

Mid-Year Review of Progress for
Florida's 2004-2005 F Schools
February 15, 2005

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Progress, Compliance, and
Concerns

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Mid-year Review

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2004-2005 District Action Plan for Repeating F Schools

<u>Action</u>	<u>District Requirements</u>	<u>Evidence</u>
Quality Educators	School Board declares a state of emergency for all repeating F schools. <ul style="list-style-type: none"> ✓ Locate and hire high quality staff (certified in area of responsibility, evidence of success as determined by student gains) for all positions ✓ Staff in place prior to beginning of the school year ✓ Adopt Incentive system to retain quality staff 	Staff lists with qualifications and areas of responsibility
Targeted Funding	School Board adopts a budget for 04-05 which includes funds targeted to top needs of F schools. <ul style="list-style-type: none"> ✓ Adopt special budget category for 04-05 funds ✓ Fully utilize state appropriated Supplemental Academic Instruction (SAI) categorical funds 	School Board Approved Budget
End Social Promotion	By September 1, School Board adopts policies for feeder schools that minimize promotion of unprepared students to the next school level.	Policy distributed to each school
Choice	Within 48 hours of grade designation, School Board notifies parents of School Choice options that include: <ul style="list-style-type: none"> ✓ Opportunity Scholarships and public school choice ✓ McKay Scholarships for students with disabilities 	Dated Parent Communication Documentation

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2004-2005 District Action Plan for Repeating F Schools

<u>Action</u>	<u>District Requirements</u>	<u>Evidence</u>
Community Oversight	<p>By September 1, School Board establishes a Community Oversight Committee for each repeating F school to:</p> <ul style="list-style-type: none"> ✓ Monitor the implementation of school and district plans ✓ Report progress quarterly to the school, the district, and the state 	Documented Members Agreements to Participate
Ensure Success of Each Student	<p>Within the first month of school, schools develop an individual student success plan and contract for each student attending an F school.</p> <ul style="list-style-type: none"> ✓ Form support teams for each student and identify goals ✓ Support team leader coordinates plan and monitors progress 	Each student and parent knows their plan
District and School Action Plans	<p>By August 1, School Board submits web-based district and school action plans that:</p> <ul style="list-style-type: none"> ✓ Address the unique needs of the school and its community (per climate survey and student achievement data analysis) ✓ Include components of the Continuous Improvement Model ✓ Include a rigorous reading improvement plan ✓ Are aligned to performance appraisal data of teachers and administrators 	Plans on web
Close Double F Charter Schools	<p>Require school boards to take emergency action to close double F charter schools in their districts.</p> <ul style="list-style-type: none"> ✓ Double F charter schools should not be open in the 2004-05 school year. ✓ Parents of students attending these schools should be given choices of other schools in the district. 	Documented School Board action

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2004-2005 District Action Plan for Repeating F Schools

Timeline

- June 15, 2004** **State Board of Education approval of District Action Plan.**
- July 15, 2004** **Deadline for School Board written agreement to Comply with Action Plan.**
- August 17, 2004** **School Board Reports to the State Board of Education, providing evidence of compliance in all areas.**
- September 21, 2004** **State Board of Education considers sanctions on noncompliance (e.g., withholding funds, bidding out management of school, and other sanctions).**
- February 15, 2005** **School Board Mid-year Report to the State Board of Education, providing evidence of continued compliance in all areas.**

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Governing Principles

- The district shall be held accountable for providing necessary resources to have all students performing at acceptable levels.
- The state shall provide expectations and necessary resources to enable districts to have all students performing at acceptable levels.
- The State Board of Education shall be prepared to take action in the event that districts are unsuccessful at having all students performing at acceptable levels.

State Board of Education

(Sec. 1008.33 (2), F.S.)

The State Board may recommend one or more of the following actions...

- (a) Provide additional resources, change certain practices, and provide additional assistance
- (b) Implement a plan to resolve equity issues
- (c) Contract for educational services or reorganize
- (d) School Choice
- (e) Other appropriate action

State Progress “No Excuses”

State Level Support

- Continuous Improvement Model
- Florida Achieves!
- Division-wide support teams
- Reading First! Office Support
- College Board Pilot – Jones High School and Raines High School
- Miami-Dade Projects
- Gadsden Project

State Progress

“No Excuses”

State Level Funding - \$8,269,000

- Funding to support mathematics and reading coaches at every school, **\$3,887,000**
- Competitive funding opportunity with F schools prioritized for implementation of secondary research-based reading programs, 13 F Schools funded, **\$387,000**; Orange County chose not to apply
- Comprehensive School Reform competitive funding opportunity – 12 F Schools funded **\$1,745,000**
- School Improvement funding for Title I schools, just released; 10 F Schools, **\$2,050,000** available
- Florida Achieves! **\$200,000** initial with more dedicated

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Requirements of Districts as Defined by the SBE, June 2004

- **Declare a State of Emergency**
- **Funding**
- **End Social Promotion**
- **Choice**
- **Ensure the Success of Each Student**
- **District and School Action Plans**

Districts

Repeating F and F1 Schools

- Miami-Dade (12)
- Duval (8)
- Gadsden (5)

Repeating F Schools only

- Jefferson (1)
- Orange (3)

F1 Schools only

- Broward (2)
- Columbia (1)
- Hillsborough (1)
- Madison (2)
- Palm Beach (3)
- Polk (3)

✓ District Compliance

Quality Educators

- Locate and hire high quality staff for all positions
- Staff in place prior to beginning of the school year
- Adopt Incentive system to retain quality staff

Incentives for Quality Staff

Dade

20% increase in teacher pay. This comes with the extended day (one hour longer); additional 5 days added to the school year and 28 hours of professional development outside of the school day hours

Duval

Signing incentive - \$1,000 to \$3,000

Staff may earn up to \$6,000 by meeting team goals and \$3,000 if school earns a grade of C or better

Gadsden

Perfect Attendance – \$500

School grade of A – \$1,000

Mileage

Tuition Assistance

Jefferson

Teachers received an incentive of \$1,500 and \$1,000 for the recruitment of each new teacher.

Orange

A total of \$6,000 in supplemental pay has been offered:

- \$2,000 for being in the school on September 15,
- \$2,000 for staying throughout the school year,
- \$1,000 for each teacher if the school grade improves, and
- \$1,000 for teachers who teach core subjects in 9th and 10th grade if the school grade improves and the teacher demonstrates learning gains.

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Concern - Vacancies

Quality Educators

Although each district complied with reasonable and in some cases outstanding efforts at the beginning of the school year, there are now vacancies in several of the schools and staff changes have occurred throughout the school year.

✓ District Compliance

Targeted Funding

School Board adopts a budget for 04-05 which includes funds targeted to top needs of F schools.

Example: Columbia

Additional Funds allocated to Niblack Elementary -
Board Approved 9/14/04

- SAI \$5,062.91
- Title I \$31,644.00
- Class Size Reduction – additional teaching unit
\$33,311.34

✓ District Compliance

End Social Promotion

School Board adopts policies for feeder schools that minimize promotion of unprepared students to the next school level.

Broward

Strong Pupil Progression plan that includes for grades 3-10 achieving Level 2 on FCAT SSS, or 25th percentile on FCAT NRT

Duval

Defined for each grade - minimum performance on FCAT SSS, FCAT NRT, Portfolio or Summer reading program

✓ District Compliance

Choice

School Board notifies parents of School Choice options that include:

- Opportunity Scholarships, private and public school choice
- McKay Scholarships for students with disabilities
- NCLB Choice Options for student attending Title I F schools

Example: Miami-Dade

Highlighted as one of the strongest Choice programs in the Nation, Miami-Dade provided parents with four of the five Genuine Choices of Florida's NCLB plan as well as Controlled Choice options for students attending non-Title I Schools, Opportunity Scholarships, and McKay Scholarships

District Compliance

Community Oversight

School Board establishes a Community Oversight Committee for each repeating F school to:

- Monitor the implementation of school and district plans
- Report progress quarterly to the school, the district, and the state

Concern

- Monitoring and implementation

✓ District Compliance

Ensure the Success of Each Student

Schools develop an individual student success plan and contract for each student.

Example: Duval

All students and parents received a student plan within 30 calendar days from the first day of school. Support team members for each student were identified and responsible for monitoring progress toward the goals of the plan and communication with the parent about the plan.

District Compliance

District and School Action Plans

School Board submits web-based district and school action plans that:

- Address the unique needs of the school and its community
- Include components of the Continuous Improvement Model
- Include a rigorous reading improvement plan
- Are aligned to performance appraisal data of teachers and administrators

Concerns

- Quality
- Monitoring and implementation

District Compliance

Close Double F Charter Schools

- Of 7 Double F Charters – 5 were closed and 2 were reconstituted
- Parents of students attending these schools should be given choices of other schools in the district.

Status of Schools

Today a Total of 41 F Schools

27 F Schools

- 4 Elementary
- 13 Middle
- 7 High School
- 3 Combination
 - Of these 12 are Charters

14 Repeating F Schools

- 3 Elementary
- 3 Middle
- 8 High School

School Requirements

- School Improvement Plans
- Research-based School Improvement Model
- Research-based Curriculum Materials
- Mentors
- Parent Involvement
- School-hour Intensive Tutorials
- Quarterly Reporting on Student Progress (data)
- Monthly Communication with BSI

Concerns

- Lack of evidence of significant student progress
- Poor quality plans and reports (compliance vs tool for improvement)
- Vacancies

Next Steps

Given that last year's F schools improved school grade points by an average of 51 points:

- Review the level of implementation of district requirements and compare this to school level improvements
- Recommend Action Plans for 2006-2007 in the event student gains are not achieved

Governing Principles

- The district shall be held accountable for providing necessary resources to have all students performing at acceptable levels.
- The state shall provide expectations and necessary resources to enable districts to have all students performing at acceptable levels.
- The State Board of Education shall be prepared to take action in the event that districts are unsuccessful at having all students performing at acceptable levels.

Arthur Ashe Middle

F1 Broward

Commendations

- Data relating to student progress in reading, writing, math and science is focused, organized and relevant in all areas.
- Increases in student achievement in 6th grade reading based on Local Benchmark Assessment are significant. 14-36%.
- Increases in student achievement in writing 6-8th grade based on evaluation of bi-weekly writing prompts show continued gains. 5-22%.

Concerns

- Decreases in student achievement in mathematics, although assessment monitoring is consistent.
- Loss of student mastery over time from initial instruction.
- An evaluation component is needed to measure effectiveness of teacher mentoring activities.

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Chancellor Charter School F1 Broward

Commendations

- Embraced the school match opportunity; is implementing useful strategies and continuing communication.
- Continuous Improvement Model implementation is well focused and mini-assessments are included in the instructional progression.
- Parent involvement includes a wide range of creative and focused activities to promote student learning and support.

Concerns

- The data reported in subject area assessments, while listed and described, does not correlate to the fall report data in same areas.
- The Enrichment component of the Continuous Improvement Model should target students at or above mastery and be incorporated in the school day.

Niblack Elementary

F1 Columbia

Commendations

- Provided status of CIM as the school-wide improvement model.
- STAR reading assessment show gains; however still below grade level.
- STAR math assessment shows gains.
- STAR reading showed overall increase for SWD.
- Established schedule for tutorials/enrichment activities.

Concerns

- Did not provide comparative writing data.
- Did not include benchmark assessment data.
- Did not provide status of the strategies resulting from collaborations with match school.

Allapattah Middle

F1 Miami-Dade

Commendations

- Each teacher has adopted five students to mentor.
- Completed an on-site visit with their School Match, William Dandy Middle in Broward County.
- Comparative data in science reports an increase in all grades.

Concerns

- Comparative data in reading reports small increases.
- Comparative data in writing reports a decrease.
- Comparative data in mathematics reports increases and decreases.

Charles Drew Middle

F1 Miami-Dade

Commendations

- Good efforts on school match, mentoring, and school wide models.
- Comparative data used and demonstrates some improvement in reading.
- Use of variety of professional development supports to aid new teachers.
- Increase in student performance on writing assessment.

Concerns

- All core subject areas in almost all grades decreasing rather than increasing except writing.
- Parent involvement reports down.
- Nine new staff hired which increased need for professional development.
- Reading and science removed from Saturday academy.

Downtown Miami Charter

F1 Miami-Dade

Commendations

- Miami-Dade College volunteers.
- Pairing teachers with no progress with teachers that made progress in math.
- Revising AIPs according to data.
- Parent involvement going well.
- Good collection of data.
- Use of comparative data.
- Gains in 2nd grade math performance.

Concerns

- Change of grading process at mid-year by district.
- No data provided for science goal.
- Not as much progress in math this quarter.
- Drastic drop in students performing mastery in reading.
- Math performance dropped for students in grades 3-7.

Madison Middle

F1 Miami-Dade

Commendations

- Increased collaboration with district.
- A number of new/beginning teachers have been replaced with experienced teachers.
- 6th and 8th grade reading data indicates increases in student academic achievement.

Concerns

- Math data indicates decreases in student academic achievement at all levels.
- Minimal increases in 7th grade reading performance.
- No school match activities to date, though one activity is planned.
- 16-20 Level 3 students have withdrawn as a result of the recently extended school day.

Miami Central High

F1 Miami-Dade

Commendations

- Indication of greater collaboration with district (professional development).
- Concrete example of collaborative activities using their school match.
- Writing data indicate substantial gains (53% at 3.5 of both 9th & 10th graders).

Concerns

- No data presented to make comparative analysis in reading.
- No data presented to make comparative analysis in math.
- Reading data and language from FCAT Explorer is unclear .
- Student attendance is still below 95% (91.83).

Miami Edison Middle

F2 Miami-Dade

Commendations

- Data charts are provided as evidence of progress monitoring.
- Strengths and opportunities for improvement are identified in the report.
- The 8-step Continuous Improvement Model is monitored by the administrative team.

Concerns

- No evidence of collaborative activities with the school match is provided.
- Several data charts are provided with no clear explanation of meaning.
- No progress is provided from the October report on School Match, Teacher Mentoring, and School-Wide Improvement Model.

School for Applied Technology F1 Miami-Dade

Commendations

- Academic grades in reading and math have increased for ninth and tenth grades.
- Continuous Improvement Model training has been implemented for selected staff.
- EduSoft training and materials were implemented into the curriculum.

Concerns

- A lack of regular assessments for reading, writing, math or science.
- The data provided to document student achievement lacked explanation or descriptive analysis.
- No timeline for the FCAT practice test was identified.

Vankara Academy Charter

F1 Miami-Dade

Commendations

- Started Saturday school.
- Hired reading tutor and started after school program.
- Parental involvement increasing (36%).
- Pursued and obtained suitable school match.

Concerns

- Narrative – no data evidence.
- No science data for mini-assessments or any other assessments.
- No math data.
- No update regarding November quarterly assessment in reading.
- No report on NAYP subgroups.
- No update on reading leader or status of teacher training.
- 40% drop in 8th grade student performance on FCAT writing.

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Holmes Elementary

F2 Miami-Dade

Commendations

- Increased collaboration with district.
- A clear understanding of CIM and a correspondingly clear implementation of the school improvement model.
- Comparative reading data that is presented for 3rd, 4th & 5th grades by cluster indicate substantial gains.
- Analysis of disaggregated data in reading and math has been utilized to modify instructional strategies and interventions.

Concerns

- Reading progress according to DIBELS scores problematic.
- Quarterly assessment data in reading and math indicate declines in student academic achievement.
- Parent involvement has declined measurably since the beginning of the school year.

West Little River Elementary

F2 Miami-Dade

Commendations

- Analysis of disaggregated data in reading and math has been utilized to modify instructional strategies and intervention.
- Increased collaboration with district.
- Understanding of CIM and implementation of the school improvement model.
- Concrete example of collaborative activities using their school match.

Concerns

- Disaggregated data by grade level from quarterly reports indicates a high percentage of students below grade level.
- The number of parents of Tier 2 and 3 students participating in workshops is not progressing as expected.

Miami Jackson

F3 Miami-Dade

Commendations

- Increased collaboration with district.
- All students who are reading 2 years or more below grade level are scheduled for daily 100-minute literacy block.
- A detailed list of teacher mentoring activities has been provided.
- Writing data disaggregated by expository and persuasive.
- Up to date reading and math data has been disaggregated by cluster and strand.

Concerns

- School match has been chosen but no activities have been scheduled.
- Math and reading data show minimal increases in student academic achievement.
- Tenth grade writing narrative scores have decreased.

Miami Edison Senior F3 Miami-Dade

Commendations

- Extensive planning is in place for modification of instructional delivery.
- Science instructors are integrating delivery of mathematics in their curriculum.
- New Saturday Academy began January, 2005.

Concerns

- No school match has been identified and no collaborative activities have been listed.
- Provided no evidence of progress in the implementation of the Continuous Improvement Model.
- The validity of the reading and mathematics assessment is unclear, and reported data indicates sharp increases then decreases in student mastery.

Paxon Middle

F1 Duval

Commendations

- Participating in Florida Achieves!
- New teachers paired with mentors mid-year.

Concerns

- Overall decrease in student performance in reading and math.
- Little evidence that this report made a serious attempt to document progress from last report; little data to show participation in strategies by staff or instruction by students but rather only ambiguous narrative statements are provided.
- No disaggregated data regarding student progress.
- Student achievement data not clearly labeled as to what is being measured.
- Lost five teachers before December.
- Inadequate involvement with match school; no concrete actions listed.
- No data regarding participation in professional development activities.

School of Success Middle

F1 Duval

Commendations

- Duval SSS assessment indicates increases in reading achievement in grade 8 and mathematics in grade 7.
- Reflected increase in parent volunteers

Concerns

- Duval SSS assessment indicates decreases in reading achievement in grades 6 and 7 and a decrease in math in grade 6.
- No reference or status of implementation of CIM.
- What is the accountability for effectiveness of the Drop Everything and Read (DEAR) Program and loss of one hour a day of instruction? Frequent monitoring of student progress?

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School of Success High F1 Duval

Commendations

- Duval SSS reading and mathematics assessment indicate 9th grade student achievement gains.
- Reflected increase in parent volunteers.

Concerns

- Duval SSS reading and mathematics assessment indicated decreased 10th grade student achievement.
- No reference or status of implementation of CIM.
- What is the accountability for effectiveness of the Drop Everything and Read (DEAR) Program and loss of one hour a day of instruction? Frequent monitoring of student progress?

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Eugene Butler Middle

F2 Duval

Commendations

- Provided thorough and clear presentation of student progress data
- Included data that showed use of FCAT Explorer
- Included data for grade level results by teachers and FCAT Clusters

Concerns

- Overall decrease in student performance in reading and math
- No evidence that teacher mentoring program is addressing low-performing teachers who are not new
- Did not address progress of implementation of school wide improvement model; only discussed FCAT Explorer. No evidence of CIM being implemented.
- Not clear that school is implementing strategies found at the match school
- No explanation of plans to increase student achievement in science
- No documentation of teacher participation in professional development

Matthew Gilbert Middle

F2 Duval

Commendations

- Duval SSS reading assessment indicates overall gains for students in 6th – 8th grade (3%, 1% and 6% respectively).
- Duval SSS math assessment indicates overall gains of 7% for 6th grade students, 9% for 7th grade students, and 5% for 8th grade students.
- Used data for problem solving to focus resources on strategies and activities for comprehensive school improvement. They expanded, revised, or adjusted activities based on student performance data.

Concerns

None

William Raines High School

F2 Duval

Commendations

- Duval SSS assessment indicates increased student achievement in mathematics.
- Established monitoring protocols for teacher mentoring program.

Concerns

- Duval SSS assessment indicates decreased student achievement in reading.
- Insufficient evidence of collaboration with match school.
- No reference to status of implementation of CIM process.
- It may be difficult to expect the school to implement two school wide improvement models at the same time (CIM and America's Choice).

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Jean Ribault Middle

F2 Duval

Commendations

- Duval SSS reading and math assessments indicated increased student achievement.
- Provided information regarding effective use of the Read 180 program, showing the percent of students meeting the standards increased from 24% to 48%.
- Identified the strands in which the students are still deficient and the strategies the school will use to show improvement in these areas.
- Provided status of activities involving their matched school that show the school implemented some best practices from the match school.

Concerns

- Did not provide status of implementation of CIM.
- FCAT writing assessments showed no gains from September to January.

Jean Ribault High

F3 Duval

Commendations

- Conducted site visit to school match.
- Students showed an increase in Lexile/reading level in tenth grade.
- Students showed an increase in science/reading mini-assessment scores.
- SSS math benchmark indicated increase in 9th and 10th grade.

Concerns

- SSS reading benchmark indicates decrease for 9th grade, no change for 10th grade.
- Students showed a decrease in mini assessment scores in reading and math for 10th grade.
- Students showed a decrease in mini assessment scores in math for 9th grade.
- Report indicated that some students did not complete all items on the assessment.

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Crossroad Academy Charter

F1 Gadsden

Commendations

- Reading: comparison data for assessments - K-5 results are variable and school has adjusted reading instruction to reflect an emphasis on areas that need improvement. Aug. and Dec. Glencoe assessment - student performance results for 7th and 8th grade are increasing.
- Math: provided comparison data; lowest performing students provided remediation during the school day.
- Teacher mentoring listed training dates and staff involved as mentors; reading coach also provided training.
- Writing: based on classroom writing results, class schedules were adjusted to allow more time for essay writing.

Concerns

- CIM "inconsistent" mini-lessons and assessments.
- Read: 6th grade DIBELS and Open Court results have declined from August to December.
- GCAT data show a decrease in 8th grade math mastery.

East Gadsden High

F1 Gadsden

Commendations

- Match school activities are reported and principals have visited each school.
- Student gains are reported in reading comprehension and vocabulary.
- Student gains are being made in mathematics.

Concerns

- Reported match school meeting does not address specific match school objectives for raising student achievement.
- No data reported that shows progress toward meeting mentoring goals.
- Mathematics gains reported do not measure the amplitude of gains.
- Large number of students not tested in science.

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Havana Elementary

F1 Gadsden

Commendations

- Fourth and fifth grades are making significant increases in reading; strategies are in place to address other grades.
- All teacher mentors are highly qualified, holding professional teaching certification and Clinical Educator Training certificates.
- Through the use of data, the school identified that few gains were being made in mathematics; their instructional strategies were modified accordingly.

Concerns

- Student subgroups are not addressed in the reading objective.
- The school is using secretaries during the two hour reading block for “direct instruction and intensive intervention.”
- SRA data contradict other measures reporting student gains. Data does not substantiate some of the claims made in the narrative.
- The narrative needs to clearly match the data reported.
- No essay scores of Level 4 or above.

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James Shanks Middle F1 Gadsden

Commendations

- Steady, across the board increases in student achievement for reading and math.
- CIM is being implemented in an organized manner with efficient use of disaggregated data to inform instructional focus. Encouraging data specifically for Level I students in reading with use of SRA reading program.
- Addressing reading in the content area strategies.

Concerns

- High incidences of absences. Attendance and academic engagement need to be actively addressed through positive supports and family engagement.
- Goal to reduce in-school suspension not addressed in mid-year report.
- Question use of GCAT in the Fall if student achievement data is not available until late January.
- Opportunities for tutorials are evident but without evidence that those students are engaged.
- Goals and specific strategies not aggressive enough to meet NCLB standards.

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Chattahoochee Elementary

F2 Gadsden

Commendations

- The report states that progress is being made reducing the number of “at risk” students in reading.
- Using data, the school discovered that one particular teacher was having difficulty with classroom behavior. Once identified, the instructor was provided professional development to address the problem.
- Third through sixth grade students are showing improved achievement in mathematics on the GCAT assessment.

Concerns

- Teacher mentoring program provides professional development instead of the opportunity for experienced teachers to evaluate and provide “mentoring” to less experienced colleagues.
- Specific objectives for low performing students not evident in report.
- Data reported does not identify sub-group achievement levels.

Mt. Pleasant Charter F1 Hillsborough

Commendations

- Good relationship established with School Match.
- Evidence of re-teaching when benchmarks are not mastered.
- Parent support of Saturday School for targeted students evident.
- Strong increase in overall reading performance.

Concerns

- Insufficient data provided for mathematics.
- No comparison data by grade level provided for math or writing.
- No mention of involvement in CIM Pilot Project.
- Ongoing teacher turnover; 4 out of 6 not certified; Science position not filled; need fulltime ESE teacher.
- School Safety issues continue to threaten safety of students and staff.
- Science teacher threatened with a gun by outsider.
- Limited support from local police
- Governing Board will not fund security measures for their campus.

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Jefferson High School

F1 Jefferson

Commendations

- The school has actively pursued the initial school match work with Marianna High School.
- Reading and writing coaches have been employed to work with teachers on a daily basis.
- Teacher mentors have been reassigned in response to staff changes.

Concerns

- Writing component shows an inadequate amount of practice to affect improvement.
- Little evidence of disaggregation of individual student data.
- Overuse of packaged plan and lack of evidence of targeted assistance.
- The turn-over of staff and unfilled positions, especially in the area of mathematics, is of great concern.
- The district should be providing more specific assistance in hiring qualified teachers or reassigning them to this school.

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Madison Excel School

F1 Madison

Commendations

- The mid-year report provides a narrative with data evidence of an increase in student performance in reading comprehension.
- Reading and math coaches are dedicated to this school site.
- The school is implementing the Continuous Improvement Model

Concerns

- The Middle Grades Rigorous Reading section of the January Report does not include a listing and description of how the school's plan will align with the Florida Formula.
- No periodic assessment data provided indicating trends with student performance in mathematics.
- No comparable data in writing
- No evidence of student achievement progress reported in the area of science.
- Three vacancies in faculty positions.

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Madison High School

F1 Madison

Commendations

- Implementing Continuous Improvement Model school wide.
- Indicates an increase in student performance for number sense in math for the 9th and 10th grade students.
- Evidence that the school is using data from mini-lessons and Read 180 to make instructional decisions during the 90-minute reading instructional time.

Concerns

- Indicates that based on the weekly mini-assessments, 70% of the students pass the weekly mini-lessons on reading topics when only 58% pass lessons in math.
- Lexile data for Level 1 10th graders indicated a decrease from 8th/9th grade reading level to the 7th grade level.
- Lack of evidence with compliance in the Assistance Plus requirement of school match activities.

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Evans High School

F2 Orange

Commendations

- Teacher mentor program – successful implementation is crucial at Evans due to large numbers of new teachers at school.
- School-wide implementation of Academy of Reading.
- Use of data in conjunction with IPDPs to direct instruction.

Concerns

- School match is not being utilized
- Benchmark assessments are being administered and gains are noted, however actual data are not provided.
- School communication through established publications occurs on a quarterly basis; consideration should be given to more frequent home/community communication (i.e., administrators' weekly letters, monthly newsletter).

Oak Ridge High School

F2 Orange

Commendations

- Data for reading and mathematics show increases in student scores.
- Effective use of School Match program.
- Use of teachers' Individual Professional Development Plans to focus on data and classroom implications.
- Exhaustive use of assessment tools and data to inform instruction and to guide CIM implementation.

Concerns

- Science goal is not being addressed.
- Data in school report need more specificity and disaggregation

Jones High School

F3 Orange

Commendations

- Focus calendar and lessons include science benchmarks.
- Parent involvement activities are ongoing and plentiful.
- All teachers have been trained to use FCAT Writing rubric and have had scoring workshops with students.
- Parent Involvement Goal; Educational Fair and Rally for 9th & 10th graders well attended

Concerns

- Mathematics data are incomplete due to different assessments being used.
- Low turnout for Saturday tutorials – even though transportation and food were provided.
- School match has not been pursued.
- Parent/Community involvement appears to be lacking, SIP listed numerous activities, yet not noted in report.

Delray-Boyton Academy

F1 Palm Beach

Commendations

- The school has continued and expanded the working relationship with the match school Jefferson Davis Middle School to include participation in a leadership circle; shadowing and classroom observations with follow up debriefings.
- Reading concerns were addressed with the inclusion of Jane Heitzler who works with the school on Thursday and Friday. The Saturday school focuses on reading concerns.
- New supplemental reading materials such as “Weekly Reader” are being utilized in classes. New computers and software such as “Destination Success” and FCAT Explorer have been integrated into the curriculum.

Concerns

- Sixth grade African American student achievement on the SSS diagnostic test decreased by 5% from fall to winter.
- Sixth grade Level 3 and above students’ math scores on the SSS diagnostic test indicates an 11% decrease.
- No mention of the creation or review of Academic Improvement Plans for Level 1 and 2 students in regard to parent conferences.

Riviera Beach Academy

F1 Palm Beach

Commendations

- Administrative staff along with the reading and mathematics coach monitors the implementation of the Continuous Improvement Model.
- Mandatory Saturday Academy has 100% attendance of students in the lower 25%.
- Teacher mentoring criterion has made progress.
- Secured a mathematics coach.

Concerns

- Principal and Assistant Principal are not highly qualified administrators. (They have entered the Master of Education program of Strayer University.)
- Reading Coach is shared with two other schools.
- Comparative data reports increases and decreases in reading and mathematics progress.
- Read 180 in not implemented due to technology problems.
- The October mid-year reports identifies a different school match.

Survivors Boynton Charter F1 Palm Beach

Commendations

- Reading and math coaches with identified roles in place (reading and math goals).
- Ongoing disaggregation of data to modify and drive instruction.
- Utilizing district resources (professional development, data warehouse).

Concerns

- No match school identified.
- No indication that PLATO is being used in science as specified in SIP.
- Minimal quantitative data indicating progress toward parental involvement goal.

Compass Middle Charter

F1 Polk

Commendations

- Use of Accelerated Reader, SRA Kits, Read 180, Compact Learning Lab, Academy of Reading and intensive reading and mathematics classes.
- All students have a reading class. Students who didn't meet AYP are also scheduled into an intensive reading class.
- All students who scored low on the FCAT in math are scheduled into an intensive math class.

Concerns

- Comparative data not clear and concise.
- No evidence of Continuous Improvement Model (CIM) being implemented in the school other than training.
- Beginning with the third semester, an intensive writing course will be offered for struggling students.

Roosevelt Academy

F1 Polk

Commendations

- Data show improvement in reading and mathematics.
- Continuous Improvement Model (CIM) being implemented.
- School is closely monitoring their at risk students' progress using baseline data and follow-up assessments.
- Focus tutorials are being provided to students during the school day.

Concerns

- Little or no data are provided for the ESE population, which comprises 88% of the total school's population.
- No information is provided for science, even though strategies and objectives appear in the school improvement plan.
- No school match is evident.

Bartow Charter School

F1 Polk

Commendations

- Use of FCAT Explorer, Compact Learning Lab, Academy of Reading and intensive reading and mathematics classes.
- Comparative data report shows an overall increase in student performance in Reading.
- Established FCAT days once a week beginning in January for 9th and 10th grade students to review and reinforce necessary skills for FCAT.

Concerns

- Comparative data reports very little increase in students' performance in mathematics in Class A; additionally there is no explanation of which students make up Class A and Class B.
- No evidence of Continuous Improvement Model (CIM) being implemented in the school other than training in disaggregating data.
- No data or progress information were provided for Writing or Science; information provided for these areas was essentially the same as was provided in the School Improvement Plan - no updated information given.
- No data are provided on Parent Involvement; how many parents participated in the December parent night, how many are involved in the SAC?

ASSISTANCE
plus

Mid-year Review

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