



# TURNAROUND PLANS FOR REPEATEDLY LOW-PERFORMING SCHOOLS

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## ROLE OF STATE BOARD, COMMISSIONER AND DISTRICTS

- The State Board of Education has overall responsibility for designing and implementing a state system of school improvement and educational accountability in accordance with statutory and constitutional mandates (§1008.33, Fla. Stat.)
  - **The Board has the duty to approve or deny turnaround plans**
- The Commissioner is responsible for assisting the Board in developing, and for general implementation of, a system of improvement and accountability (§1001.11(6), Fla. Stat.)
- The district is responsible for daily operations and for developing, maintaining and successfully implementing a system of school improvement (§1001.42(18), Fla. Stat.)

Each level has unique but complementary roles

## AUTHORITY FOR ACTION

Florida's system of school improvement is primarily established by and set forth in the following:

- §1008.33, Florida Statutes
- Rule 6A-1.099811, Florida Administrative Code
- Forms for Turnaround Option Plans (TOP)

The focus of this presentation is on turnaround option plans in the context of schools for which the district has already proposed, received approval, and implemented one turnaround plan (each selected district-managed) but the school is still not performing satisfactorily

**Note: Requiring a turnaround option plan is not a sanction or penalty but simply a means for ensuring that students receive a high-quality education**

## Background Information

- Turnaround plans for 46 schools will be before the Board for consideration
- This represents less than 1% of Florida's schools
- Based upon the 2015-16 grades, 17 schools have improved and do not require new turnaround plans
- Out of 67 districts, just 14 have one or more schools that require a new turn-around plan

In sum, in the vast majority of instances school districts have demonstrated the capacity to successfully operate schools – only a few need additional assistance and management to reach their goals

## GENERAL BACKGROUND OF TURNAROUND SCHOOLS

- A school with an F or two consecutive Ds
  - Triggers a planning year for improvement
  - Two or three years of implementing a turnaround plan
- A school that improves to a C is not required to continue to implement the approved turnaround plan but is monitored for 3 years (none of the schools before the Board have achieved a C)
- If the turnaround plan is not successful after two (or possibly 3 years due to the transitional grading year), a district must select a different turnaround option for the school
  - The District must submit a plan to implement that new option

These new plans are currently before the Board for approval

## STATUS OF THE SCHOOLS COMING BEFORE THE BOARD (May Be In Implementing Year 2 or 3)

- **PLANNING** - Schools with a grade of F or two consecutive Ds, were given one school year to plan for turnaround
- **IMPLEMENTING YEAR 1** - Schools implemented the turnaround plan, unless the grade improved to a C
- **IMPLEMENTING YEAR 2** - Schools implemented the turnaround plan for a second year, unless the grade improved to a C
- **IMPLEMENTING YEAR 3**- Schools implemented the turnaround plan for a third year, in some cases, due to the transitional school grading year, unless the grade improved to a C

## TURNAROUND PLANS FOR 2016-17 SCHOOL YEAR

- The plans that are before the Board for consideration all involve:
  - 2015/16 - A school that did not improve to at least a C after the planning and implementing years.
  - A school required to submit a plan for implementation must select a **different** turnaround option than was previously selected **or** apply for and receive an extension of the current plan.
  - The plan **cannot** include an additional planning year.

**There should be no real surprises** – school districts were advised of the requirements and asked to plan concurrently for a new option should performance at the school not improve to a C

## TURNAROUND OPTIONS

There are five basic turnaround options:

- District managed – note that in most cases, this option is not available to the schools before the Board because it was previously selected by the districts.
- Closure
- Charter
- External operator
- Hybrid

### Note

Although the district submits a plan for all its schools, the option selected is classified by school and not by district (e.g., a district plan that converts one school to charter and closes a different school has not chosen a hybrid option, it has chosen two different options for two different schools)



## CRITERIA FOR APPROVAL OF ALL PLANS

- The Board must find that the plans “create the conditions to improve the school’s grade during the two-year implementation period” and
- Plans must meet the applicable requirements set forth in Turnaround Option Plans (TOPs)
  - District may request to modify a TOP requirement where the modification will not impede school improvement

Rule 6A-1.099811(8), Fla. Admin. Code, TOP-2, p. 2

In every case, the ultimate question before the Board is whether the proposed plan has a reasonable chance of success

## CLOSURE OPTION

- For Closure, the TOP requires that the district:
  - Reassign students to higher-performing school(s) in the district; and
  - Monitor and report the progress of reassigned students to the department for three years

Rule 6A-1.099811, TOP-2, Fla. Admin. Code

Assigning students to a newly created school does not satisfy the closure requirements

## CHARTER OPTION

- District must reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness
- The TOP requires that:
  - The charter must have a successful record of providing support to high-poverty, low-performing schools and provide evidence of its success
  - Districts must ensure that teachers are not rehired unless they are effective or highly effective

(§1008.33(4)(b)3., F.S.; Rule 6A-1.099811, TOP-2, Fla. Admin. Code)

## EXTERNAL OPERATOR OPTION

- Plans for an external operator requires that the district contract with an outside entity that has a demonstrated record of effectiveness to operate the school
- The TOP requires that:
  - The organization must have a successful record of providing support to high-poverty, low-performing schools and provide evidence of its success to the department, upon request
  - Districts must ensure that teachers are not rehired in the school unless they are effective or highly effective

(§1008.33(4)(b)3. F.S.; Rule 6A-1.099811, TOP-2, Fla. Admin. Code)

## HYBRID OPTION

- Plan may include elements of District Managed, Closure, Charter, External Operator options
  - May also include “other turnaround models that have a demonstrated record of effectiveness”
  - The TOP requires that:
    - If the hybrid option includes any district managed, closure, charter, or external operator options, those *portions* of the hybrid plan must meet the same criteria as if they were stand-alone options
- The Hybrid option is intended to provide flexibility to the school districts
- As with all turnaround options, the key question is whether the plan has a **likelihood of success**

## EXTENSION OF TIME TO IMPLEMENT EXISTING PLAN

- The Board may grant additional time to implement an existing turnaround plan if the District:
  - Demonstrates the school's grade is likely to increase if there is more time to implement the plan;
  - Provides evidence of improvement under the existing plan;
  - Outlines changes in activities/strategies anticipated should an extension be granted; and
  - Provides an assurance that an alternative option will be timely implemented should the extension be denied. Rule 6A-1.099811(9)(c), Fla. Admin. Code

- Just as with turnaround plans, a key factor for approval is the likelihood of future success (which includes consideration of past performance)
- Board may consider whether sufficient changes to the current plan have been made to improve the likely outcome

## Review of Plans

- Plans are reviewed at multiple levels within the Department before being considered by the Board. Each level of review is independent.
- Plans are reviewed by:
  - The Regional Executive Director (RED)
  - The Bureau of School Improvement
  - The Chancellor of K-12
  - The Commissioner

## STATE BOARD OPTIONS FOR DISTRICT-PROPOSED PLANS

The State Board may:

- **Approve** the new plan as proposed
- **Conditionally approve** the new plan with contingencies/conditions, such as modification or reporting (i.e., approve the new plan with directed changes)
- **Defer** its decision and require more information be provided (for example, clarification of the differences between the old and new plan) before deciding whether to approve the plan
- **Deny** the new plan

While the State Board can deny approval of a plan, it cannot explicitly choose which type of plan the district proposes to the Board.

Although the process is collaborative, it is important to remember that to date the district plans at issue have not been successful, so additional assistance and direction may be required.



## NEXT STEPS WHERE PLAN IS DENIED

- The denial should indicate the reason(s) and areas of deficiency
- Districts must submit a new plan by August 15<sup>th</sup>
  - The new plan may be for a new option or a revision of the plan for an existing option, depending upon the deficiency
  - A Board meeting will be called to consider the new/revised plans

Remember, the District is required to implement the new plan this school year – there is no planning year

## REPORTS TO THE STATE BOARD ON IMPLEMENTATION OF PLANS

- Plans will be reviewed and monitored throughout the year
- As part of the State Board's oversight responsibilities, superintendents may be invited to appear at future Board meetings to provide a progress report on the implementation of turnaround plans



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