



Collaborating Across Federal Programs

Jason Graham, Senior Program Director - BERDR

@jgrahamtriath



Aim and Agenda

Today, we will:

- Unpack the Department's strategic plan for 2015-2020
- Highlight the key steps in an improvement cycle
- Consider points in the improvement cycle that benefit from collaboration
- Discuss the impact culture has on strategy

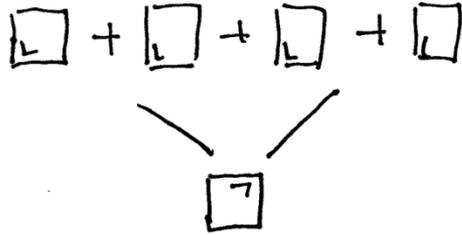
THE
DIFFERENCE
BETWEEN



COOPERATION AND COLLABORATION

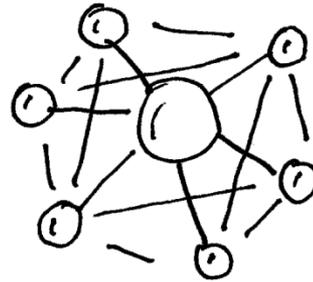
COOPERATIVE V. COLLABORATIVE

By John Spencer @spencerideas



COOPERATION

- Mutual respect
- Transparency
- Shared goals
- Independent and dependent
- Loose network
- Short-term
- Sharing of ideas as a group
- engagement

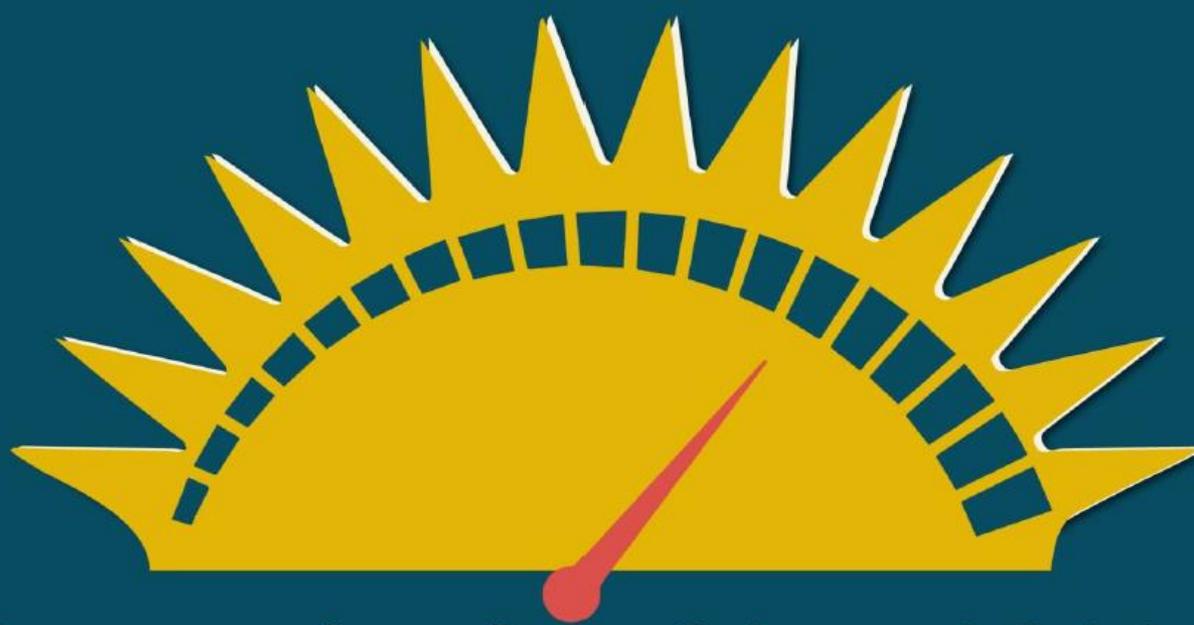


COLLABORATION

- Mutual trust
- Vulnerability
- Shared vision and values
- Constant state of interdependence
- Tight culture
- Long-term
- Generation of new ideas as a group
- empowerment

Collaboration vs. Cooperation

- **When collaborating, people work together (co-labor) on shared goals.**
- **When cooperating, people perform together (co-operate) while working on individual yet common goals.**



Strategic Plan 2015-2020



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Overview

- Goal 1 – Highest Student Achievement
 - Student Achievement on Florida Assessments
 - Continued Growth on Florida Assessments
 - Closing the Achievement Gap
 - High School Graduation Rate
 - High School Graduation Rate Plus (Acceleration)
 - Postsecondary Completion Rate
- Goal 2 – Seamless Articulation and Maximum Access
 - Postsecondary Continuation Rate
 - Associate Degree Articulation Rate
 - Access to High-Quality K-12 Educational Options
- Goal 3 – Skilled Workforce and Economic Development
 - Postsecondary Employment Rate
 - Initial Wages
- Goal 4 – Quality Efficient Services

Goal 1 – Highest Student Achievement

Metrics:

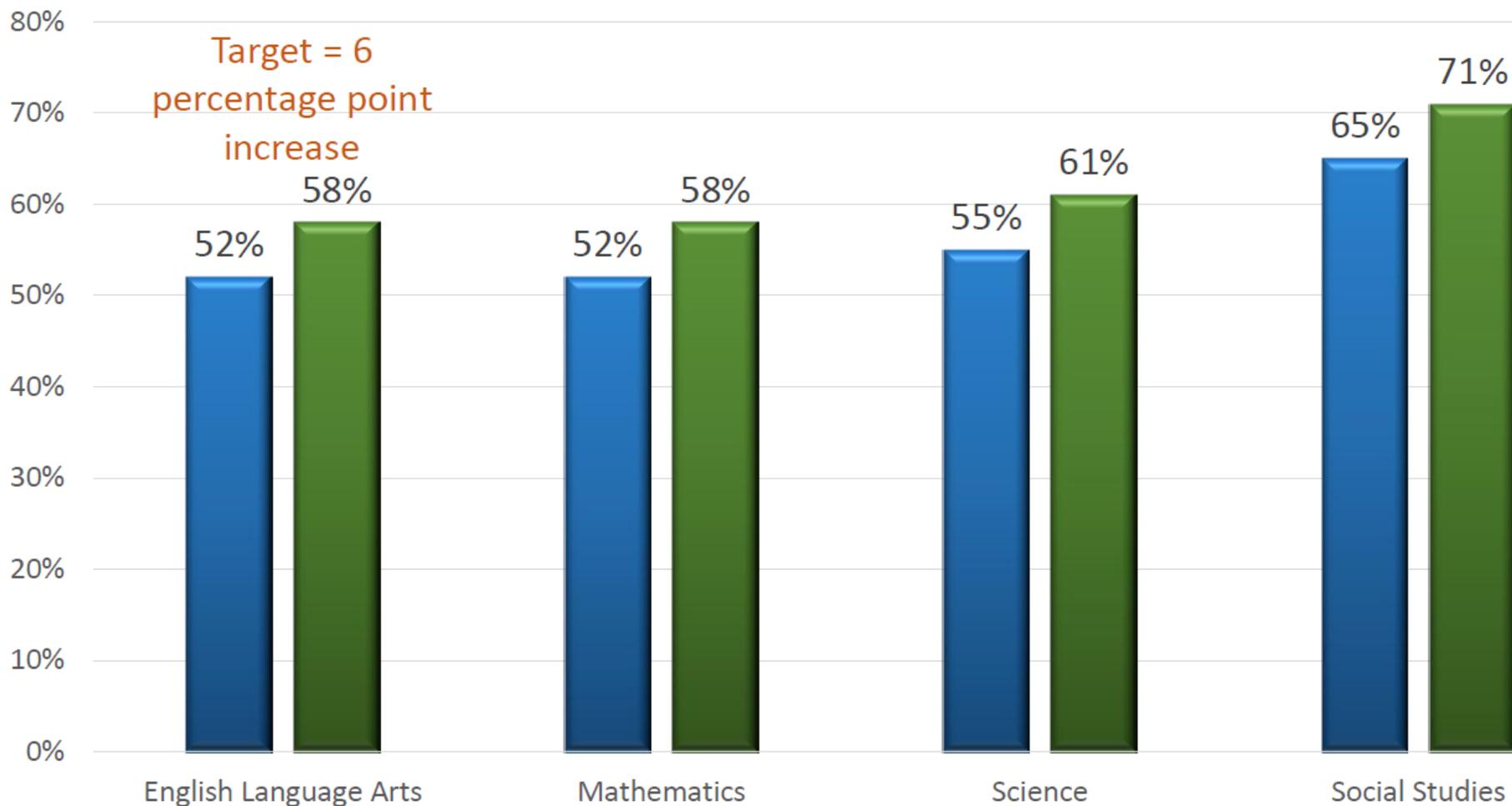
1. Student Achievement on Florida Assessments
2. Continued Growth on Florida Assessments
3. Closing the Achievement Gap
4. High School Graduation Rate
5. High School Graduation Rate Plus (Acceleration)
6. Reducing the Percent of Low-Performing Schools
7. Postsecondary Completion Rate

STEM Focus Data: (Tracking STEM using the following measures)

- Science and Mathematics Assessment Achievement
- Mathematics Learning Gains
- Gap Closure in Mathematics and Science
- High school graduates' successful STEM Acceleration
- STEM Postsecondary Degree and Certificate Completions

Goal 1 – Highest Student Achievement

Metric 1: Student Achievement on Statewide Assessments

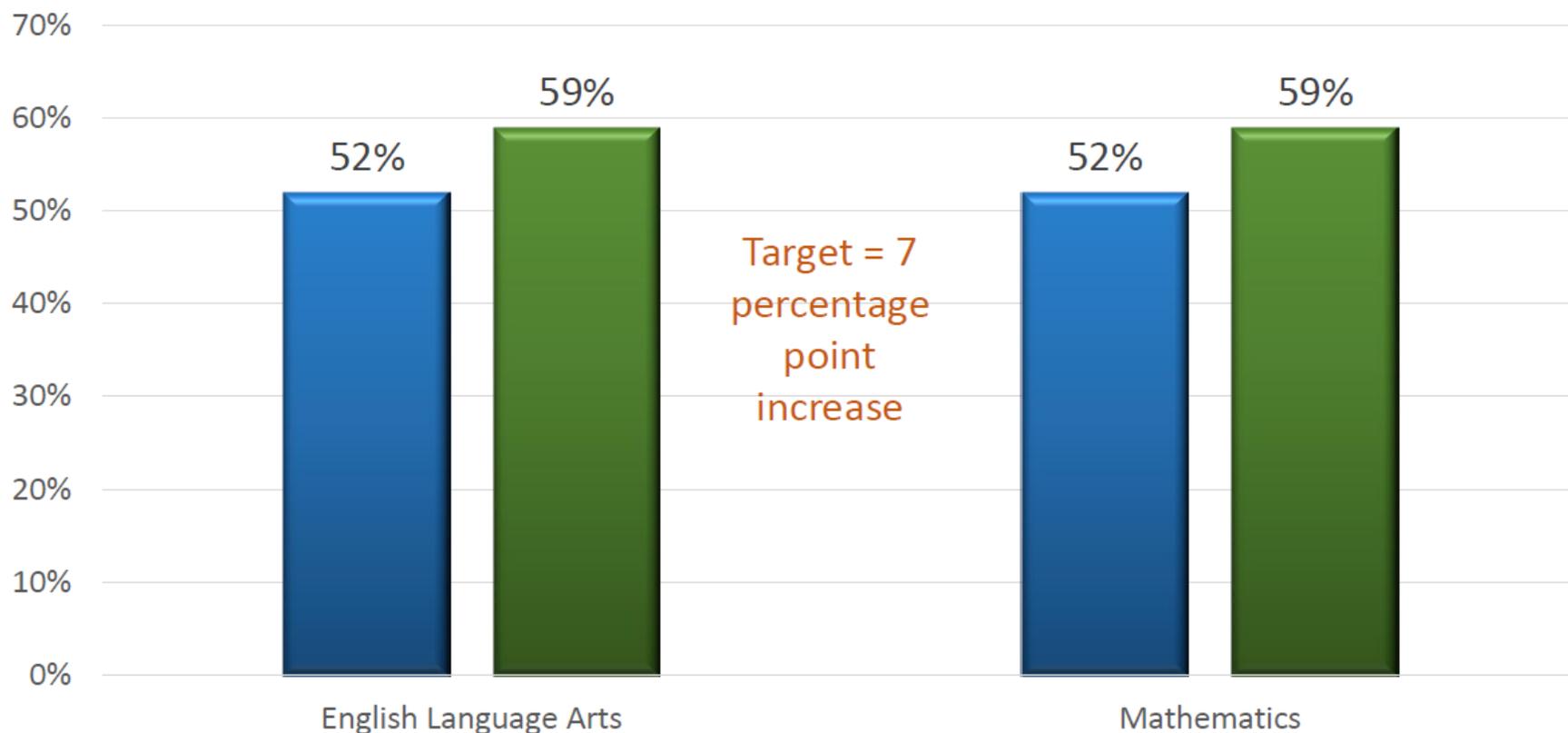


Note: Percent Level 3 or higher

■ 2014-15 Baseline ■ 2019-20 Target

Goal 1 – Highest Student Achievement

Metric 2: Growth in English Language Arts and Mathematics



Note: Based on school grades learning gains calculation

■ 2015-16 Baseline ■ 2019-20 Target

www.FLDOE.org

Goal 1 – Highest Student Achievement

Metric 3: Closing the Achievement Gap

- Reduce Achievement Gaps by 1/3 by 2019-20
- Subgroups
 - African American → White
 - Hispanic → White
 - Economically Disadvantaged → Non-Economically Disadvantaged
 - Students with Disabilities → Students without Disabilities
 - English Language Learners → Non-English Language Learners
- Subject Areas
 - English Language Arts
 - Mathematics
 - Science
 - Social Studies

Discuss at your table

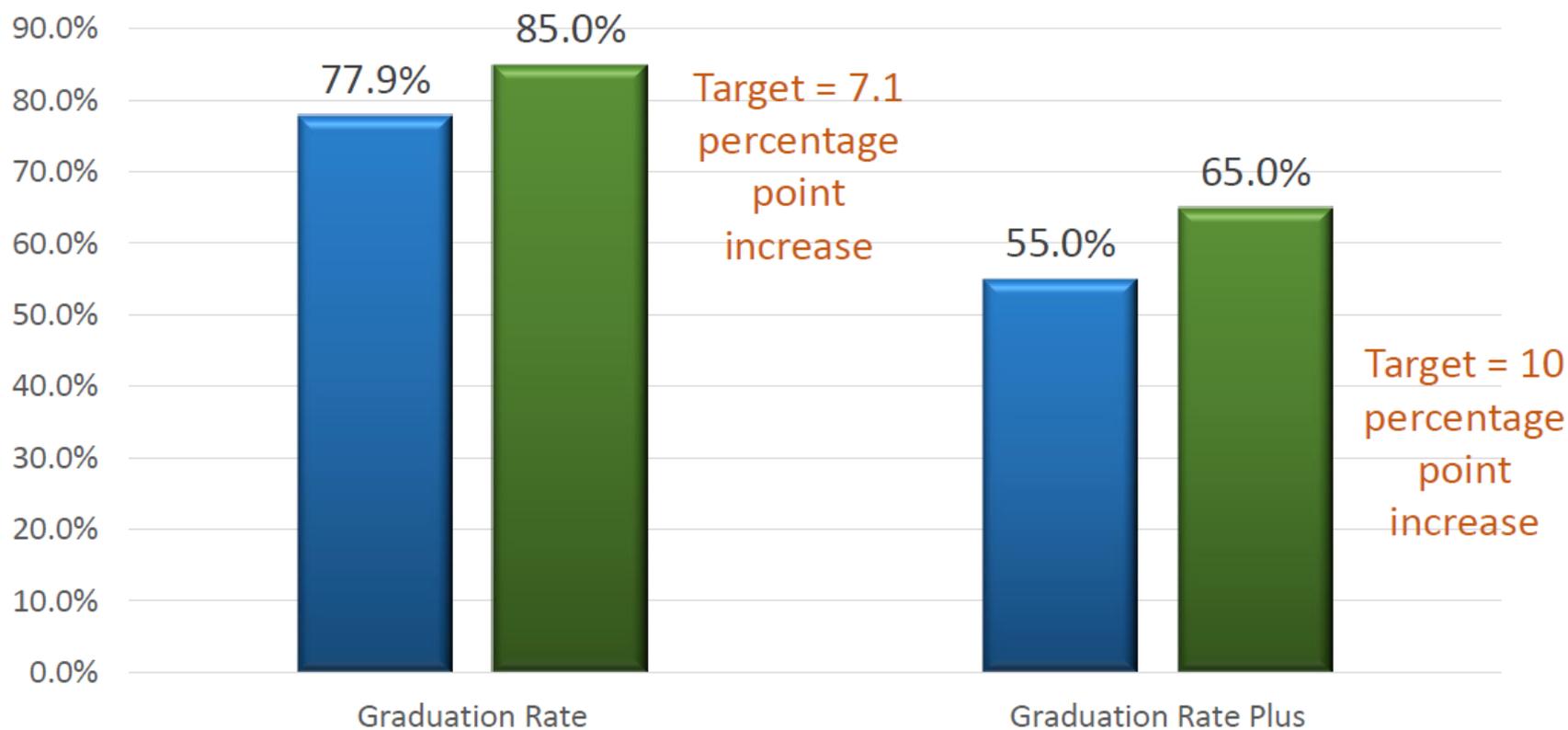
- Which of these subgroups represent a significant part of your student population?
- What subgroups are missing here?

Subgroups

- African American
- Hispanic
- Economically disadvantaged
- SWD
- ELL

Goal 1 – Highest Student Achievement

Metrics 4 and 5: Graduation Rate and Graduation Rate Plus (Acceleration)



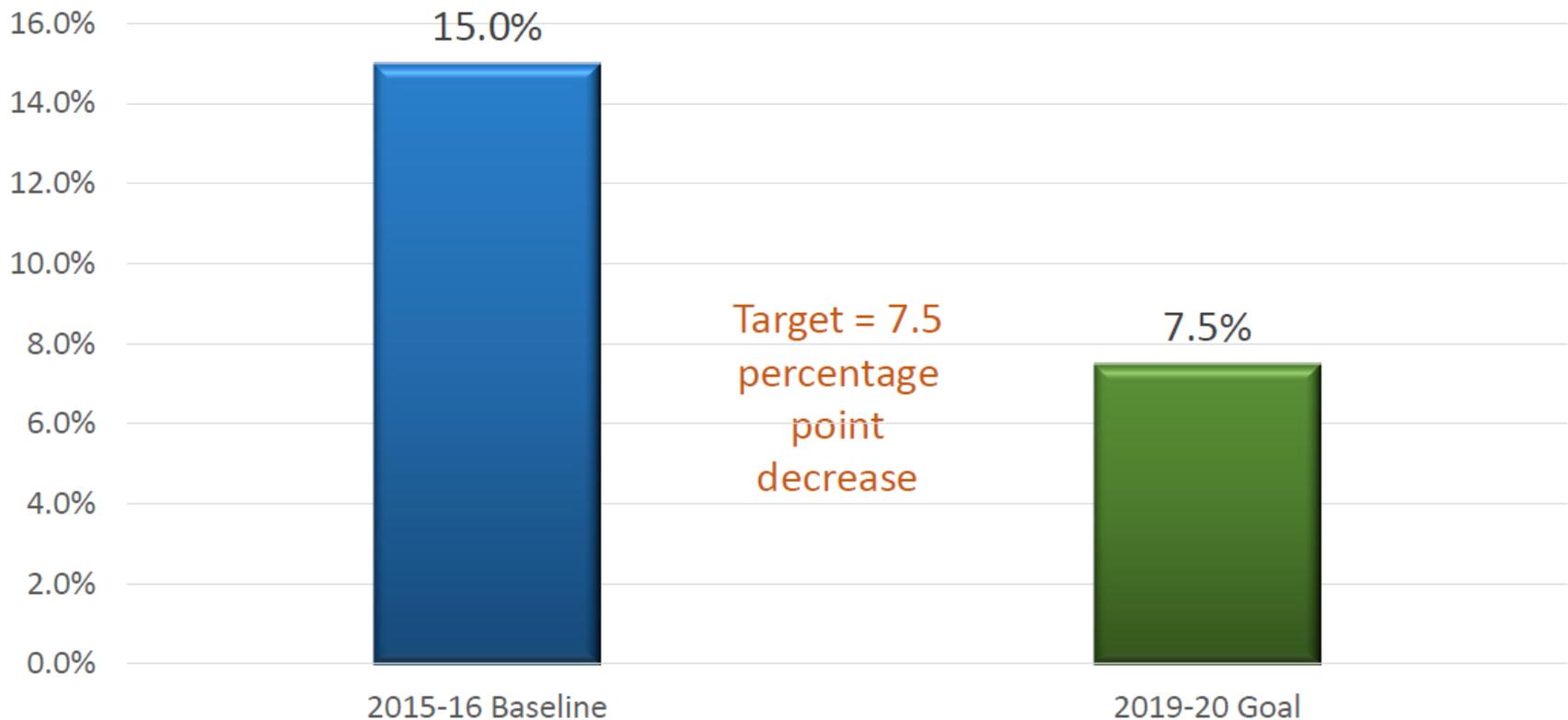
Note: Based on Federal graduation rate and college and career acceleration for school grades

■ 2014-15 Baseline

■ 2019-20 Target

Goal 1 – Highest Student Achievement

Metric 6: Reducing the Percent of Low-Performing Schools



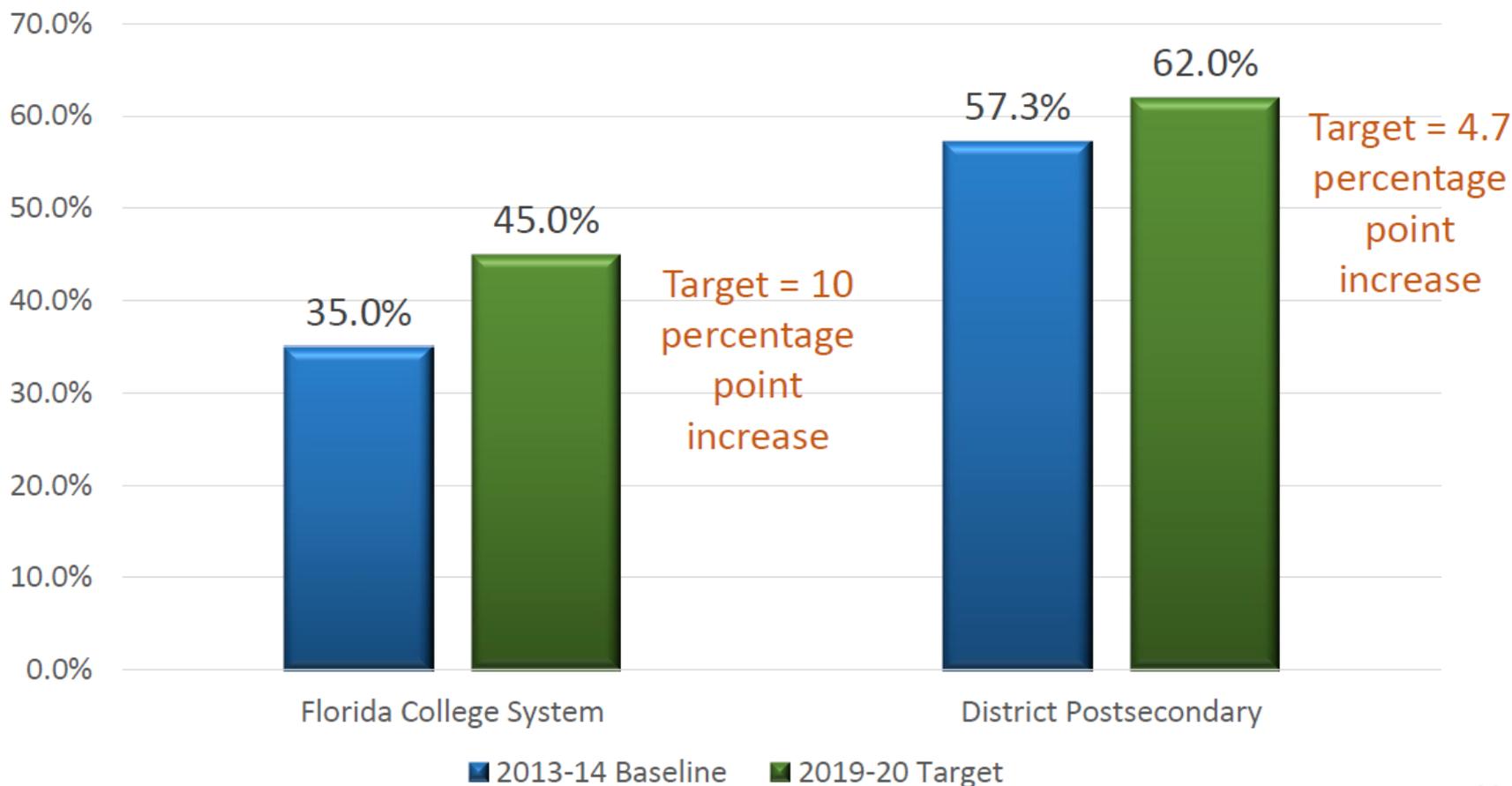
Note: Percent of D and F Schools

Partner talk

- How many D and F schools do you have in your district right now?
- (Bonus!) Can you name them?

Goal 1 – Highest Student Achievement

Metric 7: Postsecondary Completion Rates Within 150% of Program Time



Goal 2 – Seamless Articulation and Maximum Access

Metrics:

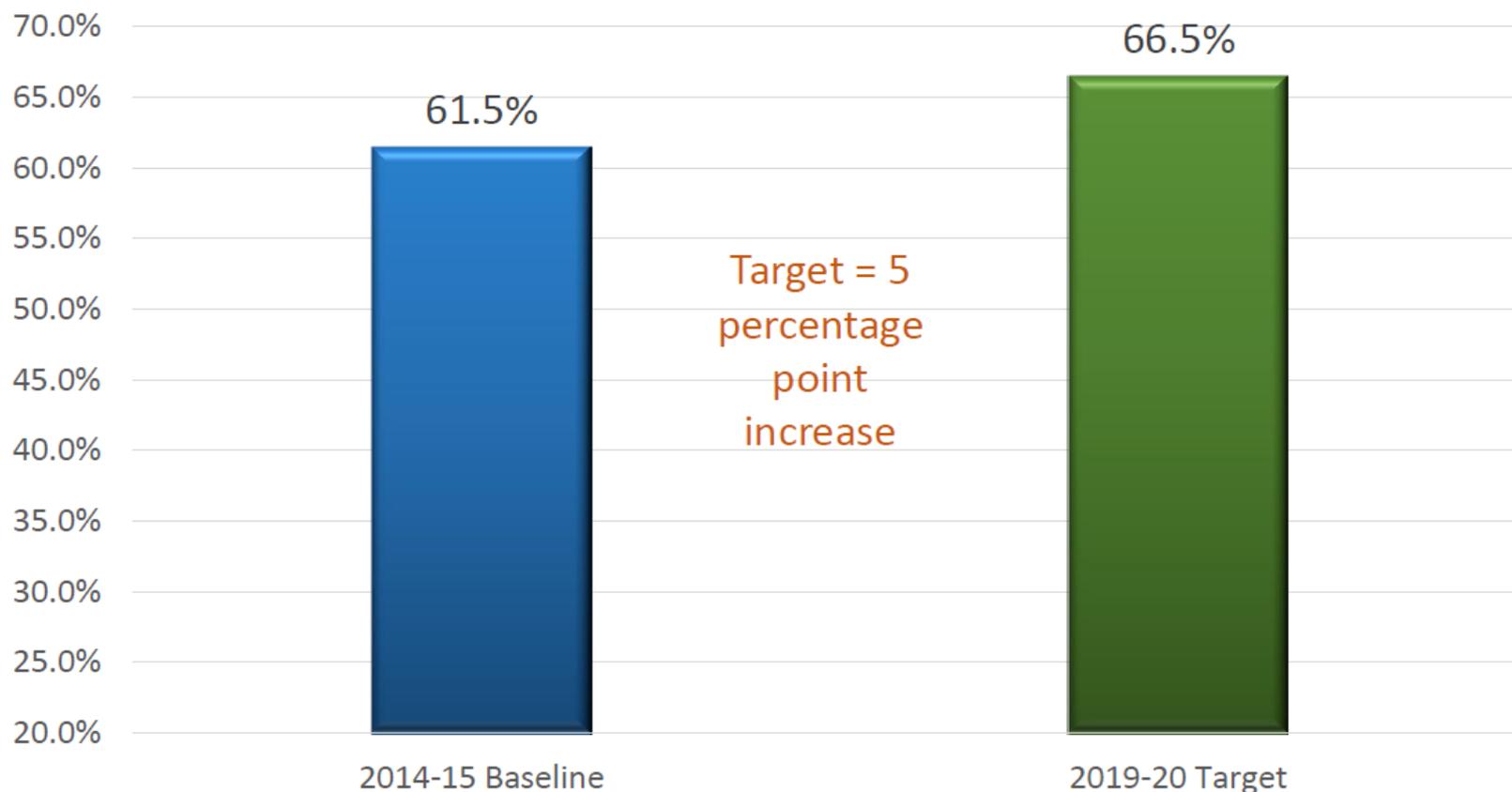
1. Postsecondary Continuation Rate
2. Associate Degree Articulation Rate
3. Access to High-Quality K-12 Educational Options

STEM Focus Data: (Tracking STEM using the following measures)

- High school graduates' postsecondary continuation in STEM programs
- AA Degree earner continuation in STEM Bachelor Degree programs

Goal 2 – Seamless Articulation and Maximum Access

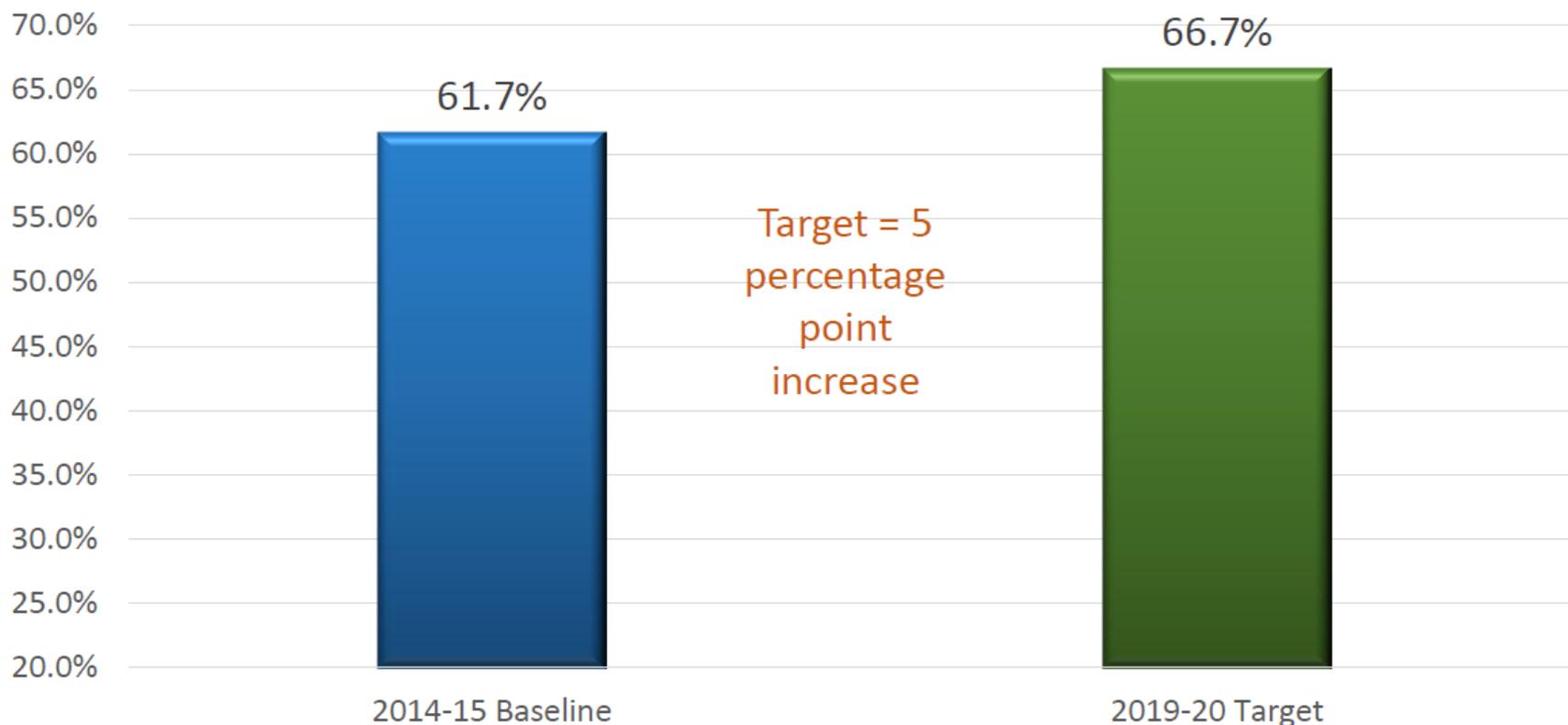
Metric 1: Postsecondary Continuation Rate



Note: Percent of high school graduates who enroll in postsecondary

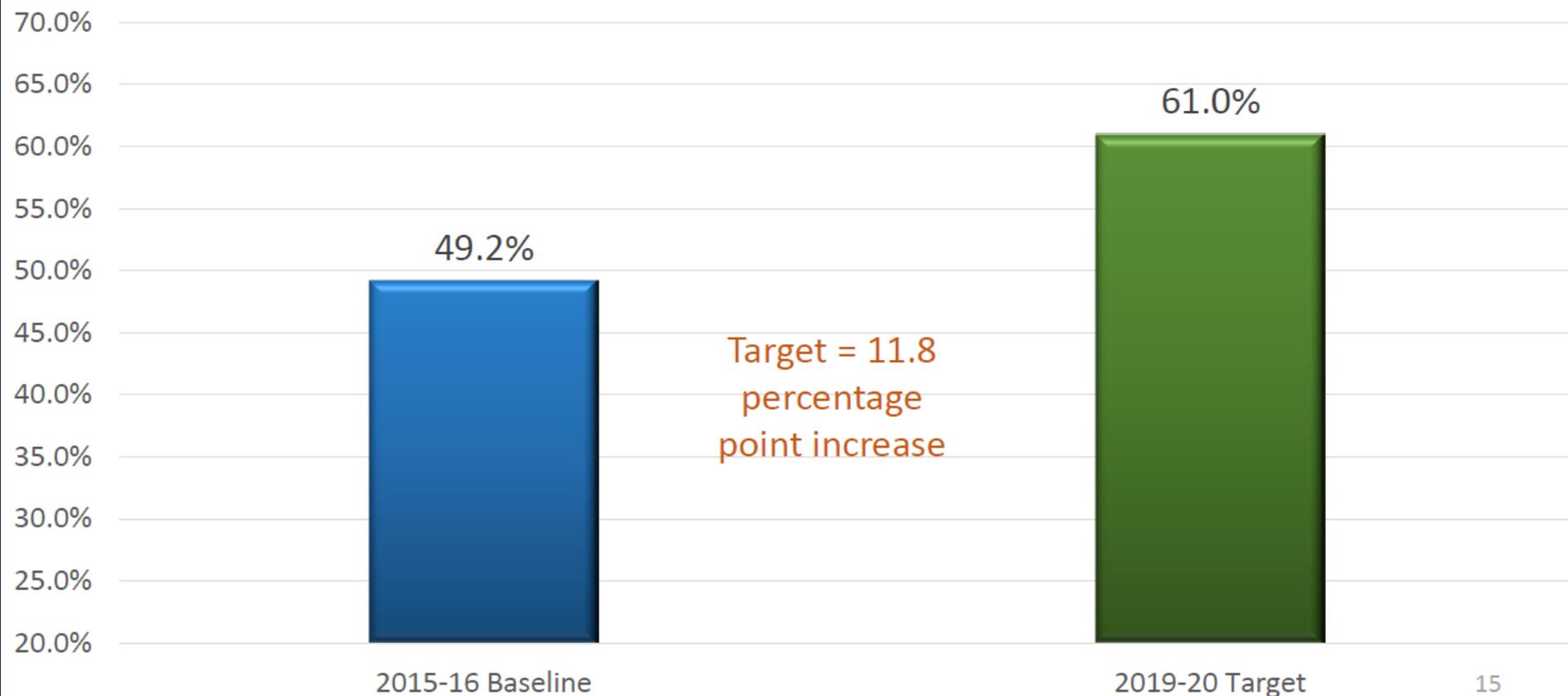
Goal 2 – Seamless Articulation and Maximum Access

Metric 2: AA Degree Earners Articulating to Bachelor Programs (FCS, SUS, ICUF)



Goal 2 – Seamless Articulation and Maximum Access

Metric 3: Access to High-Quality K-12 Educational Options
Percentage of Students Enrolled in “A” or “B” Schools



Partner talk

- What other metrics might your district consider for the goals of *Highest Student Achievement* and *Seamless Articulation and Maximum Access*?

Goal 3 – Skilled Workforce and Economic Development

Metrics:

For Florida College System, District Postsecondary, Blind Services, and Vocational Rehabilitation Combined

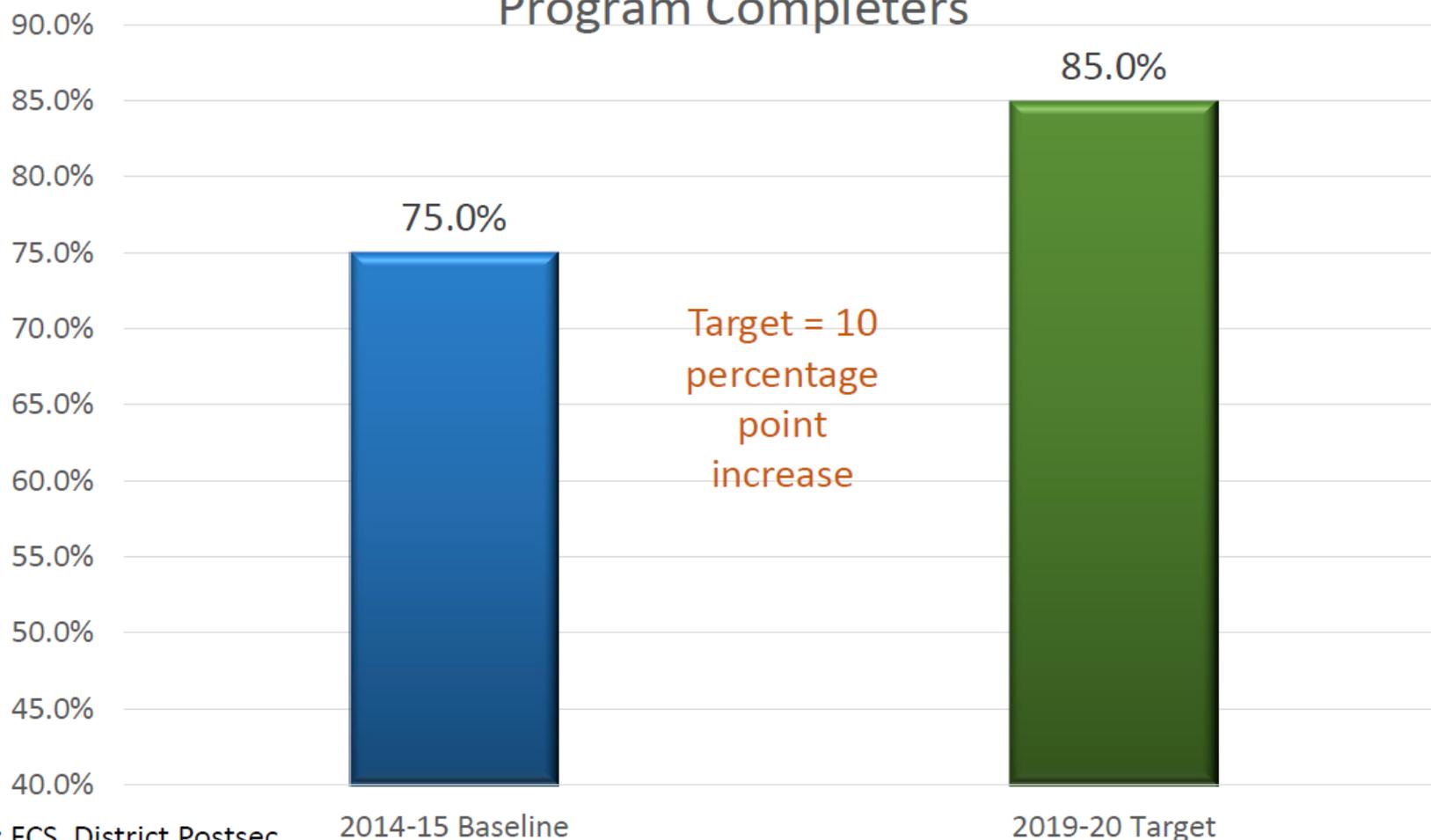
1. Postsecondary Employment Rate for Program Completers
2. Initial Wages for Program Completers

STEM Focus Data: (Tracking STEM using the following measures)

- Employment rates of students completing STEM programs
- Initial wages of students completing STEM programs

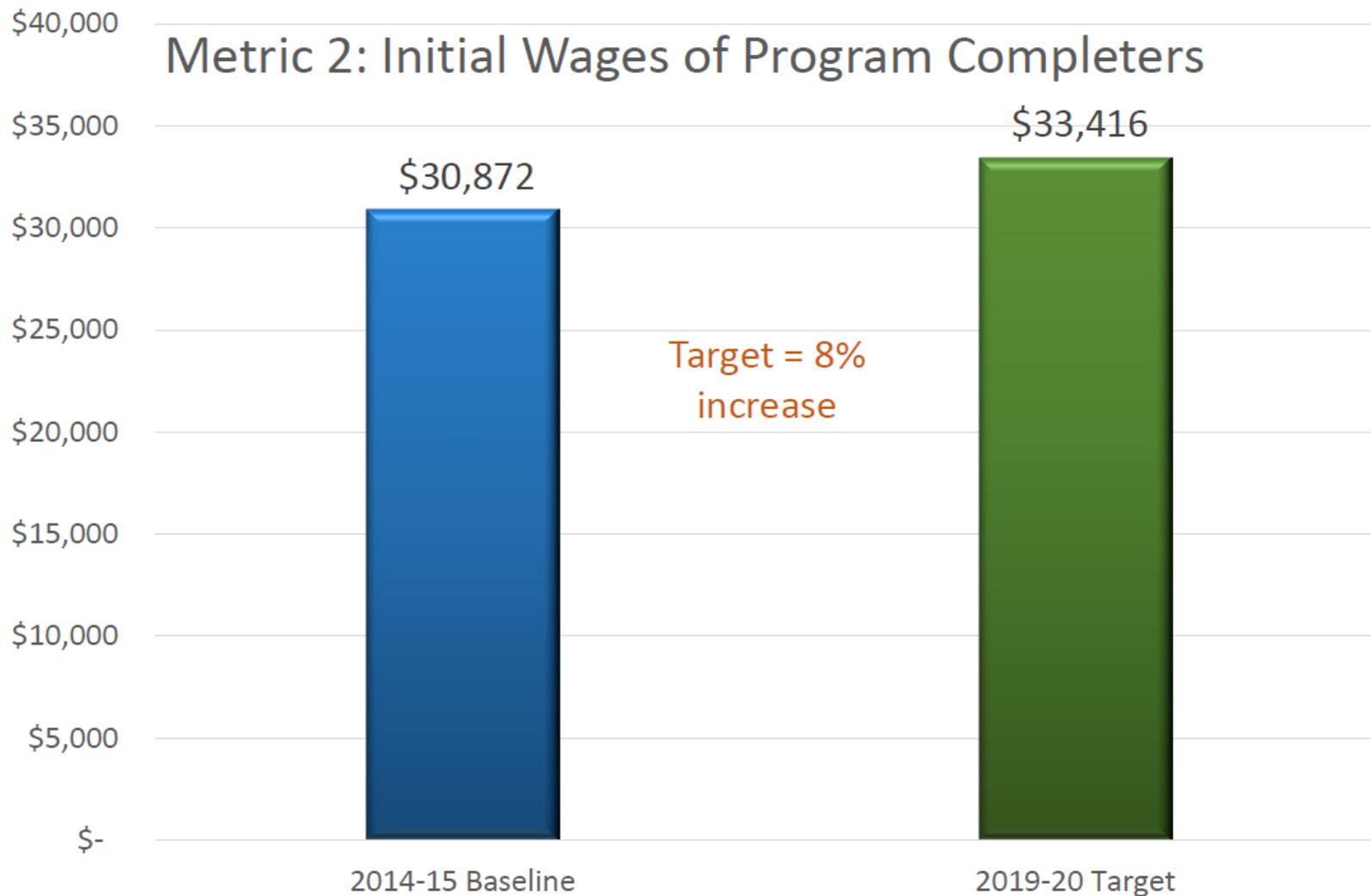
Goal 3 – Skilled Workforce and Economic Development

Metric 1: Postsecondary Employment Rate for Program Completers



Note: FCS, District Postsec.,
VR and DBS combined

Goal 3 – Skilled Workforce and Economic Development



Note: FCS, District Postsec.,
VR and DBS combined

Goal 4 – Quality Efficient Services

Metric 1: Return on Investment (ROI)

- Goal 4 measures the efficiency of efforts to improve performance in Goals 1, 2, and 3 by indexing outcomes with associated costs.
- The resulting indices will be monitored to determine the efficiency of sectors as performance improves.
- Each sector's ROI index is unique to the performance metrics and will establish baseline measures for future comparisons.

Goal 4 – Quality Efficient Services

- K-12 Public Schools

- ROI index – total school grades points and annual expenditures
$$\frac{\text{(Percent of total school grade points earned)}}{\text{(Adjusted total program cost per weighted FTE)}}$$

- District Postsecondary (Tech Centers)

- ROI index – completion, employment, entry wages, and annual expenditures

$$\frac{\text{(Completion rate points x .5) + (Employment rate points x .3) + (Entry wages points x .2)} \times 1,000}{\text{(Cost per weighted FTE)}}$$

- Florida College System

- ROI index – completion, continuation, AA articulation, employment, wages, and annual expenditures

$$\frac{\text{(FCS Average points for Performance-Based Funding)}}{\text{(Average Expenditures per FTE)}}$$

The Stockdale Paradox

“You must retain absolute faith that you can and will prevail in the end, regardless of the difficulties AND at the same time confront the most brutal facts of your current reality, whatever they might be.”

- Jim Collins, *Good to Great*

The Stockdale Paradox

“I never lost faith in the end of the story,” he said, when I asked him. “I never doubted not only that I would get out, but also that I would prevail in the end and turn the experience into the defining event of my life, which in retrospect, I would not trade.”

Finally I asked, “Who didn’t make it out?”

“Oh, that’s easy,” he said. “The optimists.”

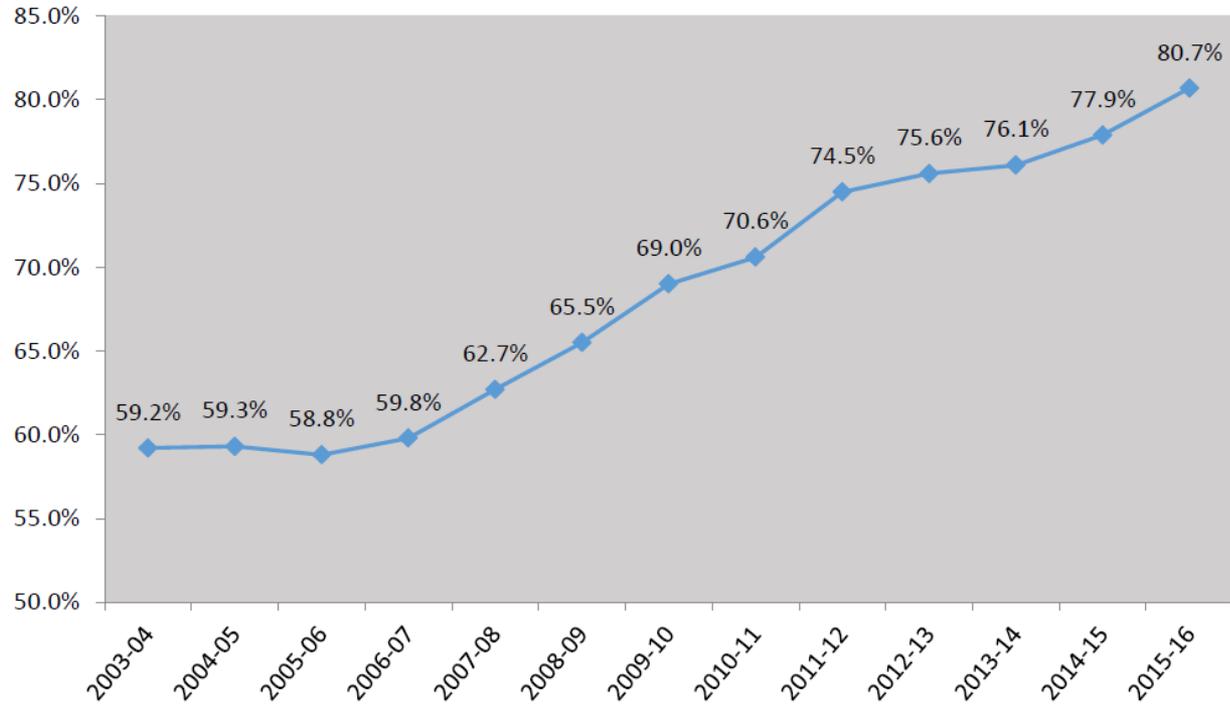
“The optimists? I don’t understand,” I said, now completely confused given what he’d said earlier.

“The optimists. Oh, they were the ones who said, ‘We’re going to be out by Christmas.’ And Christmas would come, and Christmas would go. Then they’d say, ‘We’re going to be out by Easter.’ And Easter would come, and Easter would go. And then Thanksgiving, and then it would be Christmas again. And they died of a broken heart. This is a very important lesson. You must never confuse faith that you will prevail in the end—which you can never afford to lose—with the discipline to confront the most brutal facts of your current reality, whatever they might be.”

- Jim Collins, *Good to Great*

Highlights

Florida's Graduation Rates, 2003-04 through 2015-16



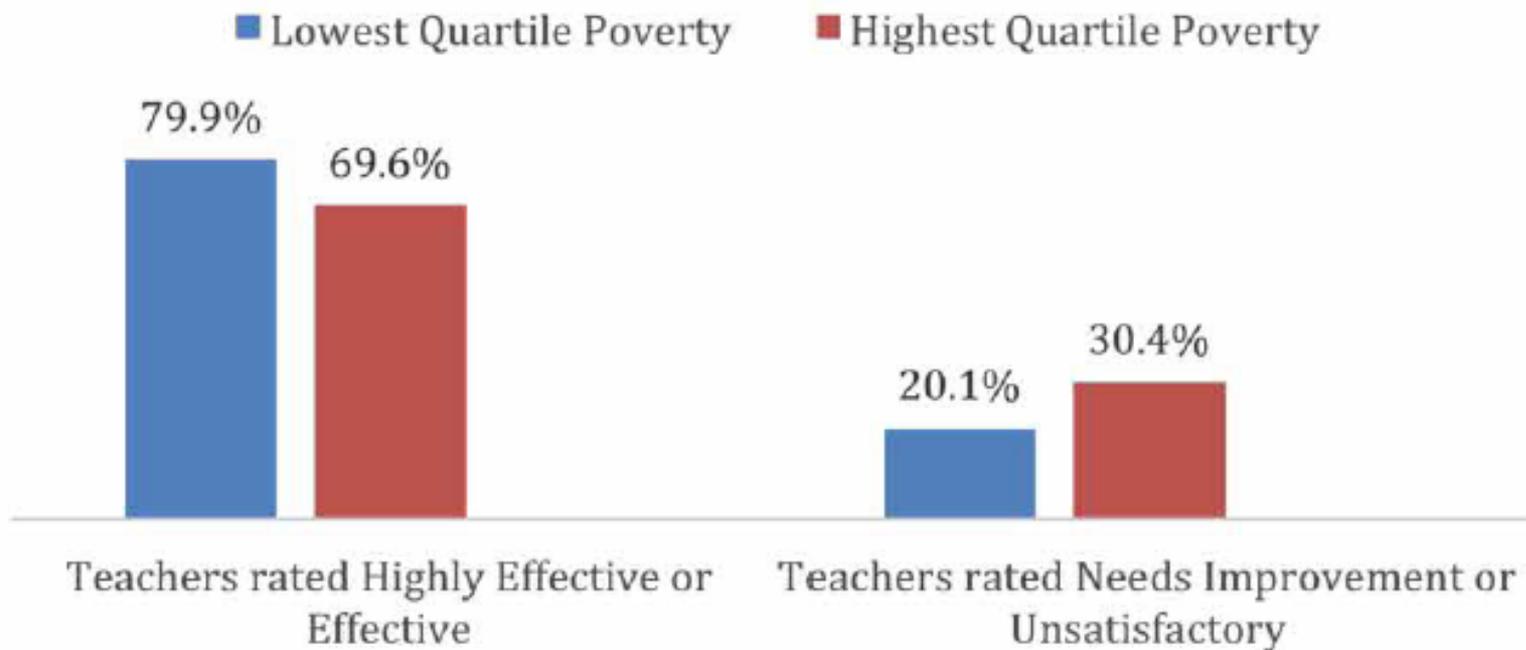
Highlights

- Florida is second in the nation for AP participation and third in the nation for the percentage of high school graduates who succeeded on an AP exam.
- Florida leads the nation in graduation rates among public, two-year institutions.
- More than 60% of high school graduates enroll in postsecondary education after graduation.
- Almost half of all K-12 students are enrolled in A or B schools while academic standards and accountability have increased rigor.

Highlights

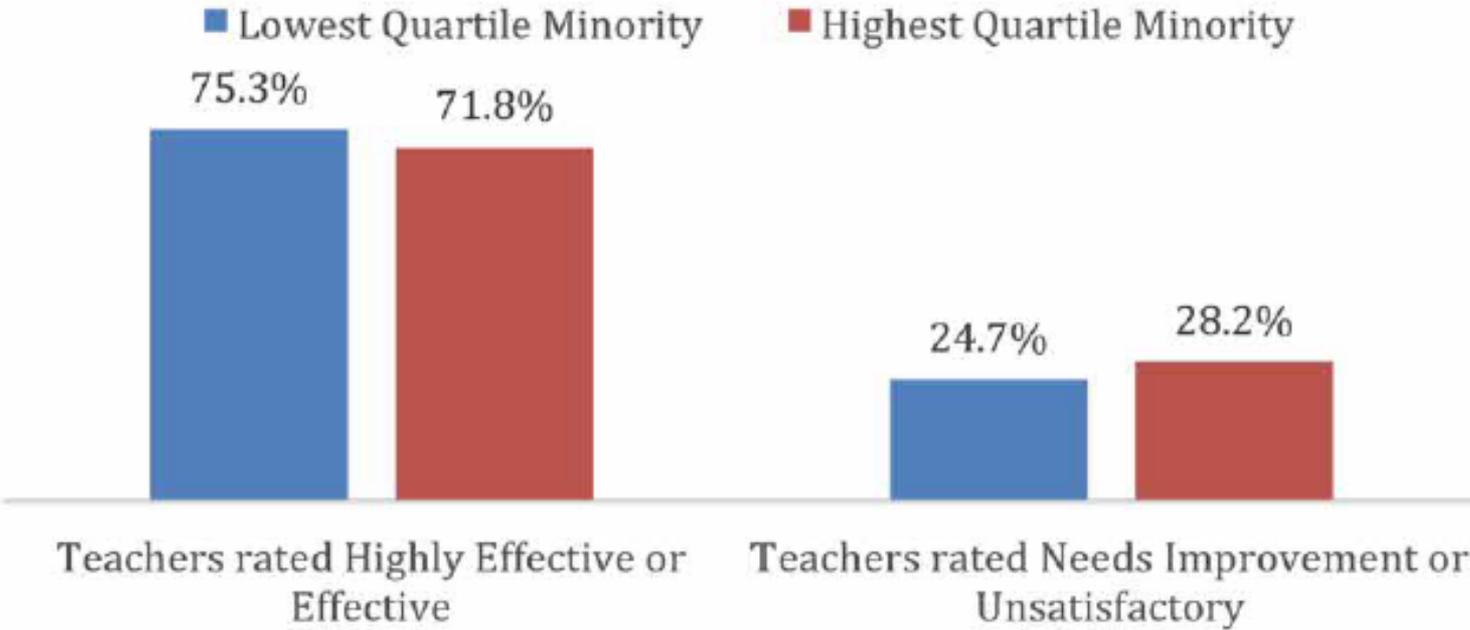
- Grade 4 Hispanic students outperformed the nation in both NAEP Reading and Math in 2015.
- Florida is fourth in the nation for narrowing the scale score achievement gap between White and Black students from 2003 to 2015 on grade 8 NAEP Mathematics.

Figure 3: Distributions of Teacher Ratings by School Poverty Level



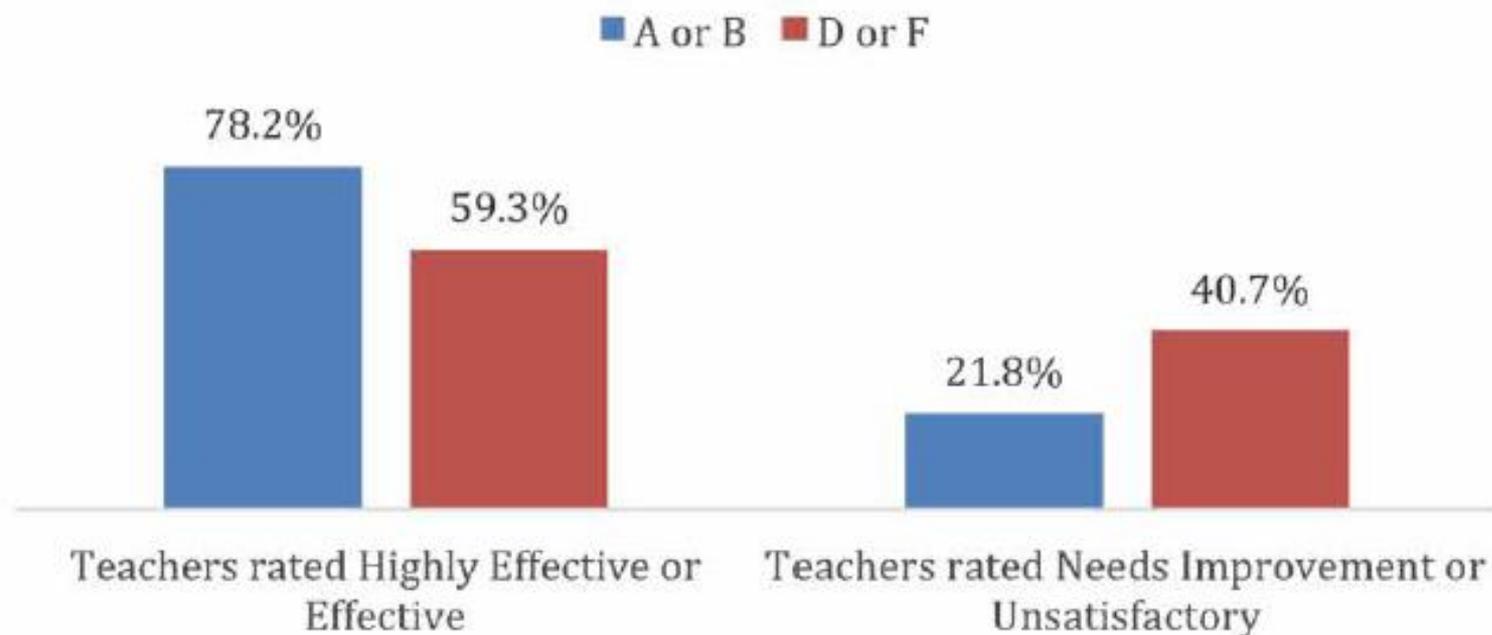
Source: Florida Department of Education, 2015

Figure 4: Distributions of Teacher Ratings by School Racial Composition



Source: Florida Department of Education, 2015

Figure 2: Distributions of Teacher Ratings by School Report Card Grade



Source: Florida Department of Education, 2015.

Equity Gaps

- In the schools with the highest concentration of students receiving free or reduced lunch, 14% of teachers were highly effective according to VAM.
- In the schools with the lowest concentration of students receiving free or reduced lunch, 27% of teachers were highly effective according to VAM.
- In the schools with the highest concentration of students receiving free or reduced lunch, 18% of teachers were unsatisfactory according to VAM.
- In the schools with the highest concentration of students receiving free or reduced lunch, 9% of teachers were unsatisfactory according to VAM.

The Way Forward

“[The best educational systems in the world] engage in the key stages of an improvement cycle to ensure their learning communities meet the needs of teachers and students.”

- Beyond PD, 2015

Discuss

- Identify the steps in an improvement cycle.

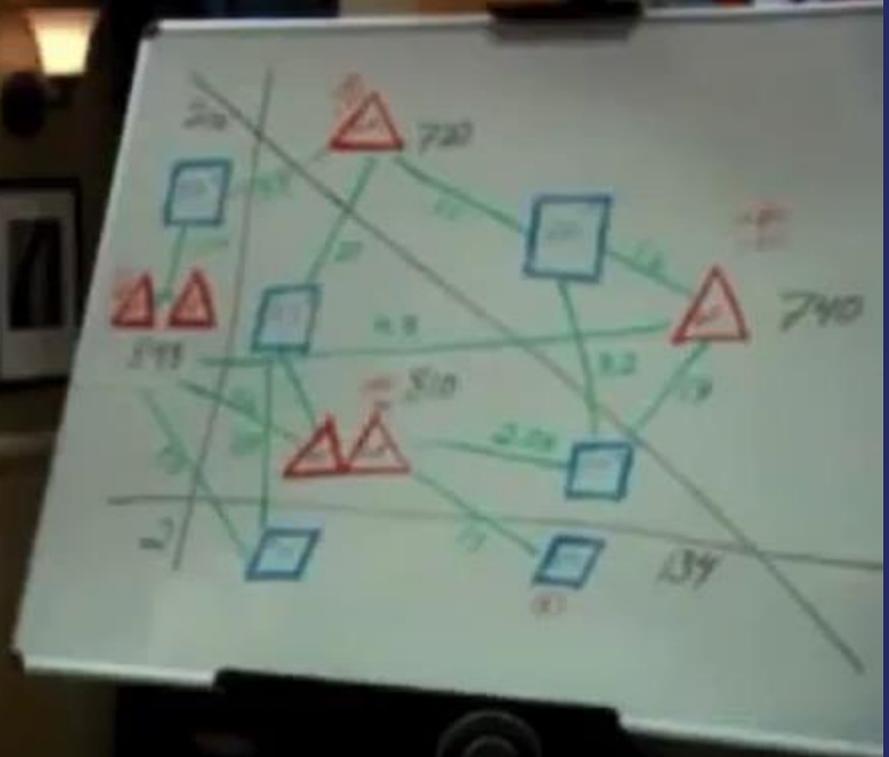
Stages of an improvement cycle



***"Culture eats
strategy for
breakfast."***

- Peter Drucker

TV
PG
L



Discuss

- Identify two points in your improvement cycles where collaboration makes sense.
- What is one specific action you take to foster a culture of sharing, learning and continuous improvement?

Two routines systems commonly used are formal stocktakes and notes on progress

	Definition	Purpose	Frequency
Stocktakes	<ul style="list-style-type: none"> Regular meeting of system leader, leaders from relevant departments, and key officials 	<ul style="list-style-type: none"> Evaluate delivery of specific set of activities Update the system leader on progress Enable the system leader to hold individuals accountable Provide focus, clarity and a sense of urgency Make decisions on key actions or new policy needed Remove barriers to cross-departmental work Celebrate success when milestones are met 	<ul style="list-style-type: none"> Quarterly to semi-annually
Notes or memos	<ul style="list-style-type: none"> Progress update briefing for the system leader Consists of a brief summary, followed by a short report 	<ul style="list-style-type: none"> Update the system leader on progress against targets, key actions required, and warning signs of risks Identify areas where system leader needs to make decisions or recommendations Raise visibility of delivery unit by copying other stakeholders Surface other issues that may impact delivery unit's agenda 	<ul style="list-style-type: none"> Monthly to bi-monthly

Underpinning all delivery routines is the crucial balancing act between support and accountability

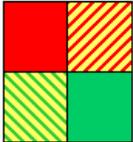
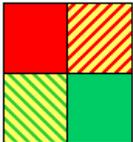
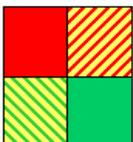
Defining characteristics of a **delivery** routine:

- **Regularity**
- **Strong execution**
- **Focus on performance**
- **Action on performance**



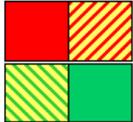
We recommend systems use a standard tool – like our assessment framework – to assess progress (more on that later!)

The Assessment Framework

Judgement	Rating	Rationale Summary
Quality of planning		
Capacity to drive progress		
Evidence of progress		



Likelihood of delivery



Key

	Highly problematic – requires urgent and decisive action
	Problematic – requires substantial attention, some aspects need urgent attention
	Mixed – aspect(s) require substantial attention, some good
	Good – requires refinement and systematic implementation

Activity	Lead	Goal	Quality of Planning	Capacity to Drive Progress	Evidence of Progress	Overall Likelihood of Implementation
Ensure that Florida students with a sincere interest in a career in education, as well as individuals from other states with the same interest, become teachers in Florida	Cassie Palelis	By the end of 2016-17 school year, the department will have directly contributed to the hiring of 500 teachers to FL				
Add a performance component to the Florida Educational Leadership Exam in the area of instructional leadership	Phil Canto	By the end of the 2016-17 school year, pilot a new FELE with a performance task for instructional leadership				
recommendations where appropriate, on the relationship between various EQ data elements (VAM, certification status, certification route, certification exam score, reciprocity, renewal, disciplinary action, etc.)	David LaJeunesse	Produce and release eight "white papers" during the 2015-16 and 2016-17 school years on EQ-related topics				
Recognize and engage for the purpose of learning and sharing the highest impact teachers in Florida according to VAM	Abbey Stewart	50% of teachers surveyed report that they understand how they are being evaluated, including how VAM works.				
Ensure that all Florida teachers understand how they will be evaluated, including how VAM works	Pete Prato & Lynn Kemper	50% of teachers surveyed report that they understand how they are being evaluated, including how VAM works.				
Ensure newly approved teacher preparation programs in Florida have the strongest possible starts	Denise Scheidler	By 2016-17, 70% of newly approved programs starting in 2015-16 have participated in a community of practice or critical friend process focused on standard 3				
Deepen the instructional leadership skills of select principals and principal supervisors through the Commissioner's Leadership Academy	Adrienne Campbell	80% of 400 FL principals and principal supervisors trained in Center for Educational Leadership (CEL) content by end of 2016-2017 report that the CLA had a positive impact on the teaching and learning in their schools				
Develop the leadership skills of district teachers of the year through the FL Teacher LEAD Network	Kelly Zunkiewicz	115 district teachers of the year have completed the Teacher LEAD Network and their principals indicate their participation has had a positive impact on student learning in their school				
Ensure that students identified as homeless take advantage of college tuition fee exemptions	Skip Forsyth	During the 2016-17 academic year, 2000 students in Florida postsecondary institutions (career/tech, community/state college, university) access the fee exemption.				
Support Florida educators in the use of a growth mindset	Abbey Stewart	educators in Florida engage directly with the Department's efforts to develop #FloridaMindset				
Support the work of the four centers of excellence in elementary teacher preparation	Kimberly Pippin	by the external evaluator as having a likelihood of being a "true" center of excellence beyond the term of the grant, and each of the programs scores at a performance level of three or four on student growth, final evaluation and placement by 2016-17				
Revise Level II Principal Preparation Program review and approval criteria	Pete Prato	72 districts are implementing updated Level II Principal Prep Programs by the end of 2017-18 school year				Note: Some districts will partake in the co-creation and adoption of a model level II program. These districts may not be implementing revised level II programs by the end of 2017-18.
Celebrate and honor Florida's outstanding education personnel in order to uplift and promote Florida education	Kelly Zunkiewicz	90% of all participants felt celebrated and honored at the event				
Ensure that federal funds spent on instructional	Michael Stowell	instructional coaches in monitored districts are observed to be, and are reported as, providing high quality instructional coaching				

SOCIALIZE WITH US

