



Legislative Implementation Updates

House PreK-12 Quality Subcommittee

October 12, 2017

Presenter: Hershel Lyons, Chancellor of Public Schools



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Schools of Excellence

Schools of Excellence

- List will be presented to State Board for designation on October 18.
- List published at www.fldoe.org/board/meetings.
- To be eligible, schools had to:
 - receive a grade of “A” or “B” in each of the most recent three school years (2014-15, 2015-16 and 2016-17), and
 - rank at the 80th percentile or higher for their school type for at least two of the last three years.

Schools of Excellence

- There are 643 schools in 47 districts.
 - 347 elementary, 116 middle, 96 high and 84 combination schools
- Schools shall retain the designation for up to three years, if they continue to meet the criteria.

Schools of Excellence

Administrative flexibilities outlined in the law:

- exemption from any provision of law or rule that expressly requires a minimum period of daily or weekly instruction in reading;
- principal autonomy as provided under section 1012.28(8), Florida Statutes;
- instructional personnel may substitute one school year of employment at a School of Excellence for 20 inservice points, up to 60 inservice points total in a five-year cycle, toward the renewal of a professional certificate;
- exemption from compliance with school district policies or procedures establishing times for the start and end of the school day; and
- calculation of class size compliance based on the average number of students at the school level.



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Implementation of Changes to Reading Instruction

Just Read, Florida! (JRF!)

New projects for JRF! include:

- Working with the Lastinger Center for Learning at the University of Florida to develop training for K-12 teachers, coaches, and school principals.
- Working with the Florida Center for Reading Research to identify evidence-based reading instructional and intervention programs.
- Developing content-rich resources that help elementary schools increase student's background knowledge and literacy skills.

The K-12 Comprehensive Research-Based Reading Plan

Changes to the plan include:

- Districts with a school, or schools, on the list of 300 Lowest-Performing Elementary Schools must include a section in their plan which describes the services these schools will provide to students.
- Using the results of the Florida Kindergarten Readiness Screener (FLKRS) to identify students in need of intervention and support.
- Guidelines for determining whether a student in grade K-3 has a substantial deficiency in reading must be set by the State Board of Education.

Responsibilities of the District and School

Student services include:

- Any K-3 student who exhibits a substantial deficiency in reading must be provided reading interventions immediately following the identification of the reading deficiency.
- Parents of students with a substantial deficiency in reading must be notified in writing that the student has a substantial deficiency and the interventions which will be provided.
- Districts shall provide students who are retained, including students participating in summer reading camps, a highly effective teacher. By July 1, 2020, retained students and students attending summer reading camp shall be provided with a teacher who is certified or endorsed in reading.



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Best and Brightest Scholarship Program

Florida Best and Brightest Teacher Scholarship Program

- There are three scholarships available for the 2017-2018 school year in the amount of \$6,000, \$1,200 and up to \$800.
- Each scholarship has its own eligibility requirements that districts must review and administer locally.
- Timelines:
 - November 1, 2017 - Teachers must submit their score report to the school district
 - December 1, 2017 - School District shall submit the list of eligible teachers to FDOE
 - February 1, 2018 - FDOE will disburse funds to each school district
 - April 1, 2018 - Each school district will award the scholarship to each eligible teacher

Florida Best and Brightest Principal Scholarship Program

- Authorizes \$5,000 scholarship award for eligible principals at Title I schools and \$4,000 Scholarship award for eligible principals at non-Title I schools.
- Eligibility Requirements:
 - Must serve as a principal at the current school for at least two consecutive years including the current year; and
 - School has a ratio of classroom teachers deemed eligible for the Best and Brightest Teacher Scholarship, to other classroom teachers that are at the 80th percentile or higher for schools within the same grade grouping statewide.
- Timeline:
 - February 1 - FDOE will identify eligible school principals and disburse funds to each district for each eligible principal
 - April 1 - Each school district must award a scholarship to each eligible principal

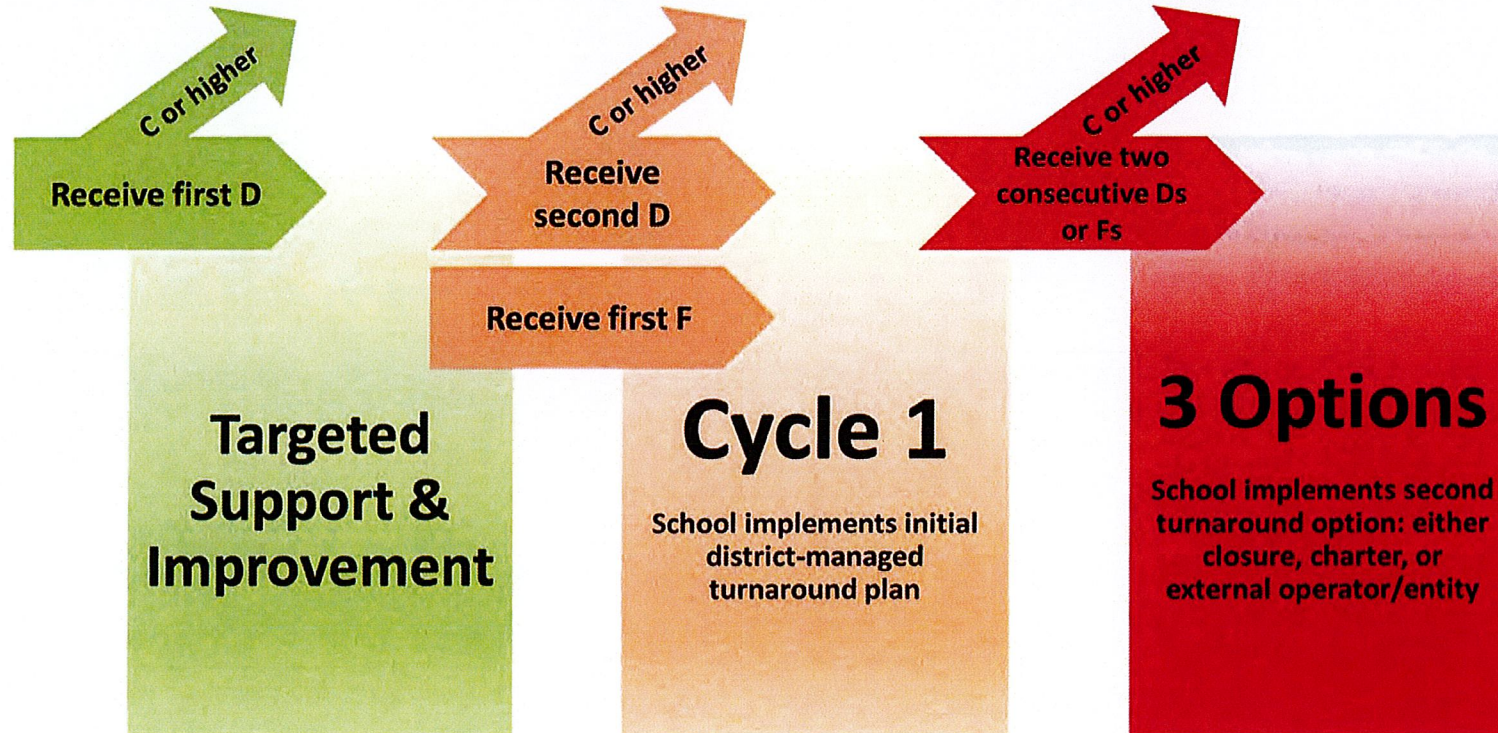


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School Improvement

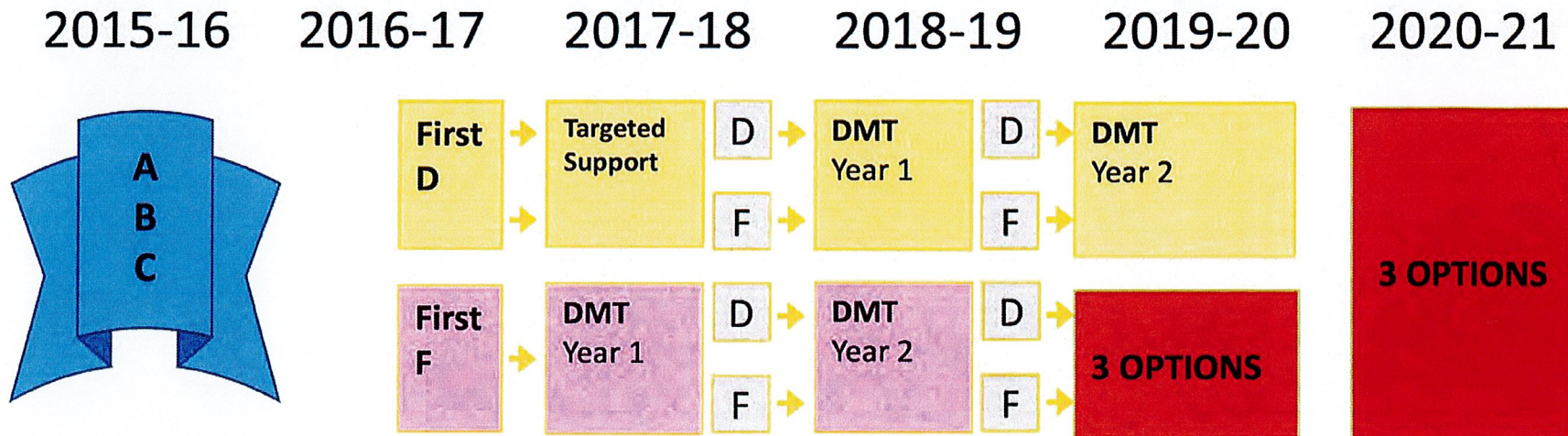


NEW Differentiated Accountability (DA) Process

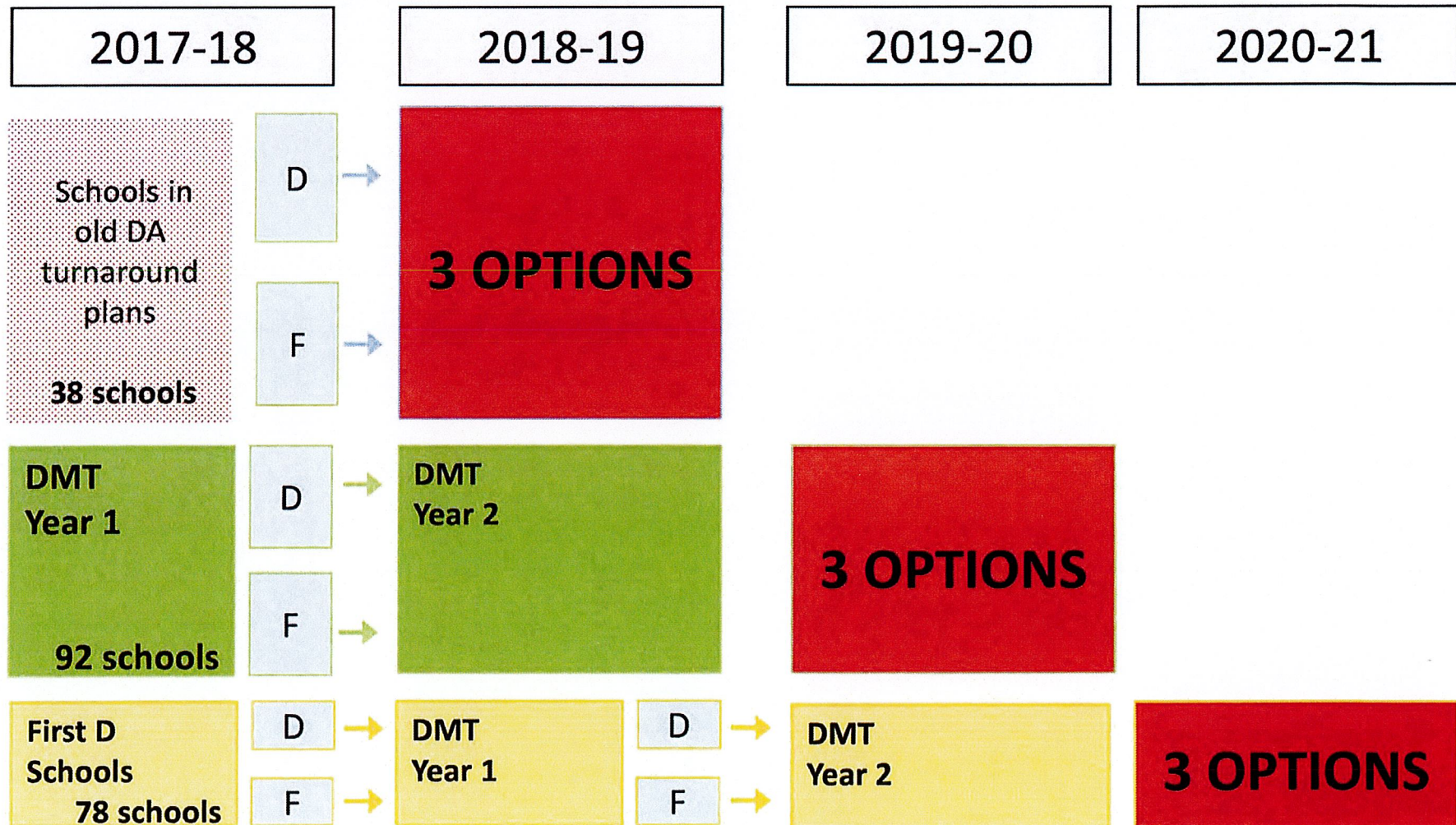


New Differentiated Accountability Flow

- This pattern represents the flow for districts and schools just entering DA in the 2017-18 school year.
- Schools that earned their first D in the 2016-17 school year will use the 2017-18 school year to plan for turnaround.
- Schools that earned their first F in the 2016-17 school year must implement a turnaround plan in the 2017-18 school year.



New Differentiated Accountability Flow





Schools in Old DA Turnaround Plans

District Name	School Name	2016-17 Grade	2015-16 Grade	2014-15 Grade	Grade 2014	Grade 2013
ALACHUA	HAWTHORNE MIDDLE/HIGH SCHOOL	D	D	D	F	F
BAY	OSCAR PATTERSON ELEMENTARY MAGNET	F	F	D	D	F
BREVARD	ENDEAVOUR ELEMENTARY SCHOOL	D	D	D	D	F
BROWARD	WALKER ELEMENTARY SCHOOL (MAGNET)	D	F	F	F	D
BROWARD	DR. MARTIN LUTHER KING MONTESSORI ACADEMY	F	D	F	F	F
BROWARD	ROBERT C. MARKHAM ELEMENTARY	D	D	D	F	D
COLLIER	VILLAGE OAKS ELEMENTARY SCHOOL	D	D	D	F	D
DADE	BROWNSVILLE MIDDLE SCHOOL	D	F	F	F	D
DESOTO	NOCATEE ELEMENTARY SCHOOL	D	D	F	F	D
DUVAL	LAKE FOREST ELEMENTARY SCHOOL	D	D	D	F	D
DUVAL	MATTHEW W. GILBERT MIDDLE SCHOOL	D	D	F	D	D
DUVAL	NORTHWESTERN MIDDLE SCHOOL	D	D	F	F	D
ESCAMBIA	WARRINGTON MIDDLE SCHOOL	D	D	D	D	F
GADSDEN	GADSDEN COUNTY HIGH SCHOOL	D	D	D	F	F
HAMILTON	HAMILTON COUNTY HIGH SCHOOL	D	D	D	D	F
HILLSBOROUGH	SHEEHY ELEMENTARY SCHOOL	D	D	F	D	F
HILLSBOROUGH	FOSTER ELEMENTARY SCHOOL	D	D	D	D	D
HILLSBOROUGH	MEMORIAL MIDDLE SCHOOL	D	D	D	D	D
HILLSBOROUGH	MORT ELEMENTARY SCHOOL	D	D	D	F	D
HILLSBOROUGH	OAK PARK ELEMENTARY SCHOOL	D	D	F	D	D
HILLSBOROUGH	POTTER ELEMENTARY SCHOOL	F	F	F	F	F
HILLSBOROUGH	WASHINGTON ELEMENTARY SCHOOL	F	F	F	D	F
LEE	MANATEE ELEMENTARY SCHOOL	D	F	D	F	D
MADISON	MADISON COUNTY CENTRAL SCHOOL	D	D	D	D	F
MANATEE	G D ROGERS GARDEN- BULLOCK ELEMENTARY	D	D	F	D	F
MANATEE	W. D. SUGG MIDDLE SCHOOL	D	D	D	F	D
MARION	EVERGREEN ELEMENTARY SCHOOL	D	F	D	F	D
PINELLAS	AZALEA MIDDLE SCHOOL	F	D	D	F	F
PINELLAS	FAIRMOUNT PARK ELEMENTARY SCHOOL	F	D	F	F	F
PINELLAS	LAKEWOOD ELEMENTARY SCHOOL	D	D	F	F	D
POLK	FRED G. GARNER ELEMENTARY SCHOOL	F	F	D	D	F
POLK	BARTOW MIDDLE SCHOOL	D	D	D	D	F
POLK	KATHLEEN MIDDLE SCHOOL	D	D	F	D	D
POLK	GRIFFIN ELEMENTARY SCHOOL	F	F	D	D	F
POLK	LAKE ALFRED POLYTECH ACADEMY	D	D	F	F	F
POLK	LAKE MARION CREEK MIDDLE SCHOOL	D	D	F	D	D
PUTNAM	WILLIAM D. MOSELEY ELEMENTARY SCHOOL	F	D	F	D	F
SEMINOLE	PINE CREST ELEMENTARY SCHOOL	D	F	D	D	D

Turnaround Option Plan Process

- The DA team works with the district in the development of their turnaround option plan (TOP).
- The district submits their TOP to the Regional Executive Director (RED) for review.
- The RED gives feedback to the district and allows for updates/revision.
- Final TOPs are sent to Commissioner Stewart, Chancellor Lyons, and State Board members for review prior to the State Board meeting.

State Board Options for Turnaround Plans

The State Board may:

- **Approve** the new plan as proposed.
- **Conditionally approve** the new plan with contingencies/conditions, such as modification or reporting (i.e., approve the new plan with directed changes).
- **Defer** its decision and require more information be provided (for example, clarification of the differences between the old and new plan) before deciding whether to approve the plan.
- **Deny** the new plan.

Criteria for Approval of Turnaround Plans

- The State Board must find that the plans “create the conditions to improve the school’s grade during the two-year implementation period” and
- Plans must meet the applicable requirements

In every case, the ultimate question before the State Board is whether the proposed plan has a reasonable chance of success.

Next Steps if Turnaround Plan is Denied by State Board

- The State Board may deny a plan indicating the reasons and areas of deficiency.
- The district must then submit a new plan.
 - The new plan may be for a new option or a revision of the plan for an existing option, depending upon the deficiency.

Turnaround Plans before the State Board

- There will be 92 NEW turnaround plans before the State Board in October.
- There will be 2 turnaround plans (Cycle 1, Year 3) returning that were not approved at the July meeting:
 - Alachua - Hawthorne Middle/ High School
 - Hamilton - Hamilton County High School

Status of Plans

- **Alachua**- denied in July, re-submitted their turnaround plan for a closure option for 2018-19.
- **Gadsden**- approved with conditions and have selected a charter/ external operator for 2018-19.
- **Hamilton**- denied in July, re-submitted their turnaround plan for a new option, external operator for 2018-19.

These districts are transitioning from a 3rd year of district-managed turnaround to a new turnaround plan to be implemented in the 2018-19 school year.

Educational Emergency

- An educational emergency exists in a school district if one or more schools in the district have a school grade of “D” or “F.”
- When in an educational emergency, it is the duty of a school district to negotiate special provisions of its contract to free “D” or “F” schools from contract restrictions that limit the school’s ability to improve student performance.
- If the school district identifies any such provision of its contract, The negotiations must result in a memorandum of understanding that addresses the selection, placement and expectations of instructional personnel and provides principals with autonomy to select instructional personnel.
- If the school has earned two consecutive grades of “D” or an “F,” and it enters into a MOU, the MOU is due to FDOE by September 1st.

Persistently Low-Performing Schools (PLP)

- PLP - three consecutive grades below a “C,” beginning with the 2014-15 school year, or a school that selected closure as its turnaround option within two years after the submission of a notice of intent
- PLP list was distributed announcing the 90 schools, within 24 districts, who met this classification

Schools of Hope Traditional Public Schools

- Up to 25 projects may be awarded up to \$2,000 per full-time equivalent student based on 2016-17 Survey 3 Preliminary data.
- 57 schools from 19 districts applied.
- The Commissioner ranked the plans based upon the strength of the plan and its focus on interventions designed to improve student success.
- Input from the Regional Executive Directors for School Improvement, as well as other Bureaus, were considered.
- All plans recommended for approval are based upon whole school transformation and were developed in consultation with the school's principal.

Consideration Protocol

- Both the turnaround plan and eligible applications for the Schools of Hope Traditional Public Schools Program will be considered for approval at the October 18, 2017, State Board meeting.

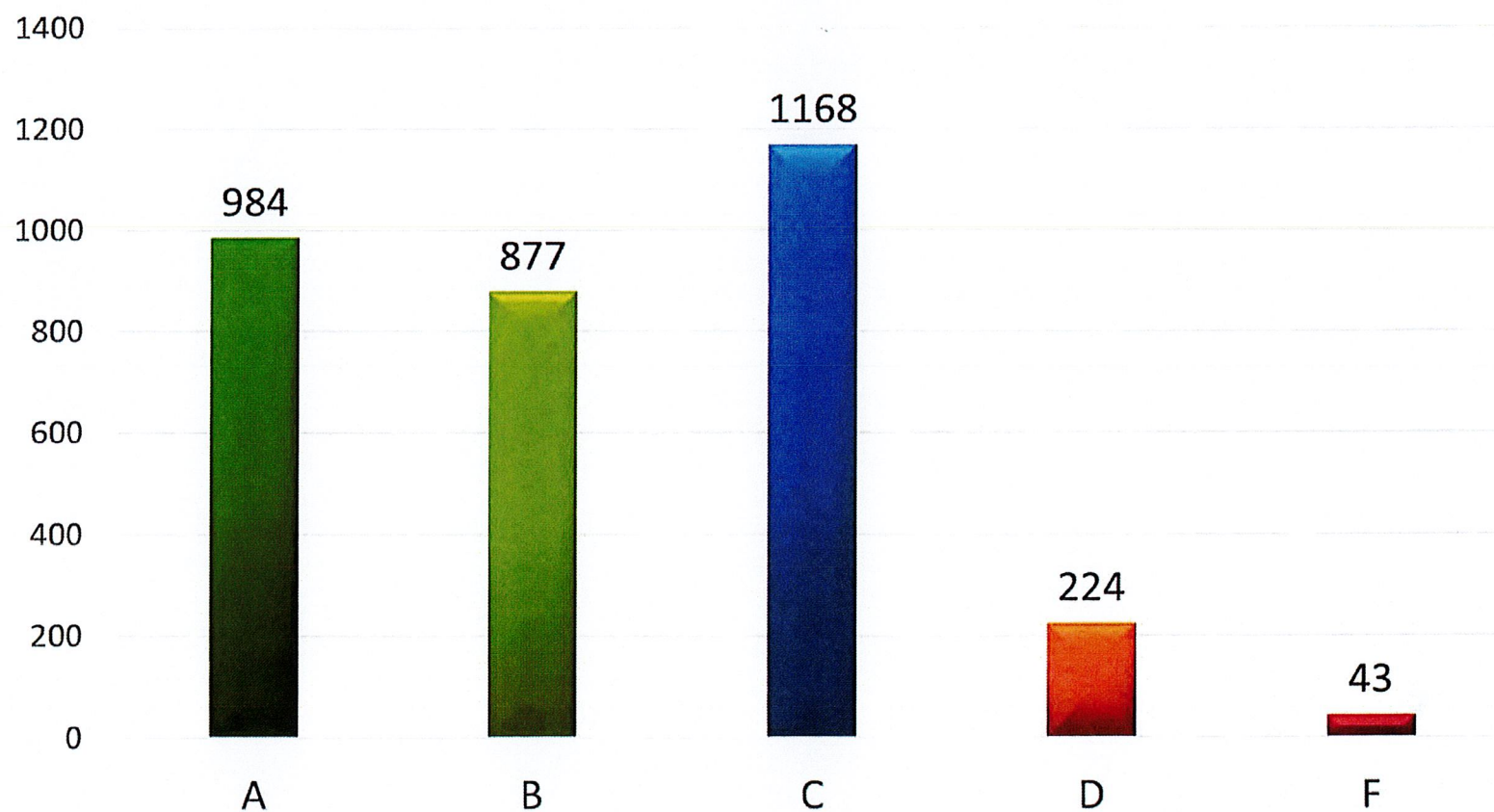


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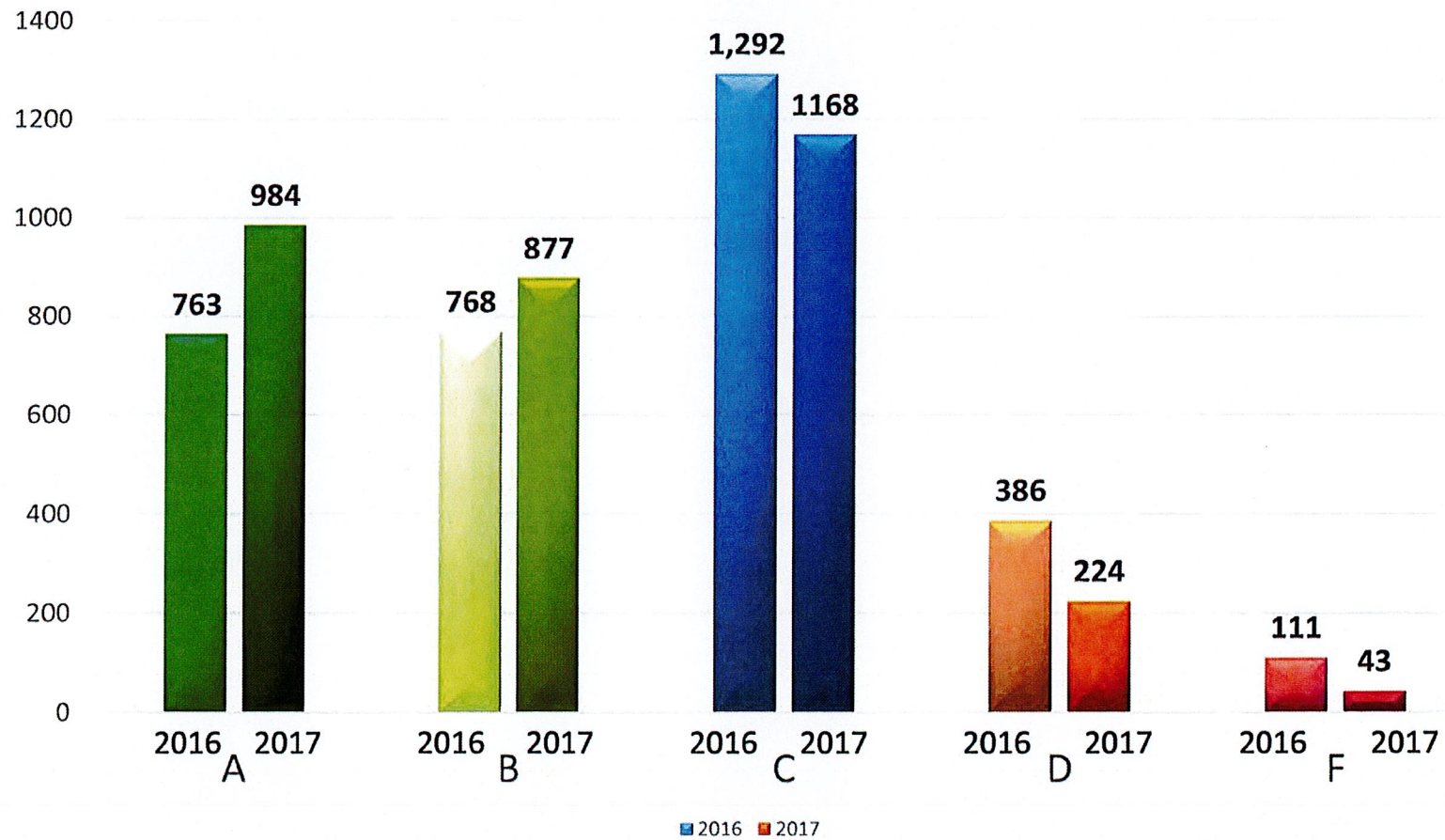
Accountability Update



2017 School Grade Results



2016 and 2017 School Grades

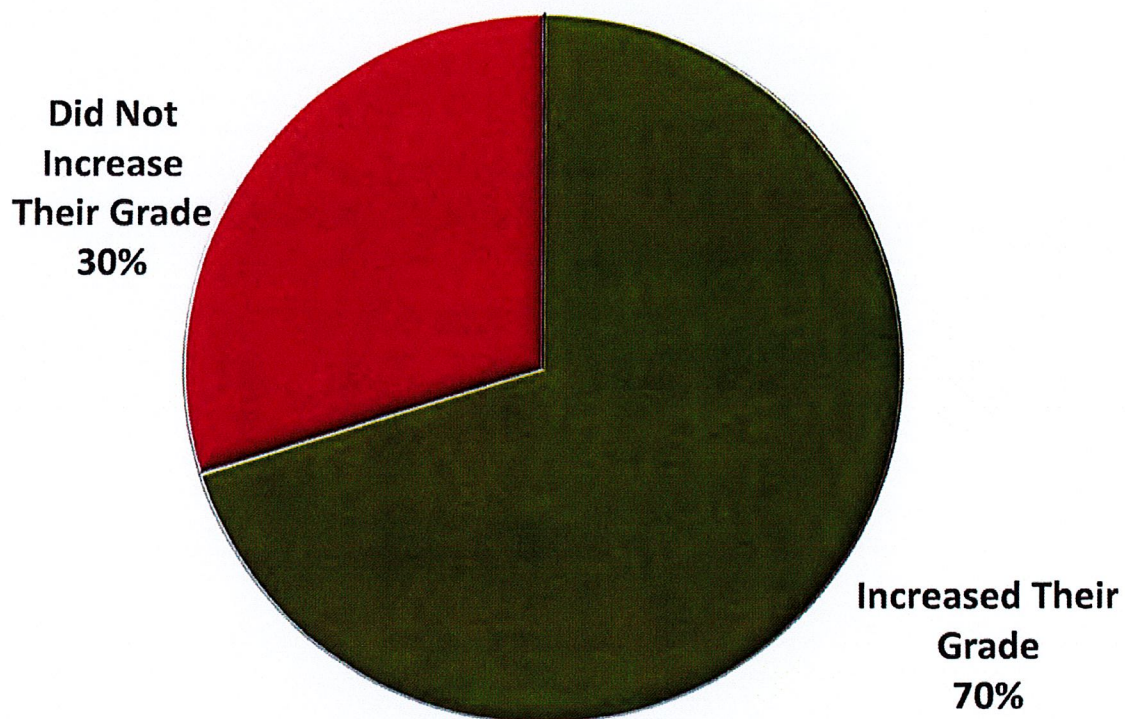


School Grade Highlights

- The percentage of schools earning an “A” or “B” increased to 57 percent (1,861 schools), up from 46 percent (1,531 schools) in 2015-16.
- Elementary schools saw the largest percentage point increase in “A” schools
 - 30 percent (546 schools) of elementary schools earned an “A” in 2016-17, up from 21 percent (386 schools) in 2015-16.
- 1,609 schools maintained an “A” grade (669 schools) or increased their grade (940 schools) in 2016-17
- “F” schools decreased by more than half (61 percent), dropping from 111 schools in 2015-16 to 43 schools in 2016-17.

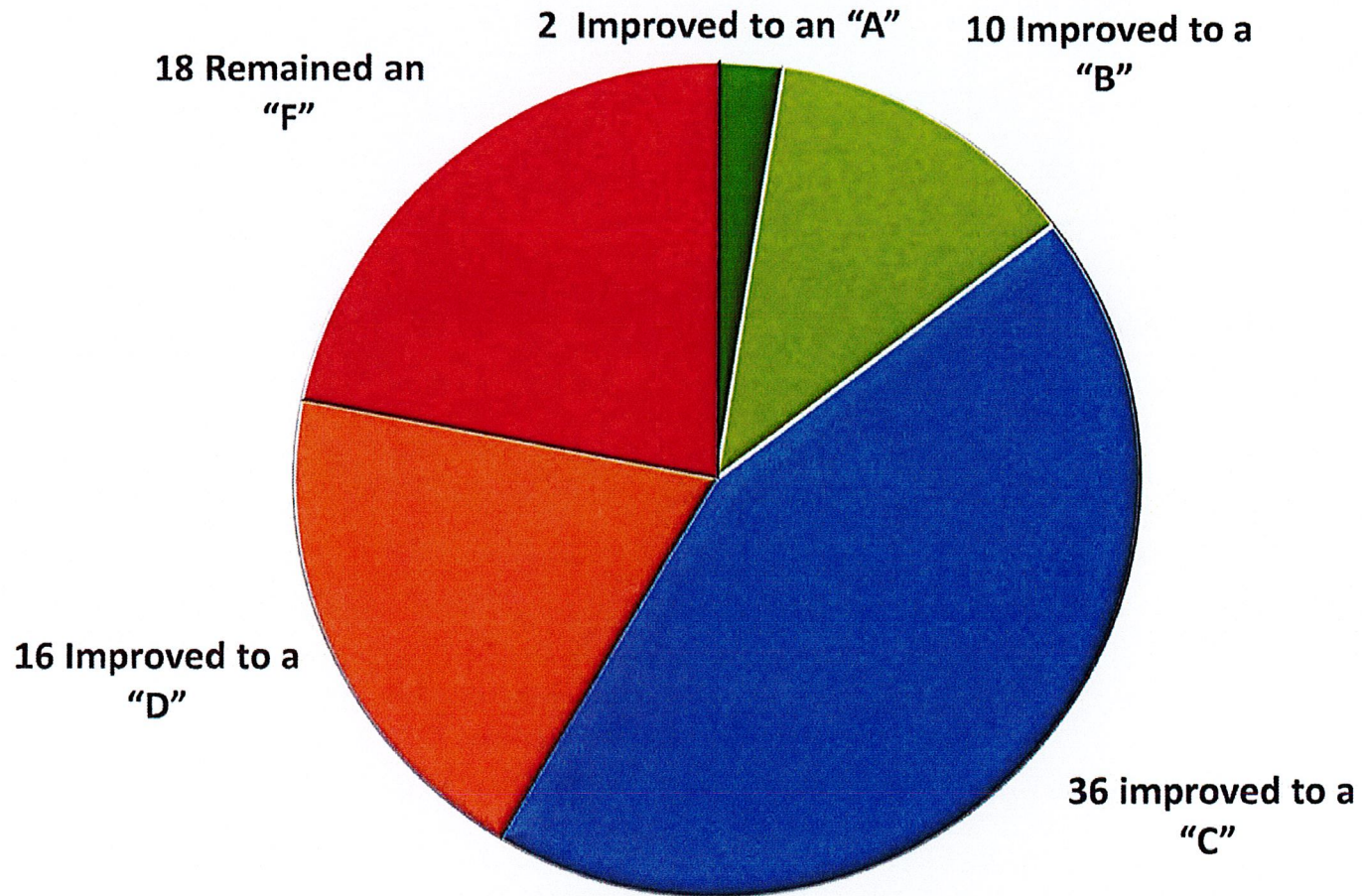


70% of Schools Graded “D” or “F” in 2016 Improved Their Grade in 2017



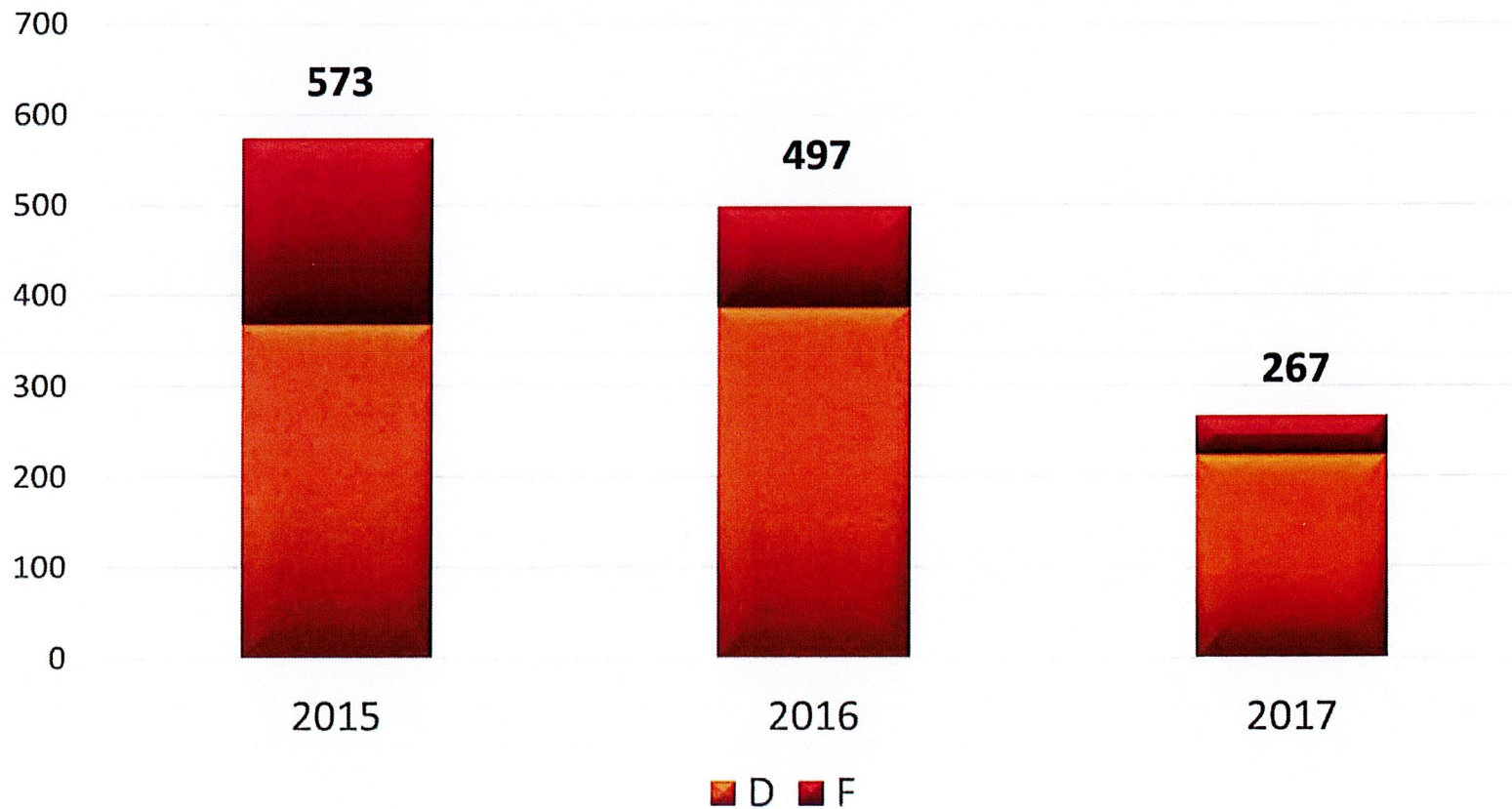


78% of F Schools Improved Their Grade





Florida's Focus on Low-Performing Schools is Showing Improvement





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