



Florida Department of Education

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The Turnaround Schools' Journey: Insights, Initiatives, and Implications

2008 Southeast Comprehensive Center Regional Forum
May 21–23, 2008



Florida Department of Education

**Building Quality Schools...
It Can Be Done!**

Florida's Schools Among Top in The Nation

According to the 2008 Quality Counts report –

- Florida ranked among the top 15 in the country.
- Since last year, Florida schools have jumped from 31st place in the nation to 14th.
- In the K–12 Student Achievement section of the report, Florida ranks seventh in the nation.



Florida was recognized for:

- Outstanding student participation in and performance on Advanced Placement (AP) programs.
- 2008 Quality Counts – Florida leads all states in the number of African American and Hispanic students passing AP exams.
- 2008 Quality Counts - Florida has eliminated the Hispanic student achievement gap.
- Academic gains on the National Assessment of Educational Progress (also known as the nation's report card).
- Preparing, attracting, and recognizing quality teachers.
- Preparing our students for the future by setting high standards and measuring progress.

The Florida DOE includes:

- Full-time employees, 1,255 (overall, more than 2,500)
- Division of Vocational Rehabilitation – 1,013 employees
- Division of Blind Services – 306 employees
- Annual operating budget in 2006–2007 exceeded \$23 billion in dedicated state and federal funding

Oversees 28 locally-governed public community colleges and 39 school district technical centers



Data Driven

The DOE serves as the single repository of education data from the following:

- School districts
- Community colleges
- Universities
- Independent postsecondary institutions

This allows us to track student performance across time and varying education sectors.

Demographics

The Florida DOE serves:

2.6 million students

3,877 public schools

318,000 full-time staff

180,000+ teachers in the
state

Number of Schools for 2006–2007

Elementary Schools	1,905
Middle/Junior High Schools	592
Senior High Schools	865
Combination Schools	325
Adult Schools	190
TOTAL	3,877

Building a Statewide System of Support

Statewide System of Support

Our Responsibilities:

- Establish school support teams
- Provide support to ensure their effectiveness
- Designate and use distinguished teachers and principals from successful Title I schools on these teams
- Devise additional approaches



Statewide System of Support

Which Districts/Schools?

- First, those with schools in corrective action or repeating F's
- Second, those with schools identified as in need of improvement
- Third, other districts and schools that need support and assistance

External Partner Support



Collaborating Partners

- The Florida and the Islands Comprehensive Center (FLICC)
- The Comprehensive Center for Innovation and Improvement
- The Education Alliance at Brown University
- The Center for Data-Driven Reform in Education (CDDRE)
- Southern Regional Education Board (SREB)

Emerging Conceptual Framework - Florida's State System of Support for Districts and Schools

Articulated Goals - To improve student achievement...

(To be drawn from Florida's strategic plan and further developed during April 2008 meeting)

Building District Capacity is the lynchpin to scaling up existing Improvement efforts across all schools.

Emerging assumptions guiding our work (do be refined and expanded upon):

- 1) Fundamentally, districts have the resources needed to improve school and student performance.
- 2) Districts have different levels of independence and dependence on state support and assistance.

Definition of District Capacity: For us, district capacity is the ability of districts, and their component schools, to use resources efficiently and effectively to reach identified goals. This includes the ability to assess and monitor the effectiveness of these resources in achieving the desired goals, and making appropriate adjustments as needed. District capacity includes: (1) the ability to use resources strategically and appropriately; (2) the ability to build and leverage relationships; (3) the ability to use data and results to make adjustments and inform decisions; and (4) provide rewards and recognize successes and best practice. (**Note - See full district capacity overview for additional information)

(Workgroup - Angelia and Alan): Task - To refine the definition of district capacity building and craft elements of "high-performing" districts.

We build district capacity by:

Diagnosing District Need

We build district capacity by first appropriately diagnosing and assessing district need

Workgroup - Cheryl and Bambi
(Please reference the attached workgroup instructions for questions and materials)

Providing Differentiated Supports

We build district capacity by providing differentiated supports

Workgroup - Mary Jo
(Please reference the attached workgroup instructions for questions and materials)

Evaluating and Planning

We build our own capacity to support districts by evaluating and reflecting upon our interactions with and support to districts, with respect to our goals

(Workgroup - TBD in April, 2008)

Emerging Characteristics of a School District with High Capacity

An effective district.....

Is part of an open communication relationship with all educational stakeholders

Has a process for analyzing data of all types

Has an established system for both long- and short-term planning

Has a professional development system in place designed to meet the specific needs of all employees.

Sets high expectations for all employees and students

Organizational conditions and policies - (Workgroup - Jan and Lisa)

Shifts needed within the Florida Department of Education to actualize the district capacity building approach involve organizational changes (e.g., collaboration and alignment of roles), different and improved communication (e.g., internally between bureaus and offices and externally, to stakeholders), changes in policy, especially with respect to planning requirements, and a commitment to collaborate on supporting districts

Florida – Statewide System of Support

Project Objective:

Improved student achievement through a rethinking of the State System of Support (SSOS)

Approach:

SSOS Toolkit for distribution to low-performing schools.

Pilot tests for district capacity building (with Education Alliance and FLICC).

Brought in CDDRE to provide support for building district capacity.

For the 2008–2009 school year, the Department will be providing high-quality technical assistance to LEAs and schools on restructuring plan development and revisions.



Jackie Robinson and Martin Luther King
Howard University, Washington D.C.
Date: 1940-1950

Project: GEAR UP

- Preparing students for post-secondary education
- Nine schools in three school districts
- Middle and high schools
- Targeted assistance with low income, high-need students

Southern Regional Education Board:

Middle School and High Schools that Work Improvement Framework

- An academic core
- All students matter
- High expectations, extra time and help
- Classroom practices that engage students
- Use of data
- Twenty-five schools in six districts

Improvement Framework (continued)

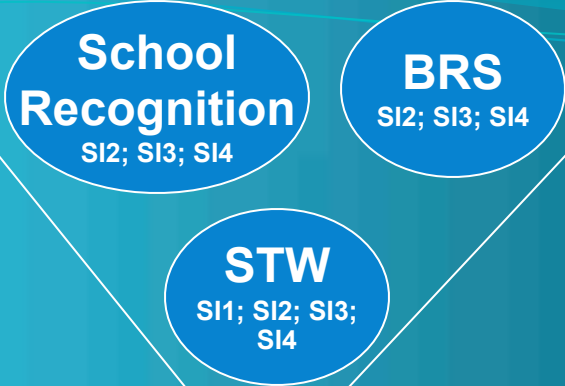
- Teachers working together
- Support from parents
- Qualified teachers
- Use of technology for learning
- Strong leadership



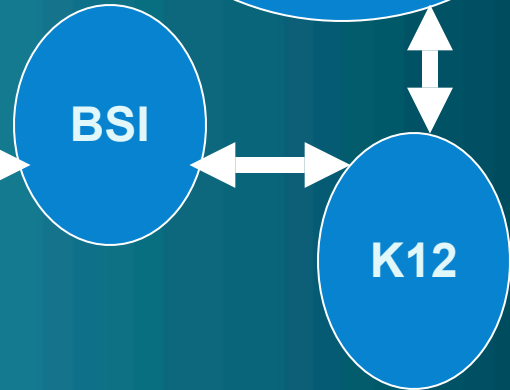
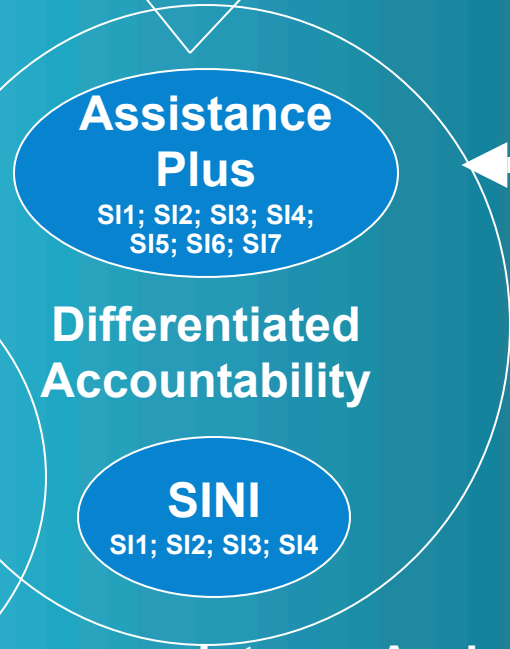
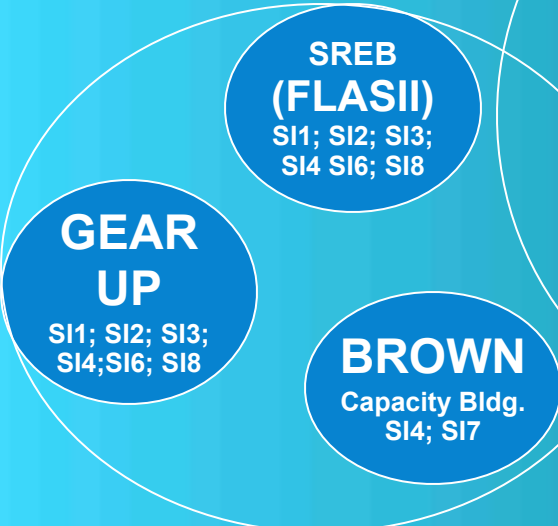
SREB Project with Florida

- Supporting schools to initiate reform
- Recruiting, selecting, training Teacher Leaders within identified schools
- School Leadership Academy: Teacher Leaders developed to become principals and senior level support
- Targeted support for low-performing schools

Award Programs



Targeted Programs for Intense Interventions



Intense Assistance to Low-Performing Schools

- STRATEGIC IMPERATIVES**
- SI1 = High Quality Teachers
 - SI2 = Rigorous Standards
 - SI3 = Proficient Students
 - SI4 = Qualified Leadership
 - SI5 = Quality Choice Options
 - SI6 = Trained Workforce
 - SI7 = Efficient ROI
 - SI8 = Open Access

Targeted Support

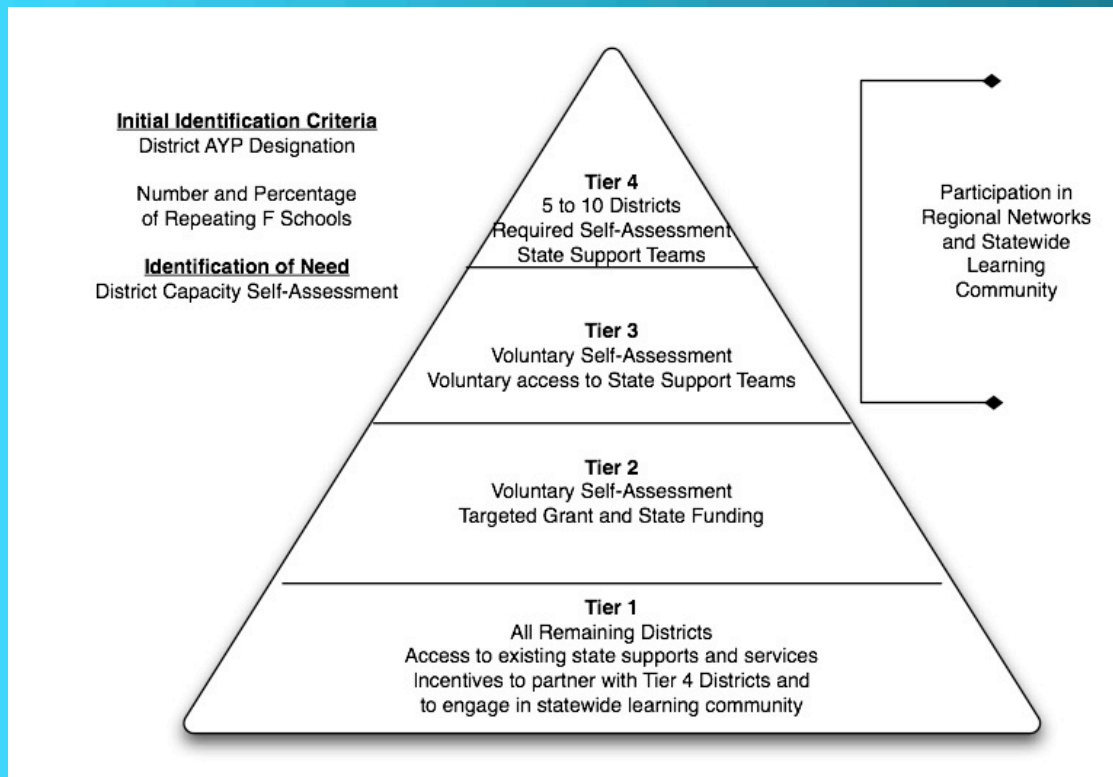
Differentiated Accountability

Florida's proposal includes:

- Tiered approach addresses required interventions for Title I schools not meeting Adequate Yearly Progress
- Links state and federal accountability systems
- The proposal identifies schools needing:
 - ~ Focused preventive measures
 - ~ Schools needing more serious corrective action
 - ~ Schools requiring intensive intervention

Providing Differentiated Support

School districts have varying levels of capacity to provide differentiated support to schools, teachers, and students; therefore, building the capacity of districts requires the development of a differentiated system of support that is capable of meeting diverse needs.



State Support Teams will collaborate with District Improvement Teams to develop targeted, intensive, and differentiated support strategies for districts.

Targeted Support for Low Performing Schools

- Monthly site visits by DOE
- Professional development focused continuous improvement – Florida Continuous Improvement Model (FCIM)
- Data disaggregation
- Monthly conference calls with the deputy chancellor
- DOE monitoring of FCIM implementation



Components of the Florida School Improvement Model (FCIM)

- Data disaggregation
- Calendar development
- Instructional focus
- Assessment
- Tutorials and enrichment
- Maintenance
- Monitoring

Framework Elements

District Capacity

Innovative and Accurate Ways to Measure District Need

Providing Differentiated Support

Continuous Evaluation and Planning

Organizational Conditions and Policies

This work requires shifts in organizational conditions, policies, and ways of working together

Constituents

The active involvement of internal and external stakeholders is critical to the success of this effort

Defining District Capacity

Definition:

District capacity is the ability of a school district to plan and reach identified, measurable goals efficiently and effectively in an ever-changing world.

Primary components:

- Human Resource Development
- Organizational Development
- Resources and Accountability

Building District Capacity

Diagnosing district need

Providing differentiated supports

Evaluating and planning

Diagnosing District Need

Understanding the particular needs of districts will be essential to FL DOE efforts to support improvement and build capacity.

District Profile: a profile using extant data and data gathered from the existing state assessment of district performance

District Self-Assessment: a process based on the definition of district capacity and the characteristics of higher-capacity districts

The accurate and meaningful assessment of districts' strengths and needs requires **ongoing collaboration and open communication with district leaders.**

Providing Differentiated Support

- Building the capacity of districts
- Providing differentiated support
- Meeting diverse needs
- State Support Teams
- Collaborating with District Improvement Teams
- Targeted, intensive support strategies

Organizational Conditions and Policies

Support and intervention services, communication mechanisms, and processes to disseminate data and information within the FL DOE should be organized in accordance with the “**Sphere of Coordinated Support**,” a new organizational model to support the development of district capacity.

Evaluation and Planning

We evaluate our interactions with district administrators, assess the impact of our work on identified goals, assess our own capacity to support districts and schools, and use data to continually inform our work.

Continual evaluation and assessment should result in refinement of FL DOE support strategies as necessary, the development of more targeted and differentiated strategies to build district capacity, and the development of different organizational structures, processes, and mechanisms to support the work.

Conclusion

Accomplishments to Date

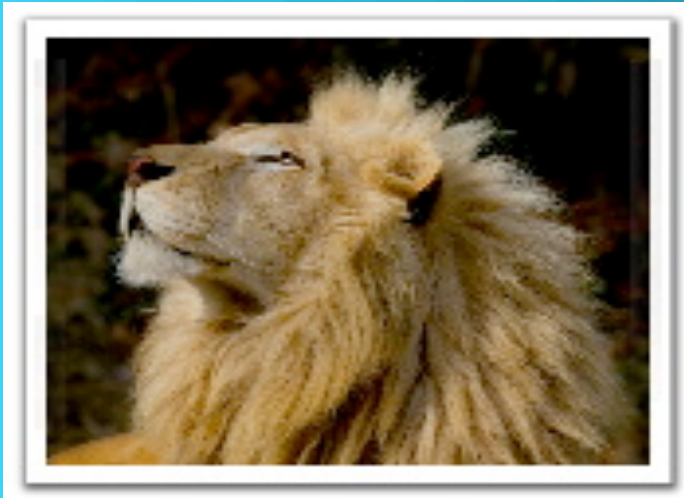
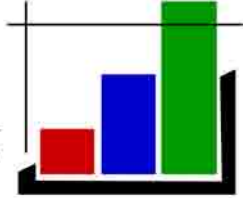
- Piloted district capacity building initiatives with the Education Alliance and FLICC
- Distributed the SSOS Toolkit to low-performing schools
- Informed districts of the Center for Data-Driven Reform in Education (CDDRE) and allowed them to use school improvement funds for technical assistance (TA)



Florida Department of Education

DIVISION of PUBLIC SCHOOLS

"We're all about Increased Student Achievement!"



"Raise the base, Raise the ceiling.

Focus on the Important Stuff.

Lions can't afford to chase chipmunks."