



# Bay District Schools

## Bill Husfelt, Superintendent

2016-2017 Turnaround Option: Hybrid Model

Cedar Grove Elementary  
and

Oakland Terrace School for the Visual and Performing Arts



*partnering with*



**TNTP** reimagine teaching



# TNTP



## The Approach

- Clear academic priorities will be identified and strong curricular resources, and relevant, aligned coaching will be in place for teachers.
- TNTP will partner to identify the root causes of these challenges and generate solutions that can be implemented efficiently and systematically.
- TNTP will look across multiple systems, diagnose challenges, and recommend effective support.
- A three-pronged approach will be embraced centering on leadership, academics, and culture, primarily focused on identifying the gaps in instruction and other systems, providing a baseline of training on essential knowledge of the Florida Standards, and recommending improvements for the future.
- Baseline essential training will be delivered on the Florida Standards and instructional shifts, directing school leaders, coaches and district staff to essential information and materials.

# Size-Alike District Statistics

# of Differentiated Accountability Schools

	<b>2013-2014</b>	<b>2015-2016</b>
<b>Bay</b>	13	9
<b>Leon</b>	4	7
<b>Escambia</b>	15	15

**Systematic** progress monitoring of schools through Progressive Learning and Understanding through Support Systems (PLUS<sup>2</sup>) has provided timely and frequent feedback and support.



# Foundational Background

Experienced/strong leaders with relationships at Cedar Grove and Oakland Terrace

- Cedar Grove, 20 years in education: 11 years in administration, Certifications: School Principal (All Levels), Educational Leadership (All Levels), Mentally Handicapped K-12, State Board of Elementary School Principals, National Delegate for NAESP (National Association of Elementary School Principals)
- Oakland Terrace, 34 years in education: 25 years in administration, 12 in district capacity leading research-based initiatives in reading, math, and assessment. Certifications: School Principal (All Levels), Elementary Education (1-6), Mathematics (5-9)



# Demographics

- In 2006, there were 8 Title 1 schools in Bay County. In 2016, there are 24.
- Charter schools have gleaned 15% of the student population from traditional public schools.



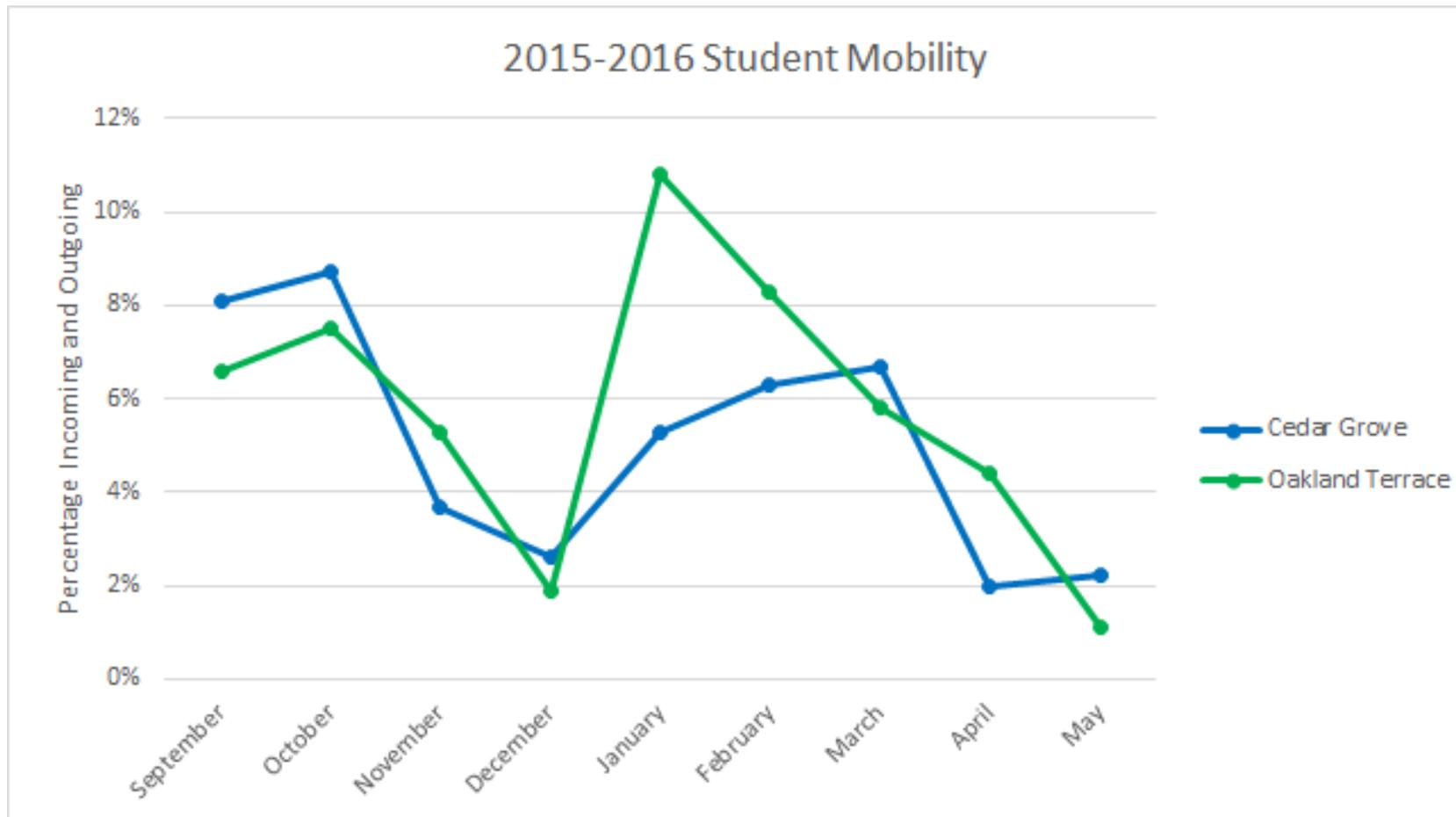
# Barriers

- Mobility of Students
- Retention of Teachers
- Capacity of teachers due the large number of teacher turnover
- Population of ELL students (Oakland Terrace)
  - 57 out of 382 at the end of the year, 15% of population



# BDS Incoming/Outgoing Student Mobility Rate

Cedar Grove	Oakland Terrace
49.8%	50.1%



# Foundational Background

## 2015-16 Number of Teachers and Students in Grades 3-5

	Cedar Grove Teachers	Total Student Population	Oakland Terrace Teachers	Total Student Population
3 <sup>rd</sup>	3	64	3	60
4 <sup>th</sup>	3	69	2	51
5 <sup>th</sup>	3	60	2	49
ESE	4		1	
<b>Total:</b>	<b>13</b>	<b>193</b>	<b>8</b>	<b>160</b>



# Foundational Background

- Significant teacher turnover rate 2015-2016 in grades 3-5:
  - 53.8% at Cedar Grove
  - 37.5% at Oakland Terrace (1 Classroom had 3 teachers, 1 classroom had 4 teachers)
- BDS is working to improve staff retention through efforts such as:
  - Allowing Cedar Grove and Oakland Terrace to post vacancies for 16-17 before other elementary schools
  - Advertising incentive performance pay bonus of \$5,000
  - Encouraging highly effective teachers to transfer to these two schools (Email was sent directly from the Superintendent)



# Compelling Evidence

## School VAM Data

	<b>2014</b>	<b>2015</b>
<b>Cedar Grove</b>	Effective	Effective
<b>Oakland Terrace</b>	Needs Improvement	Effective



# Compelling Evidence

Bay District Schools Performance Pay Recipients for 2014-15:

Cedar Grove- 1 teacher, 8%

Oakland Terrace- 2 teachers, 25%

	2016 % of Total Possible Points	2016 School Grade (FSA- Learning gains)	2015 % of Total Possible Points	2015 School Grade (FSA-No learning gains)	2014 School Grade (FCAT)
<b>Cedar Grove</b>	31% (1 pt from D)	F*	35	D	F
<b>Oakland Terrace</b>	35% (6 pt from C)	D	26	F	F

\*Appealing Grade

# Compelling Evidence

- K-2 foundation has been strengthened over the past 3 years to support 3rd grade cohort

3<sup>rd</sup> grade 2016 FSA English Language Arts and Math

	<b>Cedar Grove</b>	<b>Oakland Terrace</b>
<b>ELA</b>	+7%	+5%
<b>Math</b>	+20%	+8%



# Compelling Evidence

- 4<sup>th</sup> and 5<sup>th</sup> grade Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) RIT Increase

	<b>Cedar Grove</b>		<b>Oakland Terrace</b>	
	<b>4th</b>	<b>5th</b>	<b>4th</b>	<b>5th</b>
<b>ELA</b>	+5.9	+4.5	+8	+9.1
<b>Math</b>	+6.8	+4.1	+6.6	+3.6

\*“RIT” is an abbreviation for “Rausch Unit.” The difficulty and complexity of each MAP assessment question is measured using the RIT scale. A student’s RIT score indicates the level at which the student was answering questions correctly 50% of the time.



# Compelling Evidence

Cedar Grove's 2016 School Climate Surveys were administered via AdvancED's eProve system utilizing a Likert scale of 0-5.

Cedar Grove data indicates the following:

<b>Staff Survey (57 respondents) overall score: 4.38</b>	<b>Parent Survey (75 respondents) overall score: 4.39</b>
Purpose and Direction: 4.58 Governance and Leadership: 4.54 Teaching and Assessing for Learning: 4.22 Resources and Support Systems: 4.38 Using Results for Continuous Improvement: 4.46	Purpose and Direction: 4.49 Governance and Leadership: 4.36 Teaching and Assessing for Learning: 4.43 Resources and Support Systems: 4.33 Using Results for Continuous Improvement: 4.38



# Compelling Evidence

Oakland Terrace’s 2016 School Climate Surveys were administered via AdvancED’s eProve system utilizing on a Likert scale of 0-5.

Oakland Terrace data indicates the following:

<b>Staff Survey (35 respondents) overall score: 4.42</b>	<b>Parent Survey (23 respondents) overall score: 4.51</b>
Purpose and Direction: 4.62 Governance and Leadership: 4.58 Teaching and Assessing for Learning: 4.29 Resources and Support Systems: 4.41 Using Results for Continuous Improvement: 4.47	Purpose and Direction: 4.56 Governance and Leadership: 4.44 Teaching and Assessing for Learning: 4.51 Resources and Support Systems: 4.55 Using Results for Continuous Improvement: 4.56



# Compelling Evidence

- **Strategic** staffing changes moved more experience ELA and/or Math teachers into grades 3-5.
- **Systematic** progress monitoring of schools through the **systemic** Progressive Learning and Understanding through Support Systems (PLUS<sup>2</sup>)
- PLUS<sup>2</sup> was created to **systematically** provide schools with timely, specific and guiding feedback in the fall and spring of each school year. PLUS<sup>2</sup> consists of two phases: the learning walk and the data discussion.



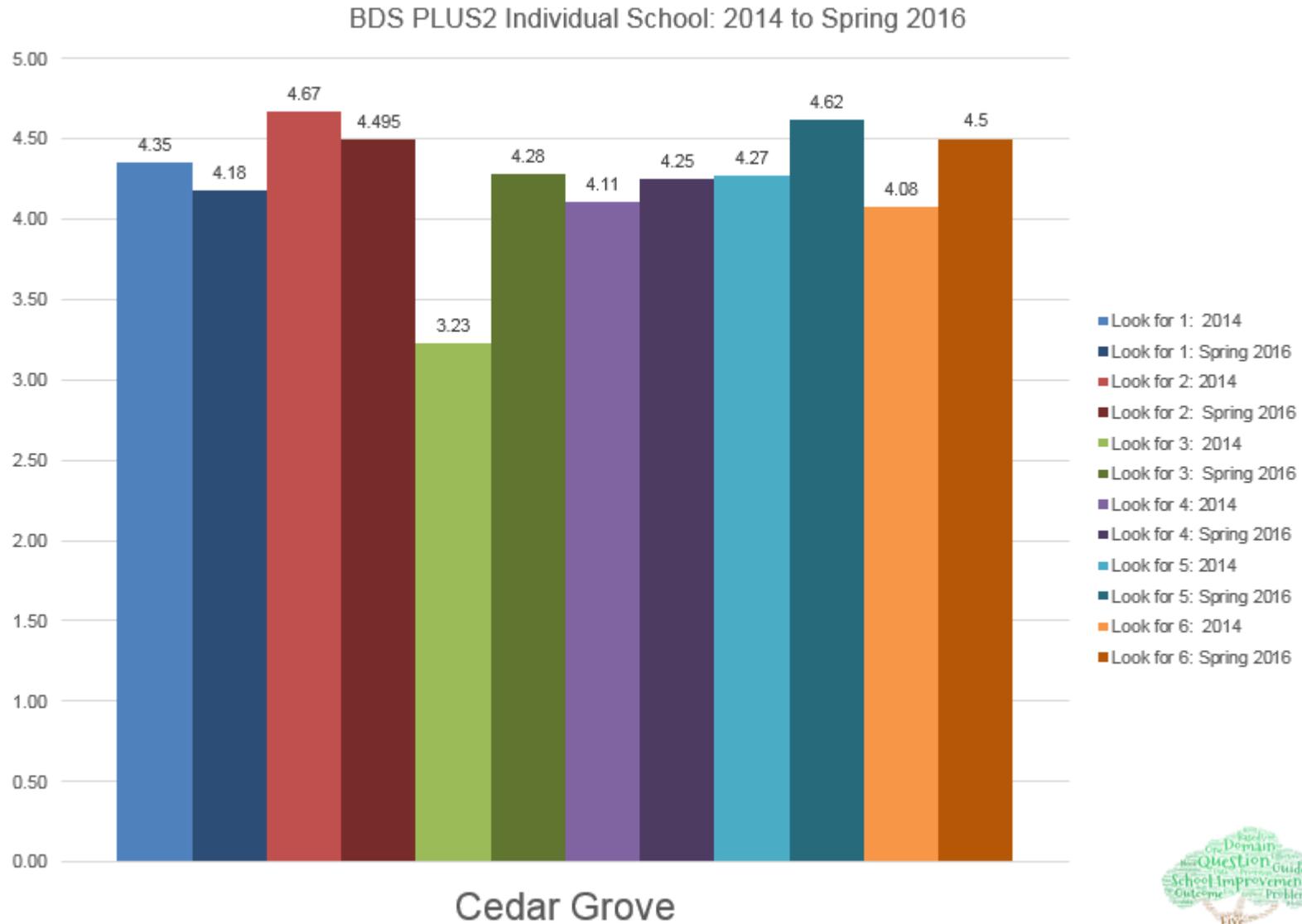
# Compelling Evidence: PLUS<sup>2</sup>

A rubric is used by team members during classroom learning walks to determine effectiveness of the following research based lookfors:

- 1.Utilizing the Standard
- 2.Instructional Framework for English language arts (ELA), mathematics, and other content areas.
- 3.Levels of Thinking in Tasks and Questions
- 4.Cognitive Engagement
- 5.Differentiated Instruction
- 6.Ongoing Assessment

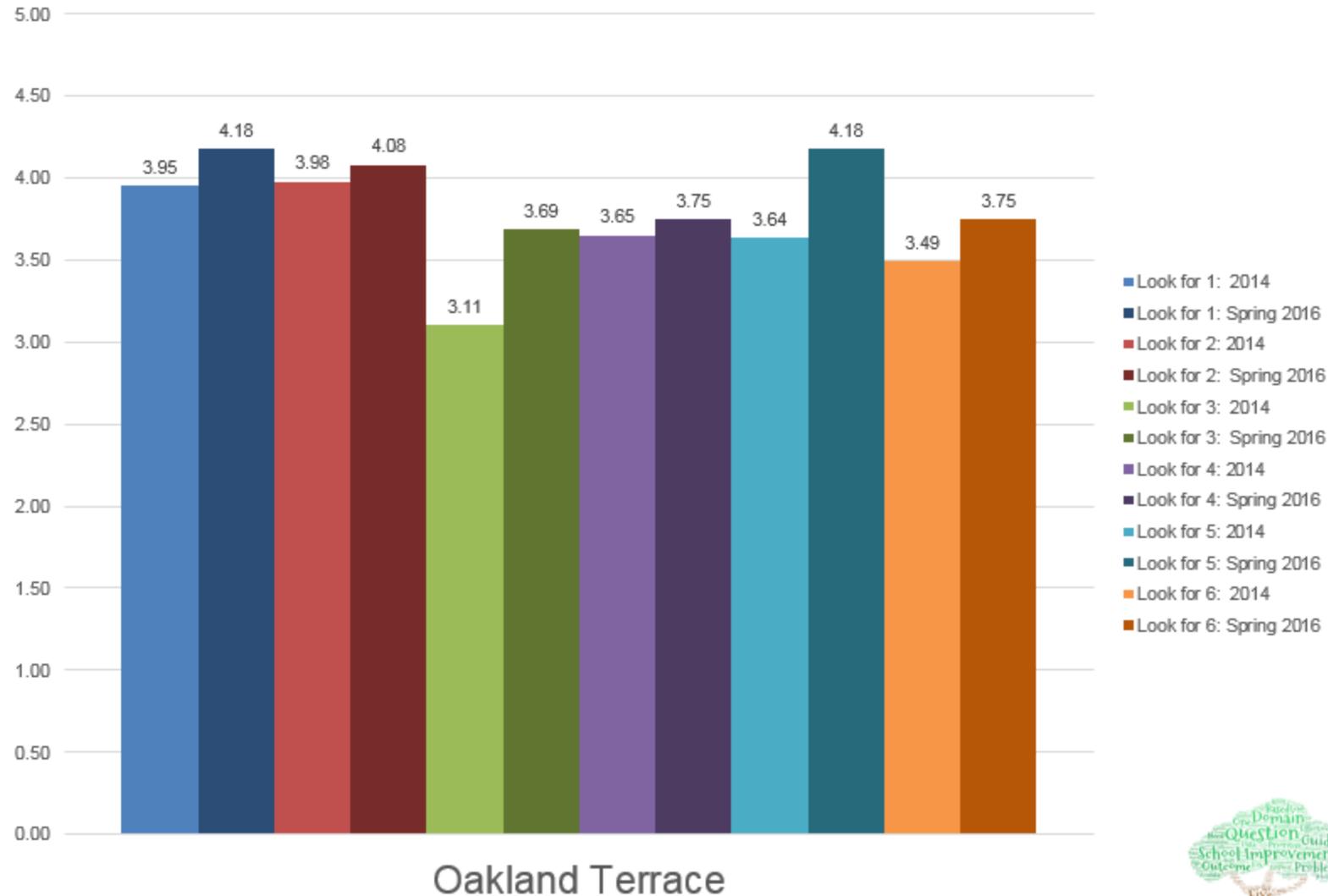


# Compelling Evidence: PLUS<sup>2</sup>



# Compelling Evidence: PLUS<sup>2</sup>

BDS PLUS2 Individual School: 2014 to Spring 2016



# Initiatives to Continue

- During the 2013-2014 school year:
  - SRA- Cedar Grove implementing K-5 with fluid grouping.
- During the 2014-2015 school year:
  - Began PLUS<sup>2</sup> (Progressive Learning and Understanding through Support Systems) which created a systemic culture for monitoring school improvement and providing feedback at the systems level
  - Professional Learning Communities (PLCs)- 3<sup>rd</sup> year
- During the 2015-16 school year:
  - NWEA, progress monitoring shifted from Discovery Education Assessment
  - Allow for 4 additional professional development days for teachers to have differentiated PD based on need and to further support the School Improvement Plan goals.
  - Literacy and Math Liaisons- identified grade liaisons meet 3 times a year with like teachers from all Bay County schools and develop specific lessons and strategies to implement/share with other teachers
  - Mathematics Formative Assessment System (MFAS) tasks and resources from CPALMS used to guide instruction
  - STEMscopes tasks and resources
  - Alignment Bay County
- K-2 foundation focus



# New Initiatives

- Partner with TNTP (The New Teacher Project) to provide hybrid turnaround option.
- Complex Text Initiative- literacy coaches developed complex text package for teachers (web-based) 2016-17
- Bi-Monthly support meetings with BDS Office of School Improvement and monthly support meetings with Director of Elementary Instruction to include learning walks and direct feedback to teachers
- Additional 2 days for Differentiated Turnaround Teacher Training (Summer 2016)
- Implementing Simplifying RtI- Oakland Terrace
- Strategic hiring and retention of teachers
- Full time, seasoned literacy and mathematics coaches at both Cedar Grove and Oakland Terrace
- Full time social worker at Oakland Terrace to address social/ emotional needs of students at OT (full-time interventionist already in place at Cedar Grove)

