

**F. General**

	Available	Tier 1	Tier 2	Init
<b>(F)(1) Making education funding a priority</b>	10	9	9	

**(F)(1) Reviewer Comments: (Tier 1)**

The percentage of total revenues available to support elementary, secondary and public higher education in Florida for FY 2009 was 0.22% higher than the total revenues available in FY 2008. Fiscal equity is addressed in Florida through the administration of the Florida Education Finance Program (FEFP) which was adopted by the state legislature in 1973. The FEFP has been subjected to review by the state courts and has been determined to be an equitable method for allocating state and local operating funds to local school districts. Fiscal equity is addressed largely through the FEFP formula accommodation of local variable tax bases through equalization. Through the equalization of property tax revenue, high poverty school districts are advantaged because they do not have wealth as measured by the local property tax base to finance their schools. Other components of the FEFP address equity based on the priority of need assigned to certain students (a weighting factor for special education students, Exceptional Student Education, Guaranteed Allocation and English Language Learners) and program specific grant funds ( Supplemental Academic Instruction, Safe Schools, and Class Size Reduction). The state has implemented a cost accounting system that documents by LEA and individual schools how federal, state and local revenues are distributed. The application does not address how the FEFP need based funding streams are allocated to LEAs and subsequently within LEAs to achieve equity. There is no information provided on how the cost accounting system documentation will be publicly reported nor actual examples of how as a tool it is being applied to reallocate resources among schools within LEAs.

<b>(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools</b>	40	40	40	
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**(F)(2) Reviewer Comments: (Tier 1)**

The applicant fully meets this criterion over all and by subsections. Clarification is needed on the number of charter school closures (Appendix F and Table F-1). Evidence to meet this criterion is highlighted below. External independent reviews have consistently ranked Florida's charter school law as one of the strongest in the nation. Does Not Prohibit or Inhibit Increasing the Number of High Performing Charter Schools. Legislation authorizing the creation of charter schools as a part of Florida's public education system was enacted in May 1996. Florida law does not prohibit or effectively inhibit increasing the number of high-performing charter schools as it does not impose caps or restrictions on the number of charter schools permitted to operate or the number of students eligible to attend charter schools. In fact, it expressly permits a variety of charter school types, including start-ups, conversions, university-sponsored charter lab schools, charter schools in the workplace, and charter schools in a municipality, while also allowing for any elementary and/or secondary grade configuration. Florida currently has over 400 charter schools educating approximately 137,000 students (5.2% of the state's total number of public school enrollment). Florida's charter schools now include 148 elementary, 68 middle, 107 high, and 87 combination schools, most of which offer a myriad of different programs. Approval Process. Florida statutes and State Board of Education rules provide explicit instructions for approving, monitoring, renewing, and closing charter schools. Each of these processes is required to include an assessment of student achievement as the primary determining factor. As provided by law, Florida's approach to charter school accountability and authorization is directed by high standards of student achievement, enhanced academic success, financial efficiency, and the alignment of responsibility with accountability. Florida law requires that charter contracts include specific information about the educational design of the program and projected student achievement, including school mission, focus of the curriculum, instructional methods to be used, current incoming baseline standard of student academic achievement, outcomes to be achieved, and the methods of measurement that will be used. Charter renewal decisions are driven primarily by the school's record of student achievement. Florida law directs authorizers to consider the school's success or failure to meet the requirements for student performance found in the charter when considering charter renewals. Over the past five years, authorizers have overseen the closure of 129 charter schools. Of the 101 closures that were

non-voluntary, 61 were related to either academic performance or financial management. Florida law requires that charter schools demonstrate how they will serve student populations similar to other schools in the district, as well as, increase learning opportunities for all students, and specifically encourages charter schools to enroll high-need students by allowing them to limit their enrollment to target students at risk of dropping out or academic failure. Florida law also requires charter schools to be one of the options available to school districts to turn around schools categorized as "Intervene" under the state's Differentiated Accountability program. Funding. Charter schools in Florida have access to state taxes, appropriate federal funds (including ARRA State Fiscal Stabilization Funds), local property taxes, and lottery proceeds in the same manner as traditional public schools for current operating costs. Charter schools receive a per student share of these operating funds through the authorizing school district services. Florida law affirms the right of charter schools to receive federal funds for which they are eligible, including Title I funds. Accordingly, federal entitlement programs such as No Child Left Behind (NCLB) and Individual with Disabilities Education Act (IDEA) are to be allocated proportionally by districts to charter schools that provide the services or programs. Additionally, Florida law was recently amended to require the state department of education and school districts to include charter schools in requests for federal stimulus funds. Accordingly, the MOU specifically requires participating LEAs to ensure that charter schools have the same opportunity as other public schools to participate in the RTTT grant. Florida will set aside RTTT funds for a competitive grant that would allow potential vendors to submit bids that meet the unique needs of charter school students in ways that align with one or more of the assurances. Facilities. All aspects of the criterion are addressed satisfactorily. Key features of the state's policies, resources and options include: • SS. 1002.33 (9) and 1013.62, F.S. provides the legislative authority for charter school facility funding, • The amount of charter school capital outlay has increased significantly from \$7.8 million in 2000 to approximately \$57 million in 2009. The per-student amount of this facilities funding for eligible charter schools is comparable to the average per-student amount available to district schools across the state after districts' debt service is removed. Some school districts have chosen to provide charter schools with additional facilities funding from local property tax revenues as well. Charter schools are also eligible to receive funds from impact fees assessed when residential developments cause increased enrollment. • The state provides charter school capital outlay funds only to those schools that demonstrate satisfactory student achievement, financial stability, and sound governance. • Charter school capital outlay funds may be used to purchase real property, construct school facilities, purchase or lease relocatable facilities, renovate and repair existing facilities, purchase equipment, or pay premiums for property and casualty insurance necessary to insure the school facility. • Charter schools are not required to utilize facilities that meet the rigorous State Requirements for Educational Facilities (SREF) with which district-owned school buildings must comply. The law further states that charter schools may utilize a variety of facilities, including libraries, museums, and churches, under the facilities' preexisting zoning and land use designations. • Charter school facilities are exempt from assessments of building permit fees (with exceptions), building and occupational license fees, impact fees, service availability fees, and assessments for special benefits. Charter schools may also have access to district-owned facilities. If a district has a facility or property that is available because it is surplus, marked for disposal, or otherwise unused, it must be provided for a charter school's use. Innovative, Autonomous Schools. Florida enables LEAs to operate innovative public schools as evidenced by its Florida Virtual School, the School District Virtual Instructional Program and developmental research (laboratory) schools.

<b>(F)(3) Demonstrating other significant reform conditions</b>	<b>5</b>	<b>5</b>	<b>5</b>
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**(F)(3) Reviewer Comments: (Tier 1)**

Florida presents several initiatives that fall outside of the RtT Reform Criteria Agenda and includes specific impact data. There are several initiatives that focus on innovation and that when combined with the RtT proposed reform agenda, demonstrates both a historical commitment and a forward looking vision aimed at improving student achievement. • Voluntary Kindergarten Program (VPK) initiated in 2005 Impact data: Data show that higher percentage of children who completed VPK scored ready for kindergarten when compared to children who did not complete or participate in VPK across all three measures of the FLKRS in 2007-08. • Teach for America (TFA): Programs in Duval and Miami-Dade Counties have contributed nearly 200 effective and qualified teachers in 2009 and have plans to double the size of the incoming TFA corps in Miami-Dade County for the 2010 school year • Knowledge Is Power Program (KIPP): KIPP, a national

network of free, open-enrollment, college-preparatory public schools, is expanding to Florida this year. • College Reach-Out Program (CROP): Florida promotes academic achievement in historically underrepresented student populations through CROP, a unique program that provides special support to low-income, educationally disadvantaged students in order to prepare them to complete their postsecondary education (s. 1007.34, F.S.). Over 7,000 students per year participate in CROP, and as a cohort these students outperform their peers across a variety of metrics, such as graduation rate (83% for CROP participants compared to 60% for non-CROP participants) and grade point average (2.48 for CROP participants compared to 2.12 for non CROP participants).

Total	55	54	54	
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**Competitive Preference Priority 2: Emphasis on STEM**

	Available	Tier 1	Tier 2	Init
Competitive Preference Priority 2: Emphasis on STEM	15	15	15	

**Competitive Reviewer Comments: (Tier 1)**

Emphasis on STEM is included in significant ways throughout the state's proposal; • identification of teaching shortages in critical subject areas • emphasis on math and science in the common core standards and aligned assessments • cooperation with industry experts, museums and universities, research centers and other community partners • preparation of more students for advanced study and careers in the sciences technology, engineering and mathematics including the under-representation of women and girls. STEM instruction, student performance, and student access to quality programs are supported in all RttT assurance areas and by prior STEM program initiatives that are firmly established through existing partnerships and the use of funding from state, federal and private sources.

Total	15	15	15	
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**Absolute Priority - Comprehensive Approach to Education Reform**

	Available	Tier 1	Tier 2	Init
Absolute Priority - Comprehensive Approach to Education Reform		Yes	Yes	

**Absolute Reviewer Comments: (Tier 1)**

The Florida application has addressed all four ARRA areas and the required Success Factor Criteria. Close to 90% of the state's LEAs have committed to the RttT reform agenda. The 64 participating LEAs have signed on with explicit and detailed knowledge of local expectations of their roles as collaborative partners in the plan. The Florida RttT application embodies a results oriented approach and presents a comprehensive, innovative and bold set of actions. Florida has dramatically improved student achievement over the past decade as measured by NAEP. Florida stands at the top of all states in making the most progress in closing the achievement gap among races based on NAEP. Florida has been a national leader in many reform innovations and has received national recognition. The state is in a strong position to launch an ambitious agenda consistent with RttT goals building on its accomplishments as well as applying lessons learned from previous reform investments.

Total		0	0	
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Grand Total	500	408	420	
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Florida's overall plan for identifying persistently low achieving schools and supporting LEAs in turning around schools by implementing several intervention models was exceptional. As a result, few points were withheld.

Total	50	47	47
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**F. General**

	Available	Tier 1	Tier 2	Init
<b>(F)(1) Making education funding a priority</b>	10	10	10	

**(F)(1) Reviewer Comments: (Tier 1)**

(F)(1)(i) According to Florida's Department of Education, the State's support for education was 26.38 percent of the state budget in FY2008 and 26.60 percent in FY2009; which is substantially unchanged from FY2008 to FY2009. The state presents a table showing the amounts of state funding going to LEAs in FY2009 but not for FY2008. (F)(1)(ii) Florida provides for the equitable distribution of funding to LEAs through its state mandated Florida Education Finance Program (FEFP). Property-rich districts receive proportionally less funding from the state than Property-poor districts. Florida also lists several other state funded programs that provide additional funding to districts and schools based on the needs of their students.

<b>(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools</b>	40	40	40
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**(F)(2) Reviewer Comments: (Tier 1)**

(F)(2)(i) Florida lists specific statutes, rules, and administrative codes in its application to clarify its commitment to charter schools and school reform. Its laws do not prohibit or effectively inhibit increasing the number of high performing charter schools. In fact, the opposite is true for Florida. (F)(2)(ii) Florida's Legislature enacted the state's charter school law in 1996. There are now more than 400 charter schools in the state (4th most in the country) serving more than 137,000 students (3rd most in the country). The majority of the state's charter schools serve high needs populations of students who would otherwise attend low performing schools. The Florida law allows for a variety of charter school arrangements, including operating charter schools in the work place, university-sponsored charters and charters started by municipalities. According to Florida, the growth of charter schools of late has been hampered more by lack of available private funding to assist with start-up, as well as the challenge of effectively teaching children who are academically behind. Nevertheless, Florida presents evidence in its application that its charter law is one of the strongest in the country. (F)(2)(iii) In its application, Florida shares background on the chartering process in the State. It indicates that in 2003, the charter school law was changed to enable applicants who've been denied a charter to appeal to the State Board of Education for reconsideration. Charter schools are also funded in the same manner as traditional public schools, with the only difference being charter school authorizers in the State are allowed to subtract 5% of a school's funding to support the authorizer's administrative bottom line. If awarded an RT3 grant, Florida will use it in collaboration with Charter School Grant funds and private funding to expand charter schools statewide, particularly in communities where the lowest performing schools exist. (F)(2)(iv) Charter schools in Florida also receive facilities funding from the State; \$57M in 2008-09. Charter schools are also exempt from having to meet the State's rigorous "State Requirements for Educational Facilities" provision; however, charters must comply with building and fire prevention requirements. In Florida, charter school students are required to complete the same statewide achievement exam that is completed by students in traditional public schools. Furthermore, state law requires that charter schools be assessed in the same manner as traditional public schools, meaning that all of the measurement and accountability tools listed in Florida's RT3 application will also apply to the Florida's charter schools. In the last five years, Florida has closed 129 charter schools, 61 for poor academic performance of students, thus reflecting a commitment to accountability for student outcomes. Florida's exceptional track record and support of charter schools result in Florida receiving full

points for this criterion. (F)(2)(v) Florida lists a host of other innovative and autonomous public school programs in its application, with brief but substantive explanations of each. The Florida Virtual School is but one example. In 2009-10, it had 154,125 course enrollments, by far the largest virtual school enrollment of any state in the country. No points were withheld.

<b>(F)(3) Demonstrating other significant reform conditions</b>	<b>5</b>	<b>5</b>	<b>5</b>
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**(F)(3) Reviewer Comments: (Tier 1)**

(F)(3) Florida has been a national leader for more than a decade in providing diverse opportunities to drive reform. Several programs and policies have been listed in this application that demonstrate Florida's commitment to creating laws, regulations, policies, and other conditions favorable to education reform and innovation. No points were withheld.

<b>Total</b>	<b>55</b>	<b>55</b>	<b>55</b>
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**Competitive Preference Priority 2: Emphasis on STEM**

	Available	Tier 1	Tier 2	Init
<b>Competitive Preference Priority 2: Emphasis on STEM</b>	<b>15</b>	<b>15</b>	<b>15</b>	

**Competitive Reviewer Comments: (Tier 1)**

Florida expects to meet this priority through offering an array of courses and increased math and science instruction, and increased courses for students in K-12. Florida also requires through its MOU that LEAs ensure that all of their students have increased access to relevant STEM courses, that high school graduation requirements are enhanced, and that Career Academies further integrate technology into their programs. Florida also plans to commission the STEM Florida Education Advisory Workgroup, which will work together to develop the "Florida STEM Plan" by December 2010. This plan will address industry needs, enhancing course curricula and student enrollment in STEM related fields and courses, and increasing student achievement in math and science overall. Florida also plans to partner with other entities (listed in its application) to address the under-representation of minorities in STEM fields and establish initiatives that engage business and industry in determining what type of training students need to strengthen their knowledge and abilities in STEM fields.

<b>Total</b>	<b>15</b>	<b>15</b>	<b>15</b>
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**Absolute Priority - Comprehensive Approach to Education Reform**

	Available	Tier 1	Tier 2	Init
<b>Absolute Priority - Comprehensive Approach to Education Reform</b>		<b>Yes</b>	<b>Yes</b>	

**Absolute Reviewer Comments: (Tier 1)**

Florida's application is very comprehensive. While they were not given total points in all sections in this review, they did adequately address the four education reform areas of Race to the Top.

<b>Total</b>		<b>0</b>	<b>0</b>
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<b>Grand Total</b>	<b>500</b>	<b>434</b>	<b>445</b>
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Provide evidence-based programs to at risk students. Full points are awarded since FL is doing what is reasonable to ensure success. It is helping match districts with a model likely to succeed, it is providing support that shores up school and district capacity, and it is helping to shift both school and community climates and expectations.

Total	50	50	50
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**F. General**

	Available	Tier 1	Tier 2	Init
<b>(F)(1) Making education funding a priority</b>	10	10	10	

**(F)(1) Reviewer Comments: (Tier 1)**

(F)(1)(i): FL expenditures were 0.22% more in 2009 than in 2008. Additionally its FEPE policies have been subjected to review by the courts and been determined to be equitable. It accommodates pupil-rich (high population) districts as well as property-poor (not exactly low income, but related) districts. The amount of state support varies from about 77% of the operating revenue to 91% of the operating revenue. Since FL increased spending slightly and its policies lead to equitable funding, full points are awarded.

<b>(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools</b>	40	36	36
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**(F)(2) Reviewer Comments: (Tier 1)**

(F)(2)(i): FL law does not prohibit or "effectively limit" the number of charter schools. It is nationally recognized as a charter-friendly state. (F)(2)(ii): Florida has regulations and guidelines regarding how it authorizes, approves, monitors, holds accountable, reauthorizes, and closes charter schools. With some exceptions for universities, this authority sits with school districts. FL's proposal includes information about the number of charter school applications, approvals, denials, and closures showing that the system is working. FL also has evidence that many, not all, of its charter schools are more effective with hard-to-teach students than its public schools and it is making an effort to scale effective charter school models. (F)(2)(iii): FL funds students in charter schools in the same way it funds students in other public schools. Charter schools receive all of their state and their Federal funds. Additionally, FL is setting aside a pool of RTTT funds specifically for vendors of charter schools to submit bids that meet their unique needs. (F)(2)(iv): Beginning in 1998, FL established a charter school facility funding program. They can receive funds from impact fees assessed when residential developments cause increased enrollment and they can access district-owned facilities that are surplus in the same manner as can other schools in the district. (F)(2)(v): FL allows districts to operate innovative public schools via the Florida Virtual School, via School District Virtual Instruction, through a university department of education, and by partnering with an approved provider. The intent of RTTT seems to be broader than this. FL is restricting district charters to those it has chosen. It does not seem possible, for example, for a district to open a STEM charter of its own design. FL earns half of the points associated with this criteria since it falls short of "The State allows LEAs to operate innovative, autonomous public schools other than charter schools." FL gets high, but not full points. It meets RTTT criteria for (i) through (iii), but not for romanette (iv) as explained above.

<b>(F)(3) Demonstrating other significant reform conditions</b>	5	5	5
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**(F)(3) Reviewer Comments: (Tier 1)**

One thing that stands out in FL's proposal is its cohesiveness. With reform work there is a synergy that occurs when everything works together and the result becomes more than the sum of the parts. Every piece and part of this proposal pushes in the same direction with a relentlessness that can't be overlooked. In its proposal FL discusses its A+, A++ Plans and it highlights other initiatives it has implemented over the years. All this is evidence it has been engaged in serious work to improve schools for a more than a decade. It is

using RTTT as another opportunity to reflect on this work, make adjustments, and to stay focused on improving student achievement by improving the quality of instruction.

Total	55	51	51
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**Competitive Preference Priority 2: Emphasis on STEM**

	Available	Tier 1	Tier 2	Init
Competitive Preference Priority 2: Emphasis on STEM	15	15	15	

**Competitive Reviewer Comments: (Tier 1)**

The FL proposal has a strong STEM component woven through out. A quick check found references in sections (A)(3), (B)(3), (D)(2), and (D)(4). FL's proposal considered its STEM agenda as it discussed teacher and principal preparation, as it discussed turnaround schools, and as it discussed teacher compensation.

Total	15	15	15
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**Absolute Priority - Comprehensive Approach to Education Reform**

	Available	Tier 1	Tier 2	Init
Absolute Priority - Comprehensive Approach to Education Reform		Yes	Yes	

**Absolute Reviewer Comments: (Tier 1)**

FL addresses all four of the assurances. Its proposal begins with a detailed gap analysis between the assurances and existing FL programs and initiatives. FL was well on its way to meeting most elements of all four assurances before RTTT. It has now written a proposal based on its gap analysis and so designed a plan aimed squarely at the assurances.

Total		0	0
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Grand Total	500	434	439
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during the past few years has had significant success in improving student performance in low-performing schools. To continue and improve on its successes, Florida will implement 13 state-led initiatives and three district-led initiatives to support school turnarounds. Some are on-going efforts and others appear to be start-ups. The thirteen state-led interventions include: (1) Use of regional teams specializing in assisting low-performing schools. (2) Teacher recruitment in locations that have teacher training programs targeted at low-performing schools. (3) Leadership pipelines for turnaround principals and assistant principals (4) Building district-level capacity for turnarounds in rural districts (5) Differentiated Accountability Summer Academy (6) Charter School Partnerships (7) Improve and expand STEM and Career and professional Academies (8) Reading Coordinators (9) Science, Technology, Engineering and Mathematics (Stem Coordinators (10) Community Compacts that involve parents and community members (11) Public Awareness Campaign to Promote a College Readiness Culture (12) Algebra Incentive Bonus to develop STEM skills (13) Cultural Competency The three district-led interventions are: (1) Extended learning time in Intervene Schools (2) Expanded full-day prekindergarten (3) Evidence-based and proven programs to support at risk students Budget Comments: The annual cost of \$7,200,000 for the 40 reading and 40 STEM coordinators needs to be considered in the context of what happens after the RTTT project ends. While a commendable project, will it be sustainable into the future?

Total	50	30	30
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**F. General**

	Available	Tier 1	Tier 2	Init
(F)(1) Making education funding a priority	10	9	9	

**(F)(1) Reviewer Comments: (Tier 1)**

(i) Florida's expenditures used to support elementary, secondary, and public higher education for FY 2009 was .22 percent higher going from \$13,441,014,030 (26.38%) in FY 2008 to 12,033,304,404 (26.60) in FY 2009. While the percentage was slightly higher, actual dollars were lower in 2009 than in 2008. (ii) The Florida Education Finance Program (FEFP) was designed to provide equalized base foundation funds regardless of the wealth of the district. Supplemental Academic Instruction funds is added for students in need of intensive supplemental funds. Safe school and reading funds are targeted at high need schools

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	40	40
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**(F)(2) Reviewer Comments: (Tier 1)**

(i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools. Charter schools are assessed in the same manner as traditional public schools and students. Charter school renewals are largely driven by success in student achievement. (iii) The State's charter schools receive equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues. (iv) The State provides charter schools with similar per-pupil funding for facilities (v) The State enables LEAs to operate innovative, autonomous public schools other than charter schools and the Florida Virtual School is an example

(F)(3) Demonstrating other significant reform conditions	5	5	5
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**(F)(3) Reviewer Comments: (Tier 1)**

The Florida proposal mentioned seven systemic reforms that warranted attention. They highlighted A+ Plan and noted six others. They were: (1) Voluntary Prekindergarten, (2) Teach for America, (3) Knowledge is Power Program, (4) Southern Regional Education Board, (5) College Reach-out Program and Juvenile Justice Educational Enhancement Program.



Total	55	54	54
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**Competitive Preference Priority 2: Emphasis on STEM**

	Available	Tier 1	Tier 2	Init
Competitive Preference Priority 2: Emphasis on STEM	15	15	15	

**Competitive Reviewer Comments: (Tier 1)**

The Florida RTTT proposal does have a high-quality plan to address the need required for a competitive preference priority. The proposal in the section dealing with STEM provides three pages of evidence that STEM is integrated into in many elements of the RTTT proposal. The proposal addressing all the requirement for receiving the 15 preference points.

Total	15	15	15
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**Absolute Priority - Comprehensive Approach to Education Reform**

	Available	Tier 1	Tier 2	Init
Absolute Priority - Comprehensive Approach to Education Reform		Yes	Yes	

**Absolute Reviewer Comments: (Tier 1)**

Florida's State application comprehensively and coherently addressed all of the four education reform areas specified in the ARRA as well as the State Success Factors Criteria in order to demonstrate that the State and its participating LEAs are taking a systemic approach to education reform. The State demonstrated in its application sufficient LEA participation and commitment to successfully implement and achieve the goals in its plans that increase student achievement, decrease the achievement gaps across student subgroups, and increase the rates at which students graduate from high school prepared for college and careers.

Total		0	0
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Grand Total	500	415	419
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<b>(E)(2) Reviewer Comments:</b>		
<p>As per the narrative, Florida has a process in place for identifying the persistently low-achieving schools, and at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest achieving schools if they were eligible to receive Title I funds. Florida has a "Differentiated Accountability Plan" that separates schools into one of six categories, based on their proficiency rates in reading, math and high school graduation. As a requirement of its MOU with participating LEAs, Florida will use their RTT and other funds to support LEAs in turning around their lowest performing schools by implementing one of the four school intervention models: turnaround, restart, school closure or the transformational model. It is not clear from the plan however how Florida will help individual schools or LEAs to identify which turnaround model they will use. Florida has had a track record in moving 79% of its persistently low-performing schools one or more letter grades and in making improvements in their AYP targets. Given this, it is not clear to the reader if these improvements were ambitious given where these schools are performing.</p>		
<b>Total</b>	<b>50</b>	<b>45</b>

**F. General**

	<b>Available</b>	<b>Tier 1</b>
<b>(F)(1) Making education funding a priority</b>	<b>10</b>	<b>10</b>
<b>(F)(1) Reviewer Comments:</b>		
<p>According to the narrative, the expenditures for public education were 26.38 percent of the State total expenditures for FY 2008 and, for FY 2009, the total actual expenditures for public education was 26.60 percent, which meant expenditures increased for education. Additionally, the Florida Legislature has enacted policy that established the FEFP funding formula to provide equitable distribution of state and local funds to the 67 school districts. The distribution of funding resources is made to districts and schools based on the education needs of students.</p>		
<b>(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools</b>	<b>40</b>	<b>40</b>
<b>(F)(2) Reviewer Comments:</b>		
<p>According to the narrative, Florida has been cited as one of only 13 states that does not require revisions to its current charter school laws in order to meet the RTT criteria. Florida's charter school laws do not prohibit increasing the number of high-performing charters and the state does not impose caps. In its narrative, Florida includes a description of its state's approach to charter school accountability and authorization along with the description of its laws and a list of charter schools for the past years that have applied to the state for approval, been approved, denied or closed. Additionally, as per the narrative, Florida law requires that students in charter schools be funded the same as if they were enrolled in a traditional public school. The state also provides charter schools with facilities funding and enables LEAs to operate innovative, autonomous public schools such as the Florida Virtual School and the School District Virtual Instruction Program.</p>		
<b>(F)(3) Demonstrating other significant reform conditions</b>	<b>5</b>	<b>5</b>
<b>(F)(3) Reviewer Comments:</b>		
<p>According to the narrative, for the past 10 years Florida has been committed to education reform that includes efforts like adopting internationally benchmarked standards, providing facilities funding for charter schools and enacting a Differentiated Accountability system to turn around the lowest performing schools. The state has also instituted efforts like Voluntary Prekindergarten Program and brought programs like Teach For America and KIPP to the state.</p>		
<b>Total</b>	<b>55</b>	<b>55</b>

**Competitive Preference Priority 2: Emphasis on STEM**

	Available	Tier 1
<b>Competitive Preference Priority 2: Emphasis on STEM</b>	15	15
Competitive Reviewer Comments: Florida addresses the STEM priority throughout their application and they have a clear and focused emphasis on STEM initiatives that are designed to reform education and prepare students to succeed in college and the workplace and to compete in the global economy. Their plan offers a rigorous course of study in mathematics, technology and engineering. According to the narrative, the state also has a plan to cooperate with industry experts, museums, universities, research centers or other STEM-capable community partners and to prepare more students for advanced study and careers in STEM.		
<b>Total</b>	15	15

**Absolute Priority - Comprehensive Approach to Education Reform**

	Available	Tier 1
<b>Absolute Priority - Comprehensive Approach to Education Reform</b>		Yes
Absolute Reviewer Comments: Florida's application for RTT comprehensively and coherently addresses all four of the reform areas specified in the ARRA as well as the State Success Factors Criteria needed to demonstrate that the state and its participating LEAs are taking a systemic approach to education reform. Florida has demonstrated through almost 90% participation of its LEAs and MOU agreements that it can successfully implement and achieve the goals in its plan.		
<b>Total</b>		0
<b>Grand Total</b>	500	434