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# **Choice & Innovation Subcommittee**

**Tuesday, January 15, 2013**

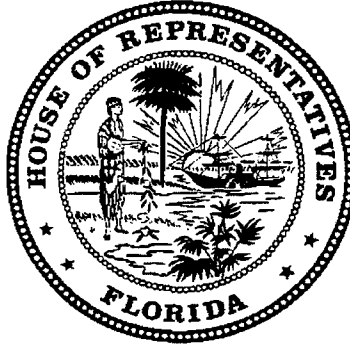
**2:00 PM– 4:00 PM**

**404 HOB**

**Meeting Packet**

**Will Weatherford  
Speaker**

**Michael Bileca  
Chair**



## AGENDA

Choice & Innovation Subcommittee  
Tuesday, January 15, 2013  
2:00 p.m. – 4:00 p.m.  
404 HOB

- I. Call to Order/Roll Call
- II. Opening Remarks
- III. Presentations on School Improvement
  - Becky Vickers, Chief Legislative Analyst for the Office of Program Policy Analysis and Government Accountability
  - Sam Forrester, Deputy Chancellor of Student Achievement and School Improvement for the Florida Department of Education
- IV. Examples and Discussion of Innovative Practices
  - Wendy Borowski, Principal of Manatee Elementary School
  - Lee Wetherington-Zamora, Principal of Central Hamilton Elementary School
  - Tom Majdanics, Executive Director of KIPP Charter Schools
  - Damien Moses, Principal of Bok Academy
- V. Closing Remarks and Adjournment



## **Leadership is a Key Factor in Improving Student Reading Performance at Low Performing Schools**

January 11, 2012

### *Summary*

As directed, we collected information on strategies that consistently low performing schools implemented to successfully improve student reading proficiency. To gather information on the strategies that made the most difference in improving student reading performance, we conducted in-depth interviews of school district and school administrators, teachers, reading coaches, and other individuals at 10 schools that improved their reading scores and 5 that did not. Based on our interviews, we found that most of the 15 schools were implementing similar types of strategies to improve reading. However, the most significant difference cited between the two groups of schools was that the schools that improved reading scores had effective principals who established high expectations for all students, had a strategic vision for school improvement, developed plans to implement strategies to achieve that vision, and were actively involved in ensuring the strategies were implemented as intended. School districts also provided support to these schools, such as professional development for administrators and teachers. The Department of Education recognizes the linkage between effective leadership and school improvement, and has implemented programs to help ensure that struggling schools have capable principals.

### *Background*

Information in this memo is derived from case studies of 15 schools in Florida school districts based on the schools' past performance on the reading FCAT between 2006-07 and 2010-11. To select these 15 schools, we identified 397 schools that had high percentages of students in the lowest statewide quartile of FCAT reading performance between 2006-07 and 2008-09. From this group, we identified schools where student reading scores from 2008-09 to 2009-10 improved better than expected given their prior performance and other characteristics of their students. Based on these results, we first selected a sample of 10 schools that had the greatest improvement in student reading performance relative to the other schools based on FCAT scores during 2009-10, and maintained or improved upon these gains in 2010-11. Exhibit 1 provides information on these 10 schools.

**Exhibit 1**  
**The 10 Schools in Our Review Sample Had Relatively High Percentages of Low Income Students, as Measured by Eligibility for Free or Reduced Price Lunch**

School Name	District	Grades Served	Student Enrollment (2011-12)	Percentage of Students Eligible for Free or Reduced Price Lunch (2011-12)
Biltmore Elementary	Duval	Prekindergarten-5	343	90.4%
Collins Elementary	Broward	Prekindergarten-5	306	92.2%
Eneida M. Hartner Elementary	Miami-Dade	Prekindergarten-5	585	94.7%
Oscar J. Pope Elementary	Polk	Prekindergarten-5	416	91.6%
Pine Villa Elementary	Miami-Dade	Prekindergarten-5	309	97.7%
Winston Elementary	Polk	Prekindergarten-5	516	94.2%
Dundee Ridge Middle	Polk	6-8	928	85.8%
Lake Worth Community Middle	Palm Beach	6-8	935	86.8%
Dunbar High	Lee	9-12	960	79.6%
Poinciana High	Osceola	9-12	1,371	72.4%

Source: Florida Department of Education.

For comparison purposes, we also selected a group of five schools that had high percentages of students in the lowest statewide quartile of FCAT reading performance between 2006-07 and 2008-09, but did not improve reading performance in 2009-10. Students at these schools had similar demographics to the students at the 10 schools that showed improved performance. See Appendix A for a more detailed description of our sampling methodology.

To identify the strategies that had the most impact on the sample schools’ reading performance, we conducted in-depth interviews of school district and school administrators, teachers, school reading coaches, and other individuals involved in the school improvement process at the schools.<sup>1,2</sup> During our interviews, we collected detailed information about the reading improvement strategies the schools implemented and asked interviewees to identify which strategies they believed had the most significant impact on their schools’ reading performance in 2009-10 and 2010-11. Appendix B provides detailed information on the strategies cited as having the most significant impact on students’ reading performance at the 10 schools that made reading improvements.<sup>3</sup>

<sup>1</sup> In some cases, school employees from 2009-10 and/or 2010-11 were not available because they were no longer employed by the school district.

<sup>2</sup> The Florida Department of Education has created teams of staff who assist a targeted group of the state’s lowest performing schools. Three of the 10 schools in our sample that improved performance were on the targeted school list and worked with the department teams during 2009-10 and 2010-11: Oscar J. Pope Elementary School, Pine Villa Elementary School, and Poinciana High School. We interviewed the Department of Education regional support team members that assisted Oscar J. Pope Elementary and Poinciana High Schools during our review period; the staff who had worked with Pine Villa Elementary School were no longer on the regional team. In addition, all five of the schools that did not improve performance were on the targeted list, and thus we interviewed available regional support team members about these schools as well.

<sup>3</sup> The staff we interviewed provided a wide variety of strategies the schools used to address student reading performance. For purposes of the profiles in Appendix B, we asked each person we interviewed to rank the strategies they listed and identify the ones they thought made the most difference. Thus, the profiles list the strategies interviewees cited as being the most significant rather than listing every strategy the schools implemented.

***Effective administrative leadership was the most critical factor in schools' ability to improve student reading performance***

Principals, teachers, and others we interviewed at the 15 schools identified similar strategies that they felt had a significant impact on their ability to improve student reading performance. However, the most critical difference between the improving and non-improving schools in our sample was effective instructional leadership. Regardless of the improvement strategies the schools chose to implement, the presence of a strong instructional leader appeared to increase the chances that the strategies would be successful. At 9 of the 10 schools that improved, interviewees cited actions taken by the school principal and the administrative leadership team as being crucial to their success in improving student reading performance. In contrast, none of the individuals interviewed at the five non-improving schools cited the principals' leadership as key to their improvement efforts.

Principals who were effective at improving reading implemented school-wide strategies that made positive changes in the schools' learning environment. They communicated high expectations for all students, had a vision and developed plans for improving performance, and established accountability mechanisms to ensure these plans were implemented as intended. They also focused on increasing the use of student data to monitor progress and target instruction. At several schools, administrators also promoted teacher collaboration in planning lessons and helping struggling students, and made sure teachers received professional development and coaching so that they could be successful in implementing changes in instructional practices.

Successful school administrators established high expectations for all students, established action plans to improve reading performance, and held teachers accountable to ensure changes were implemented as intended. At the 10 schools that were successful at improving students' reading performance, interviewees typically said that administrators fostered a belief that all students have the ability to learn and become proficient in reading. The principals frequently communicated these expectations to teachers and students, and as a result, they had positive attitudes about students' ability to improve their performance.

Interviewees also said that these principals had a vision of how to improve performance and monitored to ensure improvement strategies were properly and fully implemented as intended throughout the school. Monitoring activities, such as classroom walk-throughs, reviews of lesson plans, and evaluations of student assessment data, were usually conducted by the principal and his or her leadership team (e.g., assistant principals and reading coaches) on a regular, frequent basis. In some cases, principals reported that they worked with school district officials to remove or reassign teachers who were not willing or able to implement the changes, as principals can recommend removal but generally do not have the authority to make these decisions without district involvement.

Interviewees at 9 of the 10 schools with reading improvements also cited increased use of student assessment and other data as a significant factor to their success. These schools used assessment data from several sources such as FCAT, FAIR (Florida Assessments for Instruction in Reading), district-required assessments, and classroom-based assessments associated with specific reading programs. Some of the schools also reviewed data on student discipline rates and other factors that may affect student performance. Administrators and teachers reviewed data by grade level, classroom, and individual students to pinpoint whether

skill gaps were pervasive or limited to specific students. They used this information to develop instructional plans to address student deficiencies. Administrators met with teachers on a regular basis to discuss data assessment results, and teachers talked with students about their performance so that students were aware of the areas in which they needed to improve.

Administrators and staff of five of the successful schools said that their use of student assessment data to create small groups of students so that teachers could tailor instruction to groups of students with similar reading deficits and/or skills was an important factor to their improvement. The schools varied slightly in how they grouped children and the instruction provided based on the needs of their students. For instance, at one school, teachers grouped students with similar reading levels and deficits together to better provide targeted instruction and assistance to address the students' needs. Another school targeted students in the lowest quartile in reading performance and provided instruction to these students using a push-in method (additional personnel helped students while in the regular classroom) or pull-out method (the additional assistance was provided outside of the regular classroom).

Interviewees for several of the successful schools cited the importance of administrators setting aside time for teachers to work together to plan lessons and help struggling students. Administrators and staff of seven of the schools said that this type of collaboration was essential to their success in improving reading scores. Teachers at these schools typically met regularly to align their lesson plans to the standards and benchmarks students needed to perform well on statewide assessments. For instance, teams of teachers at one school planned the scope and sequence of lessons by using strategic focus calendars that detailed the instructional objectives, strategies, and timelines that would be used to guide instruction and monitor progress. Teachers at several of the schools also worked together to identify trends, share strategies to help students improve performance, and make needed adjustments to lesson plans to address areas in which students were not proficient.

Another significant strategy cited for six of the schools with reading improvements was that administrators invested in professional development and coaching for teachers. The purpose of this training was to give teachers the knowledge and skills needed to implement changes in instructional techniques and/or review student assessment data to target instruction for struggling students. For example, at one school, the school's reading coach worked with teachers using an instructional pacing guide they developed collaboratively during summer planning for the upcoming school year. The coach also modeled instructional practices for teachers, and provided them with resources to improve their teaching and supplement their classroom materials. The reading coach also coordinated opportunities for teachers to sit in on lessons taught by other instructors who were successful in areas in which the teachers were struggling.

### ***School districts provided support to enhance leadership at struggling schools***

Schools often received assistance, such as coaching and professional development, from their districts to enhance administrative leadership skills. For example, at one school, district administrators provided the principal with professional development that helped the principal effectively implement classroom reading walk-throughs to assess the extent to which all necessary aspects of effective classroom instruction were in place. Some of the school districts also provided consultants to work with school administrators. For instance, at one school, the principal participated in a consultant's leadership development program geared toward persistently low performing schools, and used the training to address how the school provided

reading instruction and worked with students in small groups. At another school, the principal worked with a consultant who recommended that the school identify and target interventions to students who are just below or above the level needed for proficiency. School district staff or consultants districts hired also provided professional development and coaching to teachers.

### ***Struggling schools also received support from the Department of Education***

The Department of Education recognizes the linkage between effective leadership and school improvement, and has developed guidance documents to assist all schools in developing state-required school improvement plans. This guidance emphasizes the importance of having experienced, effective school administrators, using student assessment data to inform instruction, collaborating to address student learning gaps, and providing professional development for administrators and teachers. All of these factors are identified in widely cited educational research studies as being characteristics associated with successful schools.

In addition, 3 of the 10 schools that improved reading performance received direct assistance from Department of Education regional support teams.<sup>4</sup> The regional teams performed instructional evaluations of the schools, helped the principals develop plans and accountability mechanisms to improve performance, monitored the schools' improvement efforts, and provided coaching and professional development to administrators and teachers. For example, at one school, a regional support team set up demonstration classrooms in which a regional reading coordinator, the school's reading coach, and teachers who had specific teaching strengths modeled instructional techniques. Teachers worked with the demonstration teacher and the reading coach to improve in areas in which they needed assistance. The regional team also worked with the teachers to move beyond textbook-focused teaching, better understand and use the Next Generation Sunshine State Standards in instruction, and increase the level of rigor in their lesson plans.

The department also has undertaken two initiatives that use federal Race to the Top funds specifically to promote and enhance school leadership at struggling schools. One initiative is the Florida Turnaround Leaders Program. The department has partnered with the Southern Regional Education Board, two universities, five school districts, and charter schools statewide to use a research-based training process for upcoming school administrators.<sup>5</sup> The intent is to prepare a cohort of aspiring principals to turn around chronically low-achieving middle or high schools. Mentor principals will work with participants, who must complete a structured year-long practicum in a low-achieving middle or high school while continuing in their current position.<sup>6</sup> This initiative began during 2012 and the participants are still undergoing the training.

The second initiative is the Florida Rural Turnaround Leadership Project. The department has contracted with a consultant to help 10 rural school districts improve their leadership capacity.<sup>7</sup> The consultant will provide coaching sessions and guidance to address rural turnaround leadership, strategic planning for school turnaround, and governance and policy related to school turnaround.

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<sup>4</sup> The three schools that worked with department regional support teams were Oscar J. Pope Elementary School, Pine Villa Elementary School, and Poinciana High School.

<sup>5</sup> The five school districts are Alachua, Duval, Miami-Dade, Orange, and Pinellas.

<sup>6</sup> For those who must complete a master's degree and Florida licensure in educational leadership for placement in a school leadership position, the program will pay one-third of the cost of tuition at either the University of North Florida or the University of Central Florida.

<sup>7</sup> The 10 school districts are Bradford, Columbia, Flagler, Franklin, Gadsden, Hendry, Jefferson, Levy, Madison, and Washington.



## *Appendix A*

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# Methodology for Selecting Schools and Identifying Primary Strategies Used to Improve Student Reading Performance

To gather information on the strategies schools are using to help students who have been consistently low performing in reading, we first identified 397 schools that had high percentages of students in the lowest statewide quartile of FCAT reading performance between 2006-07 and 2008-09. We then looked at whether the schools improved performance in 2009-10 and 2010-11. To do so, we calculated student gains by subtracting each student's 2008-09 developmental scale score from their 2009-10 developmental scale score. We then aggregated those differences by grade level and school to determine the average student gain for each school.

To identify schools that performed better than expected given their prior performance and other characteristics of their students, we used an ordinary least squares regression model to calculate standardized residuals for each school. These residual scores based on student learning gains were used to identify the schools where students made the greatest improvement, and to rank schools and select improving schools as well as schools that did not improve performance.

The model controlled for factors such as student attendance, mobility, discipline referrals, free and reduced lunch status, race, ethnicity, Exceptional Student Education participation, prior FCAT performance, and English language learning status. Because grade gains differ by grade level, with elementary students generally making larger gains than high school students, we only compared schools to other schools that taught the same grade levels. Based on these results, we selected a sample of 10 schools that had high gains during 2009-10 and 2010-11 compared to the other schools, and 5 schools that did not improve reading performance during this timeframe.

To identify the primary strategies the schools in our sample implemented during 2009-10 and 2010-11 that led to improved student reading performance, we interviewed school district and school administrators, groups of teachers, and school reading coaches (if available). In addition, for some of the schools, we interviewed Department of Education regional support team members.

We asked interviewees to identify the strategies their schools implemented to improve student reading performance. We then asked them to identify the strategies they thought made the most difference. The information presented in this research memorandum focuses on the strategies interviewees cited as having the most significant impact on reading performance.

## Appendix B

### School Profiles

This appendix profiles the reading improvement strategies implemented by a sample of 10 schools where students made significant reading gains, despite the schools being consistently low performing in previous years. To identify the strategies that had the most impact, we conducted in-depth interviews of school district and school administrators, teachers, school reading coaches, and other individuals involved in the school improvement process at the schools. During our interviews, we collected detailed information about the reading improvement strategies the schools implemented and asked interviewees to identify which strategies they believed had the most significant impact on their schools’ reading performance in 2009-10 and 2010-11.

Interviewees identified numerous strategies that they felt had the most significant impact on their ability to improve student reading performance. While specific strategies varied by school, the most frequently mentioned involved having effective school administrative leadership that made school-wide changes in the schools’ learning environment. Staff also discussed various changes they made in how reading instruction was delivered. Some of the schools also focused on student skill development. Exhibit B-1 provides a listing of reading improvement strategies cited as significant at multiple schools.

#### Exhibit B-1 Reading Improvement Strategies Cited as Significant at Multiple Schools

Improvement Strategy	Number of Schools	
Changes in the school-wide learning environment	Effective school leadership	9
	Use of data	9
	Teacher collaboration	7
	Professional development	6
Changes in how reading instruction was delivered	Small group differentiated instruction	5
	Extended learning opportunities	4
	Student collaborative learning	4
Changes in the focus of students’ skill development	Summarizing	3
	Vocabulary development	2
	Text marking	2

Source: OPPAGA interviews of school principals and instructional staff, district administrators, and Department of Education regional support staff.

#### *The most frequently mentioned strategies to improve reading performance involved having effective administrative leadership that made changes in the school-wide learning environment*

As discussed earlier in this memorandum, the most critical factor in the 10 schools’ success was having effective instructional leadership that promoted a positive school learning environment. They communicated high expectations for all students, had a vision and developed plans for improving performance, and established accountability mechanisms to ensure these plans were implemented as intended. They also focused on increasing the use of student data to monitor progress and target instruction. At several schools, administrators also promoted teacher

collaboration in planning lessons and helping struggling students, and made sure teachers received professional development and coaching so that they could be successful in implementing changes in instructional practices.

### ***Schools also made changes in the ways they delivered reading instruction***

Interviewees also said that their schools made important changes to their delivery of reading instruction. These changes included strategies that focused on small group differentiated instruction to address individual student reading deficits, increased learning time, and collaborative learning in which students reinforce reading instruction to their peers.

Schools used student assessment data to place students into small groups for differentiated instruction. Administrators and staff of five schools said their use of small group differentiated instruction had a considerable impact on student reading performance. The strategy enabled teachers to tailor instruction to groups of students with similar reading deficits and/or skills. The five schools varied slightly in how they grouped children and the instruction provided based on the needs of their students. For instance, at one school, teachers grouped students with similar reading levels and challenges together to better provide targeted instruction and assistance to address the students' needs. Another school targeted students in the lowest quartile in reading performance and provided instruction to these students using a push-in method (additional personnel helped students while in the regular classroom) or pull-out method (the additional assistance was provided outside of the regular classroom).

Extended learning opportunities offered students more time to learn. Administrators and staff of four schools said that offering students extended learning opportunities was key to their success in improving their schools' reading performance.<sup>8</sup> Typically these schools offered extra assistance to students before school, after school, and/or on Saturdays. One of the schools offered all students the option of an extra hour of voluntary reading practice after school. For students who did not walk to school, the principal worked with local churches and the parks and recreation department to help with transportation. The teachers at the school also volunteered their time to provide assistance before school for students in the lowest quartile of reading performance. Another school operated a voluntary "camp" on Saturdays 10 weeks prior to the administration of the FCAT. The camp offered additional instruction time to students whose reading and/or mathematics level was just under that which was considered proficient. The camp provided three hours of additional learning time split evenly between reading and mathematics instruction.

Schools also implemented strategies that utilized students to reinforce reading instruction to their peers. One such strategy, collaborative learning, was cited by interviewees at four schools as being particularly useful in improving student reading performance. Typically, collaborative learning involved pairing or grouping students at various points during a lesson to discuss with each other what they learned. Collaborative techniques not only reinforce and help students retain what they have read, but also allow teachers to listen to student discussions to make sure they understood the important points of the lesson. Collaborative learning provided students the opportunity to contribute to each other's understanding of a topic or task and to develop teamwork skills.

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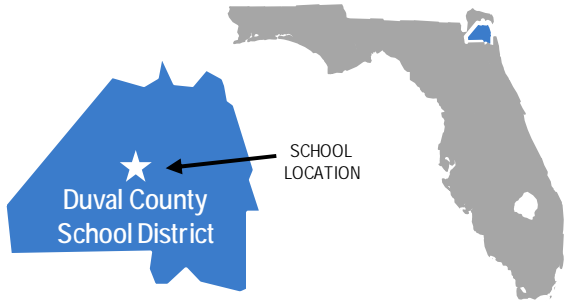
<sup>8</sup> Administrators for 1 of the 10 schools reported that they implemented a formal, extended regular school day for all students. In 2010-11, Oscar J. Pope Elementary School used federal School Improvement Grant funds to extend its regular school day by 45 minutes; this time was spent on reading and having one-on-one reading conferences with teachers.

***Some schools focused on student skill development***

Administrators and staff for 5 of the 10 schools cited specific instructional techniques they used to help students become more proficient in reading. These techniques often were geared toward helping students with vocabulary development and reading comprehension. For instance, two schools whose students lacked the vocabulary skills necessary to fully understand reading passages began each lesson by teaching students the meaning of several words and phrases that would be part of that day's learning assignment. Over time this practice helped students to improve their language skills and become more proficient readers. Interviewees for three of the schools said that at various points during a lesson, teachers provided students opportunities to summarize what they learned verbally and/or in writing. This type of summarization helped students to learn to reflect on reading passages to improve their reading comprehension skills, kept students engaged in the learning process, and helped teachers monitor the extent to which students understood lessons. Other schools implemented text-marking strategies in which students were asked to underline the key elements when they read passages, such as important words and concepts. This strategy provided students with skills they needed to read and understand lengthy passages included in statewide tests.

These and other strategies are described in detail in the following 10 school profiles.

## Biltmore Elementary School (Duval County Schools)



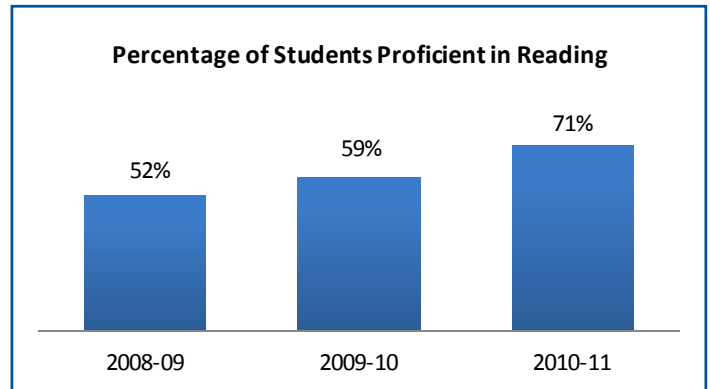
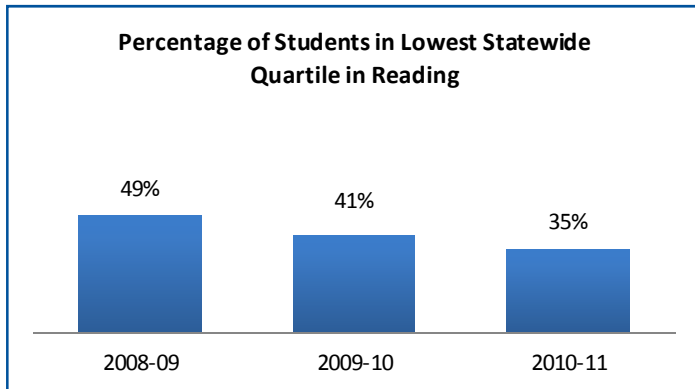
SCHOOL  
LOCATION

Duval County  
School District

<b>Grades Served:</b>	Pre K-5
<b>School Type:</b>	Elementary School
<b>Title I:</b>	Yes
<b>Instructional Staff (2011-12):</b>	43
<b>Student Enrollment (2011-12):</b>	343
<b>Free/Reduced Lunch Participation:</b>	90.4%
<b>Demographic Breakdown of Students:</b>	
African American	86.0%
White	8.7%
Hispanic	2.9%
Other	2.3%
<b>School Improvement Grant Recipient? (Years):</b>	No
<b>Hours in the Regular School Day:</b>	6.5

Source: Florida Department of Education and Biltmore Elementary School.

### *Indicators of Reading Improvement*



Source: Florida Department of Education and OPPAGA analysis of FCAT data.

### *Strategies Cited as Having the Most Significant Impact on Improved Reading Performance in 2009-10 and 2010-11*

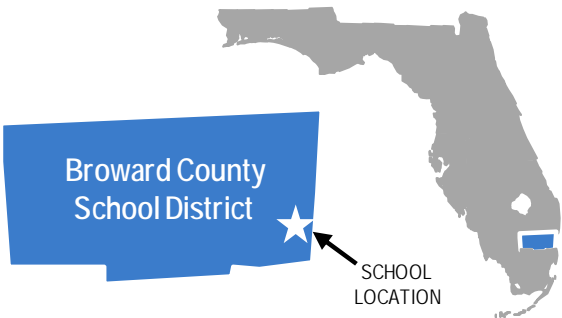
- **Supportive relationships with students.** Administrators and teachers implemented strategies to familiarize themselves with students and their instructional/support needs. For example, the principal talked with individual students about their report cards and the areas in which they were proficient and those in which they were struggling. Administrators, teachers, and other positions tutored students during lunch time. The school had a relatively stable group of administrators and teachers, which helped maintain these relationships.
- **Professional development and coaching.** In 2009-10 and 2010-11, district administrators provided the principal with professional development that helped the principal effectively implement classroom reading walk-throughs to assess the extent to which all necessary aspects of effective classroom instruction were in place. The district conducted site visits at the school and ensured that school administrators used district-

required observation tools and checklists to monitor the implementation and fidelity of the district's K-12 Reading Plan. The school's leadership team, which included two administrators, two coaches, the guidance counselor, and the Exceptional Student Education (ESE) liaison, modeled instruction to help teachers develop effective teaching practices. The reading coach worked with teachers to develop lesson plans to help ensure teachers were implementing all aspects of the district's reading curriculum. The reading coach also helped the leadership team develop action plans to address students' reading deficits, provided school-wide professional development on reading instruction, and scheduled time for all teachers to visit model reading classrooms.

- ***Use of data to target instruction and monitor progress.*** Starting in 2009-10, administrators and teachers began to use assessment data to monitor student progress and identify the students' reading deficiencies. The principal monitored data, such as FAIR (Florida Assessments for Instruction in Reading) monthly formative assessments, and teachers used data notebooks to collect assessment data and analyze student progress to ensure that intervention programs and instructional materials addressed student reading deficiencies. The leadership team and teachers also used assessment data to develop monthly instructional focus calendars that detailed the instructional objectives, strategies, timelines, and assessment instruments that would be used to guide instruction and monitor progress.
- ***Small group differentiated instruction.*** The school identified students who did not achieve targets in reading and placed these students into small groups for remediation using a reading program that addressed five of the critical reading skill areas—phonemic awareness, phonics, vocabulary, fluency, and comprehension. These small groups met five days per week for 30 minutes each day.
- ***Collaborative structures.*** To increase the level of student engagement, teachers paired students or placed them in groups to summarize to each other and answer questions.

Source: Information provided by district and school administrators and school staff.

## Collins Elementary School (Broward County Schools)



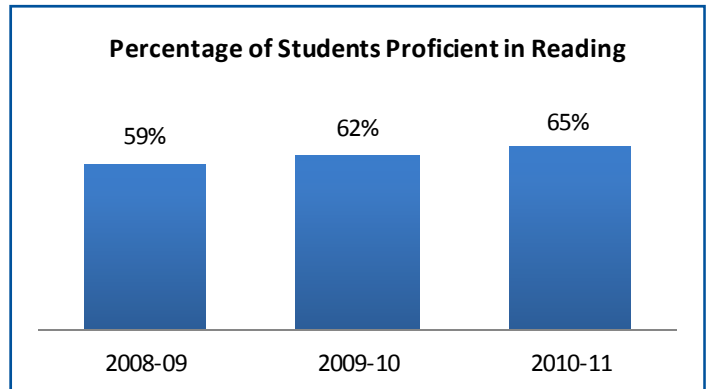
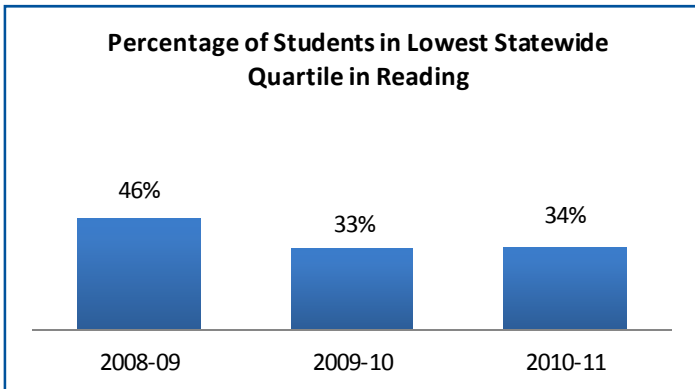
Broward County  
School District

SCHOOL  
LOCATION

<b>Grades Served:</b>	Pre K-5
<b>School Type:</b>	Elementary School
<b>Title I:</b>	Yes
<b>Instructional Staff (2011-12):</b>	25
<b>Student Enrollment (2011-12):</b>	306
<b>Free/Reduced Lunch Participation:</b>	92.2%
<b>Demographic Breakdown of Students:</b>	
African American	73.9%
White	9.2%
Hispanic	15.7%
Other	1.3%
<b>School Improvement Grant Recipient? (Years):</b>	No
<b>Hours in the Regular School Day:</b>	6.0

Source: Florida Department of Education and Collins Elementary School.

### *Indicators of Reading Improvement*



Source: Florida Department of Education and OPPAGA analysis of FCAT data.

### *Strategies Cited as Having the Most Significant Impact on Improved Reading Performance in 2009-10 and 2010-11*

- **Effective administrative leadership.** Leadership set high expectations and provided the support needed to effectively implement improvement strategies. The district selected a principal who would be a strong instructional leader. The principal focused on teacher growth and instructional excellence, expected teachers to take responsibility for what happened in their classrooms, and made sure teachers knew how to identify a student’s individual challenges and how to address them. The principal set high expectations for teacher performance, and the teachers set high expectations for student performance. As a result, the school’s culture changed toward teachers believing all students could succeed.
- **Teacher collaboration.** The school implemented both vertical and horizontal teacher planning to prepare for the common core standards. In vertical planning meetings that were held twice a month by subject, teachers from different grade levels discussed content standards and how to sequence instruction to increase student

mastery of each standard. During these meetings, teachers from each grade level were able to share and receive advice from those in the prior and subsequent grade levels. In weekly horizontal planning, teachers in the same grade level shared best practices and reviewed student data.

- ***Professional development and coaching.*** The school's reading coach worked with teachers using an instructional pacing guide they developed collaboratively during summer planning for the upcoming school year. The coach also modeled instructional practices for teachers, and provided them with resources to improve their teaching and supplement their classroom materials. The reading coach also coordinated opportunities for teachers to sit in on lessons taught by other instructors who were successful in areas in which the teachers were struggling.
- ***Use of data to target instruction and monitor progress.*** The principal instituted a system of weekly data review meetings, after which teachers would make changes in their instructional approaches to improve student outcomes. The administration placed responsibility on teachers to review assessment data for their students and to use that data to target instruction toward areas in which students were not proficient. The school used data from sources such as FCAT scores, FAIR (Florida Assessments for Instruction in Reading), district benchmark assessments, and assessments given by teachers. The teachers and the principal met with students to discuss what the data showed about the students' performance and to develop plans for improvement.
- ***Differentiated instruction.*** Administrators grouped classes heterogeneously so that the struggling students were not all in the same class. They also arranged homogenous small groups within classes so that teachers would be able to target instruction toward students with similar deficiencies. Teachers strategically focused on those students who needed specific interventions on skills such as phonics or fluency. To provide needed interventions, the school used push-ins (supplemental instructor assistance provided in the regular classroom) and pull-outs (assistance provided outside of the regular classroom) with the lowest performing students.
- ***Extended learning opportunities.*** The school offered all students the option of an extra hour of voluntary reading practice after school. For students who did not walk to school, the principal worked with local churches and the parks and recreation department to help with transportation. The teachers also volunteered their time to provide assistance before school for students in the lowest quartile of reading performance.

Source: Information provided by district and school administrators and school staff.



## Eneida M. Hartner Elementary School (Miami-Dade County Schools)



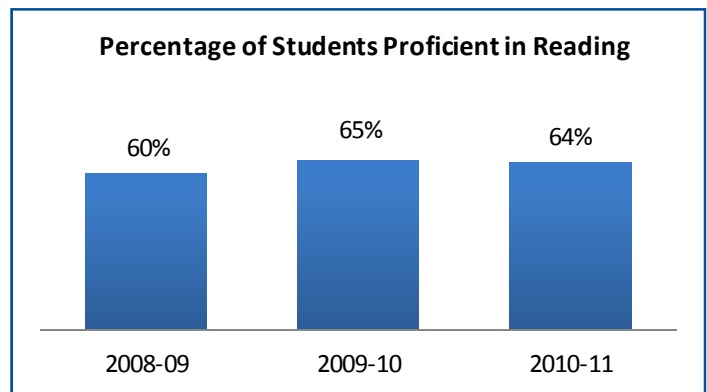
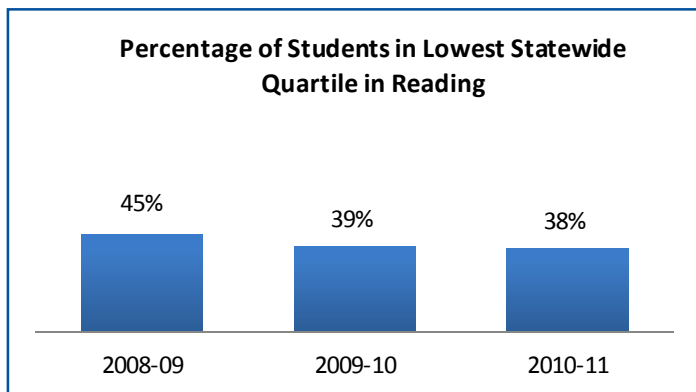
Miami-Dade County School District

SCHOOL LOCATION

<b>Grades Served:</b>	Pre K-5
<b>School Type:</b>	Elementary School
<b>Title I:</b>	Yes
<b>Instructional Staff (2011-12):</b>	42
<b>Student Enrollment (2011-12):</b>	585
<b>Free/Reduced Lunch Participation:</b>	94.7%
<b>Demographic Breakdown of Students:</b>	
African American	28.7%
White	2.1%
Hispanic	68.7%
Other	0.5%
<b>School Improvement Grant Recipient? (Years):</b>	No
<b>Hours in the Regular School Day:</b>	
Pre K to Grade 1	5.5
Grades 2 to 5	6.5 most days; 5.25 on Wednesdays

Source: Florida Department of Education and Eneida M. Hartner Elementary School.

### *Indicators of Reading Improvement*



Source: Florida Department of Education and OPPAGA analysis of FCAT data.

### *Strategies Cited as Having the Most Significant Impact on Improved Reading Performance in 2009-10 and 2010-11*

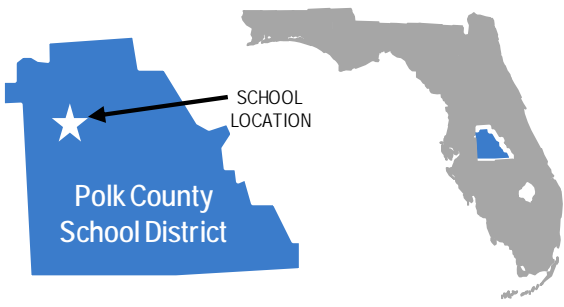
- **Effective administrative leadership.** Leadership set high expectations and provided the support needed to effectively implement improvement strategies. The principal, who came to the school in 2009-10, placed strong emphasis on direct instruction and instituted a system of classroom monitoring by the administration and reading coaches. (Direct instruction is a teaching model that emphasizes the use of small-group, face-to-face instruction by teachers using carefully articulated lessons in which cognitive skills are broken down into small units, sequenced deliberately, and taught explicitly.) The principal's successor continued and enhanced the system of monitoring in reading classrooms by creating an administrative professional learning community made up of the principal, the assistant principal, and the reading coach. These three administrators rotated observation time in 30-minute intervals in each of the reading teachers' classrooms, so

that collectively they observed each teacher's entire 90-minute reading block. The team then met with the teacher to make recommendations on any needed changes to the teacher's approach. These observations were done in the fall and again after FCAT testing. Both principals committed resources to hiring interventionists (part-time staff who work with students) to support the work of teachers in the classroom and to supplement instruction outside of class.

- ***Use of data to target instruction and monitor progress.*** The school used a variety of data sources to target instruction such as the FAIR (Florida Assessments for Instruction in Reading), FCAT, quarterly district-wide assessments, monthly classroom assessments, and computer-based reading programs. Administrators held data chats with teachers twice a week during common planning periods by grade level. In 2009-10, the principal had an administrator pull relevant data for the teachers, and during 2010-11 the principal had an assistant principal help the teachers prepare the monthly assessments using a district provided bank of questions tied to benchmarks in the Next Generation Sunshine State Standards. This principal also began the use of focus calendars, which are designed to address the individual needs of the teachers' students. To develop the calendars, all of the teachers in a grade level met with the administration to review assessment data and to develop focused teaching strategies to address students' deficiencies. The teachers used the calendars to assign work to the students that was appropriate to their progress and avoided having students repeat work on skills they had already mastered.
- ***Small group differentiated instruction.*** Teachers created small groups of students in their classrooms based on their analysis of assessment data. Students with similar reading levels and challenges were grouped together so that the teacher and the interventionists could provide targeted instruction and assistance to address the students' needs. Two interventionists worked with students outside of class, providing supplemental instruction in reading for those students with the lowest scores on the FAIR.
- ***Extended learning opportunities.*** The school made the reading coach available for an hour before school to assist students as they worked on a computer-based reading program. Additionally, kindergarten and 1st grade teachers tutored students in the 3rd through 5th grades Monday through Thursday after their own students had left for the day. Students were pulled out of their elective classes to receive 30 minutes of tutoring twice weekly. This tutoring initially focused on students in the lowest quartile in reading performance, and subsequently targeted groups with higher performance. Also, 3rd through 5th grade teachers and the English Language Learners (ELL) resource teacher provided afterschool tutoring to English language learners.

Source: Information provided by district and school administrators and school staff.

## Oscar J. Pope Elementary School (Polk County Schools)

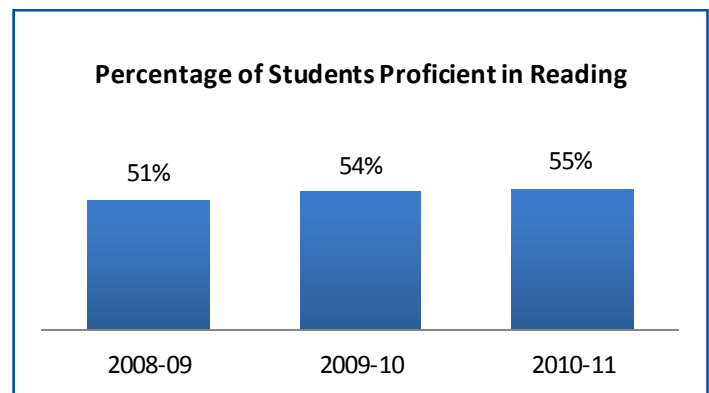
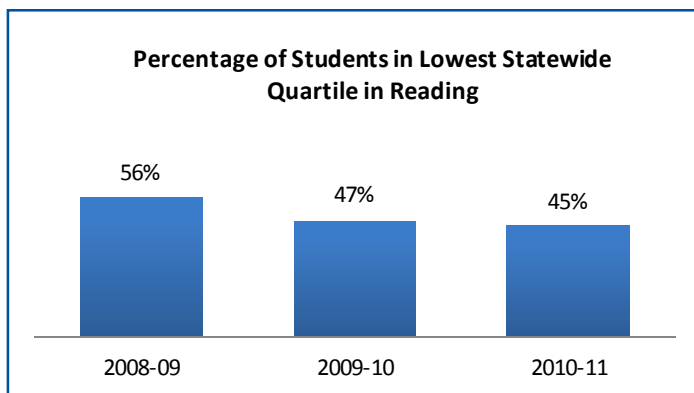


Polk County  
School District

<b>Grades Served:</b>	Pre K-5
<b>School Type:</b>	Elementary School
<b>Title I:</b>	Yes
<b>Instructional Staff (2011-12):</b>	49
<b>Student Enrollment (2011-12):</b>	416
<b>Free/Reduced Lunch Participation:</b>	91.6%
<b>Demographic Breakdown of Students:</b>	
African American	20.4%
White	44.2%
Hispanic	30.8%
Other	4.6%
<b>School Improvement Grant Recipient? (Years):</b> (2010-11 through 2012-13)	Yes
<b>Hours in the Regular School Day:</b>	7.5

Source: Florida Department of Education and Oscar J. Pope Elementary School.

### *Indicators of Reading Improvement*



Source: Florida Department of Education and OPPAGA analysis of FCAT data.

### *Strategies Cited as Having the Most Significant Impact on Improved Reading Performance in 2009-10 and 2010-11*

- ***Effective administrative leadership.*** Leadership set high expectations and provided the support needed to effectively implement improvement strategies. In 2009-10, the district appointed a new principal and assistant principal at the school. The new administration set high expectations for teachers and students, and worked with a Department of Education regional support team to implement research-based instructional methods. The administrative team set a clear implementation schedule for improvement strategies and monitored the progress and effectiveness of these strategies through classroom observations and student outcome data. The administration also ensured that teachers received the professional development they needed to implement the improvement strategies effectively. The district also transferred some teachers who were not fully supportive of the changes being implemented by the new administrative team to other schools within the district.

- **Professional development and coaching.** In 2009-10 and 2010-11, the reading coach co-planned lessons with teachers, modeled lessons while the teachers observed, observed teachers as they delivered lessons, and provided feedback as needed. Teachers received training on how to implement new reading instructional strategies and programs.
- **Teacher collaboration.** The school used funds from a federal School Improvement Grant in 2010-11 to hire substitutes so that teachers had one day a month to co-plan lessons, share information on instructional practices that had been successful, discuss individual student needs based on assessment data and develop plans to address deficiencies, and review the district pacing guide to determine if students were making the expected degree of progress at a point in time and re-teach as needed. Reading coaches served as facilitators during the teacher planning time. In 2009-10, the school implemented a lesson study program in which a group of teachers created lessons. Each lesson was then implemented by a teacher chosen at random who was observed by his/her colleagues and school administrators using a structured observation checklist. After each lesson was delivered, students were assessed to determine the lesson's effectiveness on student learning. Teachers made any necessary modifications to the lessons based on student assessment data and the observations made during the lesson's delivery.
- **Use of data to target instruction and monitor progress.** In 2009-10, administrators and teachers focused on increasing their use of data to identify and address student reading deficiencies using individualized instruction tailored to students' needs. Administrators also involved other staff positions in analyzing data and identifying strategies to help students, including the school psychologist, guidance counselor, and social worker. Teachers tested students after completing weekly lessons and used the results to evaluate student progress and develop graphs of results. In addition, the school assessed student reading progress four times a year using an assessment system developed by the district and aligned with FCAT standards and benchmarks. The principal discussed the resulting student performance data with teachers, who in turn shared the results with individual students and their parents. Teachers held monthly data meetings to identify struggling students and the best strategies to help them progress.
- **Redesigned reading instruction.** In 2009-10, the school began using a gradual release teaching method to deliver reading instruction. Under gradual release, the teacher models the skill being taught, students practice the skill with teacher guidance, and then students practice the skill independently. Teachers spent the first half of the 90-minute reading block on instruction to the entire classroom and devoted the second half to small group instruction in which students worked in groups or moved through various work stations that focused on different activities to address reading skills such as fluency. The school also restructured reading instruction to incorporate several components, including vocabulary and phonics, and designated the amount of time teachers should spend on each component. In addition, the school increased the use of non-fiction reading materials so that students would gain more background knowledge and improve their understanding of the context of reading passages, a deficiency that teachers identified in their examination of student assessment data. Teachers also focused on developing students' reading skills in areas such as identifying the author's purpose and identifying cause and effect. The school continued these changes into the 2010-11 school year but extended the time spent in the reading block from 90 minutes to 120 minutes.
- **Collaborative structures.** To increase the level of student engagement, teachers paired students or placed them in groups to summarize to each other and answer questions.
- **Summarizing.** Teachers used summarizing teaching techniques throughout their lessons and increased opportunities for students to summarize what they learned verbally and in writing. Teachers studied materials on summarization techniques and the reading coach provided them with training on summarization methods they could use in their classrooms.

## Pine Villa Elementary School (Miami-Dade County Schools)



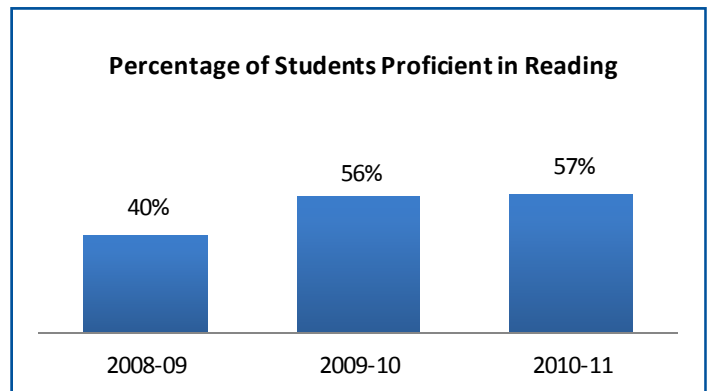
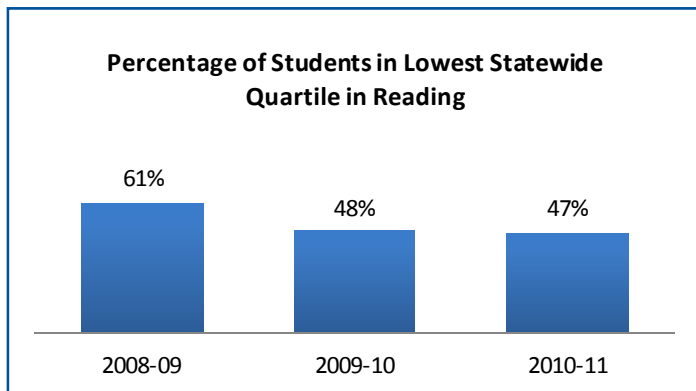
Miami-Dade County School District

SCHOOL LOCATION

<b>Grades Served:</b>	Pre K-5
<b>School Type:</b>	Elementary School
<b>Title I:</b>	Yes
<b>Instructional Staff (2011-12):</b>	27
<b>Student Enrollment (2011-12):</b>	309
<b>Free/Reduced Lunch Participation:</b>	97.7%
<b>Demographic Breakdown of Students:</b>	
African American	77.0%
White	1.6%
Hispanic	20.1%
Other	1.3%
<b>School Improvement Grant Recipient? (Years):</b>	Yes (2010-11 through 2012-13)
<b>Hours in the Regular School Day:</b>	
Pre K to Grade 1	5.5
Grades 2 to 5	6.5 most days; 5.25 on Wednesdays

Source: Florida Department of Education and Pine Villa Elementary School.

### *Indicators of Reading Improvement*



Source: Florida Department of Education and OPPAGA analysis of FCAT data.

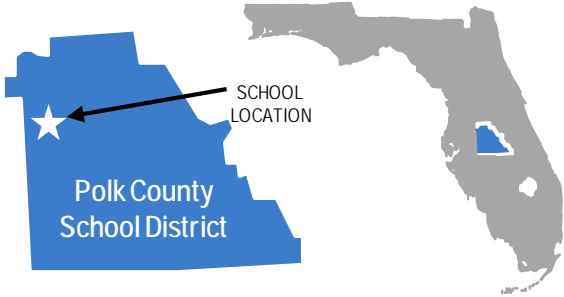
### *Strategies Cited as Having the Most Significant Impact on Improved Reading Performance in 2009-10 and 2010-11*

- **Effective administrative leadership.** Leadership set high expectations and provided the support needed to effectively implement improvement strategies. In 2009-10, the district promoted the school’s reading coach to the position of principal. The new principal made her primary focus improving the effectiveness of the teaching staff through intensive professional development, additional personnel to support classroom teachers, and the use of data to target instruction. The principal and the assistant principals monitored implementation and progress through regular classroom walk-throughs and provided needed assistance to teachers based on their observations. At the end of 2009-10, the principal replaced teachers who were not fully supportive of the changes she had made or whose students did not make sufficient improvement.

- ***Professional development and coaching.*** The school had two reading coaches who provided professional development, one for prekindergarten through 2nd grade and another for the 3rd through 5th grades. School administrators' first goal for teacher professional development was to improve classroom management. Next, professional development activities at the school focused on a close examination of the standards and benchmarks in English Language Arts (Next Generation Sunshine State Standards) and using data to differentiate instruction based on specific students' reading deficits. The coaches modeled lessons while teachers took notes and asked questions. Afterward, the coaches monitored teachers as they taught the lesson in their classrooms and gave the teachers constructive feedback to help further improve delivery of the lesson. The coaches also helped the teachers with the administration of the FAIR (Florida Assessments for Instruction in Reading), lesson planning, and interpretation of reading assessment data.
- ***Teacher collaboration.*** School administrators instituted common planning time by subject area. Common planning sessions were held two or three times each week. Teachers did lesson study during their common planning time in which they worked together to create a lesson tied to a particular standard.
- ***Use of data to target instruction and monitor progress.*** The school used a variety of data sources to drive instruction, including the FAIR, district-wide interim assessments, and benchmark assessments. Benchmark assessments were given to all students by grade level. Students were assessed bi-weekly on those areas in which they had shown weakness on the district's interim assessment. The reading coaches worked with the teachers twice a week to review data and plan differentiated instruction based on student performance.
- ***Small group differentiated instruction.*** Administrators and teachers placed students in groups based on common deficiencies identified through their review of assessment data. The reading coaches assisted teachers with grouping students and identifying appropriate teaching strategies to address reading deficiencies. The school used interventionists in the classroom to target students in the lowest quartile in reading performance, either through push-ins (additional personnel to help students while in the regular classroom) or pull-outs (assistance provided outside of the regular classroom). Interventionists worked part-time for the school and were hired from a pool of teachers seeking full-time employment in the district. The interventionists worked with a small group in the classroom while the teacher worked with the larger group of students. In this way, students' questions could be addressed immediately.

Source: Information provided by district and school administrators and school staff.

## Winston Elementary School (Polk County Schools)



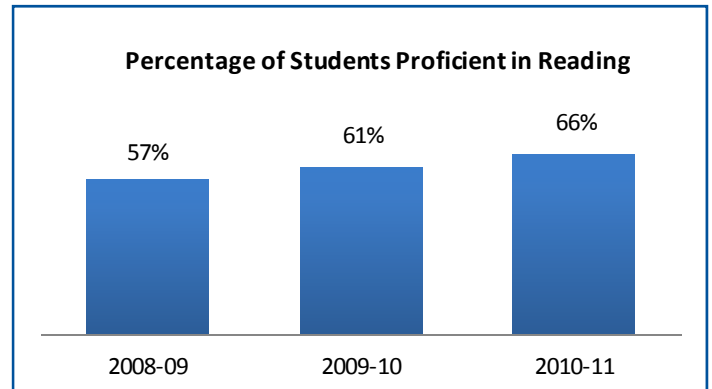
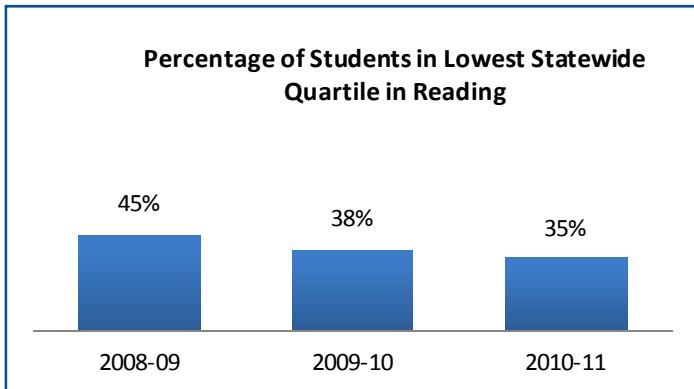
SCHOOL LOCATION

Polk County School District

Grades Served:	Pre K-5
School Type:	Elementary School
Title I:	Yes
Instructional Staff (2011-12):	35
Student Enrollment (2011-12):	516
Free/Reduced Lunch Participation:	94.2%
<b>Demographic Breakdown of Students:</b>	
African American	36.4%
White	27.3%
Hispanic	31.8%
Other	4.5%
School Improvement Grant Recipient? (Years):	No
Hours in the Regular School Day:	6.5

Source: Florida Department of Education and Winston Elementary School.

### *Indicators of Reading Improvement*



Source: Florida Department of Education and OPPAGA analysis of FCAT data.

### *Strategies Cited as Having the Most Significant Impact on Improved Reading Performance in 2009-10 and 2010-11*

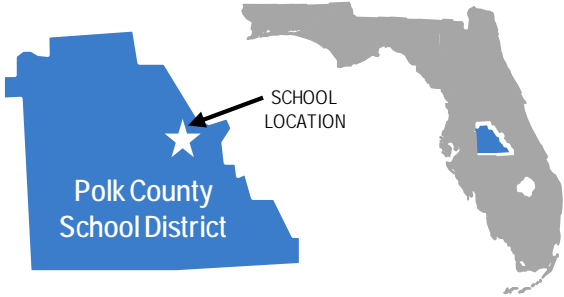
- **Effective administrative leadership.** Leadership set high expectations and provided the support needed to effectively implement improvement strategies. The principal communicated an expectation that all of the school’s students would learn. The school’s leadership team (the principal, assistant principal, Title I Coordinator, instructional coaches, program facilitator, guidance counselor, and school psychologist) assisted teachers and monitored implementation of improvement strategies by conducting classroom walk-throughs, modeling instruction, and providing feedback. Members of the leadership team were each assigned to a grade level and held weekly professional learning communities to inform teachers about administrators’ expectations and coach them in how to implement various instructional techniques. In 2008-09 and 2009-10, the principal participated in a leadership development program geared toward persistently low performing schools, and used the training to address how the school provided reading instruction and worked with students in small groups.

The program also assisted the school in 2009-10 by rewriting the lesson plans used in reading instruction so that the plans were more cohesive and included elements such as assessments.

- ***Teacher collaboration and cooperation.*** Starting in 2008-09, teachers began to collaboratively prepare lesson plans, which were reviewed by school administrators. During collaborative planning, they also discussed how to assist students who were struggling. Administrators credited the high quality of teaching staff and their enthusiasm in implementing changes in instructional strategies as key factors in improving student performance in reading.
- ***Use of data to target instruction and monitor progress.*** In 2009-10, the school began to use assessment data for individual students, subgroups, and grade levels to identify students' weak areas, place students into small groups, and adjust instruction to meet student needs. School leadership met with teachers to discuss performance results for individual students and decide how to help them. Teachers met with students to discuss their performance results and areas in which they needed to improve. The school used data from a district assessment system that aligned results with FCAT benchmarks and standards. These assessments were conducted four times during 2009-10 and three times during 2010-11. The school also used data from assessments conducted as part of its reading program, which were conducted every 10 days during 2009-10 and every other week in 2010-11.
- ***Research-based instructional strategies.*** The district provided school administrators and teachers training on a package of instructional strategies provided by a consultant, which the school implemented during 2009-10 and 2010-11; in 2010-11, the school worked directly with the consultant on implementation. The strategies included extended thinking in which students perform activities that require them to apply what they have learned, teachers and students summarizing key points of lessons in various ways, use of essential questions to describe the objectives for learning, strategies for familiarizing students with vocabulary, and graphic organizers to help students understand vocabulary and complex concepts.
- ***Supplemented the work of teachers in small group reading instruction.*** In 2009-10 and 2010-11, the school formed reading teams that worked with students in small groups. The teams consisted of all staff who were not assigned to classrooms, including administrators, the guidance counselor, and the school psychologist. The teams helped teach reading to the students who were struggling to become proficient. The school used assessment data to identify students' weak areas and place them into groups. The teams made it possible to have more people available to work with students who needed extra help, which gave the students additional direct instruction.
- ***Extended learning opportunities.*** Starting in 2009-10, the school used grant funds it received from a private non-profit organization to operate a "camp" on Saturdays 10 weeks prior to the administration of the FCAT. The students chosen to participate were those who scored a few points below the level needed to be considered proficient. The school's Title 1 coordinator analyzed assessment data to identify areas these students needed to address to score at grade level on the FCAT. The school used the grant funds to pay salaries for teachers and teaching assistants, as well as to provide a meal for the students. Instruction was provided for three hours Saturday mornings, with half of the time devoted to reading and the other half to math.
- ***Emphasis on vocabulary.*** Because many of the lowest performing students lacked background knowledge of words and concepts they would encounter during lessons, teachers provided a preview of vocabulary at the beginning of reading instruction. To help students understand the meaning of words and concepts, teachers used methods such as graphic organizers (visual representations of concepts, terms, ideas, or relationships) and word walls (organized collections of words displayed on the wall in classrooms).



## Dundee Ridge Middle School (Polk County Schools)



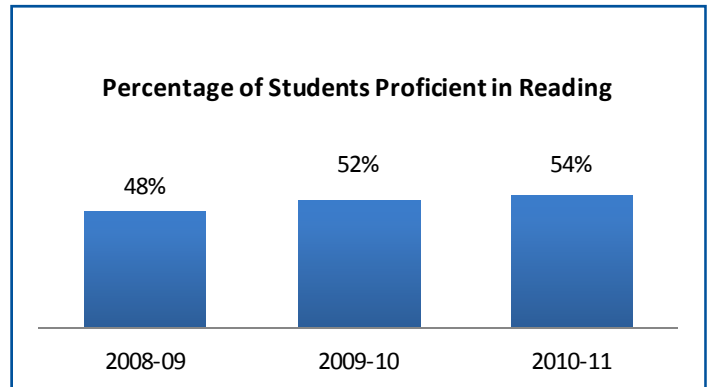
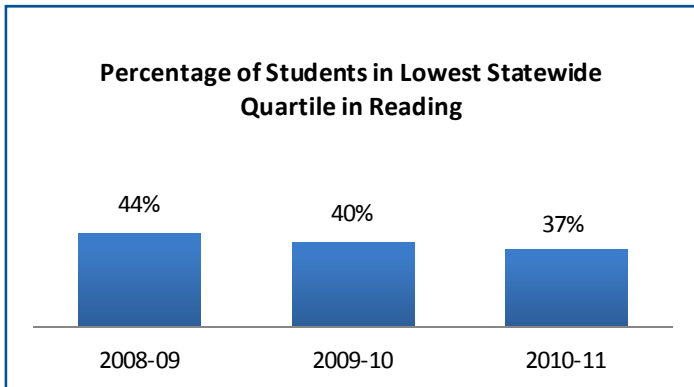
SCHOOL LOCATION

Polk County School District

Grades Served:	6-8
School Type:	Middle School
Title I:	Yes
Instructional Staff (2011-12):	66
Student Enrollment (2011-12):	928
Free/Reduced Lunch Participation:	85.8%
Demographic Breakdown of Students:	
African American	29.4%
White	22.8%
Hispanic	42.5%
Other	5.3%
School Improvement Grant Recipient? (Years):	No
Hours in the Regular School Day:	7.5

Source: Florida Department of Education and Dundee Ridge Middle School.

### *Indicators of Reading Improvement*



Source: Florida Department of Education and OPPAGA analysis of FCAT data.

### *Strategies Cited as Having the Most Significant Impact on Improved Reading Performance in 2009-10 and 2010-11*

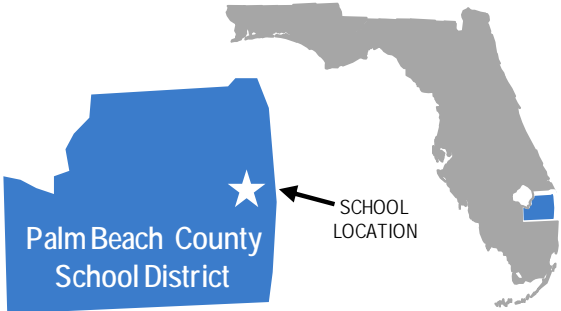
- **Effective administrative leadership.** Leadership set high expectations and provided the support needed to effectively implement improvement strategies. In 2009-10, the principal designed and implemented a consistent reading instructional program school-wide that focused on improving student reading comprehension and higher order thinking skills. The principal monitored teachers' implementation of the program and made sure that teachers received professional development as needed. During meetings with teachers, administrators addressed issues observed during classroom monitoring, such as how to write effective lesson plans.
- **Professional development and coaching.** In 2009-10, the district arranged for an outside consultant to provide school administrators training on effective instructional strategies, such as summarizing and incorporating a vocabulary component into lessons to improve students' reading comprehension. After these training sessions,

school administrators trained teachers at each of their schools and the consultant worked directly with the principal on implementation. In addition, the school's reading coach modeled lessons in the reading classrooms.

- **Teacher collaboration.** In 2010-11, the school established common planning time during which teachers in each subject area met to plan lessons and review data on student progress.
- **School-wide focus on reading.** All teachers took responsibility for helping students improve in reading, not just the reading instructors. Teachers and administrators met at least bi-weekly to discuss reading improvement strategies and how to increase student interest in reading. Reading teachers took students to the library once a week to select books in which they were interested that were on their tested reading level. In 2010-11, the school provided additional incentives to increase student reading, such as prizes and recognition when students read a certain number of books.
- **Pull-outs.** Each fall, the school provided tutoring to students who scored at Level 1 or 2 on the FCAT, as well as students who scored just above Level 3. Students were pulled out of elective classes three times a week and placed in small, multi-grade level groups. Tutoring was provided by the principal, the reading coach, the teacher trainer, and the Title 1 facilitator.
- **Student skill development:**
  - **Two initiatives that addressed reading skills needed to pass the FCAT.**
    - In 2009-10, school administrators monitored to ensure that in all reading blocks, teachers implemented the lesson plans and materials that teachers and the reading coach developed during the summer. The plans were used as part of the prescribed reading program for students who scored at Level 1 and 2 on the FCAT, and addressed skills students needed to develop so that they could be successful on the FCAT, such as identifying the main idea in a reading passage. Teachers used higher order thinking questions to stimulate student interest in reading.
    - The principal implemented a "40 Day Countdown" initiative school-wide prior to administration of the FCAT in which students were given five-question quizzes to assess their mastery of specific reading skills included in the FCAT examination. The school concentrated on a different skill every two weeks. The students who did not answer four of the five questions correctly received one-on-one assistance.
  - **Emphasis on vocabulary.** Because the school served a relatively large proportion of students for whom English was a second language, teachers in all types of classes (including physical education) taught vocabulary at the beginning of class. Teachers received training in a vocabulary development approach using word categorization activities and graphic organizers to help students understand complex concepts. Teachers in each content area met to share successful approaches and develop common lesson plans. Every nine weeks, students were assessed for vocabulary comprehension and teachers met to evaluate student progress based on data from the assessments.
  - **Summarizing.** Teachers received professional development on summarizing strategies and implemented these techniques in their lesson plans to reinforce reading instruction. These techniques included having students write summaries, pairing students to summarize to each other, or calling on individual students to report on the summary provided by the student with whom they were paired.

Source: Information provided by district and school administrators and school staff.

## Lake Worth Community Middle School (Palm Beach County Schools)



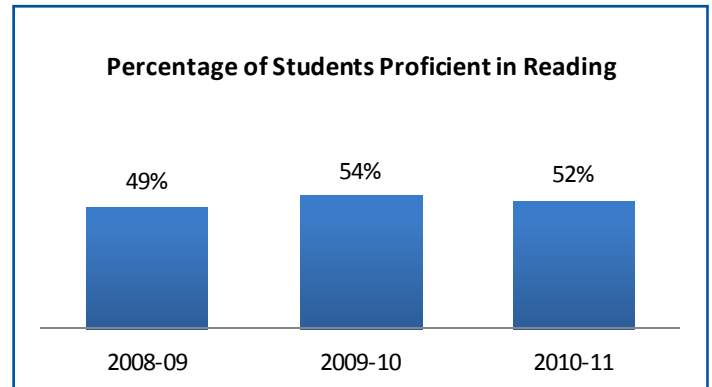
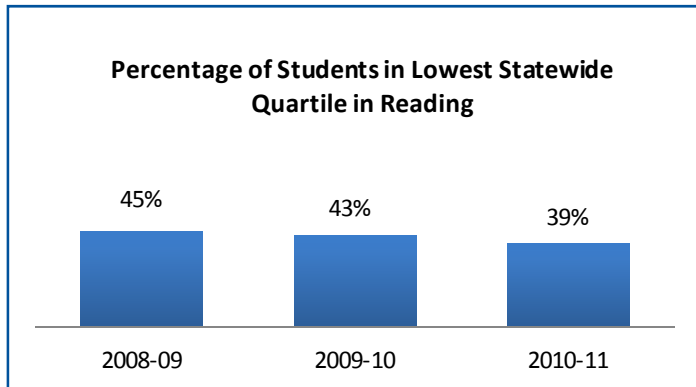
Palm Beach County  
School District

SCHOOL  
LOCATION

Grades Served:	6-8
School Type:	Middle School
Title I:	Yes
Instructional Staff (2011-12):	67
Student Enrollment (2011-12):	935
Free/Reduced Lunch Participation:	86.8%
Demographic Breakdown of Students:	
African American	36.8%
White	9.5%
Hispanic	47.8%
Other	5.9%
School Improvement Grant Recipient? (Years):	No
Hours in the Regular School Day:	6.75

Source: Florida Department of Education and Lake Worth Community Middle School.

### *Indicators of Reading Improvement*



Source: Florida Department of Education and OPPAGA analysis of FCAT data.

### *Strategies Cited as Having the Most Significant Impact on Improved Reading Performance in 2009-10 and 2010-11*

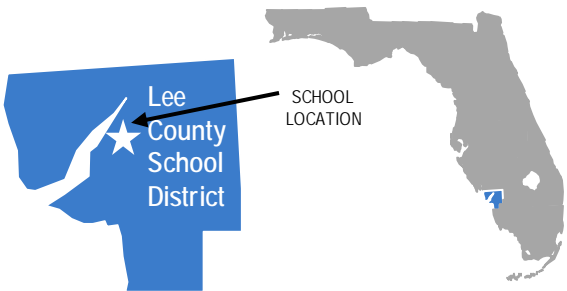
- **Effective administrative leadership.** Leadership set high expectations and provided the support needed to effectively implement improvement strategies. In 2009-10, the principal utilized a mission statement, school slogan (“The Warrior Way”), and shared vision to transform the school and to instill a sense of community and school pride in the students and the teachers. The slogan was displayed prominently around the school, and on t-shirts and school letterhead. The administrators and teachers were dedicated to making sure students at the school were on equal footing with students at schools in wealthier districts. Both staff and students were expected to know the approach to learning and be on board with the effort. As a result, teachers were dedicated to assisting struggling students and volunteered time outside of their regular schedule to assist them. The attitude of the teachers encouraged students to perform in order to please the teachers. The instructional leaders at the school (the principal, subject coaches, assistant principals, and

learning team facilitator) met weekly to discuss reports from the coaches on how well teachers were implementing the improvement strategies and how students were performing in each subject.

- ***Teacher collaboration.*** In 2010-11, the school hired a new learning team facilitator to continue implementation of a learning team approach. The administration used the team learning process (also known as a professional learning community) to implement common planning time for teachers. Each grade level team had 45 minutes of common planning time each week. During this time, teachers focused on aligning their lesson plans to the standards and benchmarks for English Language Arts (Next Generation Sunshine State Standards) to ensure that appropriate content and skills were being taught. Reading coaches modeled lessons for the learning teams at least once a month. The learning teams also used strategic focus calendars that detailed the instructional objectives, strategies, and timelines that would be used to guide instruction and monitor progress to plan the pacing, scope, and sequence of teaching the standards and benchmarks. The administration helped teachers map out when specific standards would be addressed over the course of the available teaching days in the year.
- ***Use of data to target instruction and monitor progress.*** Administrators and teachers reviewed data from sources such as the district-provided Educational Data Warehouse and used the data to target their instruction to specific student needs. The data warehouse included the results of the twice yearly district-wide assessment. The data could be examined by specific items or questions, by each benchmark, by teacher, or by a section of a class. Administrators and teachers also reviewed data from school-administered mini-assessments, which were given three times per month. During learning team meetings, teachers and the learning team facilitator reviewed data by benchmarks and developed action plans that targeted their teaching to address students' weaknesses. Learning teams also designed re-assessments to monitor student progress.
- ***School-wide focus on reading.*** School administrators chose a novel and the entire school would read the book over the same time period. The intention was to turn the school into a reading community. The principal brought in the author of the book to talk to the students and to do book signings. Administrators reported that this approach increased the numbers of students who were reading.
- ***Redesigned the reading block.*** The school implemented a rotational model with three stations during the 90-minute reading block for students who scored at Levels 1 and 2 on the FCAT. Groups of students rotated through all three stations during the reading block, spending approximately 30 minutes at each station. These stations were direct instruction in which the teacher worked with students, group work on a computer-based reading program, and an independent reading group. The rotational model of instruction helped teachers provide targeted instruction to address students' specific deficiencies. In addition, once a week, the social studies class period was used for students to go to the computer lab for additional reading practice, using a computer-based reading program focused on reading fluency. The students went to the lab multiple times per week in the weeks leading up to FCAT testing. All students participated in this reading practice in the lab.
- ***Pull-out/Extended learning opportunities.*** The principal implemented targeted tutoring in 2009-10. Once or twice a week, students were taken out of their elective classes for tutoring. Teachers tutored the students during their planning time. Initially the tutoring targeted students who were on the borderline of improving a level on FCAT Reading, but the school expanded the practice to include the majority of the school's struggling readers. Teachers also tutored students on Saturdays and after school.

Source: Information provided by district and school administrators and school staff.

## Dunbar High School (Lee County Schools)

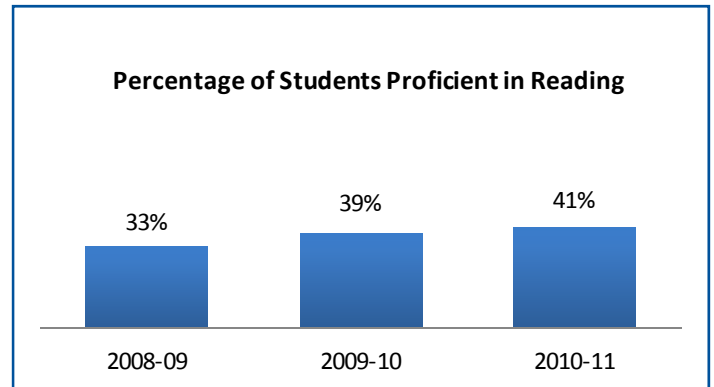
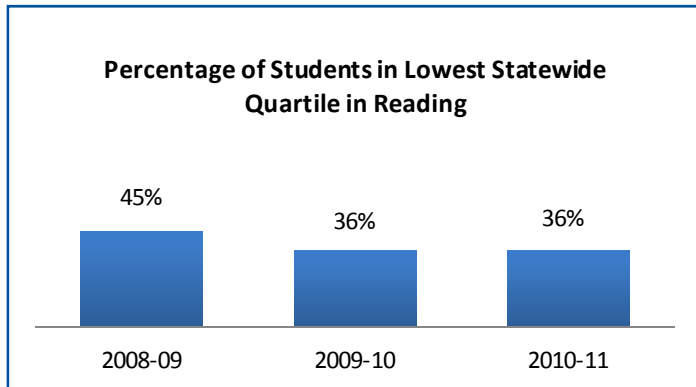


The map shows the state of Florida with a blue outline of Lee County. A star and the text 'Lee County School District' are placed within the county outline. An arrow points from this text to a small blue square on the Florida map, labeled 'SCHOOL LOCATION'.

<b>Grades Served:</b>	9-12
<b>School Type:</b>	High School
<b>Title I:</b>	Yes
<b>Instructional Staff (2011-12):</b>	52
<b>Student Enrollment (2011-12):</b>	960
<b>Free/Reduced Lunch Participation:</b>	79.6%
<b>Demographic Breakdown of Students:</b>	
African American	50.9%
White	19.1%
Hispanic	27.8%
Other	2.2%
<b>School Improvement Grant Recipient? (Years):</b>	No
<b>Hours in the Regular School Day:</b>	6.5

Source: Florida Department of Education and Dunbar High School.

### *Indicators of Reading Improvement*



Source: Florida Department of Education and OPPAGA analysis of FCAT data.

### *Strategies Cited as Having the Most Significant Impact on Improved Reading Performance in 2009-10 and 2010-11*

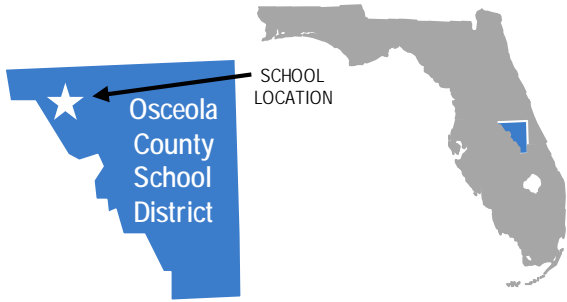
- **Effective administrative leadership.** Leadership set high expectations and provided the support needed to effectively implement improvement strategies. School administrators encouraged students to believe that they have the ability to succeed and go to college, and continually monitored progress with data, classroom walk-throughs, and review of teachers’ lesson plans to ensure that teachers were implementing improvement strategies as intended.
- **Supportive relationships with students.** When making hiring decisions, school leadership set a criterion that teachers must have the ability to engage and connect with students and a desire to work with students at a high poverty school. Administration found an alternative placement if a teacher had difficulty connecting with students. Teachers made an effort to get to know and support each student. In reading classes, teachers held weekly “book conferences” with students in which students talked with the teacher one-on-one about

what they were reading, which served the dual purpose of building rapport and making sure students have actually read and understood what they said they have read. The school had a relatively stable group of teachers and administrators, which helped maintain these relationships.

- ***Matching high performing teachers with low performing students.*** School administrators monitored the district's teacher performance data and reported that they had a number of reading and English teachers who were in the highest performing group for their ability to improve reading scores. The policy of the school administration was to place the highest performing teachers with the students who have the greatest needs.
- ***Use of data to target instruction and monitor progress.*** In 2009-10, the school developed its own system for monitoring individual student performance, identifying students for specific interventions, grouping students, and planning targeted pull-out instruction and workshops to focus on areas where students were weak. The school established a team of staff responsible for collecting, monitoring, and sharing data, and used a variety of data sources such as prior FCAT performance, history of test results, exceptionalities, discipline rates, and SAT and ACT scores. Each year, school administrators used multiple data sources to place each student in the optimal class schedule to address his or her needs.
- ***Focus on students who were just below or above proficiency.*** In 2009-10, school leadership worked with a consultant who recommended that the school identify and target interventions to students who are just below or above the level needed for proficiency. The school adopted a college preparatory program for these students that focused on writing as a tool of learning, inquiry, collaborative grouping, organization, and reading. Students received tutorial support and were taught organization and study skills, critical thinking, how to ask probing questions, and reading strategies such as text-marking. The school also placed students who were just above the level of proficiency into reading classes that are typically only required for students who are not proficient.
- ***Collaborative structures.*** The school implemented a collaborative approach to learning. For example, teachers paired or grouped students to summarize and explain to each other what they learned. This approach was used to reinforce student understanding and increase their level of engagement.
- ***Text-marking.*** The school implemented text-marking strategies school-wide in all content classes. Students were taught to underline the key elements when they read passages, such as important words and concepts, and to make notes in the margins.

Source: Information provided by district and school administrators and school staff.

## Poinciana High School (Osceola County Schools)



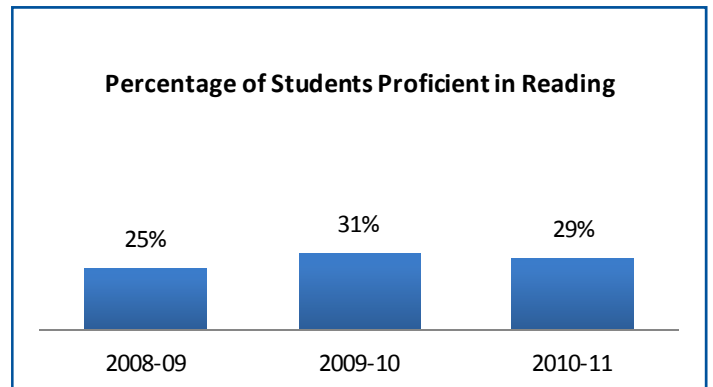
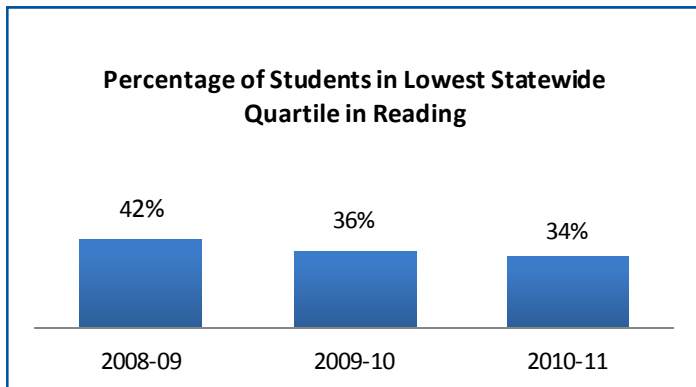
SCHOOL LOCATION

Osceola County School District

Grades Served:	9-12
School Type:	High School
Title I:	Yes
Instructional Staff (2011-12):	83
Student Enrollment (2011-12):	1,371
Free/Reduced Lunch Participation:	72.4%
<b>Demographic Breakdown of Students:</b>	
African American	19.9%
White	14.7%
Hispanic	58.9%
Other	6.4%
School Improvement Grant Recipient? (Years):	Yes
	(2010-11 through 2012-13)
Hours in the Regular School Day:	7.5 most days; 6.5 on Wednesdays

Source: Florida Department of Education and Poinciana High School.

### *Indicators of Reading Improvement*



Source: Florida Department of Education and OPPAGA analysis of FCAT data.

### *Strategies Cited as Having the Most Significant Impact on Improved Reading Performance in 2009-10 and 2010-11*

- **Effective administrative leadership.** Leadership set high expectations and provided the support needed to effectively implement improvement strategies. In 2009-10, the school experienced several staffing changes with the goal of improving student performance. The district assigned the school a new principal from another school that had made significant improvement and an assistant principal with a background in reading instruction. In addition, the principal hired a language arts department chair with a history of assisting low performing schools. This school's new administrative team set high expectations for the teachers and the students; provided professional development to teachers on research-based best practices for instruction; continually monitored progress with data, classroom walk-throughs, and review of teachers' lesson plans to ensure that teachers were implementing improvement strategies as intended; implemented strategies such as summarization to engage students and help them develop higher order thinking skills; and encouraged students to believe that they had the ability to improve their performance. The district also replaced some teachers who were not fully supportive of the changes being implemented by the new administrative team. As a result, both the staff and the students had a more positive attitude about the ability of the students to succeed.

- **Professional development and coaching.** In 2010-11, a Department of Education regional support team set up demonstration classrooms in which a regional team reading coordinator, the school's reading coach, and teachers who had specific teaching strengths modeled instructional techniques. Teachers worked with the demonstration teacher and the reading coach to improve in areas in which they needed assistance. The regional team also worked with the teachers to move beyond textbook-focused teaching, better understand and use the Next Generation Sunshine State Standards in instruction, and increase the level of rigor in their lesson plans. In addition, district staff and school leadership provided professional development to teachers on how to implement improvement strategies, such as how to use student performance data, help students develop skills to improve their reading comprehension, and collaborate in the lesson plans and techniques they used in instruction.
- **Teacher collaboration.** Teachers used common planning time and professional learning communities to review student performance data and identify trends, share strategies to help students improve performance, and plan lessons to address areas in which students were not proficient. Starting in 2010-11, the school used funds from a federal School Improvement Grant to provide teachers extra time each week for planning and professional development.
- **Use of data to target instruction and monitor progress.** The principal closely monitored student performance data. The school used baseline, mid-year, and mini-assessment data to track student progress and focus instruction on areas in which students had reading deficiencies. School administrators evaluated data by department, teacher, and individual student. Teachers held data chats with individual students to discuss their performance and develop plans to help students make progress. Students were given data sheets with their performance information so that they would know the areas in which they needed to improve.
- **Small group differentiated instruction.** During the reading block required by state rules for students who are not proficient in certain aspects of reading, the school provided differentiated instruction in small groups using rotation stations within the classroom. Students were divided into groups of four to five students based on assessment results that identified their individual reading deficits. The students rotated the time they spent in class among three work stations. At one station, the teacher provided direct instruction on the skills in which students were not proficient. At the second station, students used a computer program to read passages and answer FCAT-style questions. At a third station, students worked independently reading passages and answering questions focused on their weak skill areas. The school conducted assessments throughout the school year to periodically measure progress and make sure the students were honing in on their weak areas as they rotated among stations.
- **Collaborative structures.** At specific points in time during lessons, teachers asked pairs of students to discuss with each other what they learned. The teacher monitored students to make sure they were staying on task and understood the important points of the lesson. This process gave students the opportunity to summarize to someone else what they had learned. The school used this method school-wide in every class.
- **Gradual release.** In 2010-11, when instructing students on strategies they could use to improve their reading comprehension, teachers began to use the gradual release model, in which the teachers demonstrated a specific strategy, such as marking the text in a reading passage, to the entire class. Then, the teacher asked some of the students to demonstrate the strategy to the rest of the class. Finally, the students implemented the strategy independently. The school used this strategy in all types of classes with all new lessons.
- **Student skill development**
  - **Text-marking.** The school implemented text-marking strategies school-wide in all content classes after initially finding it was successful in reading classes. Students were taught to underline the key elements when they read passages, such as important words and concepts. This helped the students build up their ability to read and understand increasingly more lengthy passages so that they could better answer FCAT questions.
  - **Pre-reading.** The school also implemented pre-reading strategies school-wide in all types of classes. Students were taught to first look at the questions that accompany each passage and to look for the main idea and the author's purpose prior to reading the materials. This strategy was intended to help students focus on what they needed to comprehend from reading materials and become familiar with terms such as "analyze" and "compare and contrast," to help the students with test taking.
  - **Summarizing.** The school required students to summarize what they learned in each class verbally and in written notes. Teachers used a common board configuration that included a summary of each day's lesson. Teachers worked with the students at the beginning of classes to summarize the prior day's lesson, summarize at a mid-point in the lesson, and summarize at the end of the lesson.





# Strategies Used to Improve Student Reading Performance at Low Performing Schools

*House Choice & Innovation Subcommittee*

**Becky Vickers, Chief Legislative Analyst**

January 15, 2013



# Research Question

What successful strategies have been used by consistently low performing schools in order to improve student reading performance?

# Methodology

- Using FCAT reading data, we identified 397 schools with high percentages of low performing students between 2006-07 and 2008-09
- We selected a sample of 10 schools
  - where students made significant gains in reading between 2008-09 and 2009-10 relative to the other schools
  - maintained the gains in 2010-11
  - 6 elementary schools, 2 middle schools, and 2 high schools
  - representing 7 school districts—Broward, Duval, Lee, Miami-Dade, Osceola, Palm Beach, and Polk
  - all were Title 1 schools with high percentages of students eligible for free or reduced price lunches

# Methodology

- To gain additional insights into the factors that affect success, we also selected a sample of 5 schools that did not improve reading performance
- Conducted extensive interviews for all 15 schools, and asked respondents to identify the strategies they believed made the most difference in improving student reading proficiency during 2009-10 and 2010-11
  - Department of Education staff
  - district and school administrators
  - reading coaches
  - teachers

# Effective Administrative Leadership Improved Chances for Success

Schools in both samples implemented similar strategies, but the key difference was the presence of strong, effective leadership at the improved schools

# Successful Administrators Set High Expectations and Held Teachers Accountable

- Communicated high expectations for all students
- Established action plans and monitored implementation in classrooms
  - conducted classroom walk-throughs
  - reviewed lesson plans
  - evaluated student assessment data
- In some cases, worked with school districts to remove or reassign teachers

# Successful Administrators Increased Use of Assessment Data to Monitor Progress and Address Reading Deficiencies

- Identified where skill gaps were occurring
- Developed instructional plans to address student learning deficiencies
- Discussed assessment results at all levels
- Grouped students for differentiated instruction



# Successful Administrators Set Aside Time for Teachers to Collaborate in Planning Lessons and Helping Struggling Students

- Discussed student assessment results
- Coordinated lesson planning within and across grade levels
- Shared information on strategies that were successful
- Adjusted lesson plans to address students' skill gaps

# Successful Administrators Made Sure That Teachers Received Professional Development and Coaching

- How to implement changes in instructional practices
- How to interpret and use student assessment data

# School Administrators Received Support from School Districts and the Department of Education

- Districts provided school administrators with training and support
- The Department of Education provided direct support to some of the schools
- The department is using federal funds for two projects intended to promote and enhance leadership at struggling schools



# Questions?

*oppaga*

THE FLORIDA LEGISLATURE'S OFFICE OF PROGRAM POLICY ANALYSIS & GOVERNMENT ACCOUNTABILITY  
OPPAGA supports the Florida Legislature by providing data, evaluative research, and objective analyses that assist legislative budget and policy deliberations.



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# **EXEMPLARS IN FLORIDA**

**Department of Education  
Bureau of School Improvement**

Presented By:

**Sam Foerster**

Deputy Chancellor for School Improvement &  
Student Achievement

House Choice and Innovation Subcommittee  
January 15, 2013

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# What is our charge?

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## Bureau of School Improvement

- **Mission**
- Purpose
- Vision
- Projects

FLDOE's Bureau of School Improvement will facilitate improved student outcomes in districts and schools by:

- **investing** in teachers and leaders
- **creating** opportunities for productive collaboration among stakeholders
- **providing** valuable technical support, and
- **modeling** the continuous improvement process

## Why is our mission important?

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### Bureau of School Improvement

- Mission
- **Purpose**
- Vision
- Projects

### The Moral Argument:

- *Every child should have the opportunity to live up to his or her potential, whatever that potential may be.*

### The Economic Argument:

- *Good schools lead to great jobs... for students and parents.*



## What is our vision?

---

### Bureau of School Improvement

- Mission
- Purpose
- **Vision**
- Projects

That is, given the opportunity, what type of organization would we *choose* to create to fulfill our mission?

- We are **students** of school improvement.
- We are **connectors** of Florida's teachers and leaders to successful others, strategies, and tools.
- We are **servant leaders** who engage Florida's instructional leaders as colleagues in collaborative processes designed to improve instructional practice.
- We are **modelers** of facilitated professional development for adult learners.
- We are **analysts** who use data to clarify challenges and inform continuous improvement.
- We are **communicators**.

## How is our work organized?

---

### Bureau of School Improvement

- Mission
- Purpose
- Vision
- **Projects**

The work of the Bureau of School Improvement is organized into a number of different projects which include:

- Differentiated Accountability (DA) field work
- Rural Turnaround Leadership (RTTT E.22.1)
- DA Summer Academies (RTTT E.23.1)
- **Exemplars in Florida**

## Exemplars in Florida Project

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### Bureau of School Improvement

- Mission
- Purpose
- Vision
- **Projects**

- Will identify exemplary processes, resources and personnel across Florida using available school grade and Value Added Model data
- Results will serve to identify the following:
  - Session **topics** for the *2013 DA Summer Academy*
  - Session **presenters** for the *2013 DA Summer Academy*
  - High value **resources** (school improvement plans, data driven instruction schemes, CCSS lessons, teacher professional development strategies, etc.) to be shared
  - Potential **facilitated PD and/or coaching methodologies** to be incorporated into Florida's DA interventions in 2013-2014

## Exemplars in Florida Project

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### Bureau of School Improvement

- Mission
- Purpose
- Vision
- **Projects**

- Prototype data mining tool has been developed and was used to identify the two schools here today
- I'll now show you how the tool works and point out what makes the two traditional public schools represented here today so unique and powerful

Starting Year: 2011 | Subject Areas: All | School Type: All | Poverty: All | Trad/Charter: Traditional | DA: All | Region: All

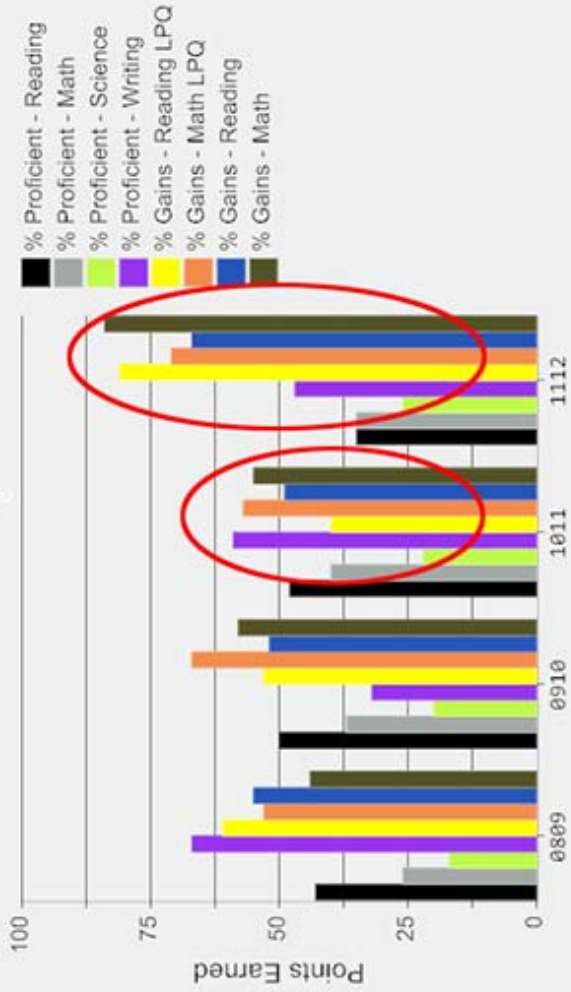
2011 | All | Combination | All | All | All | All

District	School	Cheat	00.00	Title I	Growth	DA	Tier	DA	Reg
HAMILTON	CENTRAL HAMILTON ELEMENTARY	0	1	76.00	3	2			
BROWARD	BROWARD ARTS CENTER	0	0	68.00	0	5			
COLLIER	EVERGLADES CITY SCHOOL	0	1	63.00	3	4			
DUVAL	A. PHILIP RANDOLPH ACADEMY	0	1	56.00	3	2			
LEVY	CEDAR KEY HIGH SCHOOL	0	1	49.00	0	2			
DADE	YOUNG WOMEN'S PREPARATORY	0	0	48.00	0	5			
POLK	JEWETT SCHOOL OF THE ARTS	0	0	45.00	0	4			
WASHINGTON	CHIPLEY HIGH SCHOOL	0	1	40.00	0	1			
DADE	MANDARIN LAKES K-8 ACADEMY	1	1	38.00	0	5			
DADE	MARCUS A. MILAM K-8 CENTER	1	1	37.00	0	5			
GILCHRIST	TRENTON HIGH SCHOOL	0	0	36.00	0	2			
OSCEOLA	OSCEOLA COUNTY SCHOOL	0	0	35.00	0	3			
DADE	KEY BISCAYNE K-8 CENTER	0	0	34.00	0	5			

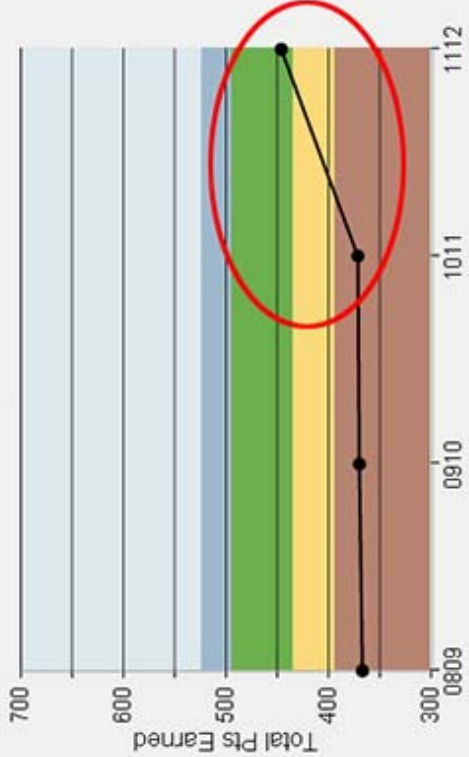
Number of Schools: 158  
 Avg Growth: -24.7  
 Std Dev of Growth: 38.4

- School Grade Outcomes
- Teacher Effectiveness - Reading
- Teacher Effectiveness - Math

### Total Earned Points by Grading Formula Cell



### Florida School Accountability Results



Principal of Record: Lee Zamora

Starting Year: 2011 | Subject Areas: All | School Type: All | Poverty: All | Trad/Charter: Traditional | DA: Region: All

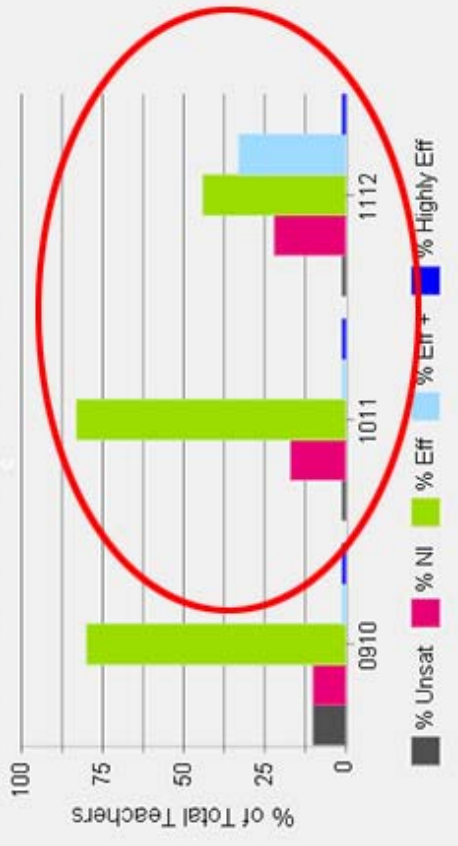
2011 | All | Combination | All | Traditional | All | All

District	School	Chart	00.00	Title I	Growth	DA	Tier	DA	Reg
HAMILTON	CENTRAL HAMILTON ELEM	0	1	76.00	3	2			
BROWARD	BROWARD ARTIAL BRANG	0	0	68.00	0	5			
COLLIER	EVERGLADES CITY SCHOOL	0	1	63.00	3	4			
DUVAL	A PHILIP RANDOLPH ACAD	0	1	56.00	3	2			
LEVY	CEDAR KEY HIGH SCHOOL	0	1	49.00	0	2			
DADE	YOUNG WOMENS PREPAR	0	0	48.00	0	5			
POLK	JEWETT SCHOOL OF THE A	0	0	45.00	0	4			
WASHINGTON	CHIPLEY HIGH SCHOOL	0	1	40.00	0	1			
DADE	MANDARIN LAKES K-8 ACAD	0	1	38.00	0	5			
DADE	MARCUS A. MILAM K-8 CENT	0	1	37.00	0	5			
GILCHRIST	TRENTON HIGH SCHOOL	0	0	36.00	0	2			
OSCEOLA	OSCEOLA COUNTY SCHOOL	0	0	36.00	0	3			
DADE	KEY BISCAYNE K-8 CENTER	0	0	34.00	0	5			

Number of Schools: 158  
 Avg Growth: -24.7  
 Std Dev of Growth: 38.4

School Grade Outcomes  
 Teacher Effectiveness - Reading  
 Teacher Effectiveness - Math

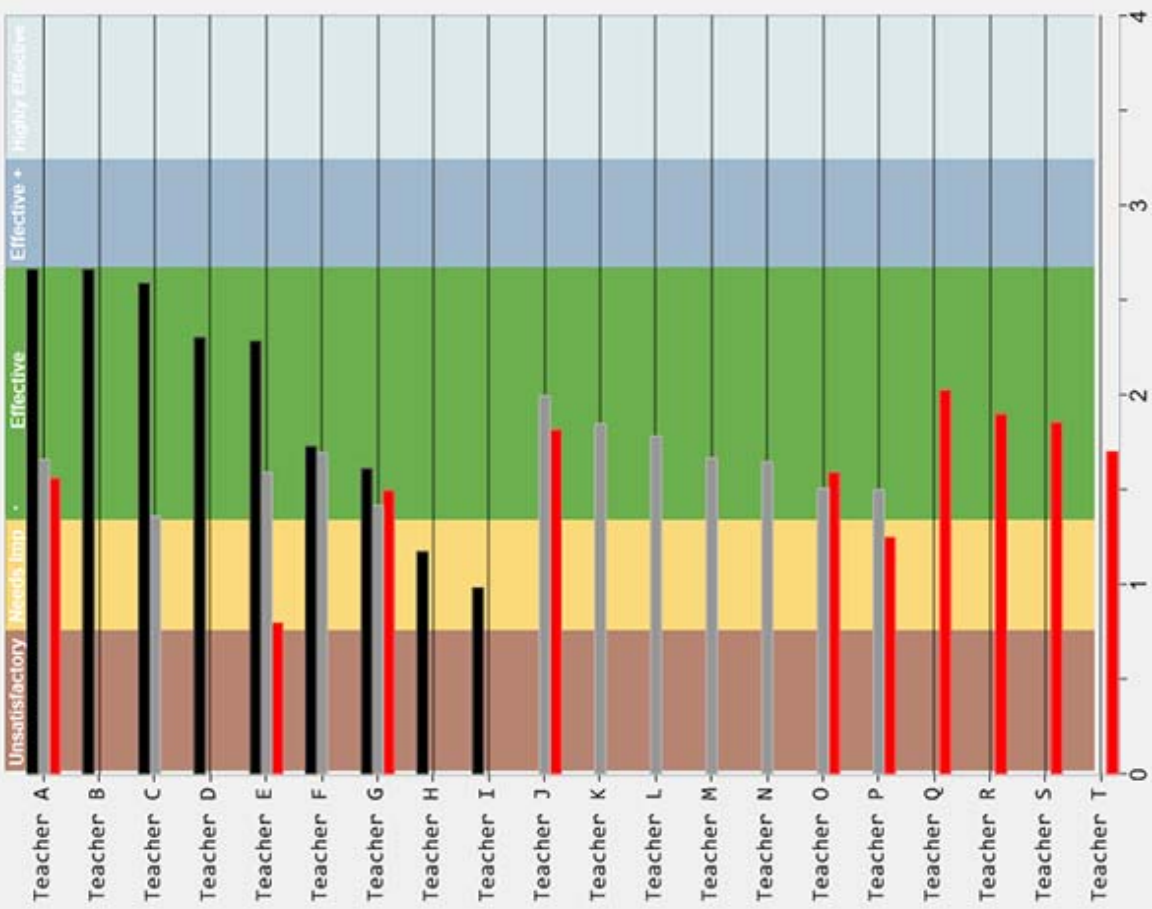
### Teacher Effectiveness Distribution - Reading



Principal of Record:

Lee Zamora

### Teacher Effectiveness in Reading



1112 Eff Score  
 1011 Eff Score  
 0910 Eff Score

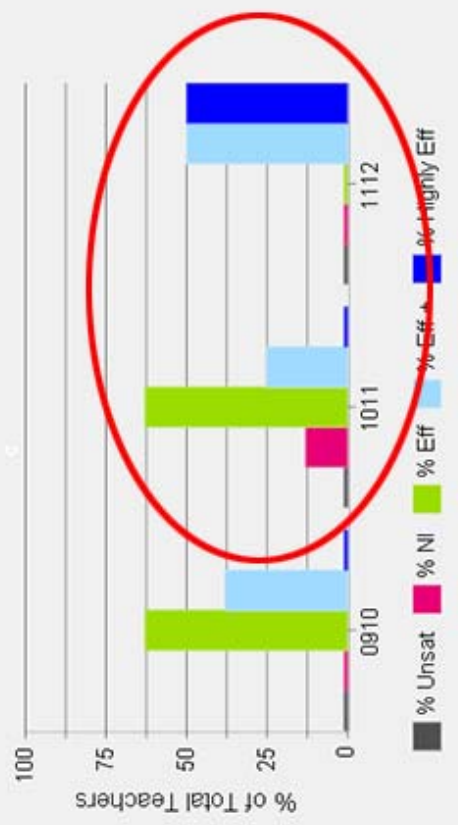
Starting Year: 2011 | Subject Areas: All | School Type: All | Poverty: All | Trad/Charter: Traditional | DA: All | Region: All

District	School	0910	1011	1112	0910 Eff	1011 Eff	1112 Eff
HAMILTON	CENTRAL HAMILTON ELEMENTARY	0	1	76.00	3	2	0
BROWARD	BROWARD JUNIOR HIGH	0	0	68.00	0	5	0
COLLIER	EVERGLADES CITY SCHOOL	0	1	63.00	3	4	0
DUVAL	A. PHILIP RANDOLPH ACAD	0	1	56.00	3	2	0
LEVY	CEDAR KEY HIGH SCHOOL	0	1	49.00	0	2	0
DADE	YOUNG WOMENS PREPAR	0	0	48.00	0	5	0
POLK	JEWETT SCHOOL OF THE A	0	0	45.00	0	4	0
WASHINGTON	CHIPLEY HIGH SCHOOL	0	1	40.00	0	1	0
DADE	MANDARIN LAKES K-8 ACAD	1	1	38.00	0	5	0
DADE	MARCUS A. MILAM K-8 CENT	1	1	37.00	0	5	0
GILCHRIST	TRENTON HIGH SCHOOL	0	0	36.00	0	2	0
OSCEOLA	OSCEOLA COUNTY SCHOOL	0	0	36.00	0	3	0
DADE	KEY BISCAYNE K-8 CENTER	0	0	34.00	0	5	0

Number of Schools: 158  
 Avg Growth: -24.7  
 Std Dev of Growth: 38.4

School Grade Outcomes  
 Teacher Effectiveness - Reading  
 Teacher Effectiveness - Math

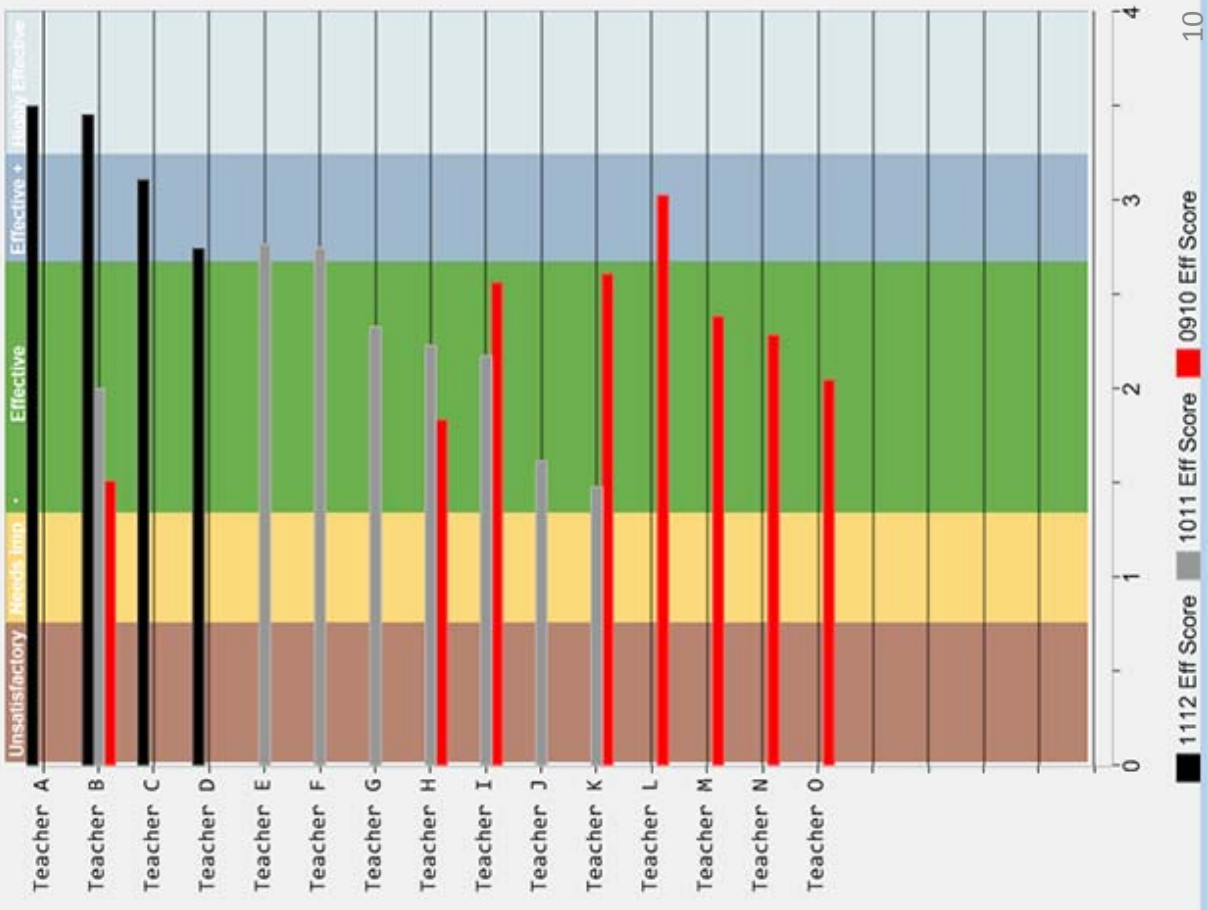
### Teacher Effectiveness Distribution - Math



Principal of Record:

Lee Zamora

### Teachers Effectiveness in Math









# Manatee Elementary School

**Doing it the Manatee Way!**

**January 15, 2013**

**FLDOE**

**House Choice and Innovations Subcommittee**



## Prior building

# Essential to our Success

- **Student Led Conferencing**
- **Students understanding and tracking their data**
- **Staff that believes that every child can and will achieve (High Expectations)**
- **Club Manatee after school academic program**
- **Camp Manatee Saturday FCAT Camp**



# New to MES in 2011-2012

- Realigned staff into positions that enhanced the education of all students
- Trained staff in Kagan Structures and implemented these structures with fidelity to maximize cooperative learning opportunities for students.
- Created a resource position (Building Leaders and Community through Arts) through realignment of Related Arts allocations for emphasis on high vocabulary exposure.
- Implemented CTEM (Collier Teacher Evaluation Model)
- Created and maintained personal connections with an additional staff member for every child.
- Realigned resources based on Mid-year data (Data Dialogues with the District) Here is our data, what are we doing about it? Taking it deeper!
- Implemented Friday Focus at the mid-year point
- Implemented Morning Review sessions 3 days a week. Brought students in early to review benchmarks based on data
- The addition of our Spring Break Camp to our FCAT Saturday Camp due to the timing of Spring Break
- Created an “All in” philosophy



# Culture

## Trigger – Mid Year – All the planets collided

- State Criteria Changed
- CTEM Implementation Counted (Hold Harmless ended)
- Data Dialogue – Leadership team dug deeper into the data and came up with a realignment of resources and schedules to make change happen
- Friday Focus started
- “All in” Philosophy took hold = Buy in!!
- “So this seems impossible, but if you could do it, what would it look like? Because it is what it is!”



# Was it all necessary?

Yes!

The combination is what we feel made it all come together.

We would have kept everything in place this year, however, HR constraints dissolved the Integrated Arts position and changes to the school calendar deemed it not necessary for Spring Break Camp.





***Tom Majdanics, Executive Director***  
***tom@kipjax.org***

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## **Our first notes:**

***A symbol of our first steps as a new institution.***

***The first notes of the KIPP Jax story:***

- What is KIPP?***
- How KIPP works – the five pillars***
- KIPP Jacksonville – plan and desired impact***
- Results to date***
- Public Policy implications***



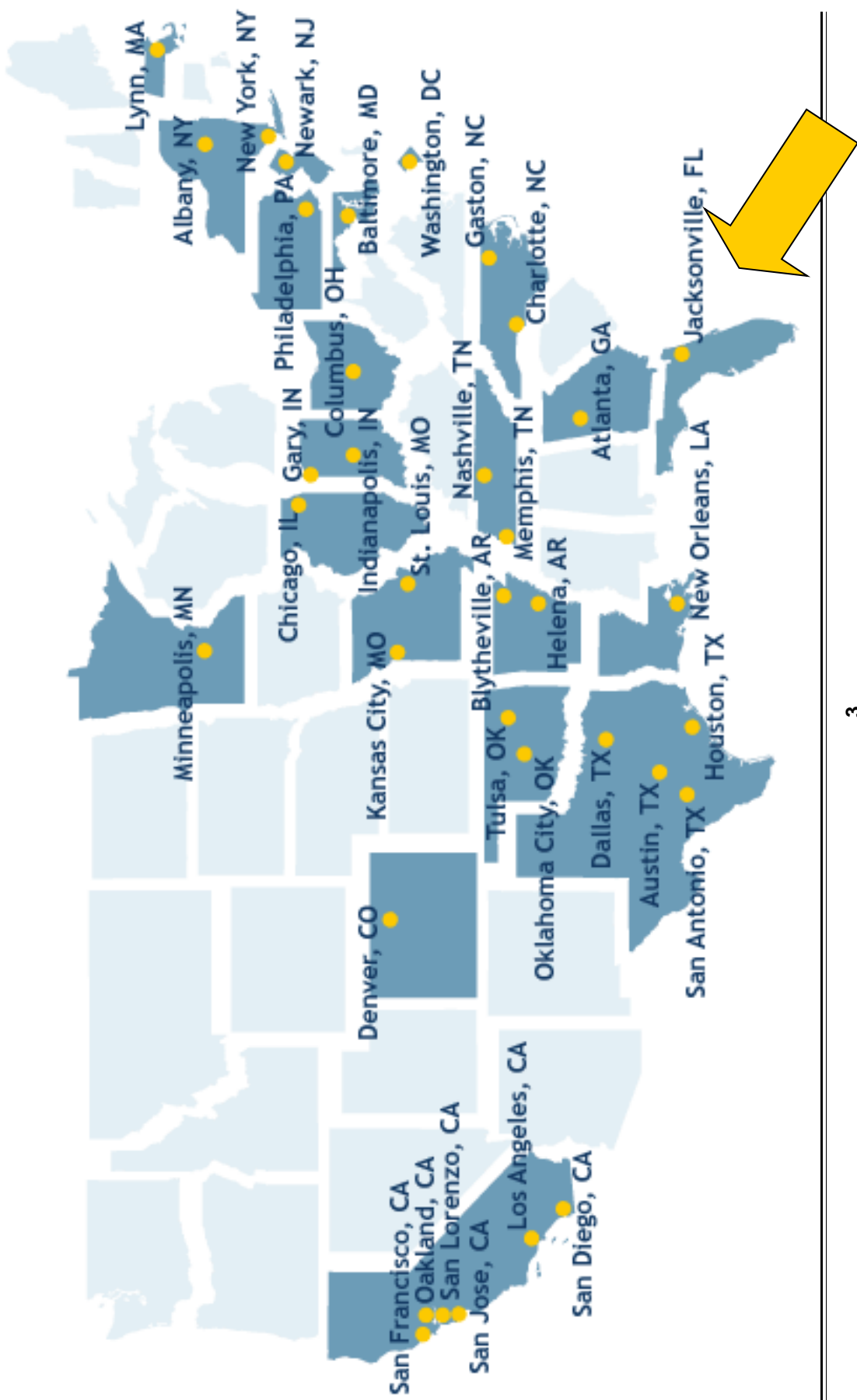
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# ***KIPP begins in 1994***



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***Today, KIPP has 125 schools across 20 states serving over 40,000 students.***

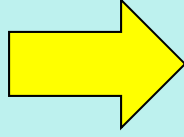


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# ***KIPP's students...and results***

**95% of KIPP students across the U.S. are African-American or Hispanic**

**87% of KIPP students are eligible for the federal free and reduced-price meals program**



**80%+ of KIPP alumni (finish 8<sup>th</sup> grade) matriculate to college**

**KIPP alumni have a college completion rate 4X that of low-income students nationwide**

# *The Five Pillars: KIPP's core operating principles (to build highest-performing, healthy schools)*

1. High Expectations
2. Choice & Commitment
3. More Time
4. Power to Lead
5. Focus on Results

MACRIPPA I FOCOSTERTINMPECN

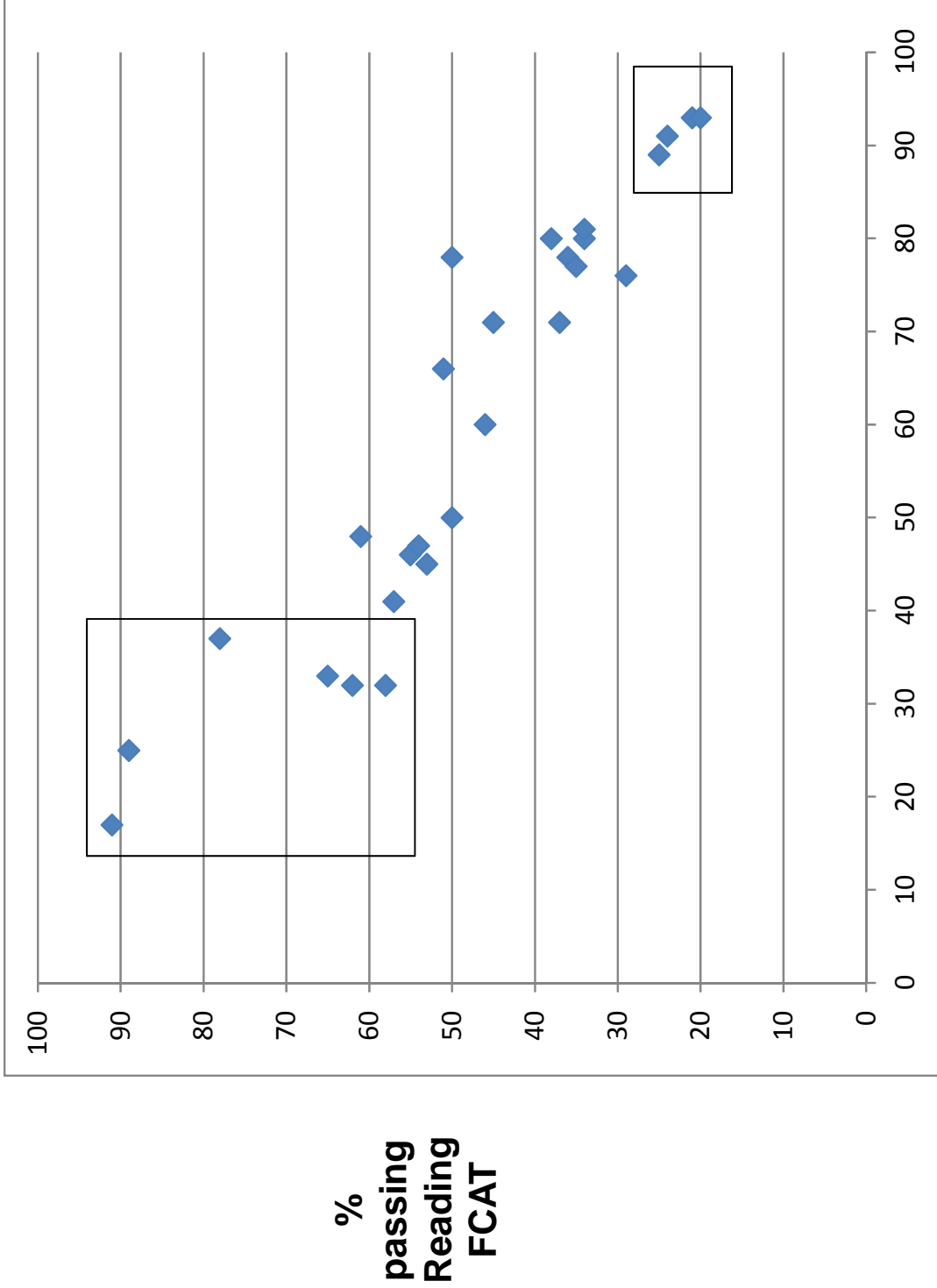


*When you put the pillars together...  
...and EVERYONE is working hard...*

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# ***The need for KIPP in Jacksonville***

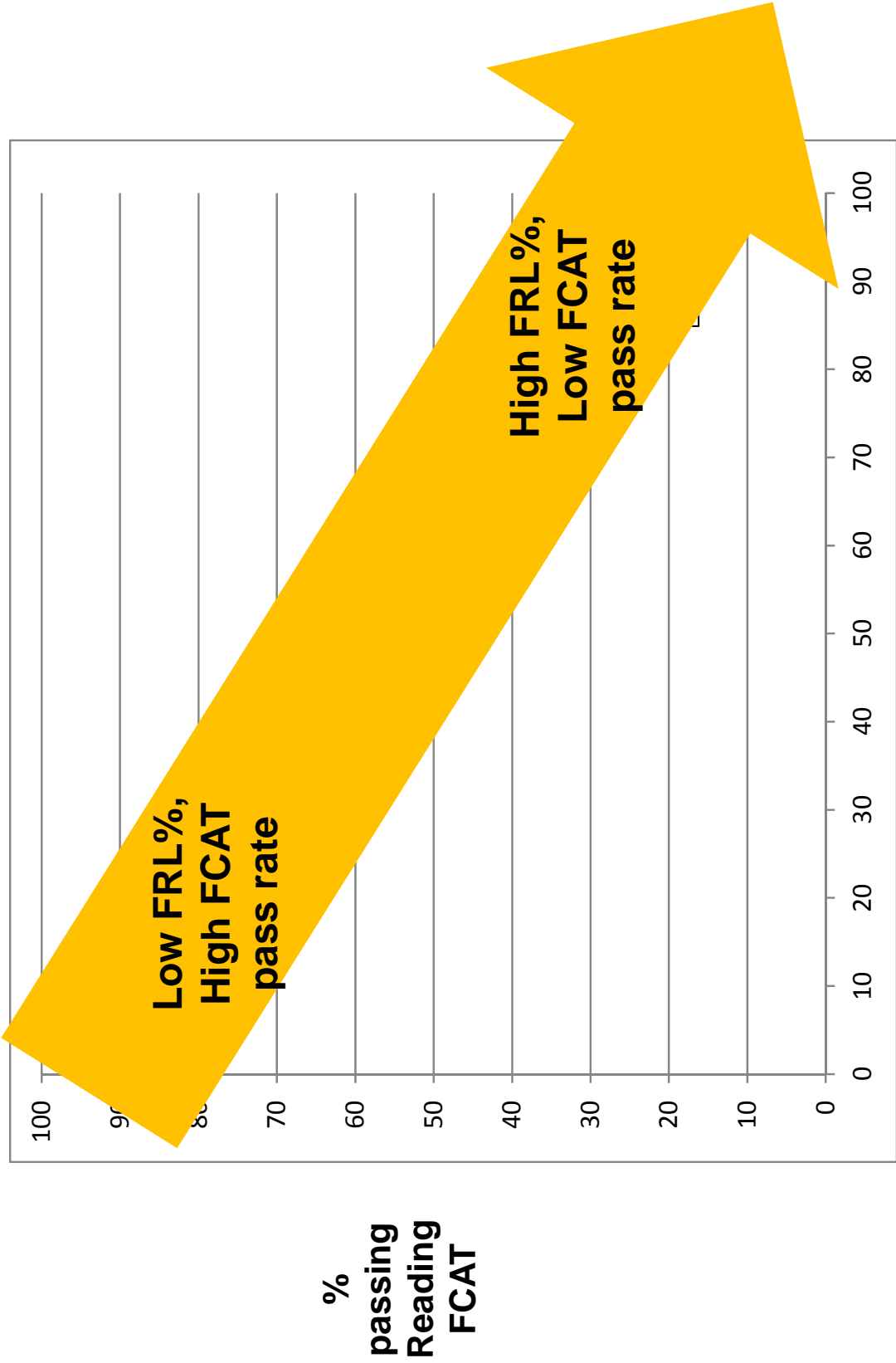
# Duval County – 2012 8th Grade Reading FCAT



**% of students receiving Free or Reduced Lunch (FRL %)**

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# Duval County – 2012 8th Grade Reading FCAT



**% of students receiving Free or Reduced Lunch (FRL %)**



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# ***KIPP Jacksonville Schools Today***

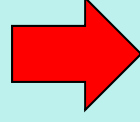
## ***KIPP Impact Middle School:***

- ***Founded in 2010, ~260 students across grades 5-7***
- ***Will grow to ~350-360 students across grades 5-8***

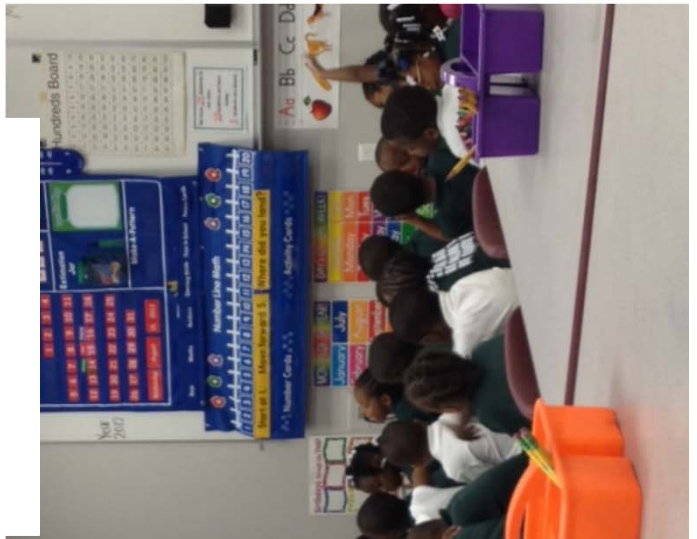
## ***KIPP VOICE Elementary:***

- ***Founded in 2012, 100 kindergarteners***
- ***Will grow to ~480-500 students across grades K-4***

***Initial plans to grow to 5 schools serving over 2,200 students,  
all sited in NW Jacksonville***



***~97% of students are African-American,  
~90% qualify for free/reduced lunch***



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***The mission of KIPP Jacksonville Schools is to prepare our students with the academic and character skills necessary to succeed in high school, college and the competitive world beyond ...***

***... Through the success of our students, KIPP Jacksonville will serve as a model of excellence and collaborate with others to raise the quality of education in Jacksonville and the state of Florida.***

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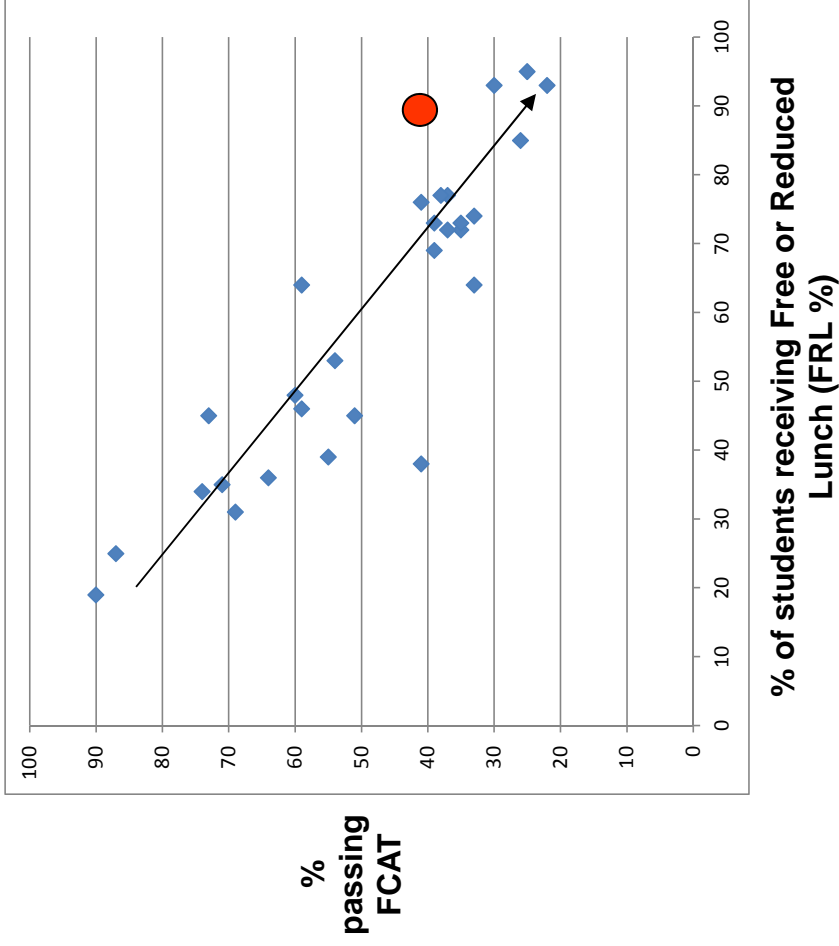
***How are we doing so far? (it starts with test scores....)***

***KIPP Impact: “B” grade in 2012 (its second year of operation)***

- Highest performing middle school in entire Northwest and Westside of Jacksonville***
- In 14 years of school grades, KIPP’s seven neighboring district middle schools have earned a “B” only once among them***

# Our forward indicator – 2012 6<sup>th</sup> grade results

2012 Reading – Duval County



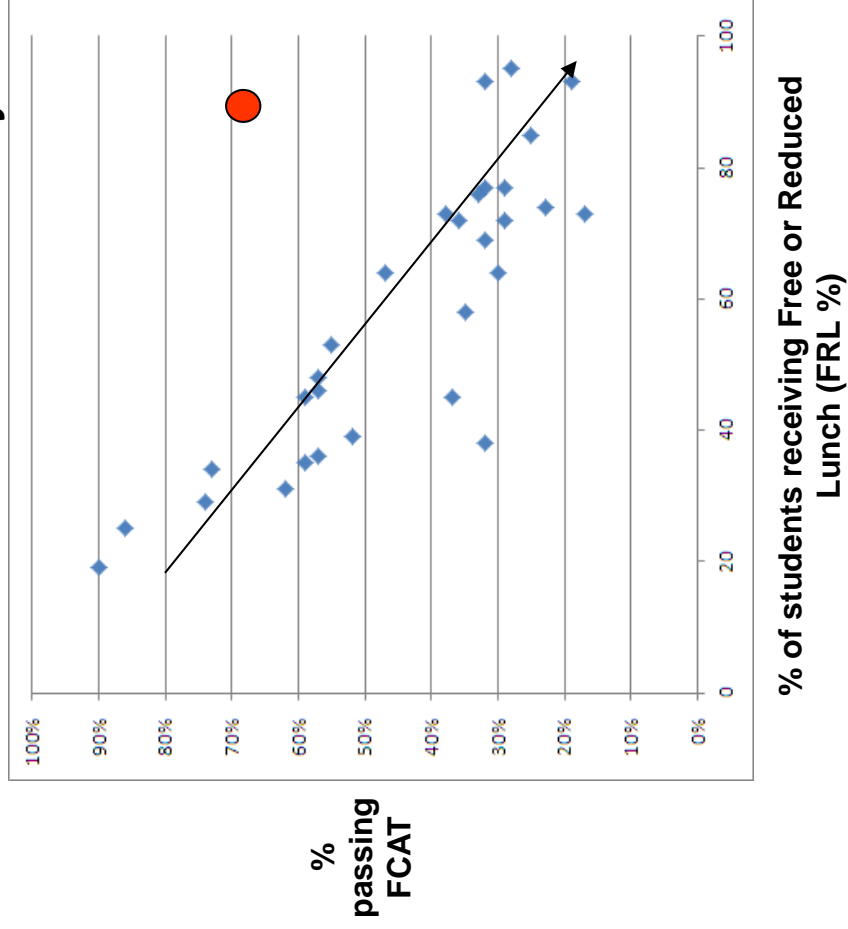
## Reading

- **#1 Title I middle school in reading**
- **Overall: #19 out of 36 middle schools in Duval**
- **African-American proficiency: #13 out of 36**
- **10-20 points above NW Jax peer neighborhood schools**

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# Our forward indicator – 2012 6<sup>th</sup> grade results

2012 Math – Duval County



## Math

- **#1 Title I middle school in math**
- **Overall : #5 out of 36 middle schools in Duval**
- **African-American proficiency: #2 out of 36**
- **KIPP 6<sup>th</sup> graders out-performed Mandarin and Fletcher Middle Schools**
  - **(and 35-50 points above NW Jax peer schools)**

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# Music: Before... and After



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# *The Future - KIPP VOICE Elementary College Begins in Kindergarten*

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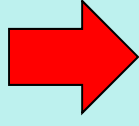
**Our ultimate  
bottom line**



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***KIPP's community return on investment***

***High School and College Graduation Rates  
tightly correlate with indicators of civic  
health:***



***Labor Force Participation / Employment***

***Regional/State Income & Wealth Generation***

***Crime & Social / Welfare Services***

***County Tax Base***

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# ***Public Policy Implications***

- 1. Innovation requires “finite patience”***
- 2. Innovation requires 100% funding parity (at a minimum)***
- 3. Consider stages of funding and portfolio approach***
  - \* Seed: experiment and build proof of concept***
  - \* Expansion: grow successful models***
- 4. Sharing and “cross-pollination” is key to maximize community ROI***

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# Q&A

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# ***Appendix***

# **Florida Achievement Gap Snapshot 2012 6<sup>th</sup> Grade FCAT**

**Grade 6 Students Scoring Levels 3 and above on FCAT 2.0 Reading**

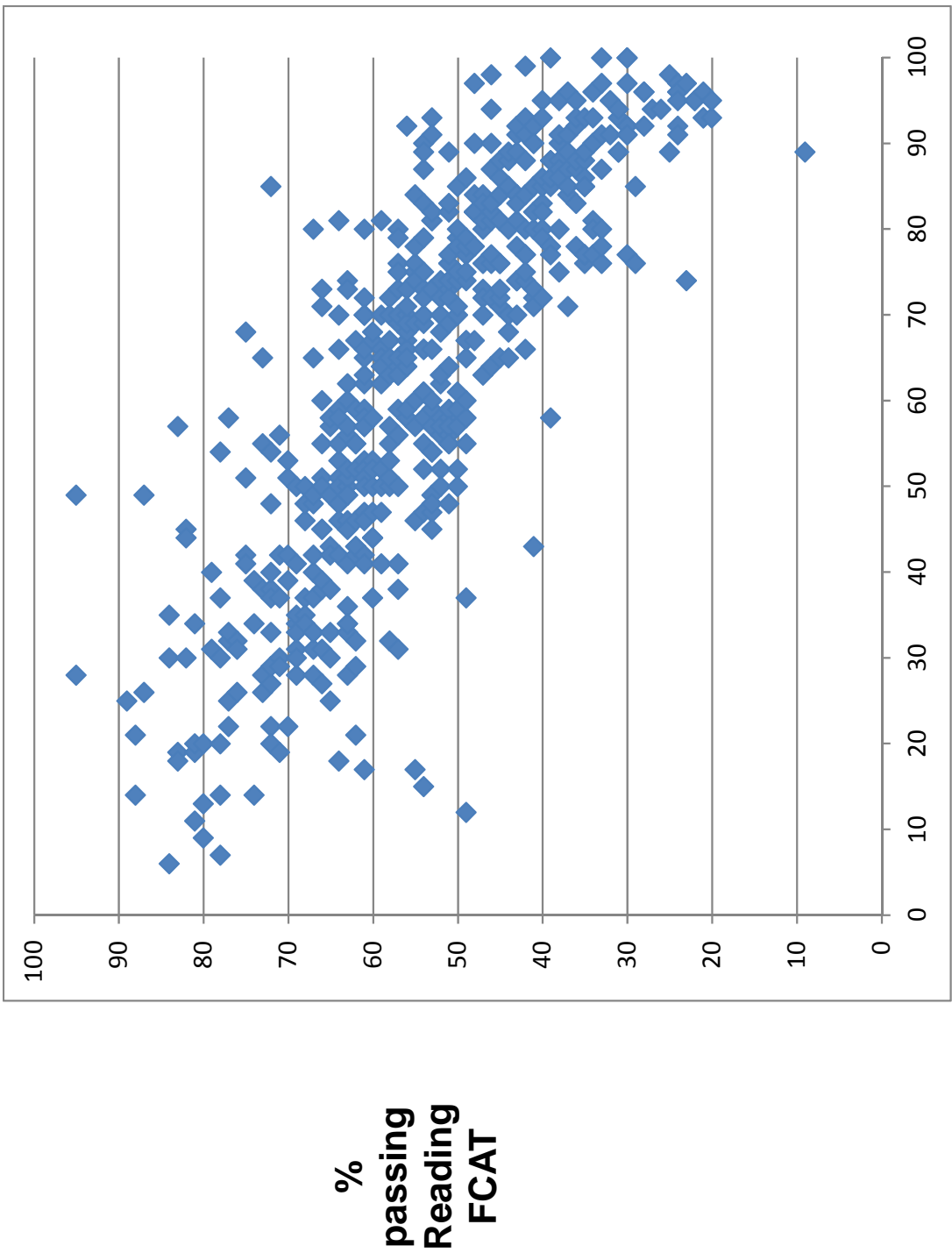
	Free and Reduced Lunch			NOT Free and Reduced Lunch		
	White	Black	Hispanic	White	Black	Hispanic
STATE	55%	33%	46%	78%	58%	72%
DUVAL	48%	31%	43%	75%	54%	70%

**Grade 6 Students Scoring Levels 3 and above on FCAT 2.0 Math**

	Free and Reduced Lunch			NOT Free and Reduced Lunch		
	White	Black	Hispanic	White	Black	Hispanic
STATE	50%	30%	43%	75%	52%	68%
DUVAL	44%	28%	37%	69%	48%	57%

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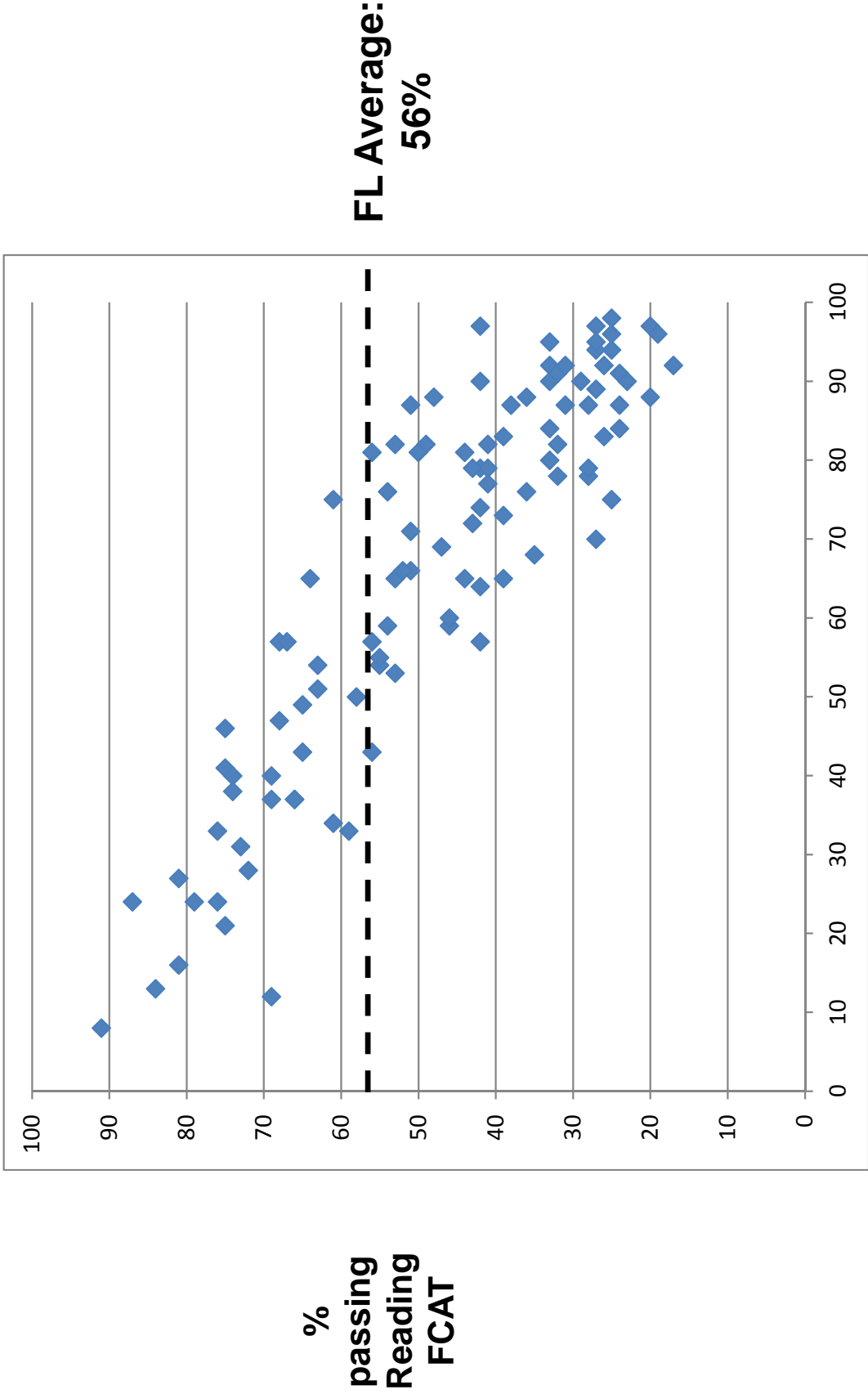
# State of Florida – 2012 8th Grade Reading FCAT



**% of students receiving Free or Reduced Lunch (FRL %)**

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# Duval County – 2012 3rd Grade Reading FCAT





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## ***KIPP's six essential questions***

- ***Are we serving the children that need us?***
- ***Are our students staying with us?***
- ***Are our students progressing and achieving academically?***
- ***Are our alumni climbing the mountain to and through college?***
- ***Are we building a sustainable people model?***
- ***Are we building a sustainable financial model?***

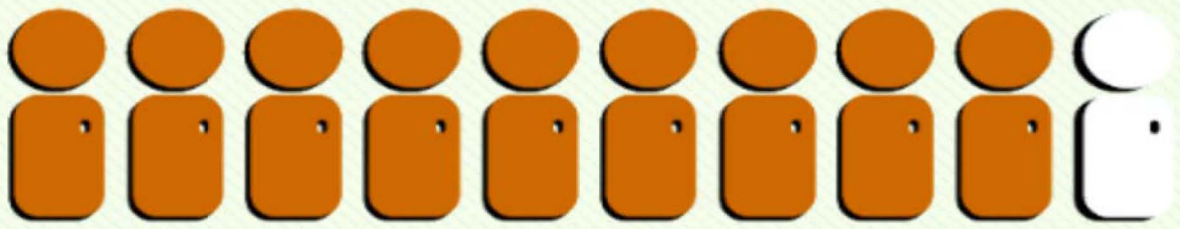


# BOOK

## *Technology Impact on Student and Student Climate*



**CLOSING THE DIGITAL DIVIDE**



**90% OF STUDENTS REPORT THEIR ATTITUDES TOWARDS LEARNING AND THEIR OWN SELF-CONCEPT IMPROVED CONSISTENTLY WHEN COMPUTERS WERE USED IN THEIR CLASSROOMS FOR INSTRUCTION.**



**INCLUDES ALL POPULATION GROUPS INCLUDING:**

English speakers of other languages

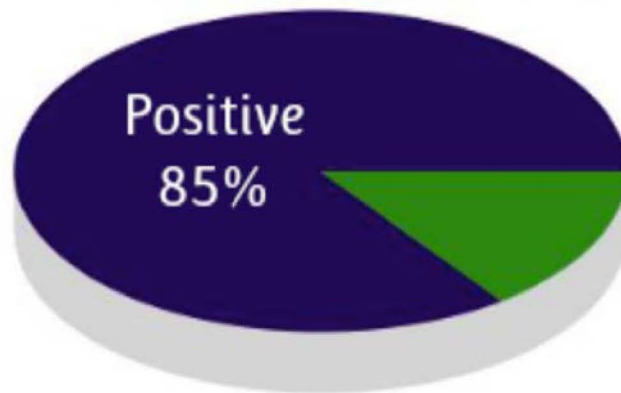
Autism spectrum disorders

Attention deficit disorders

Speech and language impaired

Gifted learners

# RICH TECHNOLOGY



***85 % of the students in our technology rich environment have experienced positive effects on achievement in all major subject areas.***

Bok Academy students achieved higher learning gains in state testing in both reading and math than any middle school in Polk County that reported over 50% free and reduced lunch populations.





Bok Academy holds to a Zero Tolerance policy on student harrasment/ bullying. Each year a climate survey is given to the students which is housed on Survey Monkey. The data is collected and used to ensure that Bok Academy is truly a bully free-zone. We have seen a drastic reduction over the last four years, in classroom related bully incidents reported. This has been directly related to the increased level of student access to technolgy in the classrooms.

## HARRASSMENT DATA

