



PreK-12 Quality Subcommittee

January 25, 2017

4:00 PM

Reed Hall (102 HOB)

Meeting Packet



AGENDA

PreK-12 Quality Subcommittee
Wednesday, January 25, 2017
4:00 PM – 6:00 PM
Reed Hall – 102 HOB

- I. Call to Order
- II. Roll Call
- III. Welcome/Opening Remarks
- IV. Chairman's Remarks about the Topic
- V. Presentation
Turning Around Low-Performing Schools
 - Hershel Lyons – Chancellor, Division of Public Schools
- VI. Panel Discussion – State and Local Intervention
 - Commissioner Pam Stewart, Florida Department of Education
 - Dr. David K. Moore, Assistant Superintendent, Curriculum & Instruction Education Transformation Office, Miami-Dade County Public Schools
 - Wayne Green, Regional Executive Director, Bureau of School Improvement, Florida Department of Education
- VII. Closing Comments/Remarks



Turning Around Low Performing Schools

House Pre K-12 Quality Subcommittee
January 25, 2017

Hershel Lyons, Chancellor, Division of Public Schools



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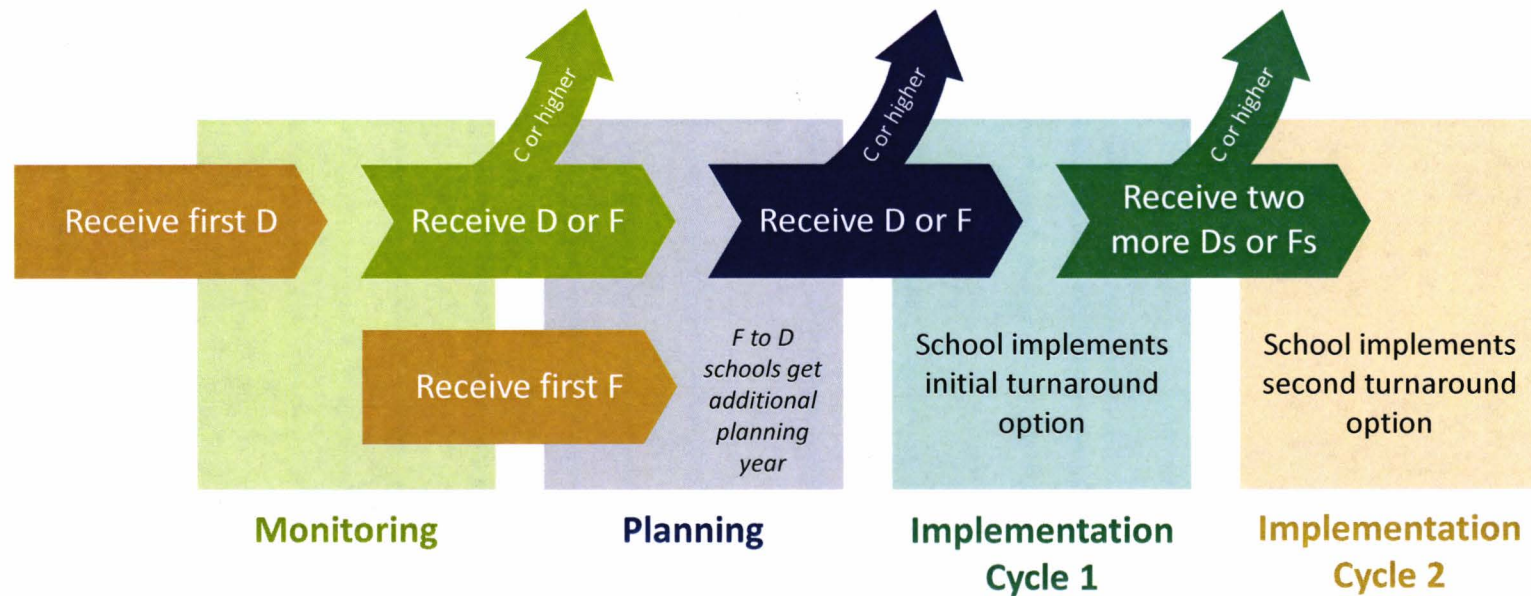


What is differentiated accountability (DA)?

- Section 1008.33, Florida Statutes, requires differentiated and escalating interventions and supports to non-charter schools receiving school grades of D or F
- The statute complies with federal requirements for states to identify and provide support to all Title I schools in the lowest 15% for student performance
- Rule 6A-1.099811, Florida Administrative Code, establishes strategies, responsibilities, timelines and deliverables for implementation of DA



Overview of DA Process





Roles and Responsibilities in School Improvement through DA

State Board of Education	Department of Education	District School Boards
<ul style="list-style-type: none"> ✓ Hold all school districts and public schools accountable for student performance ✓ Adopt by rule a differentiated intervention and support strategies for assisting traditional public schools, in compliance with federal and state laws ✓ Review, add conditions, and approve or deny turnaround option plans (TOPs) 	<ul style="list-style-type: none"> ✓ Annually identify schools in need of intervention and support (i.e., “DA List”) ✓ Provide assistance of escalating intensity to schools on the DA List ✓ Review school improvement plans (SIPs) and TOPs for schools on the DA List ✓ Monitor district support to schools and TOP implementation 	<ul style="list-style-type: none"> ✓ Be accountable for improving academic performance of all students in the district ✓ Annually approve and implement SIPs for every district school ✓ Monitor and support schools on the DA List ✓ Fulfill requirements of DA Checklists ✓ Implement State-Board approved TOPs for persistent low-performing schools



What is a turnaround option plan (TOP)?

- A TOP is a district plan for a school with two consecutive grades of F or any combination of three consecutive grades below C designed to “turn around” the performance of the school based on increasing student learning and performance
- Before implementation, a TOP requires:
 - Stakeholder engagement and data analysis to identify school needs (during the Planning year)
 - Review by the regional executive director (RED)
 - State Board approval



What are the turnaround options?

1. District-managed Turnaround (DMT)
2. Closure/reassignment of students
3. Conversion to charter
4. Operation by external organization (EMO)
5. Hybrid of #1-4 and/or other reform models



How long does a district implement a TOP?

- Year one - May exit if improved to a C
- Year two - If the school grade has not improved to a C, a new option is required by law
 - *Exception: the State Board may grant additional time to implement if the district is able to demonstrate that the school is likely to improve to a C if it continues implementation for one more year*
 - Once a new option is selected and State Board approved, the district has two years to implement



Three-Year Counts of Differentiated Accountability (DA) Schools

DA Category	2014-15	2015-16	2016-17
Single D and Former F/Monitoring Only	221	236	254
Planning for potential turnaround (single F or two grades below C)	172	177	98
Implementing TOP (Year 1, 2, or 3) (double F or three grades below C)	82	81	115
All DA Schools	475	494	467



2016-17 TOP Implementers

- Cycle 1: 74 schools are implementing first option
 - Year 1: 69 schools
 - Year 2: 3 schools
 - Year 3: 2 schools (received waiver to implement 3rd year)

**Year 2 and 3 schools must improve to a C in 2017 or select new option*

- Cycle 2: 41 schools implementing second option*
 - All are currently in Year 1 of a two-year plan
 - Must improve to a C by 2018 or select third option

**One additional school's Cycle 2 plan has not yet been approved*



Progress Monitoring Data Review

- Districts with schools in Cycle 2 submit quarterly data to the department, disaggregated by grade level and/or subject area for each school, including—
 - Teacher vacancies, attendance and performance
 - Student attendance, discipline and retention rates
- REDs review and code the data to assess risk and areas of improvement to advise districts on next steps and provide customized support



Comparison of DA Results

Status	Based on 2014 Grade (pre-FSA)	Based on 2016 Grade (post-FSA)	% Change
New to DA List since prior year	235	187	-20%
Remained on DA List from prior year	234	227	-3%
Exited DA List from prior year (includes Former F/Monitoring Only)	159	261	+64%



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