Florida’s Support of Continuous Improvement in Underperforming Schools and Districts

Presented to the Florida State Board of Education
January 13, 2015
Agenda

3:30 – 4:30 Overview
Florida’s Support of Underperforming Schools
  • Foundational Research for School Improvement
  • Evolution of Florida's Support of Underperforming Schools
  • Current Priorities
  • 2013-14 Results in Supported Districts and Schools

4:45 Voices from the Field

5:30 Panel Discussion

6:15 Conclusion
In a country as aspirational as ours...

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”
We strive for equity…

Florida's Graduation Rates, 2003-04 through 2013-14

59.2% 59.3% 58.8% 59.8% 62.7% 65.5% 69.0% 70.6% 74.5% 75.6% 76.1%

50.0% 55.0% 60.0% 65.0% 70.0% 75.0% 80.0%

American Incarceration Rates by Level of Education for Persons Born Between 1975 and 1979
(as presented in *David and Goliath*, Malcolm Gladwell, 2013)

- **H.S. Dropout**
  - Black Males: 69%
  - White Males: 15%

- **H.S. Graduate**
  - Black Males: 18%
  - White Males: 4%

- **Some College**
  - Black Males: 8%
  - White Males: 1%
“We can, whenever and wherever we choose, *successfully teach all children* whose schooling is of interest to us; We already know more than we need to do that...

Whether or not we do it must finally depend on how we feel about the fact that *we haven’t so far*.”

– Ron Edmonds

The effective schools correlates:

• Instructional leadership
• Clear and focused mission
• Safe and orderly environment
• Climate of high expectations
• Frequent monitoring of student progress
• Positive home-school relations
• Opportunity to learn and student time on task

The 5 Essential Supports:

Ambitious Instruction
Classes are challenging and engaging

Effective Leaders
Principals and teachers implement a shared vision for success

Collaborative Teachers
Teachers collaborate to promote professional growth

Involved Families
The entire staff builds strong external relationships

Supportive Environment
The school is safe, demanding, and supportive
The 5 Essential Supports:

Schools found to be strong in 3 or more of the five essential supports...

10X more likely to improve.
Relational Trust: The Heat in the Oven

“Some of the most powerful relationships found in our data are associated with relational trust . . . and how it operates as both a lubricant for organizational change and a moral resource for sustaining the hard work of local school improvement.

Absent such trust, schools find it nearly impossible to strengthen parent-community ties, build professional capacity, and enable a student-centered learning climate.”

Our quandary:

*IF we all believe* that the primary lever for improving student achievement is improving the quality of instruction in the classroom....

*AND we know enough* (maybe not each and every one of us, but certainly as a community) about what conditions are required in a school to allow this type of instruction to develop...

*Why are student outcomes* in many underperforming schools not *sustainably and reliably improving*?
Agenda Objectives:

• Foundational Research for School Improvement
• Evolution of Florida's Support of Underperforming Schools
• Current Priorities
• 2013-14 Results in Supported Districts and Schools
Some background...

Section 1008.33, Florida Statutes, requires the Department to provide differentiated levels of support to all non-charter schools receiving a grade of D or F, including those required to plan for, or implement, turnaround as defined in the statute.

Additionally, Florida’s approved ESEA Flexibility Request (i.e. the “Waiver”) requires the Florida Department of Education to provide differentiated levels of support to all Title I schools receiving a grade of D or F.

Since 2009, Florida’s statewide system of support has been known as Differentiated Accountability, or DA.
The DA regional structure...
Composition of DA Regional Teams by Position Since 2010-11 (n=107)

- Reading Coordinators: 43%
- Science/STEM: 23%
- Math Specialists: 7%
- Data/MTSS: 12%
- CTE Specialists: 5%
- Administrative Assistants: 5%
- Regional Executive Directors: 5%

- 0.25 FTE per DA school
- 80% grant funded through RTTT
DA model as originally implemented:

- Services were **direct-to-school**
- Interactions with school staff were **directive in nature**
- Services **focused almost exclusively on improving instruction**
- **Compliance requirements** were extensive, and in some cases duplicative
- Primary metric of success was **improvement of school letter grade**
Three little questions:

- Are we working on the *right things*?
- Are we doing them the *right way*?
- Are they *working*?
Some observations:

• Our work focused almost entirely on a **single essential support**.

• Our tone:
  o **stifled critical thinking and problem solving** of leaders and coaches;
  o **encouraged compliance** rather than engagement; and
  o **presented barriers** to influential relationships.

• Our direct instructional support to schools, in some cases, had unintended negative consequences:
  o **shifted the onus of accountability** away from the district;
  o **failed to address underlying causes** of underperformance.
A new mission:

FDOE’s Bureau of School Improvement will facilitate improved outcomes for all students by supporting collaborative problem solving of district and school leaders in the areas of:

- Effective leadership;
- Public and collaborative teaching;
- Ambitious instruction;
- Safe and supportive environments; and
- Family and community engagement.
Our big bets:

1) Strategic Goal Setting
   Help districts and schools align their activities to potentially powerful strategic goals, which are themselves aligned to clearly articulated causes of underperformance
**Strategic Goal Setting:**

It’s not enough to do your best; you must know what to do, and then do your best.

-W. Edwards Deming
Our big bets:

1) Strategic Goal Setting
   Help districts and schools align their activities to potentially powerful strategic goals, which are themselves aligned to clearly articulated causes of underperformance

2) Urgent Customer-Driven Support
   Meet the urgent requirements of our districts and schools by providing expertise, resources and adult learning experiences that meet mutually determined need
Our big bets:

1) **Strategic Goal Setting**
   Help districts and schools align their activities to potentially powerful strategic goals, which are themselves aligned to clearly articulated causes of underperformance.

2) **Urgent Customer-Driven Support**
   Meet the urgent requirements of our districts and schools by providing expertise, resources and adult learning experiences that meet mutually determined needs.

3) **PD-to-Practice**
   Help districts and schools design and implement adult training programs that are likely to result in high rates of transfer into observed practice.
Problem solving: adoption of a framework

**Criteria**
- Collaborative Nature
- District Familiarity
- Flexibility
- Explicit Structures

**It fit the bill!**

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8-Step Planning and Problem-Solving Process

**FOR CONTINUOUS IMPROVEMENT**

**STEP 1**
- a. Set strategic goal
- b. Set targets (SMART goals)

**STEP 2**
- Brainstorm resources and barriers; organize barriers into “buckets”

**STEP 3**
- Prioritize barriers and select one barrier bucket of alterable elements to address based on cost and complexity of implementation and potential impact on goal

**STEP 4**
- Brainstorm and prioritize strategies to eliminate or reduce the selected barrier bucket; include the rationale for each strategy; select one strategy to move to Step 5

**STEP 5**
- Develop an action plan for the strategy (Step 4) by identifying all steps (including who, what, when and evidence) needed for implementation

**STEP 6**
- Determine how the action plan (Step 5) will be monitored for fidelity of implementation (who, what, when and evidence)

**STEP 7**
- Determine how the strategy (Step 4) will be monitored for effectiveness at reducing or eliminating the selected barrier (Step 3)

**STEP 8**
- Determine how progress towards the goal and targets will be monitored (what data, who, when and evidence)

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A new tone:

“The key to start building trust is truth. The key to start building engagement is not only listening but taking action on what you hear to make things better. The key to doing some of this is sound psychological theories that work everywhere. Let’s use the right psychology. Accuse, blame and criticize is not the right psychology.”

Jerry Weast
Former Superintendent
Montgomery County, Maryland
A philosophy of support:

Florida Students

Florida Teachers

School Leaders and Instructional Coaches

District Leaders and Instructional Coaches

Differentiated Accountability Field Staff

Regional Executive Directors

Bureau of School Improvement (BSI)

BSI Professional Development Team

Data Captain

Deputy Chancellor for School Improvement and Student Achievement
A pivot in practice:

Then

Fixers

Now

Facilitators
Outcomes in DA Schools
2013-14
Supported DA Schools in 2013-14 by School Grade (n=416)

- D: 80%
- F: 20%
Average Year Over Year Change in School Grading Formula Cell Points
(Elementary Schools, 2012-13 to 2013-14)
Average Year Over Year Change in School Grading Formula Cell Points
(Middle Schools, 2012-13 to 2013-14)
Year over Year Improvement in Average VAM School Component for DA Schools (2012-13 to 2013-14)
Year over Year Improvement in Average VAM School Component for DA Schools (2012-13 to 2013-14)

![Graph showing improvement in Average VAM School Component for different grades and years.](image)
Percentage of Florida DA Schools Successfully Exiting DA by Year

- 2012-13: 30%
- 2013-14: 40%
Distribution of Florida Students and DA schools by District Size

<table>
<thead>
<tr>
<th>District Size</th>
<th>% of all FL Students (2013-14)</th>
<th>% of all DA Schools (2012-13)</th>
<th>% of all DA Schools (2013-14)</th>
<th>% of all DA Schools (2014-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Large</td>
<td>50%</td>
<td>50%</td>
<td>60%</td>
<td>40%</td>
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<tr>
<td>Large</td>
<td>30%</td>
<td>20%</td>
<td>20%</td>
<td>10%</td>
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<td>Medium</td>
<td>10%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
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<tr>
<td>Medium/Small</td>
<td>5%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
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<tr>
<td>Small</td>
<td>0%</td>
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</tbody>
</table>

District Size
DA School Outcomes in Very Large Districts
2013-14 to 2014-15

Percent of District Schools

- District A
- District B
- District C
- District D
- District E
- District F
- District G

- 2013-14 Did Not Exit DA
- 2013-14 Exited DA
- 2014-15 Currently in DA

Florida DEPARTMENT of EDUCATION 2015
DA School Outcomes in Very Large Districts
2013-14 to 2014-15

Percent of District Schools

- BROWARD
- DADE
- DUVAL
- HILLSBOROUGH
- ORANGE
- PALM BEACH
- PINELLAS

Colors:
- 2013-14 Did Not Exit DA
- 2013-14 Exited DA
- 2014-15 Currently in DA

Florida DEPARTMENT of EDUCATION
2015
Break
TURNAROUND PERFORMANCE MANAGEMENT: FLORIDA IN THE NATIONAL CONTEXT

JANUARY 14, 2015
What is Performance Management?
Performance management is a **systemic approach to ensure quality and progress** toward organizational goals by **methodically and routinely monitoring the connection between the work underway and the outcomes sought**.

¹ Definition developed by UPD Consulting (2013).
A comprehensive definition of sustainability to guide sustainability efforts

- A **sustainable reform** is a priority reform that is durable, adaptive and persistently focused on priority goals for improved student growth in the face of changing conditions.

- Strong **performance management** is an essential element of **sustainability**.
PERFORMANCE MANAGEMENT IS COMPOSED OF FOUR VARIABLES

Clarity of Outcomes and Theory of Action

Alignment of Resources (People, Time, Technology and Money)

Accountability for Results

Collection and Use of Data
EACH ELEMENT HAS A NUMBER OF KEY ELEMENTS

**Clarity of Outcomes and Theory of Action**
- Establishing priorities
- Setting measurable goals and outcomes
- Aligning strategies and practices to goals

**Alignment of Resources**
- Directing resources to priorities
- Establishing clear roles and responsibilities for outcomes

**Collection and Use of Data**
- Ensuring quality data
- Managing routines for collecting and analyzing data
- Establishing processes to monitor practices and provide quality feedback
- Using data in decision-making processes

**Accountability for Results**
- Continuing or ending practices based on outcome data
- Linking rewards and consequences to performance
- Engaging stakeholders and communicating results
PERFORMANCE MANAGEMENT WORK GROUP

Colorado
Florida
New York
Rhode Island
Delaware
Maryland
North Carolina
FLORIDA IN THE NATIONAL CONTEXT
RSN Turnaround Performance Management Framework Inventory for Florida

- Establish routines to monitor practices and to adapt...
- Link internal accountability (SEA) to results
- Develop plan(s) that align strategies with priority goals
- Collect accurate and timely data for performance metrics
- Link external accountability (LEAs, schools and...)
- Establish clear leadership of strategies
- Direct resources to strategies
- Engage stakeholders on progress and results
- Set performance metrics that articulate progress...
- Overall

Overall scores:
- Post: 3.1
- Pre: 2.3

Post vs Pre comparison:
- RSN Turnaround Performance Management Framework Inventory for Florida
RSN Turnaround Performance Management Framework Inventory for Florida Compared to Other COP States

- Engage stakeholders on progress and results
- Link external accountability (LEAs, schools and...
- Link internal accountability (SEA) to results
- Establish routines to monitor practices and to...
- Set performance metrics that articulate...
- Collect accurate and timely data for...
- Establish clear leadership of strategies
- Direct resources to strategies
- Develop plan(s) that align strategies with...
- Establish a theory of action for priority goals
- Set priority goals for student outcomes

Overall

Florida
Other RSN States
For additional resources, please visit https://rtt.grads360.org/
THANK YOU
UCHICAGO Impact
Tools for reliably excellent schooling
5 Essentials
Approaches to Implementation

- **Individual School** – valuable information; extremely small scale
- **Set(s) of Schools** – valuable comparison data; rich conversations about practice
- **District-wide** – potential for alignment; common language
- **Region/State-wide** – target windows for additional support, development of regional networks, establish state-wide patterns
Background MPS 5Essentials for 2014

- Overall Number of Schools = 78; 72 of the 78 Schools will receive a school report (92.8%)

- Administered to Teachers and Students (Grades 4 – 12)
  Overall Response Rates Average:
  Teachers 76%
  Students 68%

- *Six (6) Schools Will Not Receive Reports Due to Insufficient Response Rates

- Group Reports Are Available for Each of the Zones across MPS
2014 MPS
Overall Performance by School

5 Schools – Not Yet Organized
20 Schools – Partially Organized
9 Schools – Moderately Organized
24 Schools – Organized
14 Schools – Well Organized

N = 78 Overall with 72 Schools Receiving Reports
### MPS 5E School Distribution for 2014

<table>
<thead>
<tr>
<th>Essential/Category</th>
<th>Very Weak</th>
<th>Weak</th>
<th>Neutral</th>
<th>Strong</th>
<th>Very Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambitious Instruction</td>
<td>0%</td>
<td>6%</td>
<td>23%</td>
<td>48%</td>
<td>23%</td>
</tr>
<tr>
<td>Supportive Environment</td>
<td>0%</td>
<td>5%</td>
<td>32%</td>
<td>42%</td>
<td>22%</td>
</tr>
<tr>
<td>Involved Families</td>
<td>14%</td>
<td>24%</td>
<td>24%</td>
<td>32%</td>
<td>6%</td>
</tr>
<tr>
<td>Effective Leaders</td>
<td>14%</td>
<td>33%</td>
<td>41%</td>
<td>8%</td>
<td>5%</td>
</tr>
<tr>
<td>Collaborative Teachers</td>
<td>8%</td>
<td>21%</td>
<td>42%</td>
<td>17%</td>
<td>2%</td>
</tr>
</tbody>
</table>

- Over 70% of MPS Schools were Strong/Very Strong on Ambitious Instruction
- Over 60% of MPS Schools were Strong/Very Strong on Supportive Environment
- Involved Families Split with 38% = Weak/Very Weak 38% = Strong/Very Strong
- 41% were Neutral on Effective Leaders with 47% = Weak/Very Weak
- 42% were Neutral on Collaborative Teachers with 30% = Weak/Very Weak
MPS Key Findings 2014

- First district-wide survey administration in MPS produced school reports for 72 of the 78 MPS schools. 5 of the 6 schools that didn’t qualify for a report did not meet the 8 valid respondents rule.

- Response rates were strong across the MPS Schools for the first district-wide survey administration.  
  > 76% of Teachers Responding  
  > 68% of Students Responding

- Overall results indicate strengths in the Essentials including Ambitious Instruction and Supportive Environment.

- Overall results indicate weaknesses in the Essentials including Effective Leaders and Collaborative Teachers.
Timeline for Survey Data Release

- **Survey Administration Window**
  *October 13 – November 7, 2014*

- **Survey Scoring Window**
  *November 10 – December 19, 2014*

- **Survey Release Date**
  *Week of January 12, 2015*
  *(Survey Results Released to Superintendents and Principals)*
## Fall 2014 Pilot Response Rates

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>TEACHERS</th>
<th>STUDENTS</th>
</tr>
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<tbody>
<tr>
<td>Madison</td>
<td>Average = 72.7%</td>
<td>Average = 76.8</td>
</tr>
<tr>
<td>(N = 2 schools – EL/MS</td>
<td>Range = 54.6% - 90.8%</td>
<td>Range = 69.6% - 84.0%</td>
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<tr>
<td>and HS Only)</td>
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<tr>
<td>Polk</td>
<td>Average = 68.3%</td>
<td>Average = 77.2%</td>
</tr>
<tr>
<td>(N = 1 school – Middle</td>
<td>Range = Only 1 School</td>
<td>Range = Only 1 School</td>
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<tr>
<td>School Only)</td>
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<tr>
<td>Taylor</td>
<td>Average = 90.6%</td>
<td>Average = NA</td>
</tr>
<tr>
<td>(N = 2 schools – Elementary Schools Only)</td>
<td>Range = 86.0% - 95.2%</td>
<td>Range = NA</td>
</tr>
<tr>
<td>Seminole</td>
<td>Average = 82.6%</td>
<td>Average = 62.1%</td>
</tr>
<tr>
<td>(N = 7 – EL/MS/HS)</td>
<td>Range = 61.0% - 96.1%</td>
<td>Range = 53.3% - 74.6%</td>
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</tbody>
</table>
Thoughts from Pilot Leaders

“There is a strong connection between the 5Essentials Action Planning process and our “PD to Practice” framework.”

“We should consider adding select of the 5Essentials items as indicators on our school improvement documents.”

“Using 5Essentials indicators can help principals and schools create more intentionality around the “If-then” statements.”

“Fidelity is critical and 5Essentials will help to support fidelity across schools and districts.”
Thank you
Vision: To become the nation’s leader in developing successful students

Mission: To provide an education that enables each student to excel as a successful and responsible citizen
The Office of School Improvement

Purpose: To provide immediate assistance for schools in order to build capacity and strengthen systems that support student achievement.

- The school improvement process is embedded within and throughout the district
- Immediate support through problem solving
- Identification of tiered support
- Cross-divisional collaboration and communication
- Direct access to the Superintendent and her staff
Structure of Support

Area Leadership Directors: One Per Area

<table>
<thead>
<tr>
<th>Team Member</th>
<th>Division</th>
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<tbody>
<tr>
<td>Principal Coach</td>
<td>Administration</td>
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<tr>
<td>MTSS/RtI Facilitator</td>
<td>Student Services</td>
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<tr>
<td>ESE Supervisor</td>
<td>Student Services</td>
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<tr>
<td>ELL District Resource</td>
<td>Student Services</td>
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<tr>
<td>Elementary Generalist</td>
<td>Curriculum &amp; Instruction</td>
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<tr>
<td>Human Resources Partner</td>
<td>Human Resources</td>
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</table>
Structure of Support

Curriculum and Instruction

Instructional Leadership Director, Elementary

Instructional Leadership Director, Middle

Instructional Leadership Director, High

Differentiated Support Facilitators, Reading/Writing/Math/Science Supervisors

Reading/Writing/Math/Science District Resource Teachers

Reading/Writing/Math/Science District On The Ground Coaches

The Office of SI Director of Reform (Turnaround Leader)
# Meeting Calendar

## September 2014

(Edited and Reviewed 8/29/2014)

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tue</th>
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<tr>
<td>Labor Day Holiday</td>
<td>11:00 Bryan PC* (6)</td>
<td>HSMS Principal Mtg</td>
<td>8:00 BTW* (1)</td>
<td>8:00 Miles* (3)</td>
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<td></td>
<td>1:30 Trapnell* (6)</td>
<td>11:30 Jackson (6)</td>
<td>11:00 Just* (1)</td>
<td>11:00 Mort* (3)</td>
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<td>11:30 Cypr. Creek* (8)</td>
<td>2:00 Dunbar* (1)</td>
<td>2:00 Shaw* (3)</td>
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<td>2:00 Clair Mel* (5)</td>
<td>8:00 Sligh (7)</td>
<td>8:00 Leto(2)</td>
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<td>10:30 VanBuren (7)</td>
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<td>1:30 Memorial (4)</td>
<td>12:30 Hillsborough (4)</td>
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<td>12</td>
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<td>Sch BD 3:40</td>
<td>8:00 Witter* (3)</td>
<td>Elem. Principal Mtg</td>
<td>8:00 Lockhart (4)</td>
<td>11:00 Oak Park* (7)</td>
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<td></td>
<td>2:00 James* (7)</td>
<td>8:30 Tomlin (6)</td>
<td>11:00 Edison* (4)</td>
<td>1:30 Sheehy* (7)</td>
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<td>1:30 Tarkey Creek (6)</td>
<td>2:00 Potter* (4)</td>
<td>8:30 Madison (1)</td>
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<td>8:00 Greco (3)</td>
<td>8:00 Middleton (4)</td>
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<td>10:30 Jennings (7)</td>
<td>10:00 King (3)</td>
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<td>1:30 McLane (7)</td>
<td>12:30 Plant City (6)</td>
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<td>8:00 Lennard (8)</td>
<td>12:30 Spoto (5)</td>
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<td>10:00 Riverview (8)</td>
<td>8:00 Sligh (7)</td>
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<td>12:30 Spoto (5)</td>
<td>10:30 VanBuren (7)</td>
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<td></td>
<td>8:00 Gibsonton (8)</td>
<td>APC Mtg, MS/HS</td>
<td>Sw. Gr. Area 6</td>
<td>10:00 Riverhills (3)</td>
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<td></td>
<td>12:00 Reddick* (8)</td>
<td>6:00 Robles* (7)</td>
<td>11:00 West Tampa* (1)</td>
<td>1:00 Temple Terrace (3)</td>
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<td>8:30 Mann (7)</td>
<td>11:00 Foster (7)</td>
<td>2:00 Kimbell* (3)</td>
<td>8:00 Sligh (7)</td>
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<td>1:30 Burnett (7)</td>
<td>2:00 Sulph. Springs* (4)</td>
<td>1:30 Memorial (4)</td>
<td>10:30 VanBuren (7)</td>
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<td>8:30 Young (4)</td>
<td>8:00 Armwood (7)</td>
<td>8:00 Leto (2)</td>
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<td>1:30 Buchanan (3)</td>
<td>10:00 Brandon (7)</td>
<td>10:00 Chamberlain (4)</td>
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<td>12:30 Eastbay (8)</td>
<td>12:30 Hillsborough (4)</td>
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<td>24</td>
<td>25</td>
<td>26</td>
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<td></td>
<td>8:30 Tapolito (5)</td>
<td>Elem. AP Mtg</td>
<td>8:30 Colson (7)</td>
<td>8:30 McLane (7)</td>
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<td></td>
<td>12:30 Palm River (5)</td>
<td>8:00 Cleveland* (4)</td>
<td>1:30 Pierce (2)</td>
<td>11:30 Jennings (7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11:00 Forest Hills (4)</td>
<td>8:00 Robinson (1)</td>
<td>2:30 Greco (3)</td>
</tr>
<tr>
<td></td>
<td>8:30 Shields (8)</td>
<td>8:30 Dowdell (5)</td>
<td>10:00 Jefferson (1)</td>
<td>8:00 Wharton (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1:30 Quinta (5)</td>
<td>12:30 Blake (1)</td>
<td>10:00 Freedom (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12:30 Gaither (3)</td>
<td>12:30 Hillsborough (4)</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sch BD 3:40</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- *ERT Site
- Hosting site
Communication

• The Superintendent holds a meeting before each first principal council meeting (elementary, middle, high) with identified school principals
• The protocols of the meetings are explained
• All divisions have the Differentiated Support List of Schools to ensure immediate support
• Superintendent’s staff meets every Thursday to discuss the progress of schools
• Every member of Superintendent’s staff is assigned a high needs school to support in conjunction with the process
Building Capacity through Collaboration

School Improvement Plan
• Pilot schools
• Technical assistance
• Full implementation with support from the Region IV Team
• Feedback through each group

School Improvement Grants
• Feedback from previous cohorts
• Technical assistance
• On-site walkthrough visits

Large District Convening
• Problems of Practice
• Sharing of best practices
• Facilitation of flexible agenda
Thank You!
Glendale Elementary School
Indian River County, Florida
Differentiated Accountability and Glendale: A Winning Team

- Building Relationships
- Standards Based Instruction
- Accountability
- Urgency and Support
- PD to practice
Initial Instructional Review
2013-2014

For
Glendale Elementary
Adam Faust, Janai Cooper, Kim Slade, Michelle Banack, Kelly Good
10-30-2013

Florida Department of Education
Region III Differentiated Accountability
Dr. Ella M. Thompson
Regional Executive Director
Overall Summary of School

- Free and Reduced lunch: 78%
- White: 47%
- Minority: 53%
- SWD: 19%

- Glendale became a Title 1 school in 2011-2012.
- Glendale has the 21st Century DREAMS program (after school program) and partners with AmeriCorps for tutoring.
- We currently have 495 students and approximately 68 faculty and staff members. There was a new Principal for the 2013-2014 school year along with six new teachers on staff.
- There has been a definite change in the culture and the working environment is very positive.
## School-Wide Data Snapshot

<table>
<thead>
<tr>
<th>2012-2013 SCHOOL GRADE</th>
<th>% of Students at Proficiency in Reading</th>
<th>% of Students at Proficiency in Math</th>
<th>% of Students at Proficiency in Writing</th>
<th>% of Students at Proficiency in Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>46%</td>
<td>31%</td>
<td>37%</td>
<td>30%</td>
</tr>
<tr>
<td>% of Students making Learning Gains in Reading</td>
<td>% of Students making Learning Gains in Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>47%</td>
<td>43%</td>
<td></td>
<td>323/F</td>
</tr>
<tr>
<td>% of lowest quartile making Learning Gains in Reading</td>
<td>% of lowest quartile making Learning Gains in Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>49%</td>
<td>51%</td>
<td></td>
<td>Total Points/Grade</td>
</tr>
</tbody>
</table>
## Baseline and Mid-Year Data Reading

<table>
<thead>
<tr>
<th>Overall School</th>
<th>Baseline</th>
<th>Interim</th>
<th>Mid-Year</th>
<th>Change (+/-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>54.5%</td>
<td>N/A</td>
<td>64.2%</td>
<td>+10.3</td>
</tr>
<tr>
<td>1</td>
<td>29.2%</td>
<td>N/A</td>
<td>53.3%</td>
<td>+34.1</td>
</tr>
<tr>
<td>2</td>
<td>64%</td>
<td>44%</td>
<td>58%</td>
<td>-6</td>
</tr>
<tr>
<td>3</td>
<td>60%</td>
<td>45%</td>
<td>59%</td>
<td>-1</td>
</tr>
<tr>
<td>4</td>
<td>57%</td>
<td>55%</td>
<td>62%</td>
<td>+5</td>
</tr>
<tr>
<td>5</td>
<td>59%</td>
<td>68%</td>
<td>53%</td>
<td>-6</td>
</tr>
</tbody>
</table>

*99% tested*
Principal’s SIP Update

Progress Monitoring of SIP Goals

• Implement Florida Standards Effectively
Glendale Elementary Standards Based Instruction Look for Form

<table>
<thead>
<tr>
<th>Teacher-</th>
<th>Subject-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

  o Framework for instruction (30/60)
    o Explicit modeled instruction on the standard
    o Teacher Think aloud
    o Text Marking
    o Thinking maps modeled/used
    o Teacher led small groups with guided reading/math
    o Flexible groups (based on data)
    o Grade level complex text in ELA
    o Aligned with test specifications
    o Questioning
    o Student tasks/centers standards based
    o Vocabulary

Notes__________________________
__________________________
__________________________
__________________________

Questions to
Ponder__________________________
__________________________
__________________________
__________________________
Welcome Back!
Glendale is a
Florida A+ School!
Congratulations!
Way to go Gators!

Glendale went from a school that had earned 323 points in 2013, to 544 points in 2014! This was an increase of 221 points, the 7th LARGEST GAIN IN THE STATE! A+Mazing!= Glendale!
<table>
<thead>
<tr>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Grade- C Point total = F</strong></td>
<td><strong>School Grade A</strong></td>
</tr>
<tr>
<td>Points Earned</td>
<td>323</td>
</tr>
<tr>
<td>Percent MHS Reading</td>
<td>46%</td>
</tr>
<tr>
<td>Percent MHS Math</td>
<td>31%</td>
</tr>
<tr>
<td>Percent MHS Writing</td>
<td>37%</td>
</tr>
<tr>
<td>Percent PMHS Science</td>
<td>30%</td>
</tr>
<tr>
<td>Percent Making Reading Gains</td>
<td>47%</td>
</tr>
<tr>
<td>Percent Making Math Gains</td>
<td>43%</td>
</tr>
<tr>
<td>Percent of Lowest 25% Making Learning Gains in Reading</td>
<td>49%</td>
</tr>
<tr>
<td>Percent of Lowest 25% Making Learning Gains in Math</td>
<td>51%</td>
</tr>
</tbody>
</table>
Thank you
Panel Discussion
Thank you for this opportunity!

Sam Foerster
Deputy Chancellor for School Improvement &
Student Achievement
sam.foerster@fldoe.org