**Title II, Part A: 2017-18 Application   
Title II, Part A: Assurances**

By submitting this application to the Florida Department of Education:

* The Local Education Agency (LEA) assures that it will use Title II, Part A funds to increase student achievement for all students including low-income and minority students, children with disabilities, English language learners, and gifted and talented students by (1) optimizing the supply of new teachers and principals and (2) improving the effectiveness of teachers, principals and other schools leaders under section 2001.
* The LEA assures that it will target funds to schools within the jurisdiction of the LEA that have the highest percentages of ineffective teachers, high percentages of students who do not meet the challenging State academic standards, have the largest average class size, or are identified for school improvement under section 2103(b)(3)(B).
* The LEA, after timely and meaningful consultation, will provide the opportunity for equitable participation by private school educational personnel in the activities and services funded by this application and those schools have been so notified. Educational services or other benefits, including materials and equipment provided, shall be secular, neutral, and non-ideological under section 2102(b)(2)(E) and section 8501.
* The LEA assures that professional development activities authorized under Title II, Part A will coordinate with professional development activities provided through other Federal, State and local programs, per section 2102 (b)(2)(F).
* The LEA assures that the professional development activities have been developed with extensive participation of teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title, per section 2102(b)(3).
* The LEA assures that funds received will be used to supplement and, to the extent practical, increase the level of funds that would be made available from nonfederal sources; in no case will such funds be used to supplant funds from nonfederal sources.
* The LEA assures that it will coordinate professional development activities authorized under Title II with professional development activities provided through other Federal, State, and local programs per section 2102(b)(2)(F), ESSA.
* The LEA assures that the control of funds will remain in the public agency and the public agency will administer the funds and property to the extent required by the authorizing law.
* The LEA assures that accurate records will be kept and provide such information to the state, as may be reasonably required for fiscal audit and program evaluation and shall demonstrate compliance with all state, federal, and program requirements. The reports and information provided shall be made readily available to the public, and shall not reveal any personally identifiable information about any individual, per section 2104.
* The LEA assures that programs will be evaluated annually; the evaluation will be used to make decisions about appropriate changes in programs for the subsequent year; the evaluation will describe how program(s) affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served; and the evaluation will be submitted to the state annually, per section 2104 (b).

**Overview of the Title II, Part A Application**

The purpose of Title II, Part A is to provide sub-grants to local educational agencies to 1) increase student achievement consistent with challenging State academic standards; 2) improve the quality and effectiveness of teachers, principals, and other school leaders; 3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and 4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

To achieve these goals, LEAs in the state of Florida shall focus on five broad strategies:

1. Optimizing the supply of new teachers;
2. Boosting effectiveness of all teachers through effective evaluation and targeted professional development;
3. Retaining and leveraging the most effective teachers;
4. Prioritizing effective teachers for high-needs students; and
5. Improving or exiting persistently less effective teachers and replace with more effective teachers

The appropriateness of the strategies the LEA employs will be supported through an analysis of data on student achievement, teacher supply, and teacher, principal and other school leader effectiveness.

**Title II, Part A: Needs Assessment**

To be eligible for funds, an LEA shall conduct an assessment of local needs for professional development and hiring. The needs assessment shall be conducted with extensive participation of the stakeholder groups outlined in the assurances section of this application, and shall be based on various and numerous qualitative and quantitative data about student achievement, teacher supply, teacher effectiveness, and principal and other school leader effectiveness.

Powerful needs assessments have three distinct phases:

1. Phase 1 - Collect and Analyze Data: LEAs should analyze data from various and numerous qualitative and quantitative sources to determine existing trends and patterns that support the identification of needs related student achievement, teacher supply, and teacher and principal effectiveness. Some examples of data a district might consider are included below. The *Title II Needs Assessment Document* provides additional assistance when considering data sources.

**Data to inform student achievement needs**

* Florida Standards Assessment (FSA) student achievement data (Language Arts and Mathematics)
* End-of-Course Exams
* Student Progress Monitoring Data (district-based or school-based)
* Student achievement disaggregated by student group
* Graduation rates; drop-out rates
* Student attendance

**Data to inform teacher and principal supply needs**

* Teacher, principal, and other school leader retention rates
* Anticipated teacher shortages in core academic subjects and Title I programs
* Data on distribution of teachers with specific characteristics (e.g., experience, out-of-field, provisional certificates)
* Data on the effectiveness of current recruitment and retention efforts
* Feedback from exit interviews

**Data to inform teacher and principal effectiveness needs**

* Value-Added Model (VAM) data; Red/Green Sheets
* Instructional practice and leadership practice data on teachers, principals, and school leaders
* Teacher and principal needs assessment survey results
* Annual performance appraisals for teachers, principals, and other school leaders for core academic subjects and Title I school by school and subject area
* Individual professional development plans

**Other data**

* School improvement data
* School grade data
* Current professional development efforts and effectiveness data
* Program evaluation data of programs currently funded
* Private school data from equitable services consultation (s)

1. Phase 2 - Identify Areas of Strength and Challenges: Based on the data collected and analyzed in phase one of the needs assessment, LEAs should look at trends to consider the areas of strength and challenges related to student achievement, teacher supply, and teacher effectiveness and principal and other school leader effectiveness.

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| **Student Achievement**  *Summarize the trends and patterns observed by the team while analyzing student achievement data. What gaps exist in outcomes among student subgroups? What are the important trends and patterns that will support the identification of student, teacher, and leader needs?* | |
| *Areas of Strength* |  |
| *Challenges* |  |

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| **Teacher and Principal Supply**  *Summarize the trends and patterns observed by the team while analyzing teacher and principal supply data. What are the important trends and patterns that will support the identification of teacher and principal supply needs?* | |
| *Areas of Strength* |  |
| *Challenges* |  |

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| **Teacher Effectiveness**  *Summarize the trends and patterns observed by the team while analyzing data on the effectiveness of teachers. What are the important trends and patterns that will support the identification of teacher learning needs?* | |
| *Areas of Strength* |  |
| *Challenges* |  |

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| **Principal and Other School Leader Effectiveness**  *Summarize the trends and patterns observed by the team while analyzing data on the effectiveness of principals and other school leaders. What are the important trends and patterns that will support the identification of principal and other school leader learning needs?* | |
| *Areas of Strength* |  |
| *Challenges* |  |

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| **Other Data Sources (including private school data)**  *Summarize the trends and patterns observed by the team while analyzing other data sources (including private school data). What are the important trends and patterns that will support the identification of student, teacher, and leader needs?* | |
| *Areas of Strength* |  |
| *Challenges* |  |

1. Phase 3: Identify and Prioritize Needs: Once areas of strength and challenges have been identified, districts should identify and prioritize needs associated with student achievement, teacher supply, and teacher effectiveness and principal and other school leader effectiveness. Use the results from phases one and two to identify the greatest needs of the LEA.

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| **Overarching Need** | **Focus area** | **Is the need trending better or worse over time?** | **Can cause(s) be identified?** | **Additional considerations** |
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*Note: Districts may add rows as needed.*

**Title II, Part A: Strategic Activities**

Once the LEA has identified and prioritized needs, consider ways in which Title II, Part A funds can support strategies to address these needs.

Title II, Part A funded activities in the LEA should address the areas of greatest need identified through the needs assessment process. Planning in this manner is intended to improve student achievement and equitable access for our most at-risk students. LEAs should also include in responses how funds will be prioritized to schools that are implementing comprehensive support and improvement activities and targeted support for low-income students.

After reviewing the data analysis results and the district’s determined needs based on this data, explain the specific activities the LEA plans to implement in order to:

1. Optimizing the supply of new teachers;
2. Boosting effectiveness of all teachers through effective evaluation and targeted professional development;
3. Retaining and leveraging the most effective teachers;
4. Prioritizing effective teachers for high-needs students; and
5. Improving or exiting persistently less effective teachers and replace with more effective teachers

Finally, consider how the LEA will evaluate the impacts of these activities on teacher, principal, and other school leader effectiveness and student achievement.

Explain how the LEA will identify and track progress and performance for each of the planned strategies in the following categories. Include which data sources will be monitored and analyzed in order to measure the impact of each strategy, and how the evidence will be used to determine whether the strategy should continue as is, be modified, or be discontinued.

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| **Optimizing the supply of new teachers** | | | | |
| **Description of specific activities to be implemented** | **Person(s) Responsible** | **Other Programs or Funding Sources to be Leveraged** | **Intended Outcome or Goal** | **Describe the data sources and method(s) used to measure the impact of the activity** |
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| **Boosting effectiveness of all teachers through effective evaluation and targeted professional development** | | | | |
| **Description of specific activities to be implemented** | **Person(s) Responsible** | **Other Programs or Funding Sources to be Leveraged (optional)** | **Intended Outcome or Goal** | **Describe the data sources and method(s) used to measure the impact of the activity** |
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| **Retaining and leveraging the most effective teachers** | | | | |
| **Description of specific activities to be implemented** | **Person(s) Responsible** | **Other Programs or Funding Sources to be Leveraged** | **Intended Outcome or Goal** | **Describe the data sources and method(s) used to measure the impact of the activity** |
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| **Prioritizing effective teachers for high-needs students** | | | | |
| **Description of specific activities to be implemented** | **Person(s) Responsible** | **Other Programs or Funding Sources to be Leveraged (optional)** | **Intended Outcome or Goal** | **Describe the data sources and method(s) used to measure the impact of the activity** |
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| **Improving or exiting persistently less effective teachers and replace with more effective teachers** | | | | |
| **Description of specific activities to be implemented** | **Person(s) Responsible** | **Other Programs or Funding Sources to be Leveraged (optional)** | **Intended Outcome or Goal** | **Describe the data sources and method(s) used to measure the impact of the activity** |
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*\* Note: Districts are not required to choose action steps for each strategy. Districts may add rows as needed.*