



Florida's Race to the Top



Turning Around The Lowest-Achieving Schools
Technical Assistance
September 10, 2010

AGENDA

- Review the aspects of the MOU that require Work Plan Tables
 - (E)(2)1.-2.
 - (E)(2)3.
- Q&A



General

- All aspects mirror the requirements and activities outlined within the Differentiated Accountability model.
- The School Improvement Grant also works to parallel the initiatives/actions within this application.
- Sections E(2)4.and (E)(2)5. are included in Work Plan Table for section (D)(3)



General

- (E)(2)1.-2. Selection and implementation of one of the four school intervention models in all persistently lowest-achieving schools.
- (E)(2)3. Implementation of one or more of the following programs within the persistently lowest-achieving schools and within the feeder pattern:
- Increase learning time beyond the current hours of instruction.
 - Offer Pre-Kindergarten on a full day basis using the Department’s Title I Model, for children residing in the attendance zones for such schools.
 - Expand opportunities for students to attend career and professional academies, especially STEM academies.
 - Expand or introduce proven programs to encourage advanced classes, positive behavior support systems, mentoring, and curriculum that provide high-need students with college ready or other postsecondary skills.
 - Approval of other programs that demonstrate strong record of improving student achievement in these district schools.



Drive Improvement in Persistently Low-Achieving Schools

(E)(2)1.-2.



Drive Improvement in Persistently Low-Achieving Schools (E)(2)1.-2.

LEA's Initiatives:

- LEAs with persistently lowest-achieving schools will select one of the four turnaround options (see Appendix A of Florida's MOU):
 - Turnaround
 - Restart
 - Transformation
 - Closure
- LEAs with more than nine persistently lowest-achieving schools may not select the transformational model for more than half of the schools



Drive Improvement in Persistently Low-Achieving Schools (E)(2)1.-2.

State's YEAR 1 Timeline:

- DA Regional Teams will assist in implementation of the intervention model selected and monitor progress.
- At the end of the school year, school performance will be analyzed to determine effectiveness of implemented option.

LEA's YEAR 1 Timeline:

- LEAs/schools will select and implement an intervention model and receive SIG funds for implementation.
- LEA will demonstrate that they have entered into discussions with the collective bargaining unit to support activities including teacher transfer and/or placement at persistently lowest-achieving schools.



Drive Improvement in Persistently Low-Achieving Schools (E)(2)1.-2.

State's YEAR 2 Timeline:

- At the end of the school year, school performance will be analyzed to determine effectiveness of option. Continue implementation of model if effective.

LEA's YEAR 2 Timeline:

- Continue implementation of model if effective.



Drive Improvement in Persistently Low-Achieving Schools (E)(2)1.-2.

State's YEAR 3 Timeline:

- At the end of the school year, school performance will be analyzed to determine effectiveness of option.

LEA's YEAR 3 Timeline:

- Continue implementation of model if effective.



Drive Improvement in Persistently Low-Achieving Schools (E)(2)1.-2.

State's YEAR 4 Timeline:

- At the end of the school year, school performance will be analyzed to determine effectiveness of option.

LEA's YEAR 4 Timeline:

- Continue implementation of model if effective.



Work Plan Table Sample (E)(2)1.-2.

- **Goal:** LEAs will select one of the four school intervention models in all schools identified as persistently lowest-achieving by the Department of Education. **(paraphrased language from MOU)**



Deliverables (evidence)

- LEA will select Intervention Model from list of four options (see Appendix A of MOU).
- LEA will provide documentation that supports the selection of the intervention model to include:
- Teacher performance data regarding student learning gains in reading and math.
- Documentation that reflects the placement of the Principal and his/her record of “turn around” success.
- Documentation relating to staff turnover/replacement.



Key Personnel

- Who will be involved?
 - Identify staff by title
- When are they involved?
 - Identify the timeline regarding each position's involvement



Deliverable 1

LEA will select Intervention Model from list of four options (see Appendix A of Florida's MOU).



Supporting Activities

Activities: (years 1-4)

- Collect pertinent data related to criteria for each intervene option as outlined in (E)(1)
- Use data to determine intervene option
- Develop transfer/placement based upon established teacher effectiveness data with collective bargaining unit as it relates to teacher



Deliverable 2

- LEA will provide documentation annually that supports the selection of the intervention model to include:
 - Documentation detailing staff (including coaches) as it relates to their student Learning Gains in reading and mathematics over a three year period. For those with less than three years of experience Learning Gains will be based upon the number of years taught. For teachers and coaches other than those of reading and mathematics, retention must be based on increased student achievement. LEA will provide detailed report regarding Principal and administrative team as it relates to their qualifications as outlined in Appendix A of the MOU.
 - Documentation relating to staff turnover/replacement each year following the release of student performance data.
 - Details report regarding Principal and administrative team as it relates to their qualifications as outlined in (E)(1)



Supporting Activities

- Develop plan with collective bargaining unit as it relates to teacher transfer/placement based upon established teacher effectiveness data (revise as needed if scalable)
- Collect data relevant to teacher performance specific to learning gains in reading and mathematics
- Develop criteria for the use of student learning gains data in the overall effectiveness ratings of teachers and administrators (revise as needed if scalable)



Implement Proven Programs for School Improvement

(E)(2)3.



Implement Proven Programs for School Improvement (E)(2)3.

LEA's Initiatives (Choose 1 or more):

- Extend learning time in Intervene schools.
- Offer prekindergarten on a full day basis using the Department's Title I Full Day Pre-K model, for children residing in the attendance zones of such schools.
- Expand opportunities for students to attend career and professional academies, especially STEM academies, under s. 1003.496, F.S.
- Expand or introduce proven programs to encourage advanced classes, positive behavior support systems, mentoring, and curriculum that provide high-need students with college-ready, career ready, or other postsecondary skills.
- Apply for approval of "other" programs that demonstrate a strong record of improving student achievement.



Implement Proven Programs for School Improvement (E)(2)3.

I. Extended Learning Time

- Required for Intervene schools
- Must equate to a minimum of 300 additional hours by 2014.



LEA Timeline

YEAR 1:

- LEAs/schools will identify curricula to be used during extended day/year and select most effective teachers to deliver instruction. All teachers trained in selected curriculum and lesson study process.

YEAR 2:

- LEAs/schools to implement extended day/year. Continuously review formative and interim assessment data to optimize instruction and intervention.

YEARS 3-4:

- LEAs/schools to continue implementing extended day/year. Continuously review formative and interim assessment data to optimize instruction and intervention.



Implement Proven Programs for School Improvement (E)(2)3.

II. Provide Pre-Kindergarten on a full day basis using the Departments Title I Model, for children residing in the attendance zones for such schools.

- LEAs with high schools on the persistently lowest-achieving list will use RTTT, SIG, and Title I funds to support the cost of expanding LEA-operated, full-day prekindergarten programs at elementary schools within the feeder pattern.
- LEAs/schools will be implementing a “model” full-day prekindergarten program developed by the FDOE (see Appendix E2-8 “Model Full-Day Prekindergarten Programs” for a summary of the model.)
- The “model” for this full-day prekindergarten program will include high-performing teachers, professional development, high student expectations/standards, use of evidenced-based curriculum, effective instruction, pre- and post-assessments, progress monitoring measures, family literacy and parental involvement, program accreditation, and LEA monitoring of program quality.



LEA Timeline

Year 1:

- LEAs/schools will review current Pre-K programs and identify elementary schools to introduce new programs. Curriculum and staff to be selected and training provided on implementation.

Years 2 - 4:

- LEAs/schools implement new Pre- K program. Data to be tracked to determine increase of school readiness skills of participating students.

Outcome:

- By 2014, LEAs with schools that are persistently lowest-achieving will offer one additional full-day prekindergarten program and increase kindergarten readiness rates.



Implement Proven Programs for School Improvement (E)(2)3.

III. Evidence-Based and Proven Programs to Support At-Risk Students:

- Programs should target dropout prevention and encourage advanced classes, positive behavior support systems, mentoring, and curriculum to equip at-risk students with college- and career-ready skills.



LEA Timeline

Year 1:

- LEAs/schools will review current program offerings and expand or select additional programs.

Years 2 - 4:

- LEAs/schools implement or expand additional programs. Data to be tracked to monitor success of programs.

Outcome:

- By 2014, schools in the persistently lowest-achieving category and their feeder patterns will sustain or introduce programs or initiatives to develop college- or career-readiness skills for at-risk students, especially for students returning from Department of Juvenile Justice facilities. Programs or initiatives will reduce suspension, drop-out, and retention rates, and increase attendance and graduation rates. Performance of students in the lowest 25% will increase in reading and mathematics.



Implement Proven Programs for School Improvement (E)(2)3.

IV. Expand opportunities for students to attend career and professional academies, especially STEM academies, under s. 1003.496, F.S.

- Expanding existing and/or creating new CTE programs with an emphasis on industry certifications and STEM.
- Creating and/or offering applicable professional development focused on integrating the reading, mathematics, and science standards.
- Providing mentor teachers to new and/or struggling teachers.
- Chartering and/or expanding applicable Career and Technical Student Organizations.
- Developing introductory courses to selected feeder schools to expose middle school students to program offerings and to build interest in the programs at the high school level.



LEA Timeline

Year 1:

- FDOE, in partnership with LEAs/schools, will review current CTE programs in the 24 persistently lowest-achieving high schools and determine how to expand offerings to include STEM programs. Curriculum, equipment, and appropriate staff to be selected.

Years 2 - 4:

- LEAs/schools implement new CTE program. Data to be tracked to monitor success of program.

Outcome:

- By 2014, 24 persistently lowest-achieving high schools will offer one additional Career and Technical Education Academy focusing on STEM.
- Schools will demonstrate an increase in graduation rate and in the number of students with industry certification, and a decrease in dropout and retention rates. High schools will achieve a grade of “B” and make at least 80% AYP criteria school-wide, and improve the graduation rate to 80%.



Implement Proven Programs for School Improvement (E)(2)3.

- V.** Apply for approval of “other” programs that demonstrate a strong record of improving student achievement.
- Through this initiative, the FDOE will guide LEA spending generally while LEAs maintain enough flexibility to focus on programs that address their distinct needs. Beyond the classroom, low-performing high schools and their feeder patterns must provide students with a safety net through outreach and enrichment programs to prevent at-risk students from falling through the cracks.



LEA Timeline

Year 1:

- LEAs/schools will review current program offerings and expand or select additional programs.

Years 2 - 4:

- LEAs/schools implement or expand additional programs. Data to be tracked to monitor success of programs.

Outcome:

- By 2014, persistently lowest-achieving schools and their feeder patterns will sustain or introduce programs or initiatives to develop college- or career-readiness skills for at-risk students, especially for students returning from Department of Juvenile Justice facilities. Programs or initiatives will reduce suspension, drop-out, and retention rates, and increase attendance and graduation rates. Performance of students in the lowest 25% will increase in reading and mathematics.



Professional Development “Data Coaches”

- Purpose:
 - To develop effective and substantive professional development in support of the use of student performance data to effectively differentiate instruction.
 - Provide extension to existing Regional Teams in support of schools outside of current targeted schools and persistently lowest-achieving schools.
- Support:
 - Each region will have one Data Coach who will work outside targeted schools to promote the effective use of student performance data and instructional technology.
 - A second Data Coach will be provided in Regions 1, 2 and 4 to support the regions with small rural districts and align with existing consortia.
 - One Data Captain (housed at State Level) will lead the development of professional development and coordinate state Data Coaches in the areas of:
 - Data Driven Instruction
 - Formative and Summative Assessments
 - Differentiation
 - Technology Integration



Technical Assistance Presentations

Sept. 10	10 am-12 noon	Section (E): Turning Around the Lowest-Achieving Schools
Sept. 10	1-3 pm	Budget
Sept. 13	9-11 am	Section (C): Data Systems to Support Instruction
Sept. 14	9-11 am	Section (B): Standards and Assessments
Sept. 14	1-3 pm	Section (D): Great Teachers and Leaders



All presentations and call-in information will be posted at www.fldoe.org/arra/racetothetop.asp

Additional Resources

- www.fldoe.org/arra/racetothetop.asp
- Glossary
- Frequently Asked Questions document
- State Deliverables
- Appendix
<http://www.fldoe.org/ARRA/pdf/topappendix.pdf>
- LEA Allocations
- [RaceToTheTop@fldoe.org](http://www.fldoe.org/racetothetop)



Q&A

