

STATE BOARD OF EDUCATION

Action Item

July 18, 2018

SUBJECT: Review of Turnaround Option Plan for School District of Marion County

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PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1008.33, Florida Statutes

EXECUTIVE SUMMARY

Marion has one school that requires a new turnaround plan:

- Evergreen Elementary School

Supporting Documentation Included: Turnaround Option Plan for Evergreen Elementary School and District response letter. Contract with External Operator (under separate cover)

Invited Presenters: Dr. Heidi Maier, Superintendent, Marion County Public Schools; Beth McCall, School Board Chair; Hershel Lyons, Chancellor, K-12 Public Schools; and Wayne Green, Lead Regional Executive Director, Bureau of School Improvement



Turnaround Option Plan – Phase 2 Marion County Public Schools

This form, to be used by districts for implementation in 2018-19, satisfies the requirements of Form TOP-2, which is incorporated by reference in Rule 6A-1.099811, F.A.C. (2014).

Turnaround Option Plan – Phase 2
for districts implementing in 2018-19

Evergreen Elementary School - 0581

External Operator (EO)

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Part I: Needs Assessment

Item 1: Description of the needs assessment methodology and summary of the results

The district reviewed the school’s performance trend data and qualitative information, such as data collected through district and state assessments in addition to school visits, surveys, and interviews.

Academic Performance Data

School Grades

- 2015: D
- 2016: F
- 2017: D

English Language Arts Florida State Assessment (FSA)

Percent declines of proficiency by grade level from 2015-2017:

- ELA 5th Grade (-24%)

The weakest combined 3rd-5th Grade ELA FSA Clusters Spring of 2017:

- Integration of Knowledge and Ideas (earned only 33% of points possible)
- Key Ideas and Details (earned only 37% of points possible)
- Text-based Writing (earned only 45% of points possible)

Spring Third Grade 2018 ELA Proficiency levels at Evergreen Elementary compared to the county and state.

| FSA ELA by Grade Level | | | | | | | |
|------------------------|------|--------------------|---------------------------|--------------------|---------------------------|--------------------|---------------------------|
| | | Evergreen | | Marion County | | State of Florida | |
| | | Percent Proficient | Change from previous year | Percent Proficient | Change from previous year | Percent Proficient | Change from previous year |
| 3rd Grade | 2016 | 19 | | 45 | | 54 | |
| | 2017 | 26 | +7 | 50 | +5 | 58 | +4 |
| | 2018 | 36 | +10 | 46 | -4 | 57 | -1 |

Spring Third Grade 2018 ELA Achievement levels

| 2018 FSA ELA Achievement Levels | | | | | |
|---------------------------------|----------------|---------|------------|---------|---------|
| | Non-Proficient | | Proficient | | |
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| 3rd Grade | 46% | 18% | 19% | 8% | 9% |

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Academic Performance Data (continued)

Math Florida State Assessment (FSA)

Percent declines of proficiency by grade level from 2015-2017:

- Math 3rd Grade (-36%)
- Math 4th Grade (-27%)
- Math 5th Grade (-44%)

Science Florida Comprehensive Assessment Test (FCAT)

Percent declines of proficiency by grade level from 2015-2017:

- Science 5th Grade (-45%)

The weakest combined 3rd-5th Grade Domains Spring of 2017:

- Operations, Algebraic Thinking and Fractions (earned only 30% of points possible)
- Measurement, Data, Geometry (earned only 36% of points possible)
- Number and Operations-Base Ten (earned only 36% of points possible)

Science Florida Comprehensive Assessment Test (FCAT)

Weak Content Areas Spring of 2017:

- Life Science (earned only 50% of points possible)
- Nature of Science (earned only 50% of points possible)
- Earth and Space (earned only 50% of points possible)

District Quarterly Standards Mastery Assessment Results:

| District Quarterly Standards Mastery Assessment Results 1st Quarter | | 3rd | 4th | 5th |
|---|------|------|------|------|
| | | GR | GR | GR |
| Marion County Public Schools Average | ELA | 43.1 | 50.6 | 50.9 |
| EVERGREEN ELEMENTARY SCHOOL | ELA | 46.3 | 46.4 | 45.8 |
| Marion County Public Schools Average | Math | 35.1 | 31.2 | 36.1 |
| EVERGREEN ELEMENTARY SCHOOL | Math | 35.8 | 29.5 | 31.6 |

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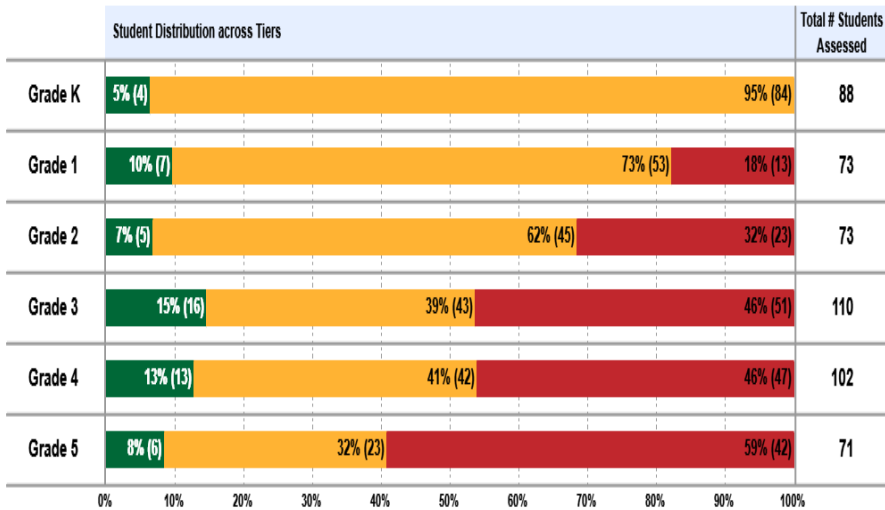
| District Quarterly Standards Mastery Assessment Results 2nd Quarter | | 3rd GR | 4th GR | 5th GR |
|---|------|--------|--------|--------|
| Marion County Public Schools Average | ELA | 45 | 49 | 49 |
| EVERGREEN ELEMENTARY SCHOOL | ELA | 40 | 42 | 37 |
| Marion County Public Schools Average | Math | 48 | 51 | 43 |
| EVERGREEN ELEMENTARY SCHOOL | Math | 40 | 42 | 32 |

| District Quarterly Standards Mastery Assessment Results 3rd Quarter | | 3rd GR | 4th GR | 5th GR |
|---|------|--------|--------|--------|
| Marion County Public Schools Average | ELA | 57 | 51 | 67 |
| EVERGREEN ELEMENTARY SCHOOL | ELA | 47 | 42 | 53 |
| Marion County Public Schools Average | Math | 52 | 49 | 53 |
| EVERGREEN ELEMENTARY SCHOOL | Math | 39 | 40 | 43 |

i-Ready Diagnostic Reading K-5
Fall 2017 Assessment Period 1:

[Detail by Grade ?](#)

■ Tier 1: On (Mid/Late) or Above Level
 ■ Tier 2: 1 Level Below
 ■ At risk for Tier 3: 2 or More Levels Below



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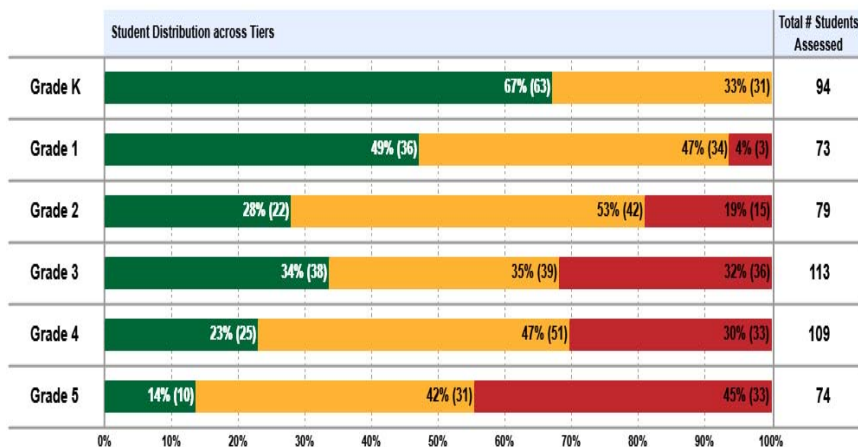
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Academic Performance Data (continued)

i-Ready Diagnostic Reading K-5
Spring 2018 Assessment Period 3:

[Detail by Grade ?](#)

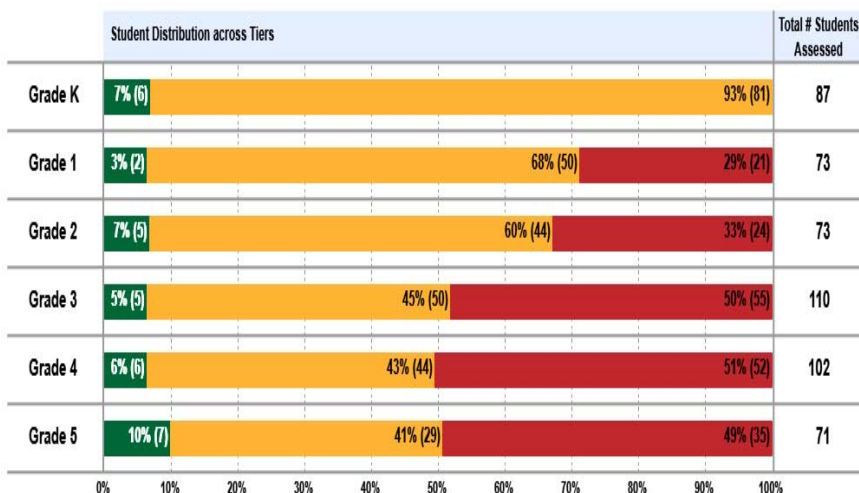
■ Tier 1: On (Mid/Late) or Above Level ■ Tier 2: 1 Level Below ■ At risk for Tier 3: 2 or More Levels Below



i-Ready Diagnostic Math K-5
Fall 2017 Assessment Period 1:

[Detail by Grade ?](#)

■ Tier 1: On (Mid/Late) or Above Level ■ Tier 2: 1 Level Below ■ At risk for Tier 3: 2 or More Levels Below

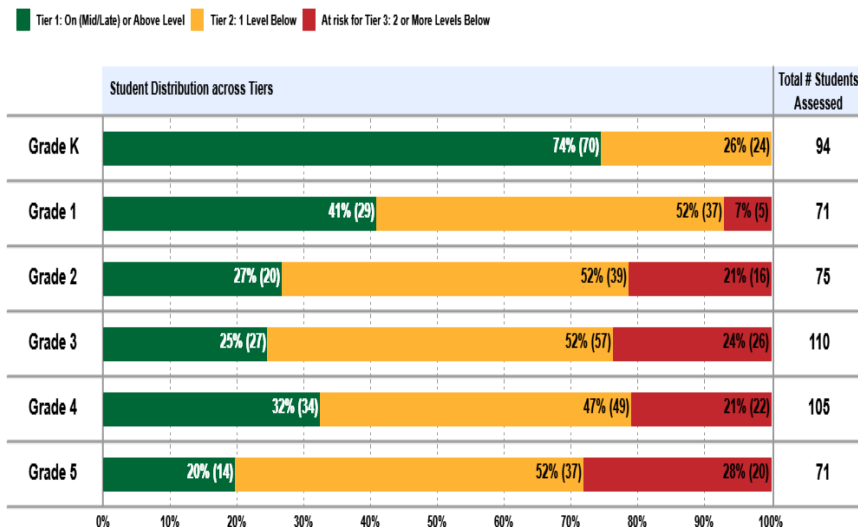


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Academic Performance Data (continued)

i-Ready Diagnostic Math K-5
Spring 2018 Assessment Period 3:

Detail by Grade ?



4th and 5th Grade Diagnostic Write Score:

| | 4th GR | 5th GR |
|--------------------------------|---------|---------|
| Write Score--October 2017 | | |
| Raw Score | 1.56/10 | 2.96/10 |
| Focus, Purpose, & Organization | .71/4 | 1.38/4 |
| Evidence & Elaboration | .55/4 | 1.08/4 |
| Conventions-Standard English | .3/2 | .5/2 |

Student Attendance

- 2016-2017
Total of 6,991 student absences from school.
Total days of absences by grade level:
K—1,044; 1st—1,194; 2nd—1,281; 3rd—1,306; 4th—833; 5th—987
- 2017-2018
Total of 6,677 student absences from school.
Total days of absences by grade level:
K—1,202; 1st—898; 2nd—1,038; 3rd—1,305; 4th—1,437; 5th—797

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Student Discipline Data

The following is the breakdown of total discipline referrals by infraction level for the past two years.

Student Discipline Incidents

| | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|-------------------|---------|---------|---------|---------|-------|
| 16-17 End-of Year | 435 | 1017 | 154 | 4 | 1610 |
| 17-18 End-of Year | 674 | 814 | 32 | 0 | 1520 |

Qualitative Data:

On-Site Listening Tours of Staff

- Spring 2017
Need training and support offered to teachers and non-instructional staff
Need differentiated professional development
- Winter 2017
Need for addressing student misbehaviors
Need curriculum resources in a timely manner.

School Improvement Parent Survey

- Spring 2016
Lack of a safe and supportive environment
47% of the parents who responded believe, “My child has been bullied at school.”
12% believed that “The school handled a bullying issue with my child to my satisfaction.”
- Spring 2017
Request for “Information, tools, and strategies to enrich child’s learning experience”
66% of the parents requested resources for Reading
64% of the parents requested resources for Math

Item 2: Rationale for the turnaround option(s) selected.

EO=Contracting with an external operator was the Turnaround Option selected for Evergreen Elementary School. This option was selected by the School Board of Marion County to provide a new perspective and approach to address the multiple needs at Evergreen Elementary School. In addition, the School Board of Marion County wants to build capacity of school administrative teams at other at-risk schools through participation in the on-site training opportunities offered by the External Operator.

Turnaround Option Plan – Phase 2
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Part II: Implementation Plan

A. Areas of Assurance

Item 3: Description of how the district will address the Areas of Assurance required by the selected turnaround option(s), as acknowledged in Phase 1.

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External Operator (EO) Assurances

Assurance 1: Contracting with External Organization

A search committee was created that included the following members: Chairperson of the School Board of Marion County, Deputy Superintendent, current Principal and School Advisory Council President of Evergreen Elementary School, and district-level Principal on Assignment. The committee researched various companies, listened to presentations, and conducted interviews before selecting Educational Directions as the external organization to work with Evergreen Elementary School. The scope of work and cost for various levels of support is outlined in the attached contract dated May 22, 2018.

Assurance 2: Selecting A Successful Organization

The excerpt below is from page 4 of Educational Directions External Operator Proposal which outlines the successful record of this organization.

Educational Directions Track Record

In Florida

Educational Directions has worked in several other counties in Florida. In total, we provided academic management to 20 different schools in Florida, worked with the state to create a cognitive and noncognitive data room protocol for schools, offered over 150 professional development sessions, and provided coaches for over 70 schools. We also provided over 50 complete academic reviews of priority schools.

During the early implementation of Race to the Top, Educational Directions collaborated closely with the Florida Department of Education. We modified our Academic Review process and integrated our data capture protocols to meet the needs of state audits. We collaborated on a school data tracking protocol still used today.

This table demonstrates the results of third-party engagement in Florida schools three years prior to ED engagement and the impact of ED in the final year.

Turnaround Option Plan – Phase 2
for districts implementing in 2018-19

Continued--Part II: Implementation Plan

A. Areas of Assurance

Continued--Item 3: Description of how the district will address the Areas of Assurance required by the selected turnaround option(s), as acknowledged in Phase 1.

Assurance 2: Selecting A Successful Organization

| School | County | Three years prior | Two years prior | One year prior | ED third party operator year |
|--------------------------------|--------|-------------------|-----------------|----------------|------------------------------|
| Elementary School | | | | | |
| PALMETTO ELEMENTARY SCHOOL | Polk | D | D | D | C |
| NORTH SHORE ELEMENTARY | Duval | F | F | D | B |
| Middle School | | | | | |
| CRYSTAL LAKE MIDDLE SCHOOL | Polk | F | D | D | C |
| DENISON MIDDLE SCHOOL | Polk | D | D | D | C |
| SHELLEY S. BOONE MIDDLE SCHOOL | Polk | F | D | D | C |
| WESTWOOD MIDDLE SCHOOL | Polk | F | D | D | C |
| High School | | | | | |
| A. PHILIP RANDOLPH ACADEMIES | Duval | F | F | C | A |
| WESTSIDE HIGH SCHOOL | Duval | D | D | D | C |
| WILLIAM M. RAINES HIGH SCHOOL | Duval | F | D | D | C |
| JEAN RIBAUTL HIGH SCHOOL | Duval | F | D | C | A |
| EDWARD H. WHITE HIGH SCHOOL | Duval | D | D | D | C |

Nationwide

Educational Directions worked in five states and with the US Army. We worked with more than 20 counties and provided almost 300 professional development sessions. We completed more than 200 academic reviews and climate audits.

Assurance 3: Instructional Staff

The External Operator will have autonomy to make the decisions regarding staff that are retained and recruited within the parameters outlined by the state. At present, the External Operator, Educational Directions, has selected to keep the current administrative team including the District’s decision to change one assistant principal for the 2018-2019 school year. The administrative team includes the principal, two assistant principals, two deans, and three content area specialists to support English Language Arts/Reading, Math, and Science. The new assistant principal has district-level curriculum and data analysis experience. In addition, this person has previously served as an ELA Content Area Specialist 2014-2015 and as a Curriculum Coordinator 2015-2017 at Evergreen Elementary School.

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Assurance 3: Instructional Staff (continued)

All teachers must demonstrate a raw State VAM, 3-year aggregate score, and higher than Needs Improvement to be retained at a TOP school. Other instructional staff, including but not limited to ESE and ESOL, that generate a teacher VAM score and are measured by that metric will be included as a Core teacher. Teachers that are Needs Improvement or Unsatisfactory will be transferred to schools that are not in turnaround status.

The district will assist, at the request of the External Operator, to find staff that meet the demonstrated mastery to ensure appropriate staffing levels are met. Educational Directions will encourage staff to remain and transfer to Evergreen Elementary School. Monetary incentives, outlined in the attached Memorandum of Understanding, will be offered to qualifying staff members.

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B. Areas of Focus

Item 4: Area(s) of Focus selected by the district based upon the school’s needs assessment.

- 1. Assessments
- 2. Instructional Programs
- 3. Differentiated Instruction
- 4. School Leadership
- 5. Increased Learning Time

Item 5: Summary of the strategies the district will implement to reduce or eliminate internal systemic barriers and address the needs of the school including a description of how the district will address the selected Area(s) of Focus.

Assessments

The External Operator will have autonomy to utilize assessments and professional development opportunities provided by the district or develop their own plans. Marion County Public Schools School Counseling and Assessment Department helps ensure relevancy and purpose for district test creation, appropriate schedules for test administration, ongoing data disaggregation, and timely professional development related to testing results throughout the year.

Data will be disaggregated and analyzed at the school and district levels throughout the school year under the direction of the External Operator. Most of the assessment data is accessible electronically for efficient analysis by student, class, grade, school, and district. This information ultimately helps determine the best approach to effectively meet the instructional needs of each student.

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Assessments (Continued)

Assessments in Marion County Public Schools for the 2018-2019 school year are outlined for each grade level and selected to achieve a specific purpose. Below is a synopsis of the assessments.

| Kindergarten, First and Second Grades | | |
|--|------|--|
| Developmental Reading Assessment (DRA) | ELA | <ul style="list-style-type: none"> • report strengths / weaknesses in areas of reading • guide instruction • show growth and achievement • ACCEL documentation |
| i-Ready (AP1, AP2, AP3) | ELA | <ul style="list-style-type: none"> • report strengths / weaknesses in areas of reading or math domains • guide instruction • show growth and achievement (MARS) • ACCEL documentation • Standards Mastery (School Choice) |
| | Math | |

| Third and Fourth Grades | | |
|--|-------------|---|
| i-Ready (AP1, AP2, AP3) | ELA | <ul style="list-style-type: none"> • report strengths / weaknesses in areas of reading or math domains • guide instruction • show growth • ACCEL documentation • Standards Mastery (School Choice) |
| | Math | |
| Writing | ELA writing | <ul style="list-style-type: none"> • assess mastery of instructed Florida State Standards • guide instruction • ACCEL documentation |
| Quarterly Standards Mastery Assessments (QSMA) | ELA | <ul style="list-style-type: none"> • assess mastery of instructed Florida State Standards • guide instruction |
| | Math | |
| | Science | |

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Assessments (Continued)

Assessments in Marion County Public Schools for the 2018-2019 school year are outlined for each grade level and selected to achieve a specific purpose. Below is a synopsis of the assessments.

| Fifth Grade | | |
|--|-------------|---|
| i-Ready (AP1, AP2, AP3) | ELA | <ul style="list-style-type: none"> • report strengths / weaknesses in areas of reading or math domains |
| | Math | <ul style="list-style-type: none"> • guide instruction • show growth • ACCEL documentation • Standards Mastery (School Choice) |
| Comprehensive Standards Mastery Assessments (CSMA) | Science | <ul style="list-style-type: none"> • pre-test to assess mastery of previous grade standards and to show strengths and weaknesses to guide instruction • ACCEL documentation • show growth and achievement (MARS) |
| Writing | ELA writing | <ul style="list-style-type: none"> • assess mastery of instructed Florida State Standards • guide instruction • ACCEL documentation |
| Quarterly Standards Mastery Assessments (QSMA) | ELA | <ul style="list-style-type: none"> • assess mastery of instructed Florida State Standards • guide instruction |
| | Math | |
| | Science | |

Professional development, regarding the use of data to drive instruction, began at the Superintendent’s Leadership Conference and continues monthly with building administrators. Content Area Specialists receive ongoing training on data analysis in order to assist teachers in providing specific feedback to students and parents, selecting resources that strongly align to the Florida Standards, and planning lessons to differentiate learning.

The Marion County curriculum maps were re-vamped in order to have framework continuity across content areas and will be available for the External Operator to utilize. Instead of embedding a plethora of resources in the curriculum maps, the focus was placed on outlining the Florida Standards in their entirety with an accompanied Scope and Sequence.

The Scope and Sequence was determined by using the FSA data trends. For instance, the weakest ELA strands were moved to be taught toward the beginning of the year and embedded for spiral review throughout the year. The Quarterly Standards Mastery Assessments were aligned to the Scope and Sequence and will offer accountability of instruction and student mastery of skills. In addition, learning scales were included in the Curriculum Maps to encourage the ongoing progress monitoring of standards by students and teachers.

The Florida Standards and Next Generation Science Standards were coupled with universal design for learning (UDL) strategies. These strategies help students become expert learners and take ownership of their learning. This shift of format and focus in the Curriculum Maps has required in-depth training with instructional leaders and teachers to ensure effective use.

Turnaround Option Plan – Phase 2*for districts implementing in 2018-19***Instructional Programs**

The External Operator has the autonomy whether or not to utilize the instructional materials, programs, and focus areas in place for the 2018-2019 school year in Marion County. The Elementary Curriculum and Instruction Department in Marion County has five focus areas to help guide their work and support of school leadership which in turn will solidify Tier I Instruction. Professional development and ongoing support will occur to ensure the implementation of the following areas.

Five Focus Areas of Elementary Curriculum and Instruction Department in Marion County:

1. Standards Focus Boards (Core and Related Arts)

Several key components to Standards Focus Boards (a.k.a. Common Boards) include:

- The Florida Standard
- The Objective or Learning Goal
- The Essential Question
- The Daily Assessment or Check for Understanding

The primary elements:

- Standards Focus Boards should be visible in classrooms.
- Teachers and students should be actively utilizing the boards to activate and close the lesson.
- There should be common language with common expectations established for each school.

2. Collaborative Planning (Standards-based)

- Collaborative Planning should occur a minimum of once per week by grade level/department.
- Everyone should contribute/share understanding of the FL Standard, aligned resources, and reflect on instructional practices.
- The following questions will guide effective planning and practice.
 - **What are we/students doing?
 - **Why are we doing it?
 - **What data do you have to support this decision?
- Teachers will develop standards-based lesson plans that will guide teachers in effective instructional practice and delivery.

3. Learning Artifacts

- Showcase learning in the hallway and classrooms aligned to the FL Standard/s.
- Parents, students, and staff members can observe the alignment of students' learning to the depth of the standards as well as see vertical alignment of instruction between grade levels.

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Five Focus Areas of Elementary Curriculum and Instruction Department in Marion County (continued)

4. Data Walls/Organization

- Data is imperative to drive instruction as it indicates the next developmentally appropriate instructional step.
- Data should be collected from daily formative assessments. Behavior, attendance, and summative assessments should be reviewed.
- Data should be utilized by students and staff to help determine levels of mastery.

5. Scales

- Scales are utilized by students and teachers to ensure coherent standards-based instruction and understanding.
- Scales allow for teachers to formatively assess students on their knowledge of learning targets leading to the lesson goal (standard). Students will provide evidence of knowledge for each target.

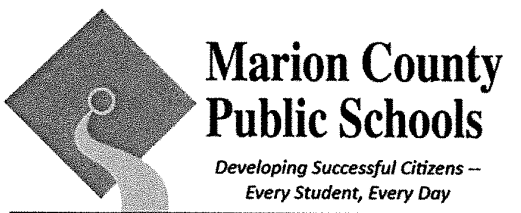
School Leadership

Ongoing monitoring and support by district administration will occur collaboratively with the External Operator to help ensure success in turnaround strategies. Onsite visits involve a focus such as identifying trends and calibrating feedback as a result of classroom observations. Another focus will involve the Multi-Tiered Support System/problem-solving process in order to offer specific support to better meet the students' needs in relation to the academics and discipline. The principal will also be a part of a "Turnaround Schools Cohort" and will receive targeted support throughout the school year.

Administrative meetings, including area principal meetings, will offer opportunities for professional development, data reviews, goal setting, and sharing of best practices. Marion County Public Schools has begun a partnership with the Center for Educational Leadership to build capacities of school-based administrators to evaluate effective instruction occurring in classrooms. This process will begin with the development of an area of focus determined by the building administrator for which to observe around. Cohorts of fifteen administrators will participate in five learning walks at schools throughout MCPS to increase the ability to evaluate effective instruction. This evaluation of instruction will lead to specific information and student problem(s) of learning, as to what professional learning that is necessary to raise the level of instruction.

In addition to data analysis of assessments outlined earlier, there will be ongoing review of observational data conducted by the building level administration. To monitor fidelity, the building level observation data will be compared to the identified trends during onsite visits and observations by district administrators as well as current testing data. Through conversations based on data results, professional development is planned to ensure the best student instruction.

The professional development for teachers, the Union, and administrators will focus on how to appropriately apply the Marion County Instructional Evaluation System (based on the Charlotte Danielson evaluation framework rubric) to instructional delivery. This better understanding of the Marion County Instructional Evaluation System rubric, through professional development, will result in calibration and most importantly the expectation of higher standards by both the teacher and student.



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July 2, 2018
(Via Email)

Hershel Lyons, Chancellor
Division of Public Schools
Florida Department of Education
325 West Gaines Street, Suite 1502
Tallahassee, Florida 32399-0400
Chancellor.Lyons@FLDOE.org

Dear Chancellor Lyons:

Please see the below responses to your request for additional information regarding the external operator the School Board of Marion County, Florida (hereinafter referred to as "School Board" or "School District") selected, Educational Directions, LLC (hereinafter "Educational Directions").

1. Provide the outside entity/external operator’s evidence of a demonstrated record of effectiveness per statutory requirement.

Educational Directions is a mid-sized educational consulting company celebrating 20 years of service to educators. Most of Educational Directions’ lead coaches were once principals, assistant superintendents, or worked for a state department of education. Their coaches average over 35 years of service to education and over 15 years with Educational Directions.

Educational Directions approach reshapes the way a school thinks about "work." Their focus on defining and acting on "the right work" produces improved performance in each student. Their professional development training focuses on what the learner needs to have achieved at specific times in the school year and strategies for preparing schools to provide those experiences to learners. In the schools, their coaches help apply those strategies to the school's specific circumstances and needs.

Track Record

Educational Directions has worked in several other counties in Florida. In total, they provided academic management to 20 different schools in Florida, worked with the state to create a cognitive and non-cognitive data room protocol for schools, offered over 150 professional development sessions, and provided coaches for over 70 schools. They also provided over 50 complete academic reviews of priority schools.

Dr. Heidi Maier
Superintendent

Nancy Stacy
District 1

Beth McCall
District 2

Bobby L. James
District 3

Angie Boynton
District 4

Kelly King
District 5



Response to Chancellor Lyons
 July 2, 2018
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During the early implementation of Race to the Top, Educational Directions collaborated closely with the Florida Department of Education. They modified their Academic Review process and integrated their data capture protocols to meet the needs of state audits. They collaborated on a school data tracking protocol still used today.

This table demonstrates the results of third-party engagement in Florida schools three years prior to Educational Directions engagement and the impact of Educational Directions in the final year.

| School | County | Three years prior | Two years prior | One year prior | ED third-party operator year |
|--------------------------------|--------|-------------------|-----------------|----------------|------------------------------|
| Elementary School | | | | | |
| PALMETTO ELEMENTARY SCHOOL | Polk | D | D | D | C |
| NORTH SHORE ELEMENTARY | Duval | F | F | D | B |
| Middle School | | | | | |
| CRYSTAL LAKE MIDDLE SCHOOL | Polk | F | D | D | C |
| DENISON MIDDLE SCHOOL | Polk | D | D | D | C |
| SHELLEY S. BOONE MIDDLE SCHOOL | Polk | F | D | D | C |
| WESTWOOD MIDDLE SCHOOL | Polk | F | D | D | C |
| High School | | | | | |
| A. PHILIP RANDOLPH ACADEMIES | Duval | F | F | C | A |
| WESTSIDE HIGH SCHOOL | Duval | D | D | D | C |
| WILLIAM M. RAINES HIGH SCHOOL | Duval | F | D | D | C |
| JEAN RIBAUTL HIGH SCHOOL | Duval | F | D | C | A |
| EDWARD H. WHITE HIGH SCHOOL | Duval | D | D | D | C |

Nationwide Educational Directions worked in five states and with the US Army. They worked with more than 20 counties and provided almost 300 professional development sessions. They completed more than 200 academic reviews and climate audits nationwide.

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 July 2, 2018
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2. **Explain the role of the outside entity/external operator in the recruitment, selection, and placement of instructional personnel with proven experience and capacity to serve students who may need intensive remediation and instruction. Include specific information about the external operator's authority in this area.**
3. **Explain the role of the outside entity/external operator in the recruitment, selection, placement, training and oversight of the school leadership team, including specific information about the external operator's authority in these areas. Provide evidence the school leadership team has a proven record of success in turnaround schools and the qualifications to support the students served.**

Educational Directions will determine the level of district support needed. The selection and/or retention of administration and staff outlined during the selection process is dependent on what is needed for the school after conducting our needs assessment. Educational Directions has full autonomy regarding staffing, curriculum, and professional development for this school. *See Section 8(d) of the fully executed contract provided to the DOE which explicitly gives primary management of all personnel to Educational Directions.* The School District will work with the external operator to support these efforts.

In hiring, the Evergreen and Educational Directions will be looking for several attributes for the "right fit":

- Candidates will have to have VAM scores acceptable to the state.
- Prior knowledge of working in a similar type of school and a track record of success will be preferred.
- Candidates must also be willing to learn the approach Ed Directions will utilize to help the school.
- Candidates must have a positive approach and willingness to work as a team.

The Marion County School District will work with the external operator to support these efforts. Educational Directions has been working with the Evergreen since May. They have completed an initial needs analysis of the school and will be involved in summer SIP planning.

Educational Directions will provide just-in-time professional development throughout the year. The professional development will start in the summer for data tracking and opening school. Professional development is based on Educational Directions' Rhythm of the Learner Year (RLY). Strategies and tools will be taught a few weeks prior to a learning window, and these ideas will be reinforced in PLCs and modeled in classrooms.

Educational Directions will provide professional development, a needs analysis, leadership coaching, content coaching, and data coaching. As the external operator, they will work

Response to Chancellor Lyons

July 2, 2018

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collaboratively with the School District but will ultimately have governance of the school and autonomy in major decisions including hiring, curricula, and school policies.

For school leadership, Educational Directions is pleased with the current principal, Wayne Livingston, who has shown the ability to move Evergreen in the right direction. In working with him this summer, Mr. Livingston has been collaborative and open to some of the innovative processes Educational Directions utilizes in the summer work to prepare for the opening of school. Educational Directions has indicated that the new assistant principal and some of the other leadership team that will remain all seem to be good fits. As such we foresee no changes in school leadership at this time as we prepare for the leadership professional development and the finalizing of the opening of school planning.

As for the current leadership team Mr. Wayne Livingston has a passion for the community and Evergreen Elementary School, which was evident when he elected to return as principal fall 2016, despite the school's grade of an F. Under his leadership, the school increased nearly two letter grades, missing a C by only two percentage points in spring 2017. The Florida State Assessment and FCAT results spring 2018 also indicate continued improvements as a majority of the grade levels increased, by double-digits, the percentage of students proficient in both English Language Arts, Mathematics, and Science. The administrative team also includes two assistant principals, two deans, and three content area specialists to support English Language Arts/Reading, Math, and Science. One of the assistant principals has a doctorate with experience working at Evergreen Elementary School and the second assistant principal brings district-level curriculum and data analysis expertise.

4. If the district had a partnership with the outside entity/external operator, explain the difference in the proposed services changing from a partnership to operator.

There was no existing partnership between the School Board of Marion County, Florida, Marion County Public Schools, and Educational Directions, LLC before initiating the search for an external operator. As such, this request is not applicable.

5. Provide a detailed budget for the contracted amount with the outside entity/external operator.

The School Board is paying Educational Directions a straight fee for the personnel and services they are rendering this year. Educational Directions has, through the executed contract, insourced fiscal agency back to the School District, and has chosen to utilize most of the curricula and programs the school has purchased. Operations, staff, faculty, and school leadership will remain employees of the District. Educational Directions will have control of discretionary spending or ad hoc monies or expenses that arise. Educational Directions will also have access to additional money the School District has set aside as an incentive to attract and retain teachers for the positions at all District turnaround schools, but the budget should be similar to budgets in the past. This was not a default position. This decision was made after over two months of site analysis by Educational Directions. Educational Directions and the School District are comfortable with the current plan for Evergreen Elementary.

Response to Chancellor Lyons
July 2, 2018
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Please see Exhibit B of the Executed Contract for Services previously provided between the School Board of Marion County, Florida, and Educational Directions for a breakdown of the flat rate that the School Board of Marion County, Florida, is paying Educational Directions for the services being rendered. The total cost to the School Board for 2018-2019 is not to exceed \$401,600.00.

Please feel free to reach out to me if you should need any further assistance or clarification as to the turning over of Evergreen Elementary School's operations to Educational Directions, LLC.

Sincerely,

A handwritten signature in black ink, appearing to read 'Paul Gibbs', written over a white background.

Paul Gibbs

