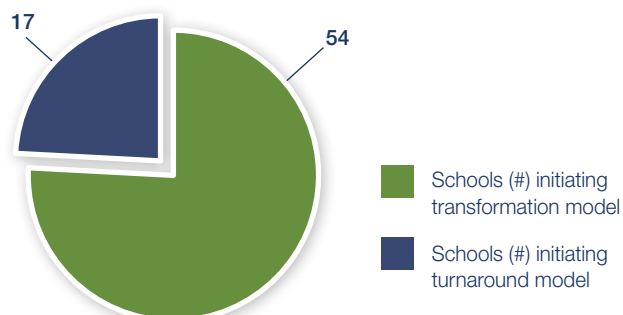
Race to the Top States are supporting LEAs' implementation of far-reaching reforms to turn around lowest-achieving schools by implementing one of four school intervention models.⁵

In Year 1, Florida initiated several programs aimed at turning around its lowest-performing schools, including implementing summer professional development academies; awarding funds to the State's 22 lowest-achieving high schools to expand science, technology, engineering and mathematics (STEM) Career and Technical Education (CTE) programs; and hiring regional reading, STEM, CTE and data coaches. The summer professional development academies focused on multiple areas, including response to intervention, effective instruction, and the Florida Continuous Improvement Model. The expansion of STEM CTE programs in 22 of the lowest-performing high schools will help students to be college- or career-ready upon graduation. Moreover, the State is adding STEM coordinators, CTE specialists, and data coaches to the regional offices to help support the lowest-achieving schools. Florida expects these coordinators will bolster LEA capacity by providing additional expertise in high-need areas which, in turn, will help improve student achievement.

Challenges

Florida made progress in some projects in this core education reform area in Year 1 but experienced delays in other projects because of difficulties with issuing contracts. The State found that it needed more time and resources than expected to develop and award the large number of contracts associated with this education reform area. Because of this delay, projects such as developing a leadership pipeline for intervention principals and assistant principals and building district-level capacity for intervention in rural schools did not begin in Year 1 as planned. The State learned from these delays and is working to avoid similar delays in the future. Florida is committed to meeting its goals associated with this education reform area despite the delays.

School Intervention Models Initiated in Florida in SY 2010–2011



Looking ahead to Year 2

In Year 2, the State is committed to implementing planned Year 1 activities that were not completed, as well as its planned Year 2 activities. These activities include beginning the recruitment and training of teachers for persistently lowest-achieving schools and their feeder patterns in Miami Dade and Duval LEAs, beginning the development of a leadership pipeline for aspiring intervention principals and assistant principals, beginning professional development to build the capacity of 10 small and rural LEAs to support their persistently lowest-achieving schools, continuing the Summer Academies, and launching the expansion of charter schools in feeder patterns of the persistently lowest-achieving schools.

⁵ Race to the Top States' plans include supporting their LEAs in turning around the lowest-achieving schools by implementing one of the four school intervention models:

- **Turnaround model:** Replace the principal and rehire no more than 50 percent of the staff and grant the principal sufficient operational flexibility (including in staffing, calendars/time and budgeting) to fully implement a comprehensive approach to substantially improve student outcomes.
- **Restart model:** Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.
- **School closure:** Close a school and enroll the students who attended that school in other schools in the district that are higher achieving.
- **Transformation model:** Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness, (2) institute comprehensive instructional reforms, (3) increase learning time and create community-oriented schools, and (4) provide operational flexibility and sustained support.

Emphasis on Science, Technology, Engineering, and Mathematics

Florida established two primary STEM goals: (1) increasing the percentage of students enrolled in STEM accelerated courses by no less than 3 percent annually and (2) increasing the percentage of students enrolled in Race to the Top-approved STEM career academy courses⁶ by no less than 3 percent annually. STEM accelerated courses are Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, and industry certification courses. Examples of Race to the Top approved STEM career academy courses include aerospace engineering, animal biotechnology, electrical drafting, and environmental resources. In Year 1, Florida supported these

goals by awarding a grant for a gifted and talented student STEM program. The grant will serve three rural LEA consortia. The State also hired STEM coordinators and placed them in its regional offices to support Florida's struggling schools in their STEM efforts. In SY 2010–2011, Florida exceeded its annual goal and saw an enrollment increase of 14 percent in accelerated STEM coursework. The State saw an enrollment increase of 7 percent in STEM career courses.

In Year 2, the State plans to implement a teacher preparation program that includes a dual focus on education and STEM.

Progress Updates on Invitational Priorities

In its APR, Florida reported the following progress as of June 30, 2011:

Innovations for improving early learning outcomes

- Florida's Office of Early Learning worked collaboratively with FDOE to create Florida's early learning and development standards.
- The State included strategies and environment considerations within the early learning and development standards to guide early learning teachers in understanding how the standards can be applied to the curriculum, classroom planning, and activities.
- The State partnered with the Florida Center for Reading Research at Florida State University to create a screening, progress monitoring, and end-of-year assessment for its early learning program.

Expansion and adaptation of statewide longitudinal data systems

- Florida has had an SLDS for almost 10 years.
- The data system includes information on special education, English learners, pre-kindergarten and other early childhood programs, as well as at-risk and dropout prevention.
- Florida uses the data system to analyze questions related to policy, practice, and overall effectiveness.

Budget

For the State's expenditures through June 30, 2011, please see the APR data display at www.rtt-apr.us. For State budget information see <http://www2.ed.gov/programs/racetothetop/awards.html>.

⁶According to Florida's Annual Performance Report, a Race to the Top approved STEM career academy is "a program that provides training for occupations requiring science, technology, engineering, and/or mathematics (STEM). These programs must lead to a high-wage, high-skill career for a majority of graduates that supports one of the eight targeted sectors identified by Enterprise Florida and result in an industry certification. The program must include at least one Career and Technical education course that has significant integration of mathematics or science that will satisfy core credit requirements with the passing of the course and related statewide end-of-course exam."

Glossary

Alternative routes to certification means pathways to certification that are authorized under the State's laws or regulations that allow the establishment and operation of teacher and administrator preparation programs in the State, and that have the following characteristics (in addition to standard features such as demonstration of subject-matter mastery, and high-quality instruction in pedagogy and in addressing the needs of all students in the classroom including English learners and students with disabilities): (a) can be provided by various types of qualified providers, including both institutions of higher education and other providers operating independently from institutions of higher education; (b) are selective in accepting candidates; (c) provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching; (d) significantly limit the amount of coursework required or have options to test out of courses; and (e) upon completion, award the same level of certification that traditional preparation programs award upon completion.

Amendment requests: In the event that adjustments are needed to a State's approved Race to the Top plan, the grantee must submit an amendment request to the Department for consideration. Such requests may be prompted by an updated assessment of needs in that area, revised cost estimates, lessons learned from prior implementation efforts, or other circumstances. Grantees may propose revisions to goals, activities, timelines, budget, or annual targets, provided that the following conditions are met: such revisions do not result in the grantee's failure to comply with the terms and conditions of this award and the program's statutory and regulatory provisions; the revisions do not change the overall scope and objectives of the approved proposal; and the Department and the grantee mutually agree in writing to such revisions. The Department has sole discretion to determine whether to approve such revisions or modifications. If approved by the Department, a letter with a description of the amendment and any relevant conditions will be sent notifying the grantee of approval. (For additional information please see <http://www2.ed.gov/programs/racetothetop/amendments/index.html>.)

America COMPETES Act elements are (as specified in section 6401(e)(2)(D) of that Act): (1) a unique statewide student identifier that does not permit a student to be individually identified by users of the system; (2) student-level enrollment, demographic, and program participation information; (3) student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P–16 education programs; (4) the capacity to communicate with higher education data systems; (5) a State data audit system assessing data quality, validity, and reliability; (6) yearly test records of individual students with respect to assessments under section 1111(b) of the ESEA (20 U.S.C. 6311(b)); (7) information on students not tested by grade and subject; (8) a teacher identifier system with the ability to match teachers to

students; (9) student-level transcript information, including information on courses completed and grades earned; (10) student-level college-readiness test scores; (11) information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework; and (12) other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

American Recovery and Reinvestment Act of 2009 (ARRA): On February 17, 2009, President Obama signed into law the ARRA, historic legislation designed to stimulate the economy, support job creation, and invest in critical sectors, including education. The Department of Education received a \$97.4 billion appropriation.

Common Core State Standards (CCSS) are K-12 English language arts and mathematics standards developed in collaboration with a variety of stakeholders including States, governors, chief State school officers, content experts, States, teachers, school administrators, and parents. The standards establish clear and consistent goals for learning that will prepare America's children for success in college and careers. As of December 2011, the Common Core State Standards were adopted by 45 States and the District of Columbia.

Effective teacher means a teacher whose students achieve acceptable rates (e.g., at least one grade level in an academic year) of student growth (as defined in the Race to the Top requirements). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in the Race to the Top requirements). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance.

The Core education reform areas for Race to the Top are as follows:

1. Standards and Assessments: Adopting rigorous standards and assessments that prepare students for success in college and the workplace;
2. Great Teachers and Great Leaders: Recruiting, developing, retaining, and rewarding effective teachers and principals;
3. Data Systems to Support Instruction: Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
4. Turning Around the Lowest-Achieving Schools.

Highly effective teacher means a teacher whose students achieve high rates (e.g., one and one-half grade levels in an academic year) of student growth (as defined in the Race to the Top requirements). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in the Race to the Top requirements). Supplemental measures may include, for example, multiple

observation-based assessments of teacher performance or evidence of leadership roles (which may include mentoring or leading professional learning communities) that increase the effectiveness of other teachers in the school or LEA.

Instructional improvement systems (IIS) means technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement, including such activities as instructional planning; gathering information (e.g., through formative assessments (as defined in the Race to the Top requirements), interim assessments (as defined in the Race to the Top requirements), summative assessments, and looking at student work and other student data); analyzing information with the support of rapid-time (as defined in the Race to the Top requirements) reporting; using this information to inform decisions on appropriate next instructional steps; and evaluating the effectiveness of the actions taken. Such systems promote collaborative problem-solving and action planning; they may also integrate instructional data with student-level data such as attendance, discipline, grades, credit accumulation, and student survey results to provide early warning indicators of a student's risk of educational failure.

Invitational priorities are areas of focus that the Department invited States to address in their Race to the Top applications. Applicants did not earn extra points for addressing these focus areas, but many grantees chose to create and fund activities to advance reforms in these areas.

Involved LEAs are LEAs that choose to work with the State to implement those specific portions of the State's plan that necessitate full or nearly-full statewide implementation, such as transitioning to a common set of K-12 standards (as defined in the Race to the Top requirements). Involved LEAs do not receive a share of the 50 percent of a State's grant award that it must subgrant to LEAs in accordance with section 14006(c) of the ARRA, but States may provide other funding to involved LEAs under the State's Race to the Top grant in a manner that is consistent with the State's application.

P-20 data systems integrate student data from pre-kindergarten through higher education.

Participating LEAs are LEAs that choose to work with the State to implement all or significant portions of the State's Race to the Top plan, as specified in each LEA's agreement with the State. Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State's grant award that the State must subgrant to LEAs, based on the LEA's relative share of Title I, Part A allocations in the most recent year, in accordance with section 14006(c) of the ARRA. Any participating LEA that does not receive funding under Title I, Part A (as well as one that does) may receive funding from the State's other 50 percent of the grant award, in accordance with the State's plan.

The **Partnership for Assessment of Readiness for College and Careers (PARCC)** is one of two consortia of States awarded grants under the Race to the Top Assessment program to develop next-generation assessment systems that are aligned to common K-12 English language and mathematics standards and that will accurately measure student progress toward college and career readiness. (For additional information please see <http://www.parcconline.org/>.)

Persistently lowest-achieving schools means, as determined by the State: (i) any Title I school in improvement, corrective action, or restructuring that (a) is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or (b) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and (ii) any secondary school that is eligible for, but does not receive, Title I funds that (a) is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or (b) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years. To identify the lowest-achieving schools, a State must take into account both (i) the academic achievement of the "all students" group in a school in terms of proficiency on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and (ii) the school's lack of progress on those assessments over a number of years in the "all students" group. (For additional information please see <http://www2.ed.gov/programs/sif/index.html>.)

Qualifying evaluation systems are those that meet the following criteria: rigorous, transparent, and fair evaluation systems for teachers and principals that: (a) differentiate effectiveness using multiple rating categories that take into account data on student growth as a significant factor, and (b) are designed and developed with teacher and principal involvement.

The **School Improvement Grants (SIG)** program is authorized under section 1003(g) of Title I of the ESEA. Funds are awarded to States to help them turn around Persistently Lowest-Achieving Schools. (For additional information please see <http://www2.ed.gov/programs/sif/index.html>.)

School intervention models: A State's Race to the Top plan describes how it will support its LEAs in turning around the lowest-achieving schools by implementing one of the four school intervention models:

- **Turnaround model:** Replace the principal and rehire no more than 50 percent of the staff and grant the principal sufficient operational flexibility (including in staffing, calendars/time and budgeting) to fully implement a comprehensive approach to substantially improve student outcomes.

- **Restart model:** Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.
- **School closure:** Close a school and enroll the students who attended that school in other schools in the district that are higher achieving.
- **Transformation model:** Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness, (2) institute comprehensive instructional reforms, (3) increase learning time and create community-oriented schools, and (4) provide operational flexibility and sustained support.

Single sign-on is a user authentication process that permits a user to enter one name and password in order to access multiple applications.

The **SMARTER Balanced Assessment Consortium (SBAC)** is one of two consortia of States awarded grants under the Race to the Top Assessment program to develop next-generation assessment systems that are aligned to common K-12 English language and mathematics standards and that will accurately measure student progress toward college and career readiness. (For additional information please see <http://www.k12.wa.us/SMARTER/default.aspx>.)

The **State Scope of Work** is a detailed document for the State project that reflects the grantee's approved Race to the Top application. The State Scope of Work includes items such as the State's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures. (For additional information please see <http://www2.ed.gov/programs/racetothetop/state-scope-of-work/index.html>.) Additionally, all participating LEAs are required to submit Scope of Work documents, consistent with State requirements, to the State for its review and approval.

Statewide longitudinal data systems (SLDS) enhance the ability of States to efficiently and accurately manage, analyze, and use education data, including individual student records. The SLDS help States, districts, schools, educators, and other stakeholders to make data-informed decisions to improve student learning and outcomes, as well as to facilitate research to increase student achievement and close achievement gaps. (For additional information please see http://nces.ed.gov/Programs/SLDS/about_SLDS.asp.)

Student achievement means—

- a) For tested grades and subjects: (1) a student's score on the State's assessments under the ESEA; and, as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms.
- b) For non-tested grades and subjects: alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.

Student growth means the change in student achievement (as defined in the Race to the Top requirements) for an individual student between two or more points in time. A State may also include other measures that are rigorous and comparable across classrooms.

Value-added models (VAMs) are a specific type of growth model in the sense that they are based on changes in test scores over time. VAMs are complex statistical models that generally attempt to take into account student or school background characteristics in order to isolate the amount of learning attributable to a specific teacher or school. Teachers or schools that produce more than typical or expected growth are said to "add value."



Florida's Race to the Top Budget Overview



Senate Education PK12 Appropriations
Subcommittee
January 12, 2012

SEA Race to the Top Original and Amended Budget by Assurance Area

Budget Part I: Summary Budget Table by Assurance - Original Submission

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
Standards and Assessments	\$ 21,139,000	\$ 38,020,000	\$ 37,920,000	\$ 41,920,000	\$ 138,999,000
Data Systems	\$ 6,417,673	\$ 10,686,538	\$ 4,414,627	\$ 4,325,741	\$ 25,844,579
Great Teachers and Leaders	\$ 12,739,312	\$ 18,078,916	\$ 21,675,646	\$ 16,418,378	\$ 68,912,252
Struggling Schools	\$ 16,073,600	\$ 22,594,300	\$ 24,736,550	\$ 22,595,550	\$ 86,000,000
Charter School Innovations	\$ 2,500,000	\$ 2,500,000	\$ 2,500,000	\$ 2,500,000	\$ 10,000,000
Department of Education Management	\$ 5,106,852	\$ 5,045,772	\$ 5,045,772	\$ 5,045,773	\$ 20,244,169
TOTAL	\$ 63,976,437	\$ 96,925,526	\$ 96,292,595	\$ 92,805,442	\$ 350,000,000

Budget Part I: Summary Budget Table by Assurance - November 2011 Approved Amendment

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
Standards and Assessments	\$ 576,100	\$ 48,498,832	\$ 43,841,433	\$ 46,082,635	\$ 138,999,000
Data Systems	\$ 257,084	\$ 15,206,137	\$ 5,908,977	\$ 4,472,381	\$ 25,844,579
Great Teachers and Leaders	\$ 728,600	\$ 22,215,256	\$ 26,321,976	\$ 19,646,420	\$ 68,912,252
Struggling Schools	\$ 1,961,722	\$ 27,337,808	\$ 27,928,235	\$ 30,607,033	\$ 87,834,798
Charter School Innovations	\$ -	\$ 3,333,333	\$ 3,333,333	\$ 3,333,334	\$ 10,000,000
Department of Education Management	\$ 491,811	\$ 6,019,863	\$ 5,948,854	\$ 5,948,843	\$ 18,409,371
TOTAL	\$ 4,015,317	\$ 122,611,229	\$ 113,282,808	\$ 110,090,646	\$ 350,000,000

SEA Race to the Top Budget – Impact of Amendment

Budget Part I: Summary Budget Table by Assurance - Difference (November 2011 - Original)					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
Standards and Assessments	\$ (20,562,900)	\$ 0,478,832	\$ 5,921,433	\$ 4,162,635	\$ -
Data Systems	\$ (6,160,589)	\$ 4,519,599	\$ 1,494,350	\$ 146,640	\$ -
Great Teachers and Leaders	\$ (12,010,712)	\$ 4,136,340	\$ 4,646,330	\$ 3,228,042	\$ -
Struggling Schools	\$ (14,111,878)	\$ 4,743,508	\$ 3,191,685	\$ 8,011,483	\$ 1,834,798
Charter School Innovations	\$ (2,500,000)	\$ 833,333	\$ 833,333	\$ 833,334	\$ -
Department of Education Management	\$ (4,592,313)	\$ 966,511	\$ 895,503	\$ 895,502	\$ (1,834,798)
TOTAL	\$ (59,938,392)	\$ 25,678,123	\$ 16,982,634	\$ 17,277,636	\$ -

Florida's RTTT Budget - Amended

					Total
	2010-11 (Expenditures)	2011-12	2012-13	2013-14	
Personnel (Salaries & Fringe)	\$ 39,144	\$ 50,770	\$ 50,770	\$ 50,770	\$ 191,454
Travel, Supplies, and Other Expenses	\$ 91,777	\$ 3,994,219	\$ 1,030,131	\$ 931,645	\$ 6,047,772
Contracted Services	\$ 3,884,396	\$ 118,413,797	\$ 112,060,143	\$ 108,966,468	\$ 343,324,804
Indirect Costs	\$ -	\$ 152,443	\$ 141,764	\$ 141,763	\$ 435,970
Subtotal	\$ 4,015,317	\$ 122,611,229	\$ 113,282,808	\$ 110,090,646	\$ 350,000,000
Funding to LEAs	\$ 20,416,846	\$ 133,334,267	\$ 96,449,438	\$ 99,799,449	\$ 350,000,000
Grand Total	\$ 24,432,163	\$ 255,945,496	\$ 209,732,246	\$ 209,890,095	\$ 700,000,000

Florida's SEA RTTT Budget - Expenditures

	2010-11 (Year 1)	2011-12 (Year 2 as of 9/30/11)	Total Expenditures (Year 1 and Year 2 as of 9/30/11)	Total Budget (Year 1 and Year 2)	Percent of Total Year 1 and Year 2 Funds Expended
Standards and Assessments	\$576,100	\$99,643	\$675,743	\$ 49,074,932	1%
Data Systems	\$257,084	\$236,357	\$493,441	\$ 15,463,221	3%
Great Teachers and Leaders	\$728,600	\$147,800	\$876,400	\$ 22,943,856	4%
Struggling Schools	\$1,961,722	\$983,931	\$2,945,653	\$ 29,299,530	10%
Charter School Innovations	\$0	\$0	\$0	\$ 3,333,333	0%
Department of Education Project Management and Oversight	\$491,811	\$392,047	\$883,858	\$ 6,511,674	14%
Total	\$4,015,317	\$1,859,778	\$5,875,095	\$ 126,626,546	5%

Race to the Top LEA Budget by Function and Object Code

September 30, 2011

FUNCTION	TOTAL BUDGET	Function Percentage	OBJECT CODE					
			100	200	300	500	600	700-900
RACE TO THE TOP			SALARIES	BENEFITS	PURCHASED SERVICES	MATERIALS AND SUPPLIES	CAPITAL OUTLAY	OTHER EXPENSES
INSTRUCTION	146,457,067	41.84%	97,314,128	17,704,252	7,230,417	5,269,311	18,156,725	782,234
INSTRUCTIONAL SUPPORT SERVICES	24,999,045	7.14%	4,921,057	1,423,727	8,652,996	110,350	9,890,915	-
PUPIL PERSONNEL	1,519,616	0.43%	319,730	74,743	1,125,143	-	-	-
INSTRUCTIONAL MEDIA	910,574	0.26%	3,500	475	15,000	209,002	682,597	-
INSTRUCTION AND CURRICULUM DEVELOPMENT	32,114,966	9.18%	19,302,547	3,158,429	7,467,570	358,445	1,405,182	422,793
INSTRUCTIONAL STAFF TRAINING	64,937,099	18.55%	32,991,455	6,026,706	19,103,849	1,941,525	1,174,422	3,699,141
GENERAL SUPPORT SERVICES	59,149,998	16.90%	22,202,334	6,838,370	16,100,549	650,367	3,558,557	9,799,821
PLANT MAINTENANCE	19,847,421	5.67%	4,368,454	1,248,006	4,377,786	8,000	8,777,233	1,067,942
COMMUNITY SERVICES	-	0.00%	-	-	-	-	-	-
OTHER	64,214	0.02%	62,709	1,505				
TOTALS	350,000,000	100.00%	181,485,914	36,476,213	64,073,310	8,547,000	43,645,631	15,771,931
OBJECT PERCENTAGE			51.85%	10.42%	18.31%	2.44%	12.47%	4.51%

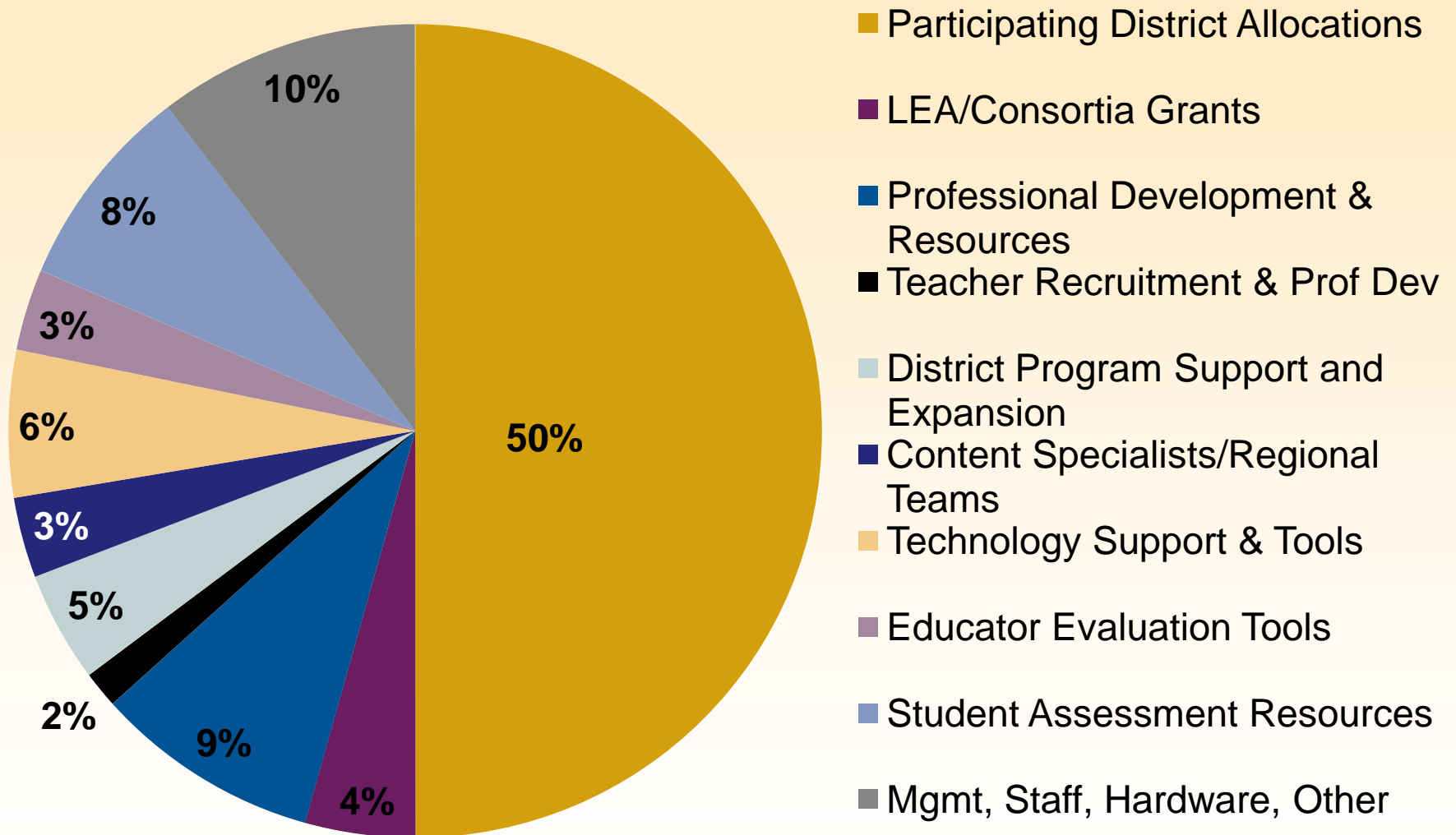
Race to the Top LEA Expenditures by Function and Object Code

September 30, 2011

FUNCTION	TOTAL REPORTED EXPENDITURES	FUNCTION PERCENTAGE	OBJECT CODE					
			100	200	300	500	600	700-900
RACE TO THE TOP			SALARIES	BENEFITS	PURCHASED SERVICES	MATERIALS AND SUPPLIES	CAPITAL OUTLAY	OTHER EXPENSES
INSTRUCTION	28,065,600	52.29%	16,428,618	1,790,955	434,366	843,335	8,458,964	109,361
INSTRUCTIONAL SUPPORT SERVICES	7,384,829	13.76%	407,798	87,228	2,340,437	6,034	4,543,333	-
PUPIL PERSONNEL	18,642	0.03%	14,969	2,973	700	-	-	-
INSTRUCTIONAL MEDIA	286,975	0.53%	-	-	-	45,241	241,734	-
INSTRUCTION AND CURRICULUM DEVELOPMENT	3,426,688	6.38%	766,917	155,925	2,111,516	38,977	298,744	54,609
INSTRUCTIONAL STAFF TRAINING	5,666,160	10.56%	1,855,608	234,542	2,634,819	296,644	362,615	281,931
GENERAL SUPPORT SERVICES	5,916,151	11.02%	1,339,387	612,105	2,811,813	85,003	314,853	752,990
PLANT MAINTENANCE	2,884,626	5.37%	315,874	71,930	1,048,897	-	1,447,611	313
COMMUNITY SERVICES	-	0.00%	-	-	-	-	-	-
OTHER	26,989	0.05%	26,398	591	-	-	-	-
TOTALS	53,676,660	100.00%	21,155,569	2,956,249	11,382,548	1,315,234	15,667,854	1,199,204
	OBJECT PERCENTAGE		39.41%	5.51%	21.21%	2.45%	29.19%	2.23%

Florida's Race to the Top Funds

90% of Funds Allocated Directly to Districts and for Educator Resources



RTTT Funds to Local Education Agencies (LEAs)

- 65 Participating LEAs
 - 62 School Districts
 - 3 University Laboratory Schools (FAU, FAMU and U of F)

Standards and Assessments

Initiative	Funds Expended in Year 1	Total Budget for Four Years	Procurement
Support for the transition to high-quality assessments (interim and formative), international assessment comparisons	\$576,100	\$81,480,000	Competitively bid contracts
Curricular tools to implement the Common Core	\$0	\$46,619,000	Competitively bid contracts
Increased access to STEM courses	\$0	\$4,500,000	Competitive grants to consortia
Classroom support for lesson study	\$0	\$6,400,000	Included in assessment contracts
Total	\$576,100	\$138,999,000	

Data Systems to Support Instruction

Initiative	Funds Expended in Year 1	Total Budget for Four Years	Procurement
Accessing and Using State Data	\$197,785	\$11,461,211	Competitively bid contract(s)
Travel, Equipment, Training Stipends, and Other Expenses	\$2,514	\$414,252	DOE operating budget
Using Data to Improve Instruction	\$56,785	\$10,735,656	Competitively bid contract(s) and subgrants to identified districts
Travel, Supplies, Equipment, and Other Expenses	\$0	\$3,233,460	DOE operating budget
Total	\$257,084	\$25,844,579	

Great Teachers and Leaders

Initiative	Funds Expended in Year 1	Total Budget for Four Years	Procurement
Measure student growth	\$728,600	\$5,800,000	Competitively bid contract
Implement rigorous, transparent, and fair evaluation systems for teachers and principals	\$0	\$4,795,992	Competitively bid contract
Incorporate evaluation results into making career decisions (including financial consultants)	\$0	\$10,961,880	Competitively bid contract(s)
Teacher and principal preparation	\$0	\$25,642,000	Competitive grants to preparation programs
Improve access to teachers in hard-to-staff subjects	\$0	\$10,200,000	Competitively bid contract(s)

Great Teachers and Leaders

Initiative	Funds Expended for Year 1	Total Budget for Four Years	Procurement
Improve data collection of teacher and principal preparation programs and increase rigor of STEM teacher certification exams	\$0	\$3,363,120	Competitively bid contract(s) and/or grant(s)
Improve LEAs' ability to provide effective professional development	\$0	\$5,404,380	Competitively bid contract(s)
Establish a Community of Practice	\$0	\$744,880	Competitively bid contract(s) and/or grant(s)
Great Teachers and Leaders Evaluation	\$0	\$2,000,000	Competitively bid contract with national consulting firm
Total	\$728,600	\$68,912,252	

Turning Around the Lowest-Achieving Schools

Initiative	Funds Expended for Year 1	Total Budget for Four Years	Procurement
Recruit high-quality teachers	\$0	\$9,000,000	Competitively bid contract(s)
Leadership pipeline for turnaround principals and assistant principals	\$0	\$6,000,000	Competitively bid contract
Build district-level capacity for turnaround in rural districts	\$0	\$1,500,000	Competitively bid contract
Provide DA summer academy for persistently lowest-achieving schools and their feeder patterns	\$0	\$6,207,292	Subgrants to fiscal agent districts for regional DA program
Improve and expand STEM career and professional academies	\$0	\$10,000,000	Combination of contracts and subgrants to districts
Provide regional reading coordinators	\$1,918,636	\$14,292,709	Subgrants to DA fiscal agent districts

Turning Around the Lowest-Achieving Schools

Initiative	Funds Expended for Year 1	Total Budget for Four Years	Procurement
Provide regional STEM coordinators	\$28,086	\$7,000,000	Subgrants to DA fiscal agent districts
Implement community compacts	\$15,000	\$13,834,797	Subgrant to selected districts
Partner with effective charter school operators	\$0	\$20,000,000	Competitively bid contract(s)
Total	\$1,961,722	\$87,834,798	

Charter Schools

Initiative	Funds Expended for Year 1	Total Budget for Four Years	Procurement
Implementing unique innovations that align with one or more of the four assurances	\$0	\$10,000,000	Competitive awards

DOE Project Management and Oversight

Initiative	Funds Expended for Year 1	Total Budget for Four Years	Procurement
Project management, formative and summative evaluations, and program support	\$363,404	\$15,381,887	Competitively bid contract(s)
Personnel (salaries and benefits)	\$39,144	\$191,454	Staff augmentation via subgrants and contracts
Travel, supplies, and other expenses	\$89,263	\$2,400,060	Subgrants, contracts and DOE operating budget
Indirect cost	\$0	\$435,970	
Total	\$491,811	\$18,409,371	

Assurance Area/ Project #	RTTT Grant #	Project Name (Per Original Submission)	Four-Year Total Per Amendments Approved 11/11/11	Status of Procurement (Request for Quotes (RFQ), Invitation to Negotiate (ITN), Contract, or Grant)	Daptiv Date for Contract/Grant/ Agreement (Revised Dates)
DOE Project Management and Oversight					
A.1.1a	RM111	Project Management - Agreements and Contracts for Program and Infrastructure Support	\$ 7,820,423	Agreements awarded on 7/18/11 for \$2,246,630 and on 7/29/11 for \$97,204 for Year 2. *RFQ 2012-19 Business Analyst (to replace Data Warehouse Programmer position at TCC) released 10/25/11; Selection of vendor pending. *RFQ 2012-25 - Systems Architect (new position for IT) released 10/25/11; One response received 11/2/11; Vendor selected 11/4/11; Purchase order issued to DELL for \$132,000. RFQ 2011-05/2011-21; Responses due 2/18/11; Vendor selected; Purchase Orders issued to Cogent InfoTech for Year 1 for \$54,272 on 4/13/11 and for \$220,480 on 6/1/11 for Year 2.	
A.1.1b	RM111	Project Management - Project Manager and Daptiv Project Portfolio Management System	\$ 3,087,564	Single Source 2011-34/Single Source 2012-18 - Daptiv Project Portfolio Management (Triple -I Corporation) advertised 12/27/10 for \$91,304; Initial purchase order issued 2/11/11; Single Source 2011-34 advertised 2/4/11 and increased to \$92,270, advertised 4/5/11 and increased to \$160,000, and advertised 8/15/11 and increased to \$210,000 for anticipated costs for January - December 2011. Single Source 2012-33 - Daptiv Project Portfolio Management (Triple-I Corporation) advertised 12/7/11 for \$110,000 for anticipated costs for January - December 2012; Purchase order for \$110,000 pending. RFQ 2011-47 Business Analyst posted 2/22/11; Responses due 3/16/11; Vendor selected; Purchase order to Sanrose issued.	4/18/2011
A.1.1c	RM111	Enhancements of FDOE Financial Systems (and other systems)	\$ 1,500,000	ITN/RFQ under development.	
A.1.2	RM111	Project Formative and Summative Evaluations	\$ 2,973,900	RFQ 2011-54 posted 5/16/11; Responses due 6/10/11; Initial purchase orders issued to Evergreen Solutions, LLC, on 8/23/11 for \$40,750 and on 11/18/11 for \$2,200; Contract #12-901 to Evergreen Solutions, LLC, for \$2,528,167 for Years 2, 3 and 4 executed 11/16/11.	11/30/2011
Contracted Services Subtotal			\$ 15,381,887	Total Year 1 Expenditures for DOE Project Management and Oversight = \$491,811	
Personnel, Travel, Supplies, Other, and Indirect Costs Subtotal			\$ 3,027,484		
DOE Project Management and Oversight Total**			\$ 18,409,371		
Key: Highlighted rows indicate projects in-process or in development. Bold print indicates new information since last status report.					
*These items will be included in the next set of RTTT Amendments.					

Abbreviations Used for Contracted Services

ITN	Invitation to Negotiate (Competitive Contracts)
RFA	Request for Application (Discretionary Grants to Identified Entities)
RFP	Request for Proposal (Competitive Discretionary Grants)
RFQ	Request for Quote
SS	Single Source

Assurance Area/ Project #	RTTT Grant #	Project Name (Per Original Submission)	Four-Year Total Per Amendments Approved 11/11/11	Status of Procurement (Request for Quotes (RFQ), Invitation to Negotiate (ITN), Contract, or Grant)	Daptiv Date for Contract/Grant/ Agreement (Revised Dates)
B					
Standards and Assessments					
B.2.1*	RA111	Adopt Common Core State Standards (CCSS) and Create Standards Tools	\$ 5,500,000	RFP released 5/5/11; Responses due 6/20/11; Review complete; Recommendation approved; Agreement awarded 9/28/11 to FSU for \$5,300,000 (See B.2.2 and B.5.2).	9/28/2011
B.2.2a*	RA111	Instructional Technology Specialist and Technology to Increase Capacity of Statewide System	\$ 3,000,000	RFP released 5/5/11; Responses due 6/20/11; Review complete; Recommendation approved; Agreement awarded 9/28/11 to FSU for \$3,000,000 (See B.2.1 and B.5.2).	9/28/2011
B.2.2b	RA111	Instructional Technology Specialist and Technology to Increase Capacity of Statewide System	\$ 4,000,000	RFQ 2011-04 - Instruction Technology Project Management Services; Re-bid 8/17/11; RFQ 2012-04 Responses due 9/6/11; Selection of vendor final; Purchase order for \$128,800 to Inager Software, Inc., cancelled; Purchase order for \$147,000 to Kyra Info Tech issued.	
B.2.3**	RA111	Textbook Demand Study of Materials in High School and Entry Postsecondary Courses	\$ 75,000	ITN 2011-44 posted 5/6/11; Responses due 6/10/11; Evaluation committee meeting 6/23/11; Negotiations held 7/12/11; Best and Final Offer received 7/26/11; Second negotiation rescheduled from 9/13/11 to 9/26/11; Negotiation meeting held 9/26/11; Second Best and Final Offer due 10/27/11; Offer under review; Notice of Intent to Award to WestEd posted 11/21/11; Contract #12-817 to WestEd for \$113,000 executed 12/1/11 (See B.2.5).	11/29/2011 (12/15/11)
B.2.4	RA111	Revise Standards Tutorial, including development of grade level/content area modules (Year 2 - Algebra, Geometry, 10th Grade Reading, Grades 3-5 Reading and Mathematics; Year 3 - Grades 6-8 Reading and Mathematics; Year 4 - Completion of all Grade Levels and Content Areas)	\$ 24,000,000	ITN 2011-18; Responses due 1/10/11; Evaluation committee 1/18/11; Negotiations held 2/3/11; Intent to Award to Microsoft posted March 7, 2011; \$23,954,909; Bid Protested; Recommended Order Issued 6/7/11; DOE Order issued 7/8/11; Contract #12-815 to Infinity Software for \$20,023,545 executed 12/9/11.	12/28/2011
B.2.5**	RA111	Develop Highly-Effective Teacher Materials Report	\$ 44,000	ITN 2011-44 posted 5/6/11; Responses due 6/10/11; Evaluation committee meeting 6/23/11; Negotiations held 7/12/11; Best and Final Offer received 7/26/11; Second negotiation rescheduled from 9/13/11 to 9/26/11; Negotiation meeting held 9/26/11; Second Best and Final Offer due 10/27/11; Offer under review; Notice of Intent to Award to WestEd posted 11/21/11; Contract #12-817 to WestEd for \$113,000 executed 12/1/11 (See B.2.3).	11/29/2011 (12/15/11)
B.2.6	RA111	Support Statewide Professional Development in all LEAs and State Preservice Programs on Resources Available	\$ 8,000,000	(Year 4)	11/28/2013
B.2.7	RA111	School-level Training Materials and Tutorials for Teachers on Accessing Resources and Assessments	\$ 2,000,000	(Year 3)	6/3/2013
Curricular Tools Subtotal			\$ 46,619,000	Total Year 1 Expenditures for Curricular Tools = \$0	

Assurance Area/ Project #	RTTT Grant #	Project Name (Per Original Submission)	Four-Year Total Per Amendments Approved 11/11/11	Status of Procurement (Request for Quotes (RFQ), Invitation to Negotiate (ITN), Contract, or Grant)	Daptiv Date for Contract/Grant/ Agreement (Revised Dates)
B.3.1	RA211	Develop Interim Assessments (54 grades/subjects)	\$ 40,800,000	ITN 2011-38 posted 4/22/11; Responses due 6/14/11; Evaluation committee meeting rescheduled from 6/28/11 to 7/7/11; Negotiation meeting held 8/4-5/11; Best and Final Offers due 8/15-16/11; Second Best and Final Offer requested with an extended due dates of 10/3/11 and 11/2/11; Received Second Best and Final Offers from all vendors; Deadline for acceptance 11/9/11; Intent to Award to Houghton Mifflin Harcourt, posted 11/17/11; Written protest and petition for administrative hearing filed 12/12/11 by CTB/McGraw Hill; Amendment to one Miami-Dade grant for \$250,000 for temporary storage of test items pending (see B.3.6). <i>(Reduction of \$1,000,000 pending USDE Approval)</i>	12/21/2011 (TBD)
B.3.2	RA211	Develop Reading Interim Assessments	\$ 1,500,000	(Years 2-4)	6/29/2012
B.3.3**	RA211	Develop Common Core Reading Formative Assessment System	\$ 12,000,000	ITN 2011-19; Posted 3/18/11; Due date for responses changed from 4/12/11 to 4/15/11; Evaluation committee rescheduled from 4/22/11, 4/28/11 , and 5/5/11, to 5/17/11; Negotiations to be held 8/16/11; Notice of Intent to Award to Pearson posted 9/2/11; Contract #12-816 to Pearson for \$11,154,146 executed 12/13/11 (See B.5.1).	11/10/2011 (12/15/11)
B.3.4****	RA211	Develop Common Core Mathematics Formative Assessment System	\$ 2,000,000	RFP released 5/6/11; Responses due 5/27/11; Review complete; Recommendation approved; Agreement awarded 9/19/11 to FSU for \$1,900,000 (See B.5.1).	9/19/2011
B.3.5	RA211	Content Experts	\$ 1,280,000	Agreement awarded 2/8/11 to Tallahassee Community College (TCC) for \$383,431 for five content experts for Year 1; Agreement awarded 7/18/11 for \$421,471 and amended to \$448,971 for Year 2.	2/8/2011
B.3.6	RA211	Design and Develop Assessments in "Hard-to-Measure" Areas	\$ 20,000,000	RFP released 5/6/11; Up to seven awards; Responses due 6/13/11; Reviews complete; Recommendations approved; Seven grant awards issued totaling \$6,666,666.65; Amendment to one Miami-Dade grant for \$250,000 for temporary storage of test items pending (see B.3.1). <i>(Reduction of \$1,000,000 pending USDE approval)</i>	7/29/2011
B.3.7	RA211	Participate in Programme for International Student Assessment (PISA), Progress in International Reading Literacy Study (PIRLS), and Trends in International Mathematics and Science Study (TIMSS)	\$ 1,900,000	Single Source 2010/11-02 advertised 10/8/10 for \$1,950,000 - Westat, Inc.; Contract #11-651 issued to Westat on 12/6/10 for a total of \$1,900,000 for Years 1-4.	12/7/2010
B.3.8	RA211	External Assessment Evaluator	\$ 2,000,000	ITN 2012-12 in development. Pending USDE Approval.	TBD
Assessments Subtotal			\$ 81,480,000	Total Year 1 Expenditures for Assessments = \$576,100.	

Assurance Area/ Project #	RTTT Grant #	Project Name (Per Original Submission)	Four-Year Total Per Amendments Approved 11/11/11	Status of Procurement (Request for Quotes (RFQ), Invitation to Negotiate (ITN), Contract, or Grant)	Daptiv Date for Contract/Grant/ Agreement (Revised Dates)
B	Standards and Assessments - cont.				
B.4.1	RA311	Model High School Student STEM Programs of Study for Gifted and Talented Students	\$ 4,500,000	Competitive RFP posted 3/21/11; Eligible applications are the three regional consortium; Notice of Intent to Apply due 4/1/11; Applications due 5/1/11; Grant awarded 9/23/11 to Panhandle Area Educational Consortium for \$4,500,000.	9/2/2011
STEM Subtotal			\$ 4,500,000	Total Year 1 Expenditures for Increased Access to STEM = \$0	
B.5.1****/****	RA411	Common Core Formative Assessment Lesson Study Toolkits	\$ 4,000,000	ITN 2011-19 Reading Formative Lesson Study; Posted 3/18/11; Due date for responses changed from 4/12/11 to 4/15/11; Evaluation committee rescheduled from 4/22/11, 4/28/11, and 5/5/11, to 5/17/11; Negotiations to be held 8/16/11; Notice of Intent to Award to Pearson posted 9/2/11; Contract #12-816 to Pearson for \$11,154,146 executed 12/13/11 (See B.3.3). RFP Math Formative Lesson Study released 5/6/11; Responses due 5/27/11; Reviews complete; Recommendation approved; Agreement awarded 9/19/11 to FSU for \$900,000 (See B.3.4).	11/10/2011 (12/15/11) - Reading 9/19/11 - Mathematics
B.5.2*	RA411	Common Core Assessment/Use of Data and Lesson Study Toolkits	\$ 2,400,000	RFP released 5/5/11; Responses due 6/20/11; Review complete; Recommendation approved; Agreement awarded 9/28/11 to FSU for \$2,200,000 (See B.2.1 and B.2.2).	9/28/2011
Classroom Support Subtotal			\$ 6,400,000	Total Year 1 Expenditures for Classroom Support = \$0	
Standards and Assessments Contracted Services Subtotal			\$ 138,999,000		
Standards and Assessments Personnel, Travel, Supplies, Other, and Indirect Costs Subtotal			\$0		
Standards and Assessments Total			\$ 138,999,000	Total Year 1 Expenditures for Standards and Assessments = \$576,100	
* B.2.1, B.2.2a and B.5.2 are included in one RFP. ** B.2.3 and B.2.5 are included in ITN 2011-44. *** B.3.3 and a portion of B.5.1 are included in ITN 2011-19. ****B.3.4 and a portion of B.5.1 are included in one RFP.					
C	Data Systems				
C.6.1a	RD111	Develop the Web-based Portal with Single Sign-on (staff augmentation for portal, single sign-on, and reports)	\$ 11,061,840	RFQ 2011-25 - Project Manager posted 11/8/10; Responses due 11/15/10; Vendor selected; Purchase Orders issued to E-TechServices. RFQ 2011-23 - Business Analyst posted 12/14/10; Responses due 12/22/10; Vendor selected; Purchase Orders issued to Kyra Infor Tech Inc. RFQ 2011-43 - Applications Architect posted 2/4/11; Responses due 12/14/11; Vendor selected; Purchase Order issued to Sanrose Info Serv. RFQ 2012-15 - Systems Architect posted 8/19/11; Responses due 8/29/11; RFQ rebid sent to vendors on 9/28/11; Responses due 10/4/11; Vendor selected; Purchase Order issued to TEKsystems, Inc.	
C.6.1b	RD111	Facts.org Activities (includes college and career readiness evaluations for students, parents, teachers and guidance counselors, and alerts to students)	\$ 399,371	Agreement awarded 3/21/11 to University of South Florida (USF) for \$119,520 for Facts.org enhancements for Year 1; Agreement awarded 10/12/11 for \$169,721 for Facts.org enhancements for Year 2.	

Assurance Area/ Project #	RTTT Grant #	Project Name (Per Original Submission)	Four-Year Total Per Amendments Approved 11/11/11	Status of Procurement (Request for Quotes (RFQ), Invitation to Negotiate (ITN), Contract, or Grant)	Daptiv Date for Contract/Grant/ Agreement (Revised Dates)
C.7.1	RD211	Local Systems Exchange	\$ 35,000	Grant awarded 6/17/11 to Marion County for a total of \$35,000 for Years 1-4.	5/25/2011
C.7.2	RD211	Local Instructional Improvement Systems (LIIS) Survey	\$ 70,000	(Staff augmentation through DOE cost-recovery)	
C.7.3	RD211	Needs-based Grants to Small/Rural LEAs for Purchase, Installation, and Training Costs	\$ 5,000,000	RFA released 6/3/11; 50/50 applications received; Fifty grant awards issued.	12/1/2011
C.8.1	RD311	Data Captain and Data Coaches (Assigned to Regional Teams)	\$ 3,326,460	Grants/Agreements awarded to Regional Differentiated Accountability (DA) Projects for a total of \$465,616 for eight Data Coaches and for \$79,260 for the Data Captain for Year 1. Grants/Agreements awarded 7/18/11 for a total of \$848,921 for Data Coaches and \$196,129 for Data Captain and Instructional Designer for Year 2 (see C.8.2).	
C.8.2	RD311	Multi-media Professional Development on Accessing and Using Data and Instructional Designer	\$ 975,000	Grants/Agreements awarded 7/18/11 to TCC for a total \$196,129 for Data Captain and Instructional Designer for Year 2 (see C.8.1); Instructional Designer hired as of 12/20/11. (Years 2-4)	12/28/2011
C.10.1a	RD511	Update and Expand the Hardware and Software Capacity of the Technology Environment to Handle the Increased Demand To and Use of Data and Software (includes NWRDC server administrative support, software and technical support, security certificates and evaluation, and hardware support)	\$ 1,205,196	RFQ 2012-39 - Customer Service Hotline to be posted.	
C.10.1b	RD511	Update and Expand the Hardware and Software Capacity of the Technology Environment - Facts.org	\$ 124,000	Agreement awarded 3/21/11 to University of South Florida (USF) for \$69,000 for Facts.org for Year 1; Agreement awarded 10/12/11 for \$39,600 for Facts.org for Year 2.	
Data Systems Contracted Services Subtotal			\$ 22,196,867		
Data Systems, Travel, Supplies, Stipends, Equipment, and Other Costs Subtotal			\$ 3,647,712		
Data Systems Total			\$ 25,844,579	Total Year 1 Expenditures for Data Systems = \$257,084	

Assurance Area/ Project #	RTTT Grant #	Project Name (Per Original Submission)	Four-Year Total Per Amendments Approved 11/11/11	Status of Procurement (Request for Quotes (RFQ), Invitation to Negotiate (ITN), Contract, or Grant)	Daptiv Date for Contract/Grant/ Agreement (Revised Dates)
D					
Great Teachers and Leaders					
D.11.1	RG111	Statewide Measures for Student Performance at the Teacher Level	\$ 4,550,000	ITN 2011-01; Responses due 11/30/10; Evaluation committee 12/10/10; Negotiations held 12/16 & 12/10; Notice of Intent to Award to American Institutes for Research posted 2/8/11; Contract #11-812, 4/12/11 - 6/30/14, for \$3,997,200 executed 4/21/11; Amendment #1 posted 6/29/11.	11/22/2011
D.11.2	RG111	Develop Measures for Performance-Based Courses	\$ 600,000	(Year 3)	12/31/2012
D.11.3	RG111	Integrate Student Growth Calculation into the Florida Education Data Warehouse	\$ 650,000	(Year 3)	12/31/2012
D.12.1	RG211	National Expertise, Training, and Support to Assist Districts in Revising Evaluation	\$ 4,795,992	ITN 2011-20; Responses due 1/5/11; Evaluation committee 1/14/11; Negotiations to be held 1/24/11; Notice of Intent to Award to Houghton Mifflin Harcourt posted 2/1/11; Contract #11-813 for \$4,793,079 executed 7/21/11.	6/21/2011
D.13.1	RG311	Experts and Support to Assist LEAs with Use of Revised Evaluation System Data to Make Human Capital Decisions	\$ 10,961,880	(Years 2-4)	5/25/2012
D.14.1a	RG411	Job-embedded Teacher Preparation Programs	\$ 18,442,000	RFP Teacher Preparation Program released 5/6/11 for awards not to exceed \$18,000,000; Responses due 7/1/11; Review completed; Recommendation approved; Agreement awarded 12/1/11 to University of Central Florida for \$2,330,906 (Year 1)(Total = \$10,265,471).	12/1/2011
D.14.1b	RG411	Job-embedded Principal Preparation Programs	\$ 6,000,000	RFP Principal Preparation Program released 8/12/11 for two awards not to exceed a total of \$6,000,000; Responses due 9/30/11; Review completed; Recommendation approved; Agreement awarded 12/1/11 to Florida Atlantic University for \$1,089,390 (Year 1)(Total = \$3,500,000); Agreement awarded 12/28/11 to University of South Florida for a total of \$2,499,786.	12/1/2011 (Second award - 12/31/11)
D.14.2	RG411	Recruitment Efforts for Minority Teachers	\$ 1,200,000	RFP released 5/11/11; Responses due 6/7/11; Review to be completed by 7/15/11; Grant to Polk County School Board issued 11/4/11 for \$400,000 for Year 1.	11/15/2011
D.15.1a	RG511	Develop/Implement Teacher Preparation Programs in STEM; Dual Major Programs in Mathematics, Science, and Education		Agreement with UTeach under development (USDOE approval of amendment 11/11/11).	2/6/2012
D.15.1b*****	RG511	Develop/Implement Teacher Preparation Programs in STEM; Dual Major Programs in Mathematics, Science, and Education		RFP for up to four University Replication Sites posted 11/18/11; Responses due 2/10/12 (USDOE approval of amendment 11/11/11).	2/6/12 (3/31/2012)
D.15.1c*****	RG511	UTeach Coordination and Induction Center		RFP for one Coordination and Induction Center posted 11/18/11; Responses due 2/10/12 (USDOE approval of amendment 11/11/11).	2/6/12 (3/31/2012)

Assurance Area/ Project #	RTTT Grant #	Project Name (Per Original Submission)	Four-Year Total Per Amendments Approved 11/11/11	Status of Procurement (Request for Quotes (RFQ), Invitation to Negotiate (ITN), Contract, or Grant)	Daptiv Date for Contract/Grant/ Agreement (Revised Dates)
D					
Great Teachers and Leaders (cont.)					
D.16.1	RG611	Enhance the state's electronic Institution Program Evaluation Plan (eIPEP) - an interactive portal for teacher preparation performance data collection and reporting	\$ 1,620,000	Agreement awarded 11/4/11 to FSU for \$300,000 for Year 1.	11/11/2011
D.16.2	RG611	Increase Rigor of STEM Teacher Certification Exams	\$ 1,743,120	Agreement awarded to TCC for \$200,218 for Year 2 (USDOE approval of amendment 11/11/11).	
D.17.1	RG711	Train Districts on Methods of Evaluating Professional Development and Lesson Study, Set Common Standards for Instructional Coaches	\$ 5,007,620	ITN under development.	4/20/2012
D.17.2	RG711	Develop, Implement, and Evaluate Commissioner's Leadership Academy	\$ 396,760	(Years 2-4)	1/31/2012
D.18.1a	RG811	Community of Practice Meetings and Workgroups	\$ 594,880	RFA (Northeast Florida Educational Consortium (NEFEC)) under development	3/1/2012
D.18.1b	RG811	Web Design for Posting of Products	\$ 150,000	N/A; Web-design via DOE/Cost Recovery.	3/1/2012
D.19.1	RG911	National Expert Review of LEA Practices and State-level Initiatives	\$ 2,000,000	ITN 2011-53 posted 12/1/11; Responses due 12/22/11; Evaluation meeting TBD.	2/29/2012
Great Teachers and Leaders Contracted Services Subtotal			\$ 68,912,252		
Personnel, Travel, Supplies, Equipment, Stipends, and Other Costs Subtotal			\$0		
Great Teachers and Leaders Total			\$ 68,912,252	Total Year 1 Expenditures for Great Teachers and Leaders = \$728,600	

***** D.15.1b and D.15.1c are included in one RFP.

Assurance Area/ Project #	RTTT Grant #	Project Name (Per Original Submission)	Four-Year Total Per Amendments Approved 11/11/11	Status of Procurement (Request for Quotes (RFQ), Invitation to Negotiate (ITN), Contract, or Grant)	Daptiv Date for Contract/Grant/ Agreement (Revised Dates)
E					
Struggling Schools					
E.20.1	RS111	Recruit and Train Teachers for Miami-Dade and Duval Counties (two LEAs with Nine or More Persistently Low-Achieving Schools)	\$ 9,000,000	ITN 2011-17: Addendum issued 1/5/11; Responses due 1/28/11; Evaluation meeting held 2/10/11; Negotiations held 2/28/11; Best and final bids received 3/3/11 and 3/11/11; All bids rejected 5/3/11. RFA in development and pending approval of amendment submitted to USDOE; USDOE approval received 8/26/11; RFA sent to applicants 9/9/11; Applications received and under review; Grants awarded to Miami-Dade County for \$1,428,451 on 11/21/11 and to Duval County for \$1,110,000 on 11/22/11 for Year 1.	11/7/2011 (11/30/11)
E.21.1	RS211	Develop Successful Principals and Assistant Principals for Low-achieving High Schools and their Feeder Patterns	\$ 6,000,000	ITN 2011-40 released 5/13/11; Responses due 7/6/11; Evaluation meeting rescheduled from 6/30/11, 7/19/11, 7/26/11, and 8/9/11 to 8/16/11; Negotiations scheduled for 9/22/11; Best and Final Offers due 10/5/11; Best and Final Offers under review; Second Best and Final Offers requested; Second Best and Final Offers received 11/22/11; Notice of Intent to Award to Southern Regional Educational Board (SREB) posted 11/29/11; Contract #12-800 to SREB for \$7,000,000 executed 12/14/11 (see F.29.1 - \$1,000,000 for charter school participation).	12/14/2011
E.22.1	RS311	Build LEA Leaders' Capacity to Support Low-performing Schools in Ten Rural LEAs	\$ 1,500,000	ITN 2011-41 released 5/26/11; Responses due 6/28/11; All bids rejected; ITN 2012-13 posted 8/12/11; Responses due 9/6/11; Evaluation meeting rescheduled from 9/20/11, 10/4/11, and 10/18/11, and held 11/1/11; Negotiation meeting held 11/30/11; Second Best and Final Offers due 12/7/11; Intent to Award meeting held 12/12/11; Notice of Intent to Award to Public Consulting Group posted 12/16/11; Contract #12-811 to Public Consulting Group for \$1,491,046 executed 12/28/11.	12/29/2011
E.23.1	RS411	Differentiated Accountability Summer Academy	\$ 6,207,292	Agreement awarded 6/16/11 to Panhandle Area Education Consortium (PAEC) for \$1,551,194 for Year 1.	
E.24.1	RS511	Charter School Partnership/Expansion	\$ 20,000,000	ITN 2011-16: Responses due 2/2/11; Negotiations held 2/24/11; Best and final bid received 3/7/11; Intent to award to Charter School Growth Fund posted 3/17/11; Contract 11-821 for \$20,000,000 executed 8/24/11.	8/24/2011
E.25.1a	RS611	Review and Expand Current Career Technical Education (CTE) Programs in the 22 Persistently Lowest-Achieving High Schools	\$ 8,320,000	RFA for selected 22 schools in 12 districts for expansion of CTE programs released 4/20/11; Applications due 5/30/11; All applications received; All grants awarded as of 12/16/11.	12/1/2011
E.25.1b	RS611	Five CTE Experts Assigned to Regional Teams	\$ 1,680,000	Grants/Agreements awarded to Regional Differentiated Accountability Projects for a total of \$331,923 for five Career and Technical Education (CTE) experts for Year 1; Grants to be awarded for a total of \$537,597 for Year 2.	
E.26.1	RS711	Reading Coordinators to Assist Persistently Lowest-Achieving Schools and Their Feeder Patterns (Assigned to Regional Teams)	\$ 14,292,709	Grants/Agreements awarded to Regional Differentiated Accountability (DA) Projects for a total of \$2,931,635 for 40 Reading Coordinators for Year 1; Grants/Agreements awarded for a total of \$3,912,367 for Year 2.	
E.27.1	RS811	Science, Technology, Engineering, and Mathematics (STEM) Coordinators Assist Persistently Lowest-Achieving Schools and Their Feeder Patterns (Assigned to Regional Teams)	\$ 7,000,000	Grants/Agreements awarded to Regional Differentiated Accountability Projects for a total of \$1,462,506 for 20 STEM Coordinators for Year 1; Grants/Agreements awarded for a total of \$2,035,510 for Year 2.	
E.28.1	RS911	Community Compact	\$ 13,834,797	ITN 2011-24: Responses due 3/3/11; Evaluation Team meeting rescheduled for 3/24/11; Negotiations held 4/12/11; Best and Final Offers received 5/20/11; Second Best and Final Offers due 9/29/11 and received; Negotiation meetings held 11/17/11 and 11/18/11; Second Best and Final Offers due 12/12/11 and 12/13/11; Intent to award meeting for Pinellas and Miami-Dade Counties held 12/16/11; Intent to Award meeting for Duval held 12/21/11; Notice of Intent to Award Miami-Dade County to Big Brothers and Big Sisters of Greater Miami, Duval County to Volunteer U.S.A., and Pinellas County to Coordinated Child Care of Pinellas posted 12/21/11; Award for Orange pending; Contract # 12-902 to Coordinated Child Care of Pinellas, Inc., (Pinellas County) for a total of \$1,500,000 executed 12/30/11; Contract # 12-903 to Big Brothers and Big Sisters of Greater Miami-Dade (Dade County) pending; Contract #12-904 to Volunteer U.S.A. (Duval County) pending.	12/27/2011 (at least one contract - 12/31/11)
Struggling Schools Contracted Services Subtotal			\$ 87,834,798		
Personnel, Travel, Supplies, Equipment, Stipends, and Other Costs Subtotal			\$0		
Struggling Schools Total			\$ 87,834,798	Total Year 1 Expenditures for Struggling Schools = \$1,961,722	

Assurance Area/ Project #	RTTT Grant #	Project Name (Per Original Submission)	Four-Year Total Per Amendments Approved 11/11/11	Status of Procurement (Request for Quotes (RFQ), Invitation to Negotiate (ITN), Contract, or Grant)	Daptiv Date for Contract/Grant/ Agreement (Revised Dates)
F	Charter Schools				
F.29.1	RC111	Proposals to Meet the Unique Needs of Charter School Students	\$ 10,000,000	(Years 2-4) This item will include multiple projects benefiting charter schools; Amendment to be submitted to USDOE. Contract # 12-800 to SREB for a total of \$7,000,000 executed 12/14/11 (\$1,000,000 for charter school participation (see in E.21.1)). ITN 2011-54 - Systematic School Improvement Consultant in development; Cancelled. ITN 2012-20 Development of Charter Schools Teacher and Principal Evaluation Systems in development; Pending USDOE approval.	Evaluation Support - TBD
Charter Schools Contracted Services Subtotal			\$ 10,000,000		
Personnel, Travel, Supplies, Equipment, Stipends, and Other Costs Subtotal			\$0		
Charter Schools Total			\$ 10,000,000	Total Year 1 Expenditures for Charter Schools = \$0	



Florida Senate Budget Subcommittee on Education Pre-K-12 Appropriations January 12, 2012

Florida Department of Education
Linda Champion

The Constitutional Amendment

Limits Class Sizes

Pursuant to Section 1 of Article IX of the State Constitution, the following are the maximum number of students in core-curricula courses assigned to a teacher in each of the three grade groups:

- ❖ 18 students in Prekindergarten through Grade 3
- ❖ 22 students in Grades 4 through 8
- ❖ 25 students in Grades 9 through 12

Section 1003.03(2), Florida Statutes

Schedule for Implementation of Compliance with the Constitutional Amendment

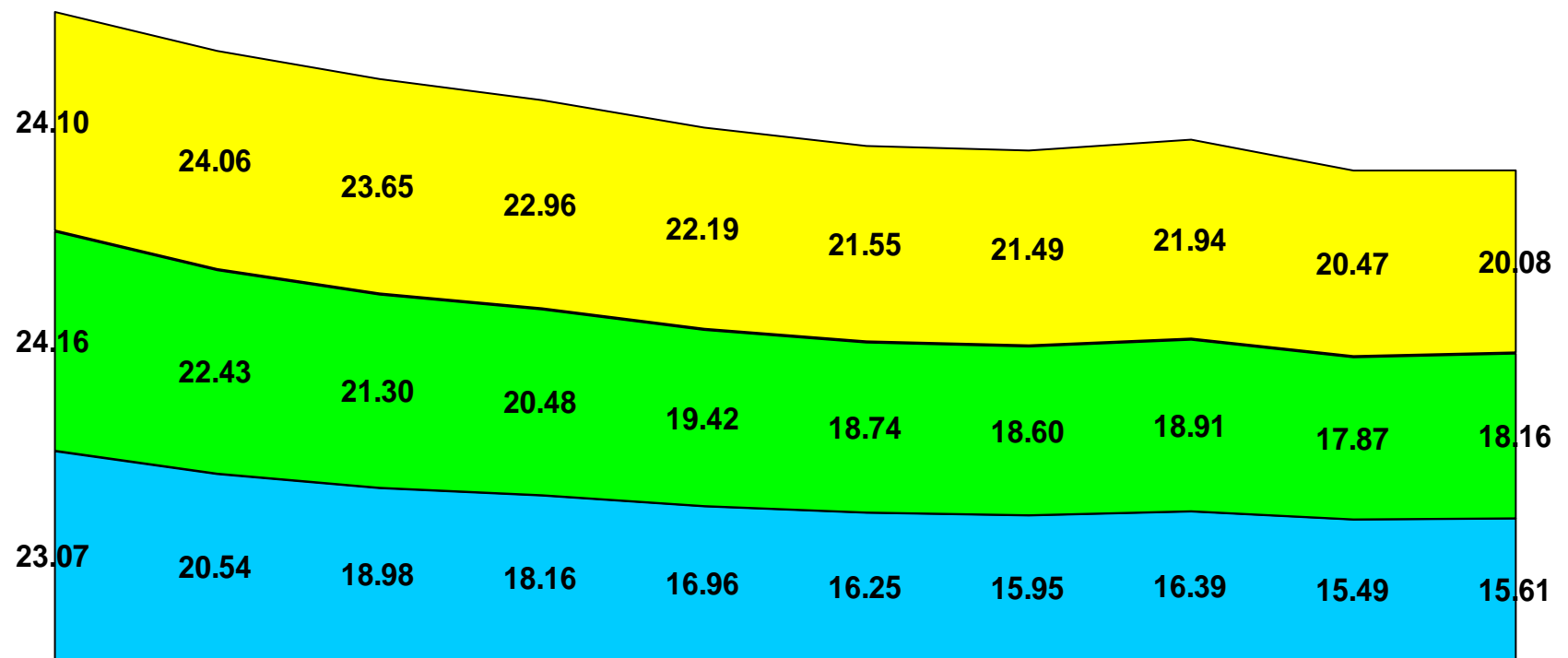
Level at which Compliance is Measured for All Grade Groups by Year

<u>School Year</u>	<u>Traditional Public Schools</u>	<u>Charter Schools</u>
2003-04 through 2005-06	District Level	
2006-07 through 2009-10	School Level	
2010-11 & After	Classroom Level	School Level

Trends in Class Size Reduction

2002-03 to 2011-12

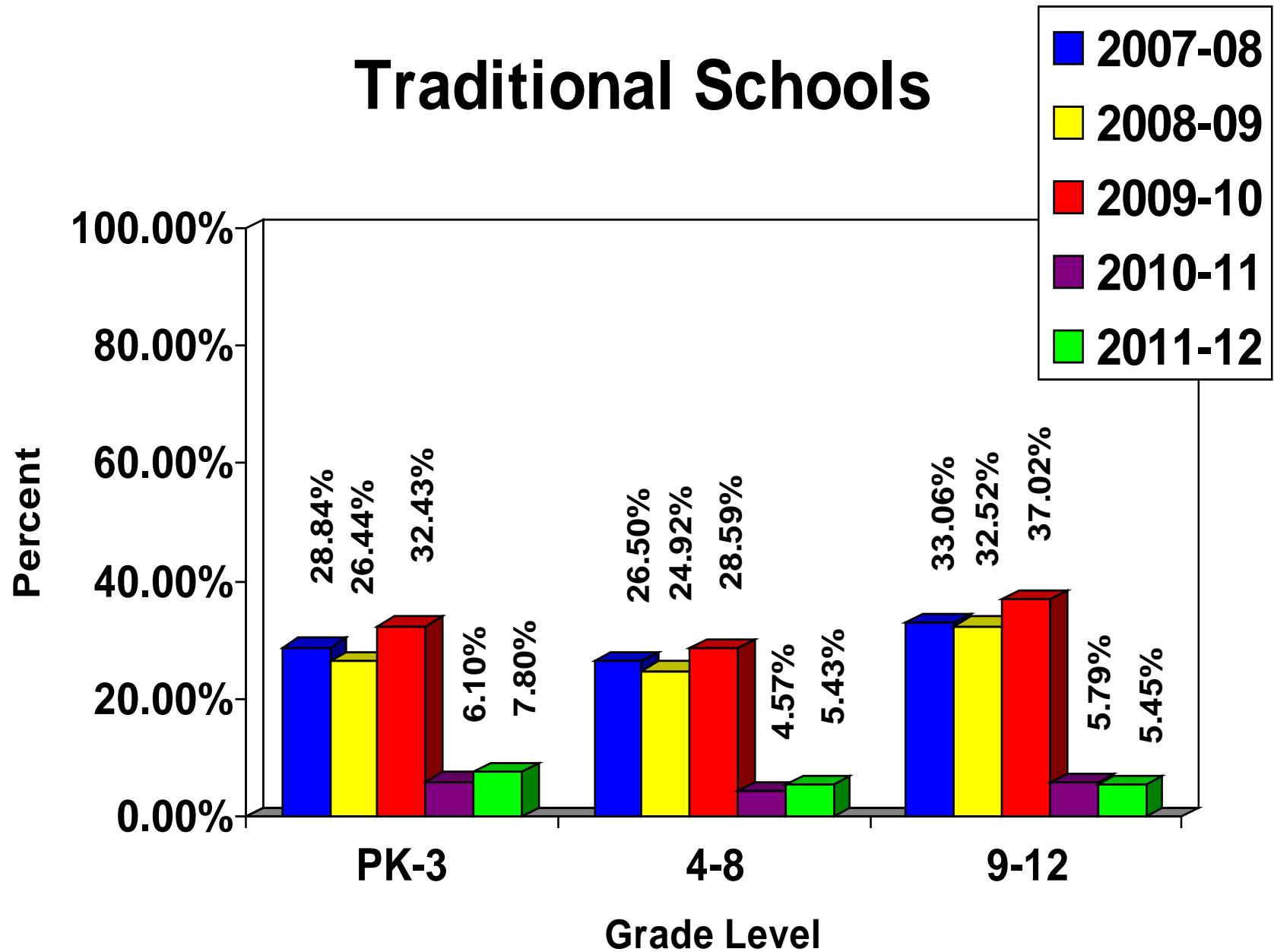
Traditional Public Schools



	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Grades 9-12	24.10	24.06	23.65	22.96	22.19	21.55	21.49	21.94	20.47	20.08
Grades 4-8	24.16	22.43	21.30	20.48	19.42	18.74	18.60	18.91	17.87	18.16
Grades PK-3	23.07	20.54	18.98	18.16	16.96	16.25	15.95	16.39	15.49	15.61

Classrooms Over Cap

Traditional Schools





Percent of Classrooms Over Cap

Comparison of 2011-12 to 2010-11

	2010-11	2011-12	Difference
Traditional Public School Classrooms Over Cap	5.48%	6.56%	1.08%
Charter Schools Over Cap	9.69%	8.93%	-0.76%

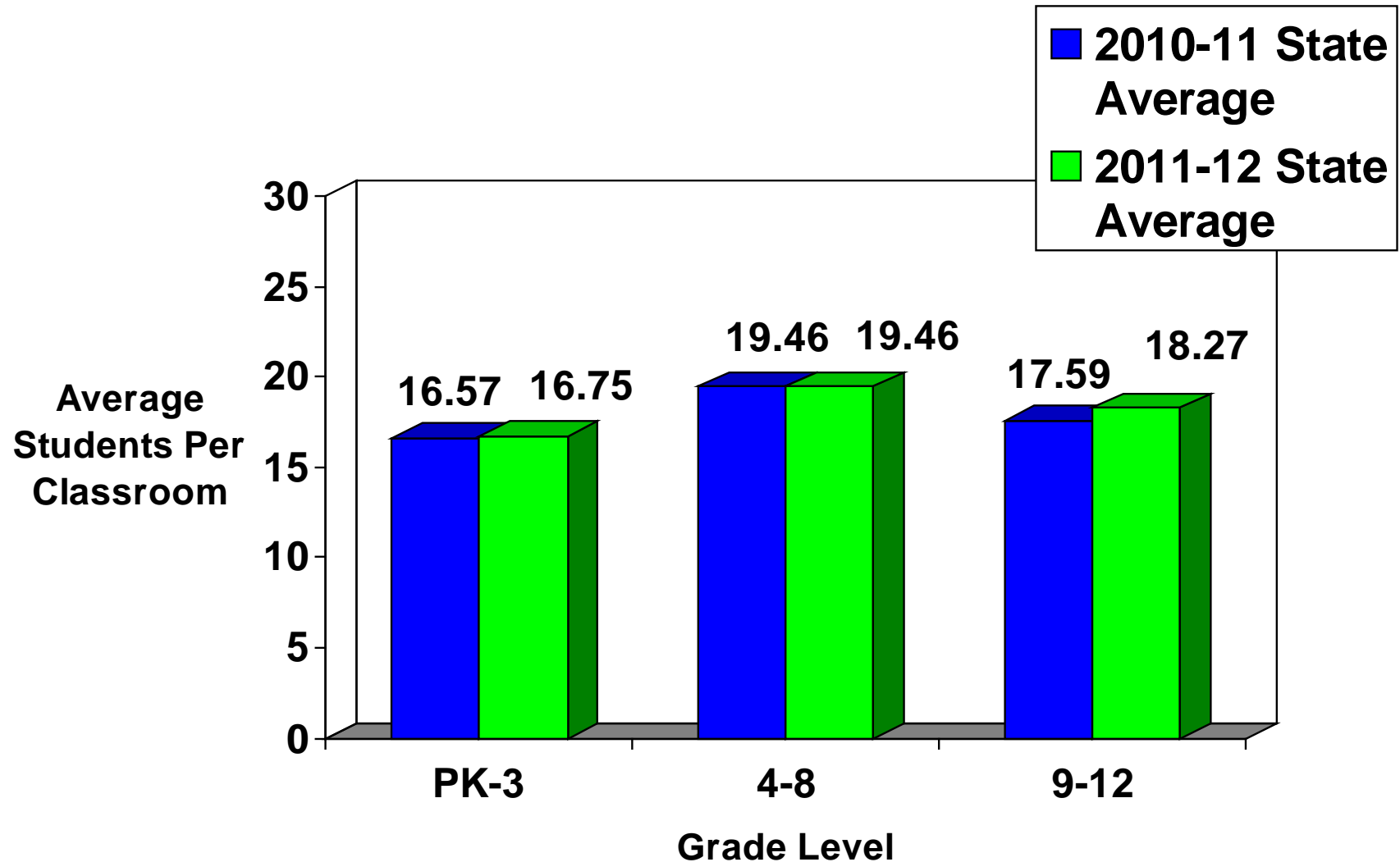


Classrooms Over Cap

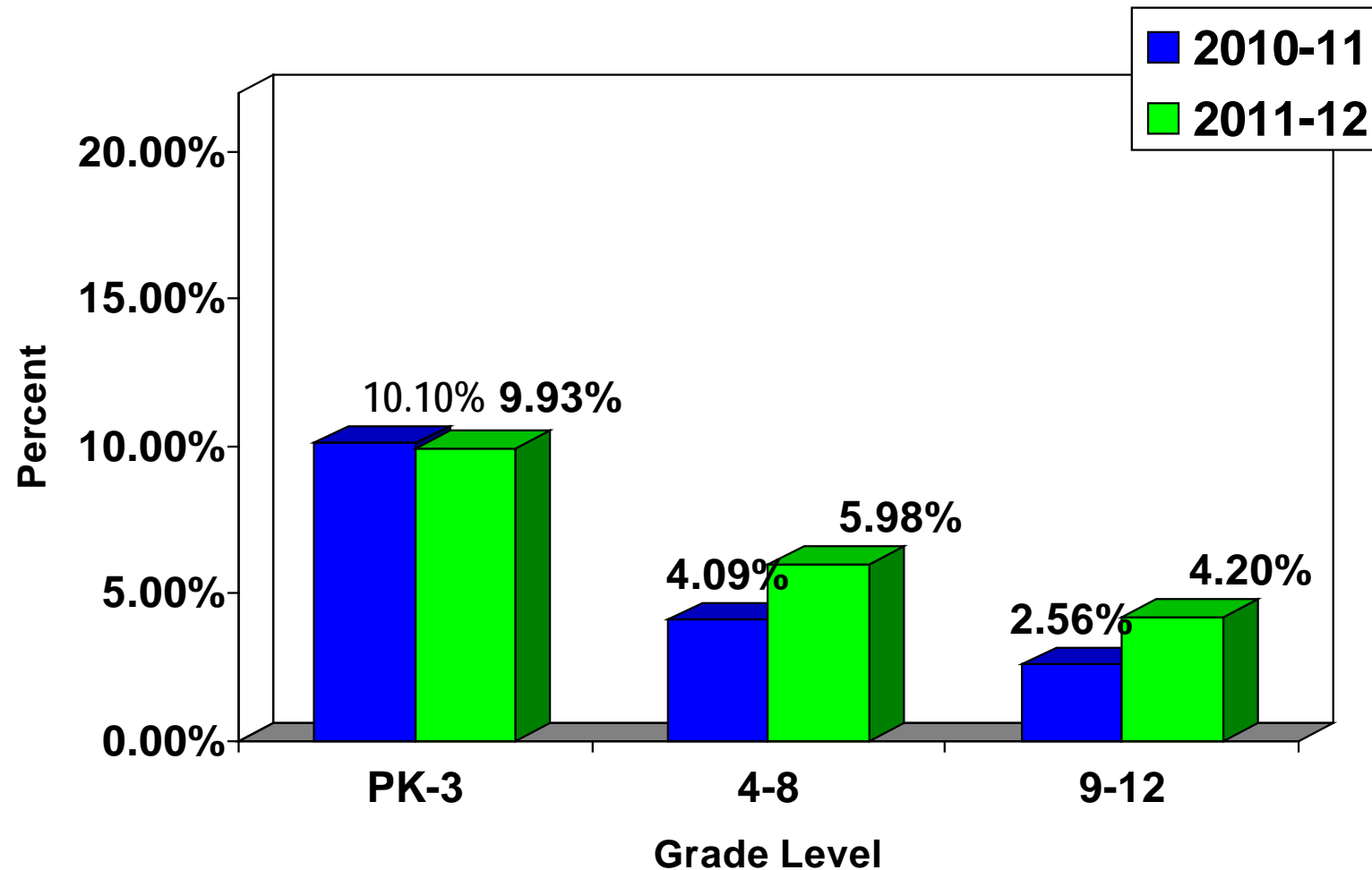
Comparison of 2011-12 to 2010-11

	2010-11	2011-12	Difference
Traditional Public School Classrooms Over Cap	44,556	48,272	3,716
Charter Schools Over Cap	44	46	2

Charter School Statewide Class Size Averages



Percent of Charter Schools Over Class Size Cap



Chapter 2011-055, Laws of Florida

- Revised definition of “Core-curricula” courses
- Directs the Department to identify core-curricula courses
- Students in grades 4-8 taking a high school core-curricula course are subject to high school class size requirements.
- Class Size Maximums may temporarily be exceeded for a student who enrolls after the October student membership survey, if it is impractical, educationally unsound, or disruptive to not assign student to the class.
 - PK - 3: $18 + 3 = 21$ Students
 - 4 - 8: $22 + 5 = 27$ Students
 - 9 - 12: $25 + 5 = 30$

Funding Adjustments to Class Size Operating Categorical

- Calculate Initial Reduction.
 - ☐ Student's Class Size Reduction categorical funding amount
 - ☐ Base Student Allocation (\$3,479.22) multiplied by the district cost differential
- Commissioner may recommend by February 15, subject to approval by the Legislative Budget Commission, an alternate reduction amount.
 - ☐ Extreme Emergency
 - ☐ Unable to meet requirements despite appropriate efforts
- Reallocation to districts in compliance.
 - ☐ Up to 5% of the Base Student Allocation multiplied by the district's total number of students
 - ☐ Not to exceed 25% of total funds reduced
- Restoration to districts not in compliance that submit a compliance plan by February 15.
 - ☐ Balance of funds remaining

Funding Adjustments to Class Size Operating Categorical

- The amount of the initial Class size reduction shall be the lesser of the previous slide's calculated amount or the undistributed balance of the district's class size categorical allocation.
- The Commissioner is authorized to withhold the distribution of the class size categorical allocation to ensure the availability of sufficient undistributed funds to support the implementation of the calculated reduction.

Charter School Class Size Reduction

- Section 1002.33(16)(b)(3), F.S.
 - The statutory requirements related to class size reduction apply to charter schools, except that compliance calculations shall be based on school-level averages.

2011-12 Process and Timelines for Appeals

- November 30** – Districts receive October 2011 school-level class size averages and appeals process begins.
- January 13** – Deadline for submission of appeal and supporting documentation.
- January 13 – 18** - Review of appeals.
- February 15** – Commissioner's recommendation of alternate reduction amounts.
 - 2012 compliance plan submission deadline for traditional public schools and charter schools not in compliance in 2011.
- After February 15** – Legislative Budget Commission approval of reduction calculations.
 - Commissioner calculates reallocations for:
Traditional Public Schools and Charters in Compliance
 - Commissioner calculates restorations for:
Traditional Public Schools and Charters not in Compliance, that have submitted a compliance plan.

History of Class Size Appeals

	Number of Districts/Schools/Classrooms Not in Compliance – Pre- Appeals	Number of Districts/Schools/Classrooms Not in Compliance – Post- Appeals
2003-04	17 Districts	8 Districts
2004-05	18 Districts	9 Districts
2005-06	3 Districts	1 District
2006-07	177 Traditional Public Schools	86 Traditional Public Schools
2007-08	69 Traditional Public Schools	23 Traditional Public Schools
2008-09	39 Traditional Public Schools	0 Traditional Public Schools
2009-10	72 Traditional Public Schools	16 Traditional Public Schools
2010-11	44,556 Traditional Public School Classrooms 44 Charter Schools	29,907 Traditional Public School Classrooms 6 Charter Schools
2011-12	48,272 Traditional Public School Classrooms 46 Charter Schools	Not Available

History of Class Size Transfer/Reduction Calculation for Traditional Public Schools

	Pre-Appeals	Post-Appeals
2003-04	\$21,488,179	\$1,479,948
2004-05	\$11,354,475	\$1,076,719
2005-06	\$5,222,735	\$496,059
2006-07	\$7,836,834	\$3,273,943
2007-08	\$5,330,411	\$333,302
2008-09	\$1,396,108	\$0
2009-10	\$1,912,030	\$267,263
2010-11	\$40,795,637	\$31,305,124
2011-12	\$94,200,755	Not Available



History of Class Size Reduction Calculation for Charter Schools

	Pre-Appeals	Post-Appeals
2010-11	\$2,292,191	\$355,539
2011-12	\$6,283,029	Not Available

Comparison of Current Reduction Policy to Prior Year Reduction Policy (change from 50% of BSA to 100%)

	2011-12 Initial Reduction Prior Year Policy	2011-12 Initial Reduction Current Policy	Difference	Percent
Traditional	\$58,749,605	\$94,200,755	\$35,451,150	60.34%
Charter	\$3,921,323	\$6,283,029	\$2,361,706	60.23%
Total	\$62,670,928	\$100,483,784	\$37,812,856	60.34%

K-12 Class Size Reduction

Total Operating and Capital Costs to Implement through 2011-12

	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011-12	9 Yr Total
2003/04	468,198,634	468,198,634	468,198,634	468,198,634	468,198,634	468,198,634	468,198,634	468,198,634	468,198,634	4,213,787,706
2004/05		503,992,582	503,992,582	503,992,582	503,992,582	503,992,582	503,992,582	503,992,582	503,992,582	4,031,940,656
2005/06			535,008,480	535,008,480	535,008,480	535,008,480	535,008,480	535,008,480	535,008,480	3,745,059,360
2006/07				601,329,648	601,329,648	601,329,648	601,329,648	601,329,648	601,329,648	3,607,977,888
2007/08					532,190,386	532,190,386	532,190,386	532,190,386	532,190,386	2,660,951,930
2008/09						88,771,303	88,771,303	88,771,303	88,771,303	355,085,212
2009/10							116,087,816	116,087,816	116,087,816	348,263,448
2010/11								68,246,534	68,246,534	136,493,068
2011/12									13,639,496	13,639,496
Operating Costs	468,198,634	972,191,216	1,507,199,696	2,108,529,344	2,640,719,730	2,729,491,033	2,845,578,849	2,913,825,383	2,927,464,879	19,113,198,764
FCO Costs	600,000,000	100,000,000	83,400,000	1,100,000,000	650,000,000					2,533,400,000
TOTAL to Implement	1,068,198,634	1,072,191,216	1,590,599,696	3,208,529,344	3,290,719,730	2,729,491,033	2,845,578,849	2,913,825,383	2,927,464,879	21,646,598,764



Presentation may be accessed at

<http://www.fldoe.org/classsize/present.asp>

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, NGCARPD 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	\$577,665	\$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	The additional time has been carved out of non-instructional minutes formerly breakfast and transition so no funds beyond the current bonus structure is required.	\$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	Extended Day (after school)	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 st CCLC: \$81,600.00	\$1,641.00	1003(g) SIG: \$1,650.00, 21 st 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 st CCLC: \$81,600.00	\$1,466.00	1003(g) SIG: \$1,300.00, 21 st 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 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 \$263.51	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

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, NGCARPD 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	The additional time has been carved out of non-instructional minutes formerly breakfast and transition so no funds beyond the current bonus structure is required.	\$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	Extended Day (after school)	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 st CCLC: \$81,600.00	\$1,641.00	1003(g) SIG: \$1,650.00, 21 st 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 st CCLC: \$81,600.00	\$1,466.00	1003(g) SIG: \$1,300.00, 21 st 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

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	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 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 \$263.51	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

**NO MEETING
MATERIALS AVAILABLE.**

1

THE FLORIDA SENATE
APPEARANCE RECORD

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

11/12/12
Meeting Date

Topic Early Learning Information System

Bill Number _____
(if applicable)

Name Lance Kerwin

Amendment Barcode _____
(if applicable)

Job Title Deputy Director, Office of Early Learning

Address 250 Marrott Drive
Street

Phone 850 717 8357

Tallahassee FL 32399
City State Zip

E-mail lance.kerwin@doel.myflorida.com

Speaking: ☐ For ☐ Against ☒ Information

Representing _____

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)

1-12-12
Meeting Date

Topic OEL / FL ELIS

Bill Number _____
(if applicable)

Name Pamela Moore

Amendment Barcode _____
(if applicable)

Job Title Account Executive

Address 3225 Arroyo Drive
Street
Atlanta GA 30305
City State Zip

Phone 404 353 5415

E-mail _____

Speaking: ☐ For ☐ Against ☐ Information

Representing Atlanta Federal

Appearing at request of Chair: ☐ Yes ☐ No

Lobbyist registered with Legislature: ☐ Yes ☒ No

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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)

1-12-12

Meeting Date

Topic K-12 Bibliographic Database

Bill Number _____
(if applicable)

Name David Sikes

Amendment Barcode _____
(if applicable)

Job Title Deputy Chief, Bureau of Curriculum of Instruction

Address 375 West Gaines Street

Phone 245-0808

Street

Tallahassee FL 32399

City

State

Zip

E-mail David.Sikes@fldoe.org

Speaking: ☐ For ☐ Against ☒ Information

Representing Department of Education

Appearing at request of Chair: ☒ Yes ☐ No

Lobbyist registered with Legislature: ☐ Yes ☒ No

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S-001 (10/20/11)

4

THE FLORIDA SENATE
APPEARANCE RECORD

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

1/12/12

Meeting Date

Topic Education

Bill Number _____
(if applicable)

Name David Stokes

Amendment Barcode _____
(if applicable)

Job Title CEO

Address 325 West Gaines
Street

Phone 245 9326

Tallahassee FL 32399
City State Zip

E-mail david.stokes@fldoe.org

Speaking: ☐ For ☐ Against ☒ Information

Representing FLDOE

Appearing at request of Chair: ☒ Yes ☐ No

Lobbyist registered with Legislature: ☐ Yes ☒ No

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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)

1/12/12
Meeting Date

Topic Race to the Top, Class Size,

Bill Number _____
(if applicable)

Name Linda Champion

Amendment Barcode _____
(if applicable)

Job Title Deputy Commissioner, Finance & Operations

Address 325 W Gaines St
Street

Phone 850-245-0406

Tallahassee FL 32399
City State Zip

E-mail linda.champion@fldoe.org

Speaking: ☐ For ☐ Against ☒ Information

Representing FL Dept of Education

Appearing at request of Chair: ☒ Yes ☐ No

Lobbyist registered with Legislature: ☒ Yes ☐ No

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S-001 (10/20/11)

6

THE FLORIDA SENATE
APPEARANCE RECORD

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

1/12/12

Meeting Date

Topic Race to the Top

Bill Number _____
(if applicable)

Name Kris Ellington

Amendment Barcode _____
(if applicable)

Job Title Deputy Commissioner ARM

Address 325 W. Gaines St.
Street

Phone 850 245-0437

Tallahassee FL 32399
City State Zip

E-mail kris.ellington@fldoe.org

Speaking: ☐ For ☐ Against ☒ Information

Representing FL Dept. of Education

Appearing at request of Chair: ☒ Yes ☐ No

Lobbyist registered with Legislature: ☒ Yes ☐ No

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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)

7

1/12/12

Meeting Date

Topic Race to the Top

Bill Number _____
(if applicable)

Name Holly Edenfield

Amendment Barcode _____
(if applicable)

Job Title Race to the Top Coordinator

Address 325 W. Gaines Street

Phone 245-0659

Street

Tallahassee

FL

32399

City

State

Zip

E-mail holly.edenfield@fldoe.org

Speaking: ☐ For ☐ Against ☒ Information

Representing FL Dept of Education

Appearing at request of Chair: ☒ Yes ☐ No

Lobbyist registered with Legislature: ☐ Yes ☒ No

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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)

11/12/2012

Meeting Date

Topic Education Budget - RTT

Bill Number _____
(if applicable)

Name Kit Goodner

Amendment Barcode _____
(if applicable)

Job Title Asst. Deputy Commissioner, ARM

Address 325 W. Gaines (Turlington)

Phone 850-245-0072

Street

Tael 99

City

State

Zip

E-mail kit.h.goodner@flor.org

Speaking: ☐ For ☐ Against ☒ Information

Representing Dept. of Ed.

Appearing at request of Chair: ☐ Yes ☐ No

Lobbyist registered with Legislature: ☐ Yes ☒ No

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THE FLORIDA SENATE

APPEARANCE RECORD

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

9

1/12/12
Meeting Date

Topic RTTT - Turning Around the Lowest Achieving Schools Bill Number _____
(if applicable)

Name Fred R. Heid Amendment Barcode _____
(if applicable)

Job Title Bureau Chief School Improvement

Address 325 W. Gaines Street Phone 850-245-0857
Street

Tallahassee FL 32399
City State Zip

E-mail frederick.heid@fldoe.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.

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Patrick Moore w/ Hewlett Packard

THE FLORIDA SENATE

APPEARANCE RECORD

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

10

1/12/12
Meeting Date

Topic Race to the Top

Bill Number 1321
(if applicable)

Name Mike Koci

Amendment Barcode _____
(if applicable)

Job Title Director Independent Education & Parental Choice

Address 325 W. Gaines St.
Street
Tallahassee FL 32399
City State Zip

Phone 245-9631

E-mail mike.koci@fldoe.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.

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S-001 (10/20/11)

CourtSmart Tag Report

Room: KN 412

Case:

Type:

Caption: Senate Budget Subcommittee on Education Pre-K-12 Appropriations - 412 Knott 1:00pm **Judge:**

Started: 1/12/2012 1:07:37 PM

Ends: 1/12/2012 3:02:07 PM

Length: 01:54:31

1:07:38 PM	Call to order
1:08:05 PM	Roll call
1:08:24 PM	Chair remarks
1:08:54 PM	SB 366 by Senator Gaetz
1:14:03 PM	SB 366 - Favorably passed
1:16:12 PM	Lance Kerwin, Deputy Director, Office of Early Learning
1:42:07 PM	Patrick Moore, Hewlett Packard
1:54:29 PM	Davis Sikes, Department of Education
2:01:40 PM	David Stokes, Chief Information Officer for the Technology Office of DOE
2:05:45 PM	Linda Champion, Deputy Commissioner for Finance and Operation, DOE
2:16:41 PM	Kris Ellington, Deputy Commissioner, Accountability, Research, and Measurement
2:26:29 PM	Holly Edenfield, Race to the Top Coordinator, DOE
2:31:11 PM	Keith (Kit) Goodner, Assistant Deputy Commissioner for Accountability, Research & Measurement
2:34:31 PM	Fred Heid, Bureau Chief for School Improvement
2:57:42 PM	Mike Kooi, Executive Director of the Office of Independent Education & Parental Choice
3:00:58 PM	Meeting Adjourned