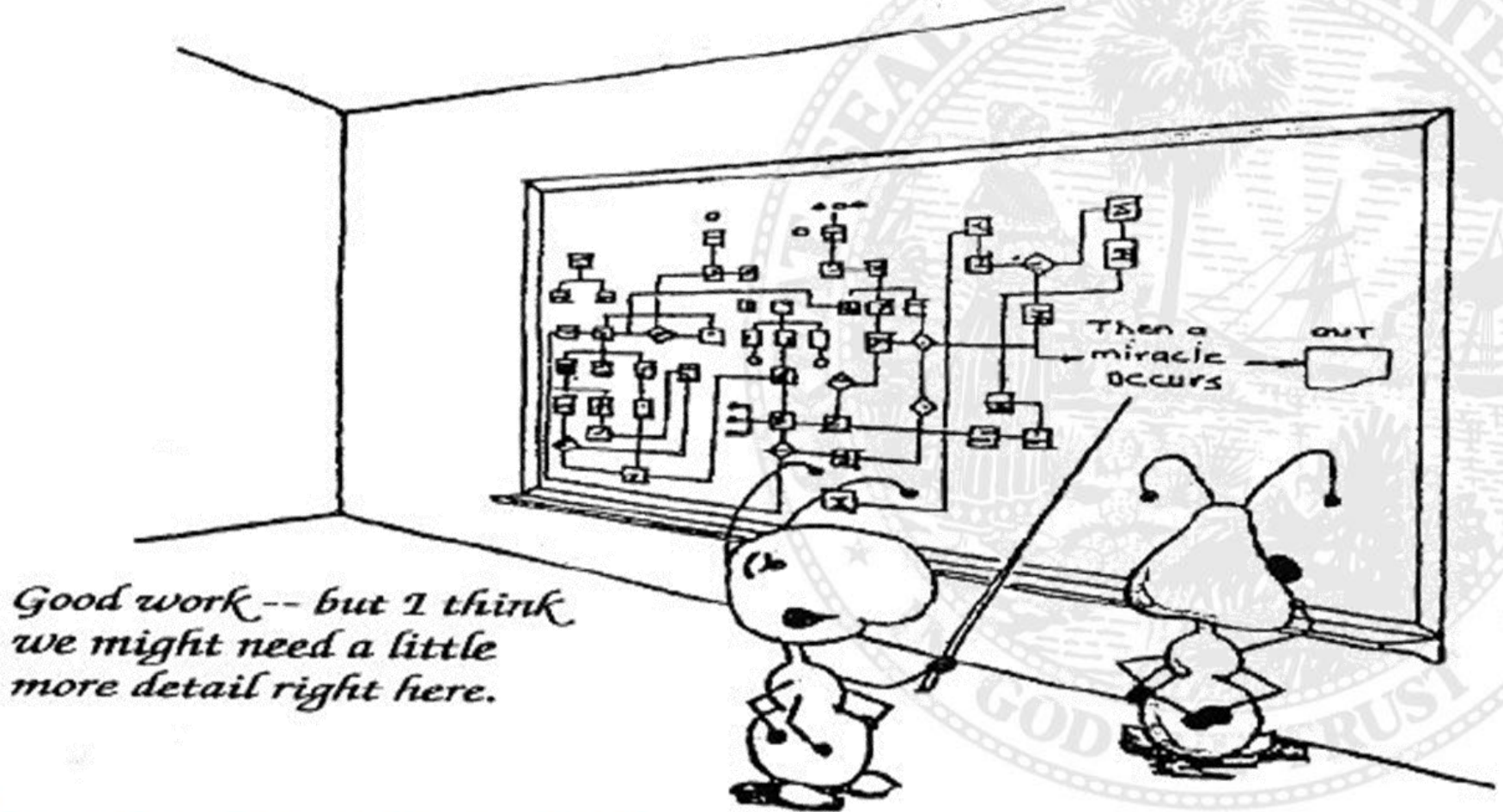


School Improvement in Florida

Updates Presented to
FASFEPA

Presented by: Sam Foerster
September 16, 2013

What is school improvement?

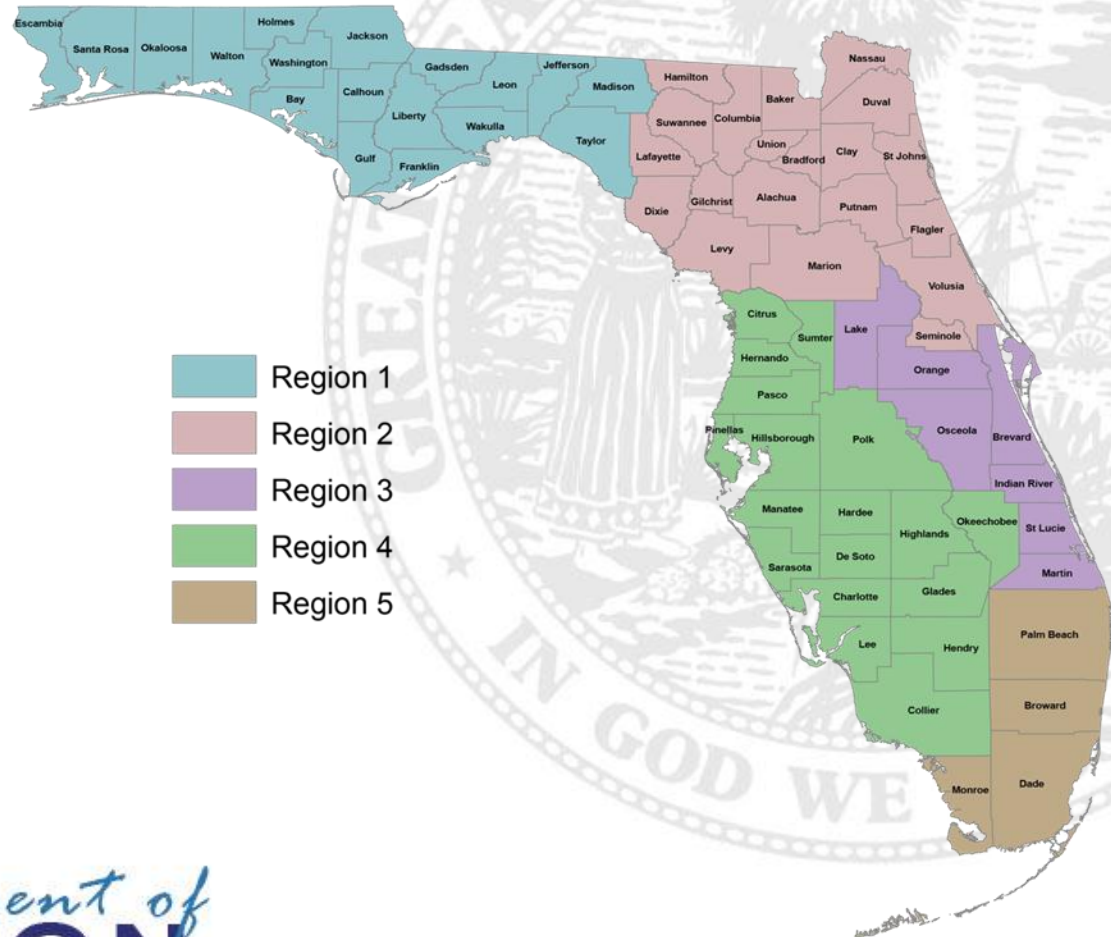


How are our current resources allocated?

Florida School Improvement

- Background
- Reflection
- Shifts in Practice
- Going Forward

Florida's Differentiated Accountability Regions

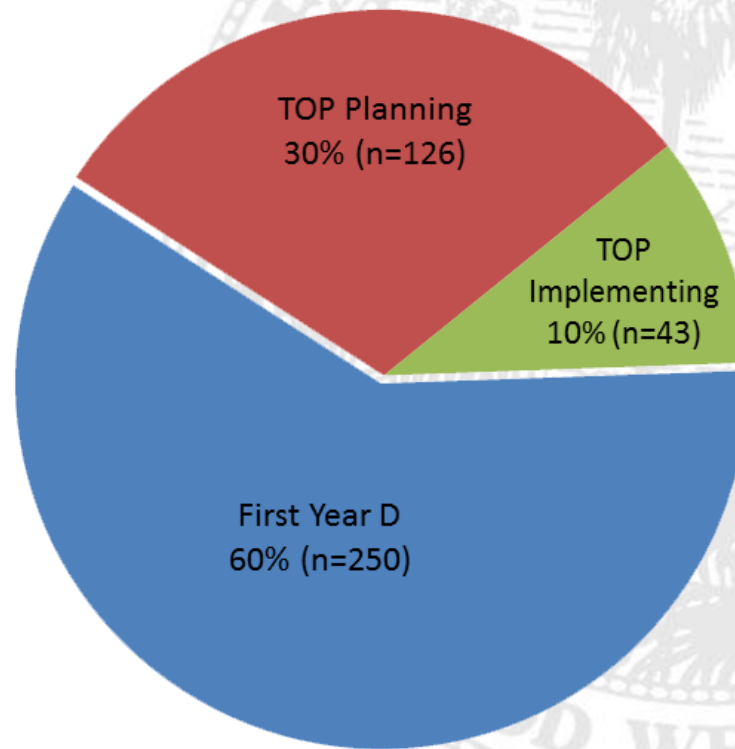


How are our current resources allocated?

Florida School Improvement

- Background
- Reflection
- Shifts in Practice
- Going Forward

DA Schools by Turnaround Option Plan (TOP) Status 13-14



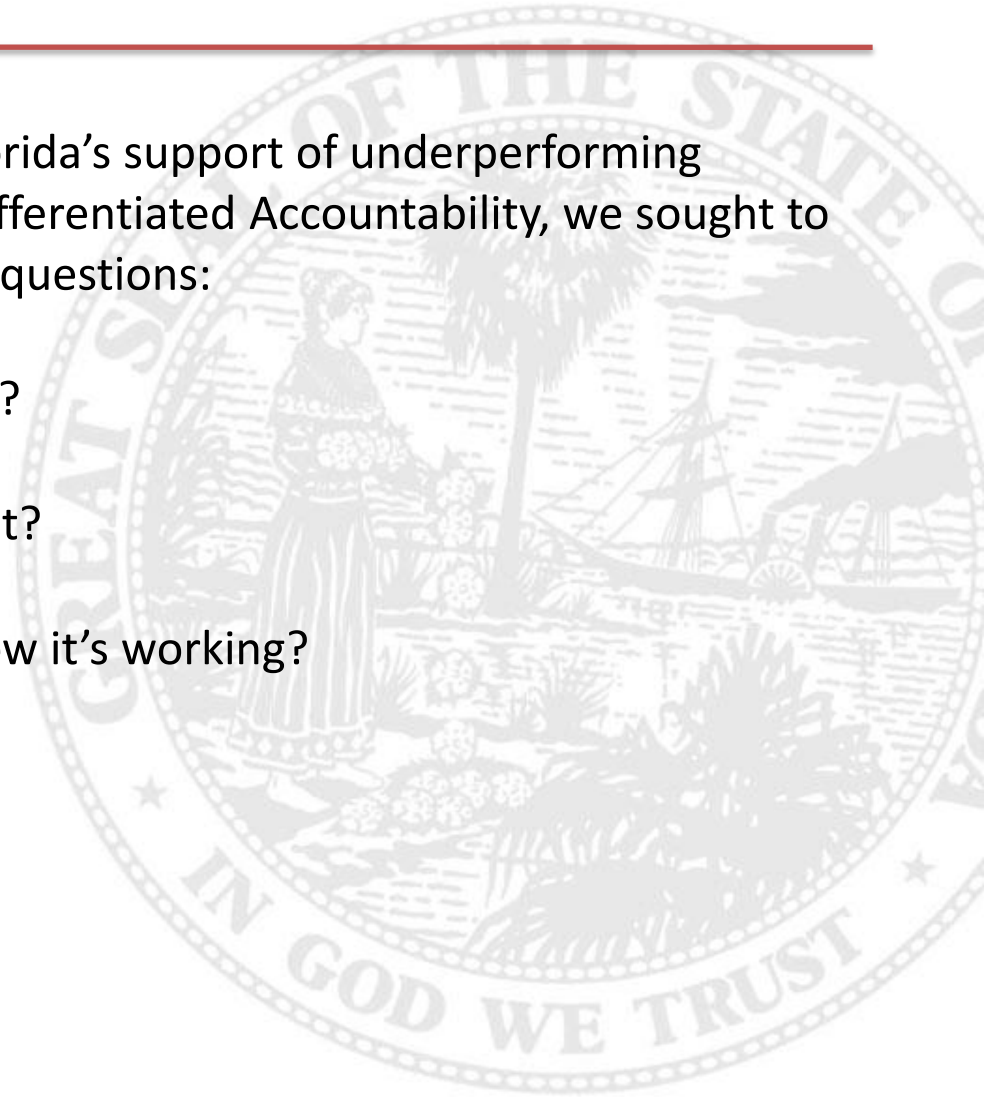
Three little questions...

Florida School Improvement

- Background
- Reflection
- Shifts in Practice
- Going Forward

With respect to Florida's support of underperforming schools through Differentiated Accountability, we sought to answer three little questions:

- What do we do?
- Why do we do it?
- How do we know it's working?



Three little questions...

Florida School

Improvement

- Background
- **Reflection**
- Shifts in Practice
- Going Forward

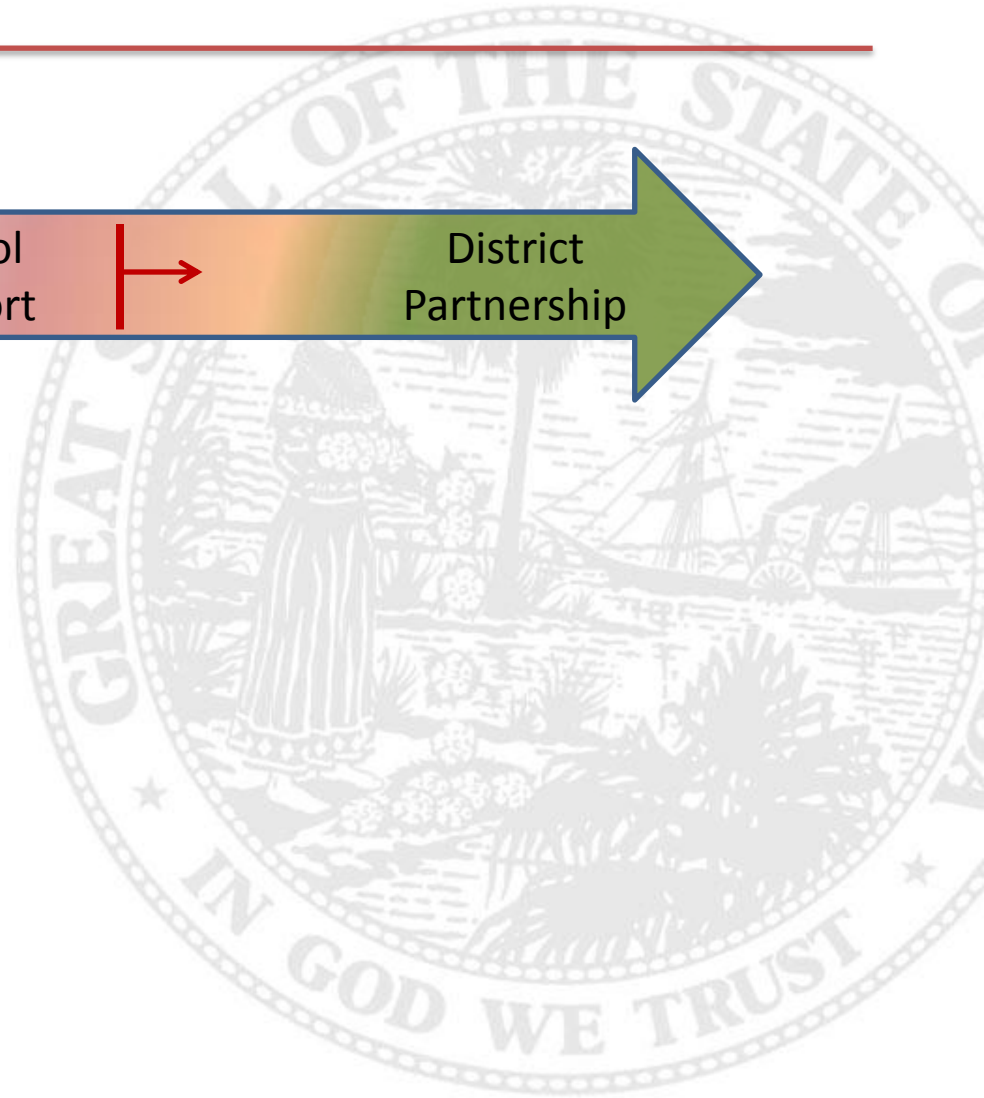
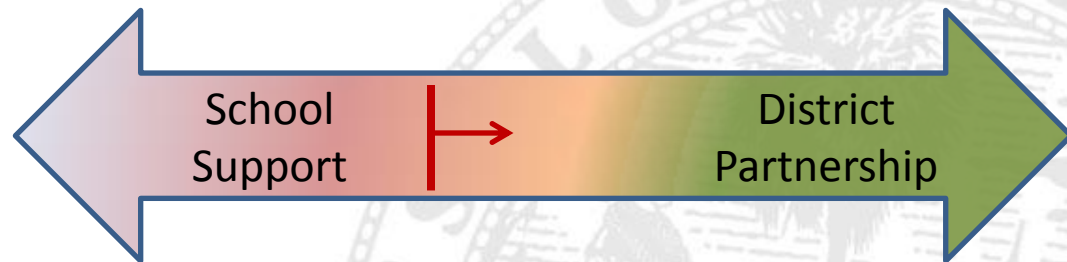
Those three questions led to a host of revelations:

- Our activities were inconsistent across the five regions and across teams within regions.
- Our artifacts were not well-aligned with other department requirements.
- Our inferred theory of action (i.e. if we improve instruction, we will improve the school) was, in some cases, self-defeating.
- Our inferred theory of action was in conflict with a large body of research.
- Our method of evaluating DA effectiveness was simplistic and, in some cases, misleading.
- Our own process was not continuously improving at the rate it could have been.

Modify our Point of Entry...

Florida School Improvement

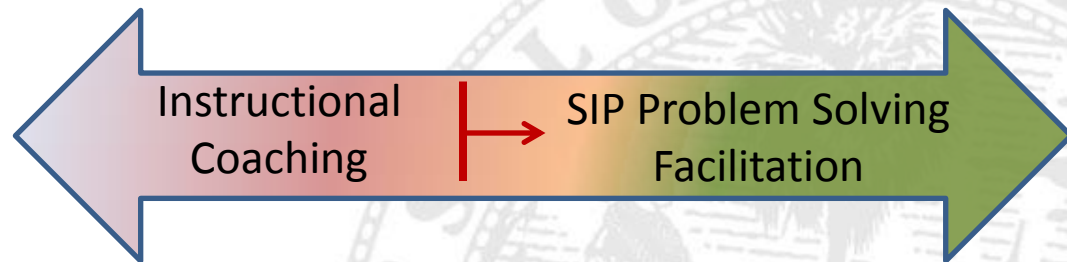
- Background
- Reflection
- Shifts in Practice
- Going Forward



Modify the Focus of our Work...

Florida School Improvement

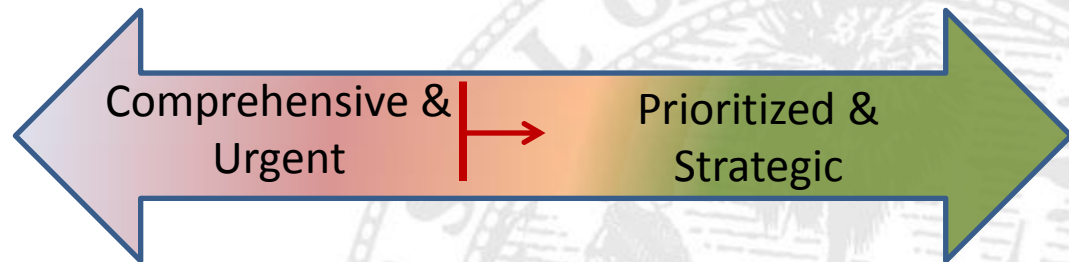
- Background
- Reflection
- Shifts in Practice
- Going Forward



Balance Urgency with Strategy...

Florida School Improvement

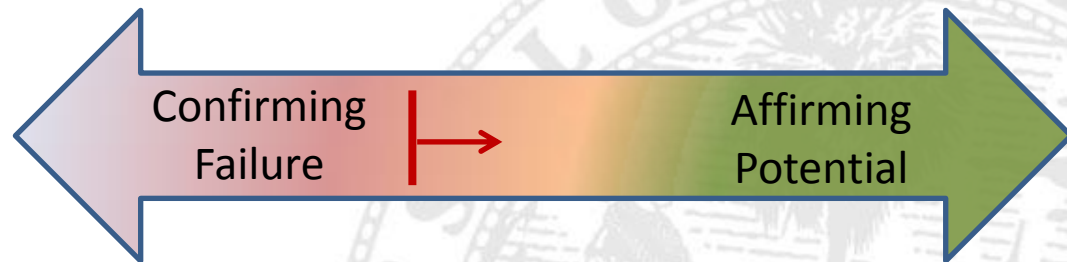
- Background
- Reflection
- Shifts in Practice
- Going Forward



Get the Psychology Right...

Florida School Improvement

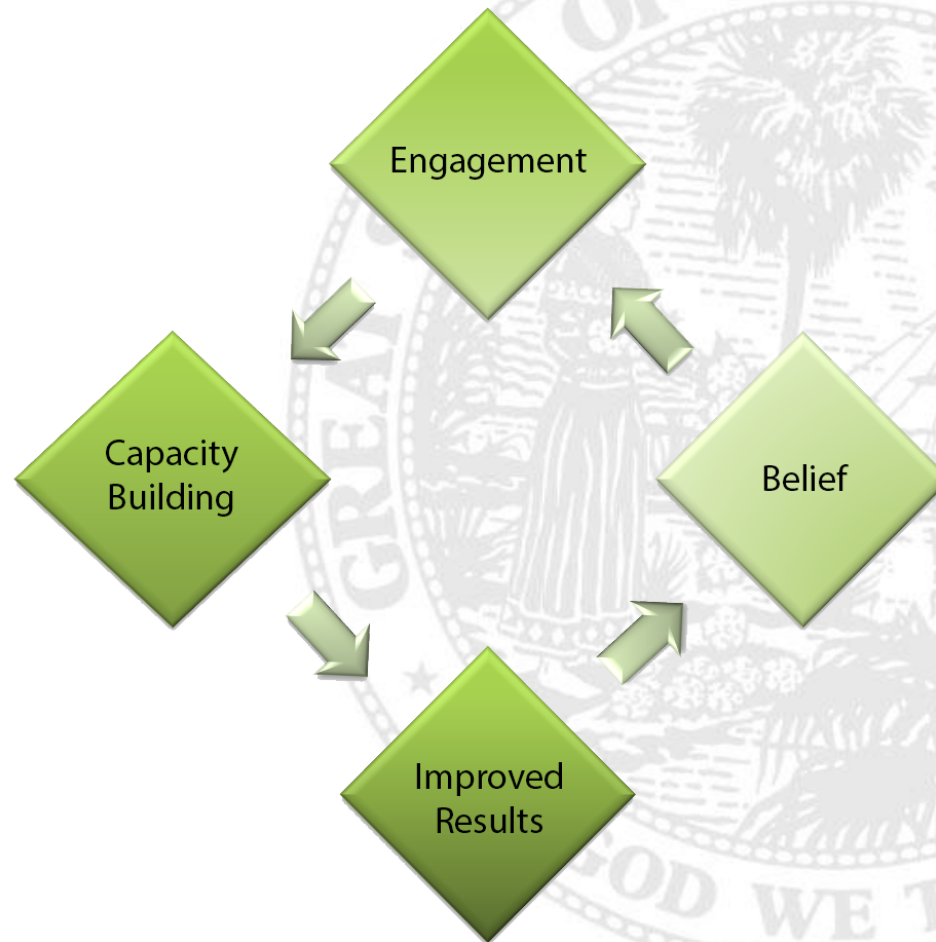
- Background
- Reflection
- **Shifts in Practice**
- Going Forward



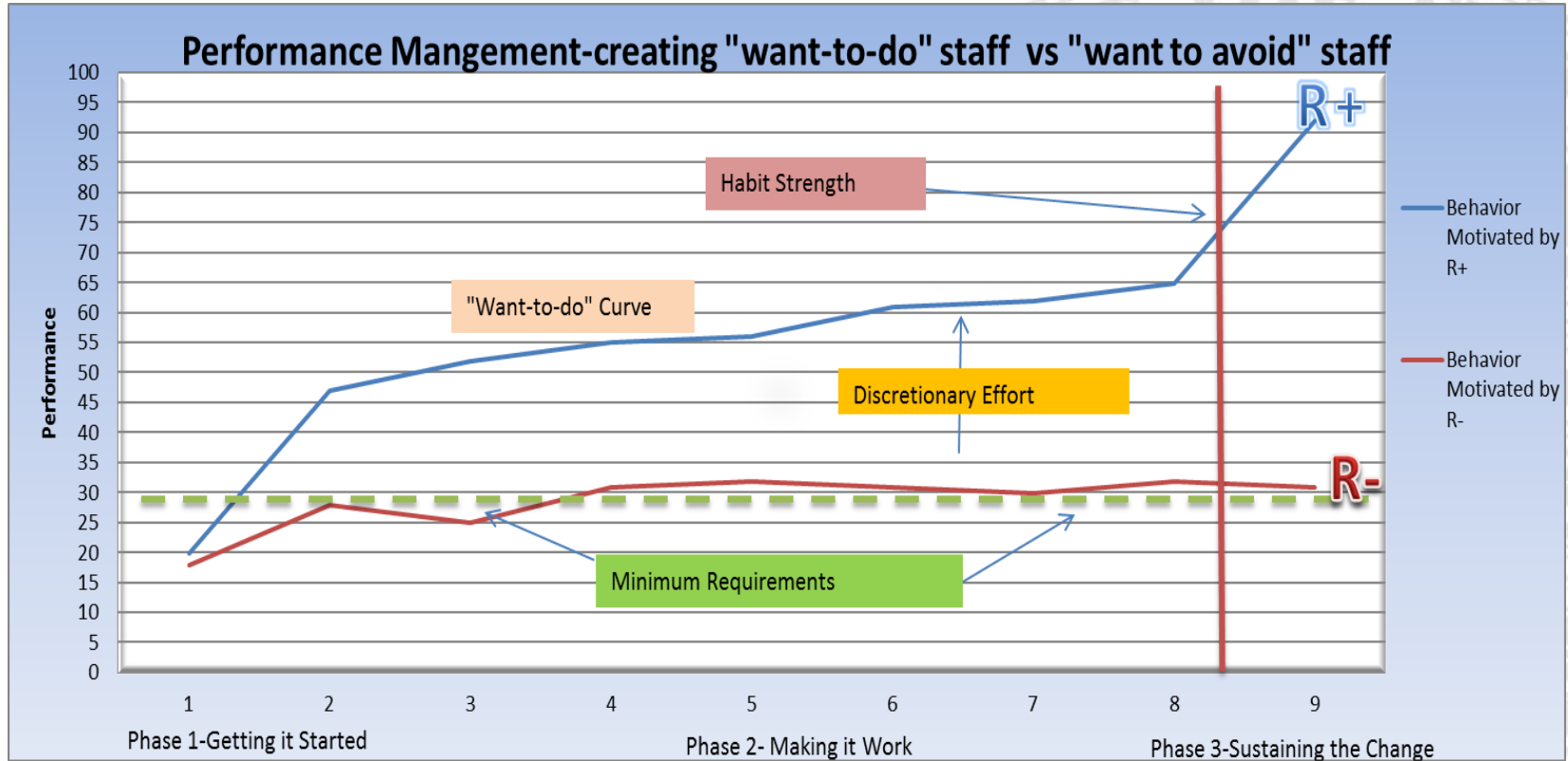
Get the Psychology Right...

Florida School Improvement

- Background
- Reflection
- Shifts in Practice
- Going Forward



So we can get this...



Laipple, J. (2012). *Rapid Change Immeidate Action For The Impatient Leader*. Atlanta, GA: Performance Management Publications.

Get the Psychology Right...

Florida School Improvement

- Background
- Reflection
- Shifts in Practice
- Going Forward

“The key to start building trust is truth. The key to start building engagement is not only listening but taking action on what you hear to make things better. The key to doing some of this is sound psychological theories that work everywhere. Let’s use the right psychology. Accuse, blame and criticize is not the right psychology.”

Jerry Weast
Former Superintendent
Montgomery County, Maryland

The new DA way of work:

Florida School Improvement

- Background
- Reflection
- Shifts in Practice
- **Going Forward**

Then

Talkers

Subject Matter Experts

Fixers

Now

Listeners

Connectors

Facilitators

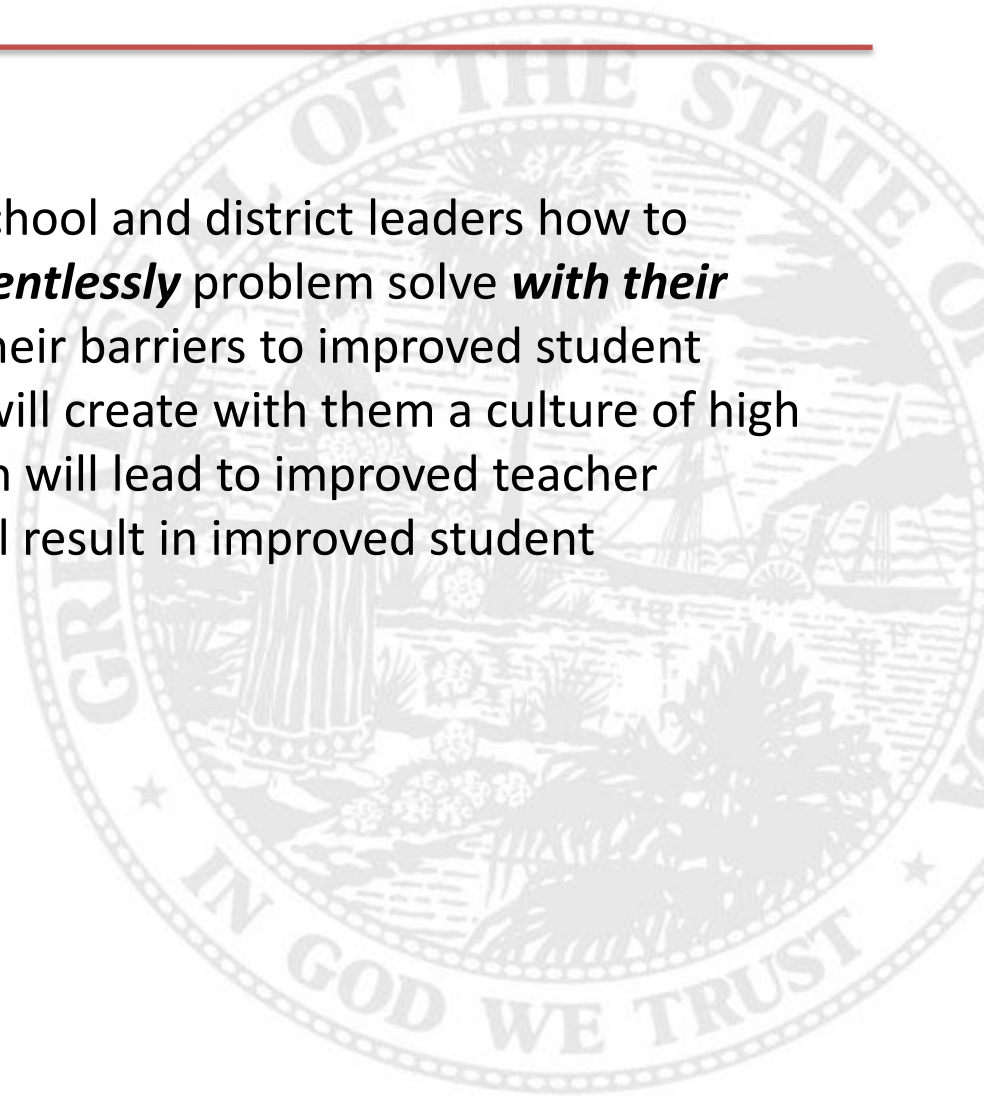
The new DA theory of action:

Florida School

Improvement

- Background
- Reflection
- Shifts in Practice
- **Going Forward**

“If we model for school and district leaders how to ***effectively*** and ***relentlessly*** problem solve ***with their teachers*** around their barriers to improved student achievement, we will create with them a culture of high expectations which will lead to improved teacher practice, which will result in improved student outcomes.”



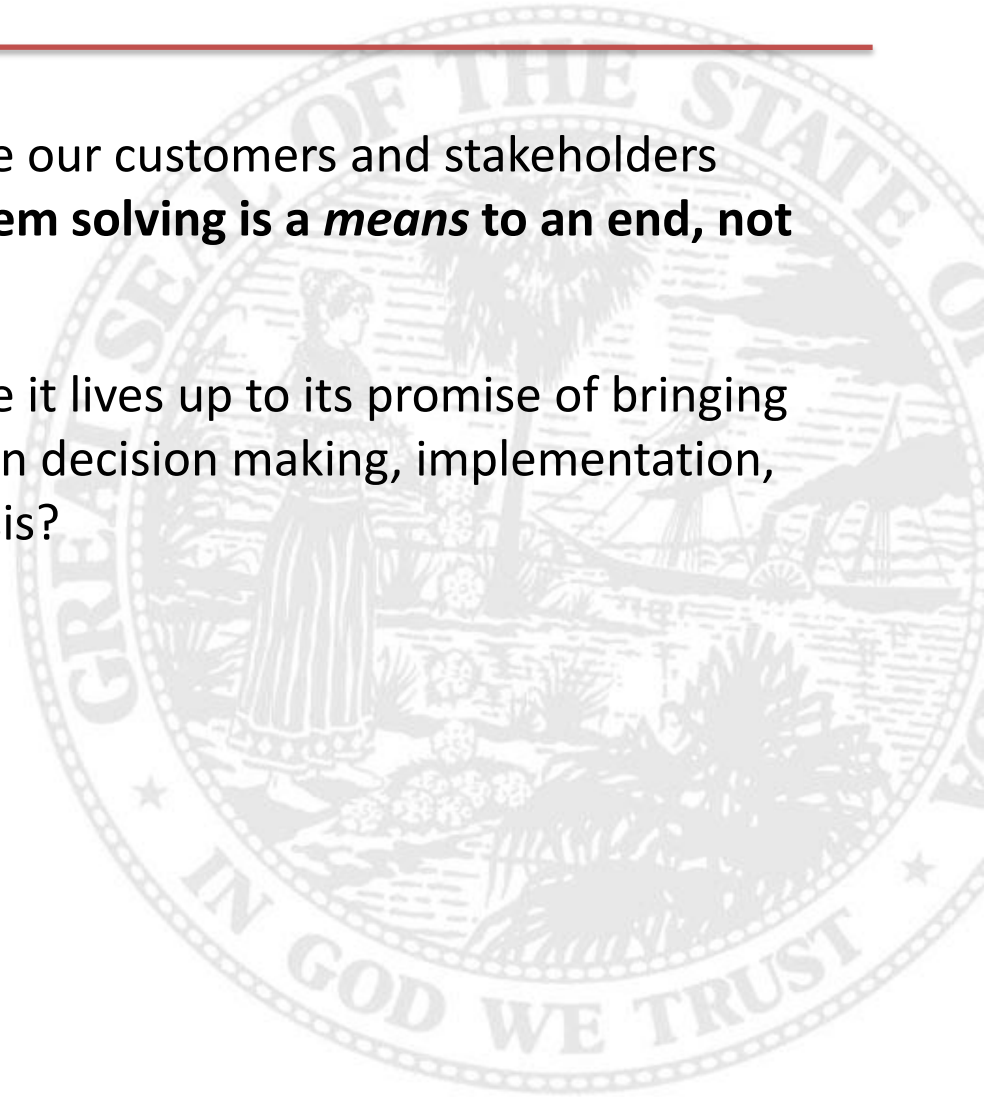
What will this new work require?

Florida School Improvement

- Background
- Reflection
- Shifts in Practice
- **Going Forward**

How do we ensure our customers and stakeholders understand **problem solving is a *means* to an end, not the end?**

How do we ensure it lives up to its promise of bringing rigor to data driven decision making, implementation, and impact analysis?

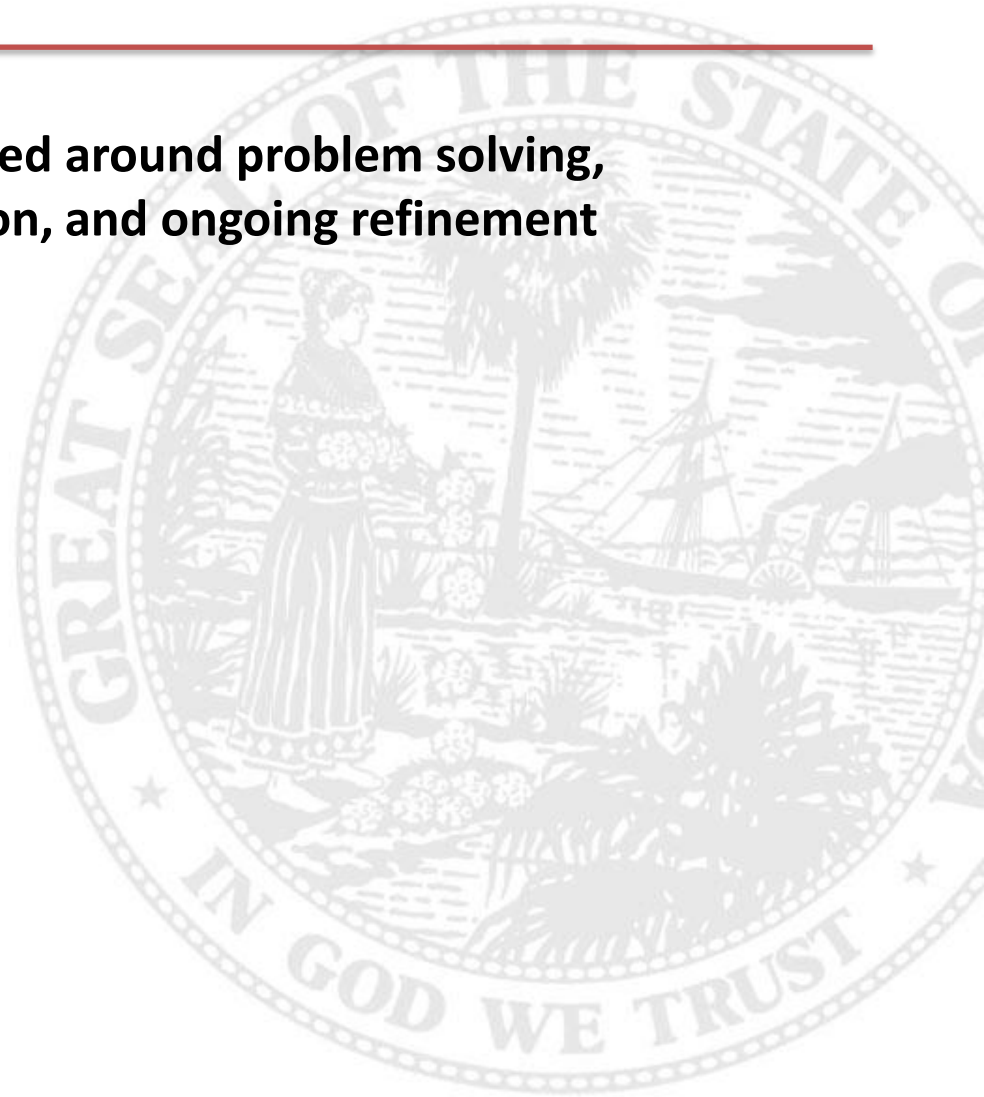


What will this new work require?

Florida School Improvement

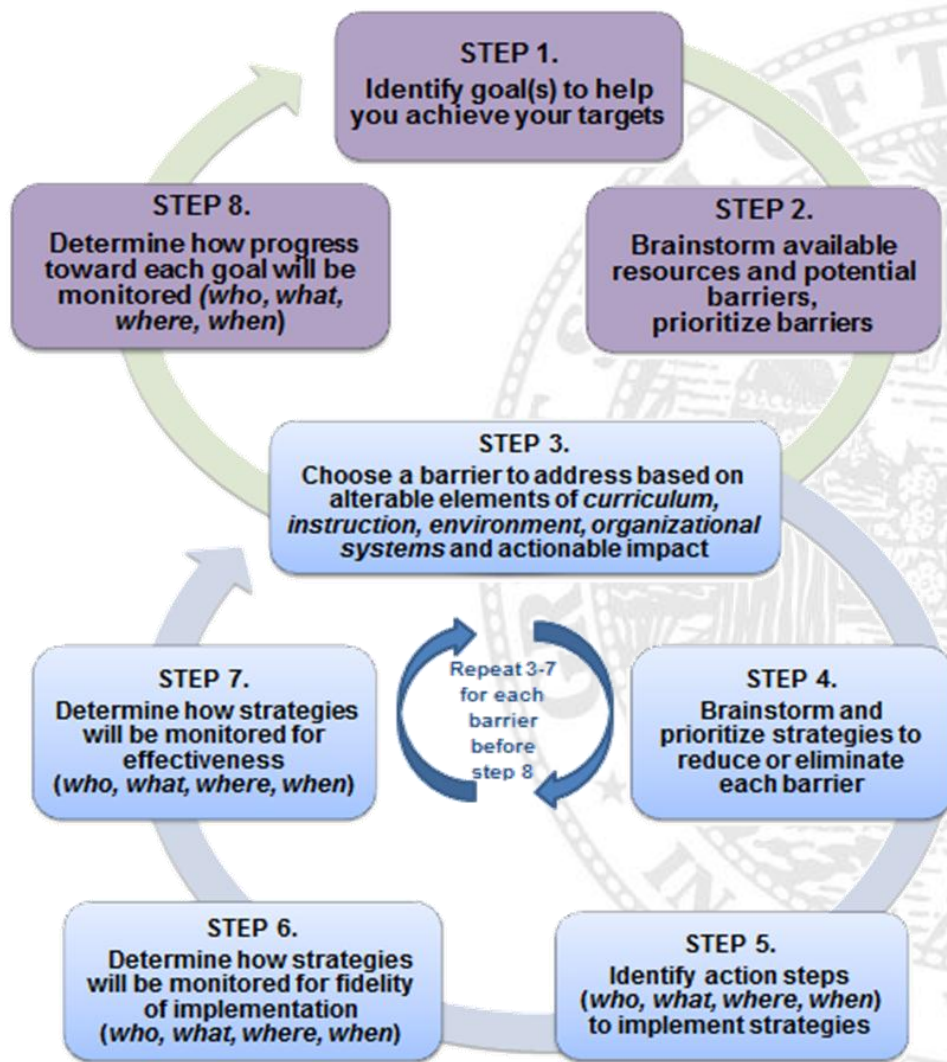
- Background
- Reflection
- Shifts in Practice
- **Going Forward**

- ❖ **A SIP redesigned around problem solving, implementation, and ongoing refinement**



School Improvement Plan (SIP)

Part II: Expected Improvements



Palm Beach: Northmore Elementary School

Read Only Export

- I. Current School Status ✓
- II. Expected Improvements
 - A. Area 1: Reading ✓
 - B. Area 2: Writing ✓
 - C. Area 3: Mathematics ✓
 - D. Area 4: Science ✓
 - E. Area 5: STEM
 - F. Area 6: CTE ✗
 - G. Area 7: Social Studies ✗
 - H. Area 8: EWS ✓
 - 1. Elementary School ✓
 - 2. Middle School ✗
 - 3. High School ✗
 - 4. Graduation ✗
 - I. Area 9: Parent Involvement ✓
 - J. Area 10: Additional Targets
 - K. Problem Solving
- III. Coordination and Integration ✓
- IV. Professional Development ✓
- V. Budget ✓

II. Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

This section is:

Pending Complete N/A

H. Area 8: Early Warning Systems

For each data point below, enter the status (number and percentage) from 2012-13 and the target (percentage) for 2013-14, unless otherwise directed. If there are fewer than 10 students for any data point, it will not appear on the SIP for public viewing. These data will be viewable only by those who are logged into the SIP Online and have access rights to this school.

1. Elementary School Indicators

The following data shall be considered by elementary schools.

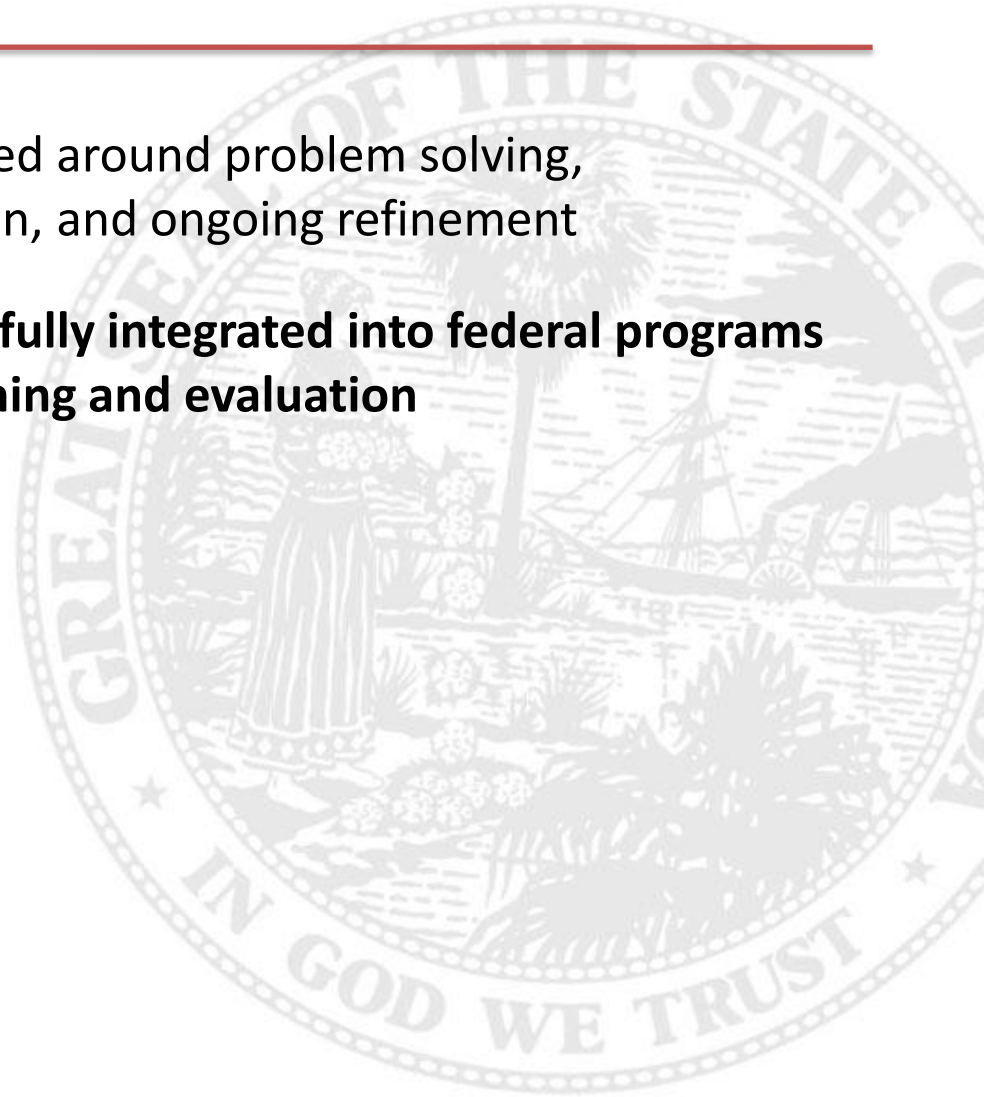
| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|------------------------|
| Students who miss 10 percent or more of available instructional time | # 17 | 3 % | <input type="text"/> % |
| Students retained, pursuant to s. 1008.25, F.S. | # 20 | 4 % | <input type="text"/> % |
| Students who are not proficient in reading by third grade | # 68 | 81 % | <input type="text"/> % |
| Students who receive two or more behavior referrals | # 71 | 14 % | <input type="text"/> % |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | # 61 | 12 % | <input type="text"/> % |

What will this new work require?

Florida School Improvement

- Background
- Reflection
- Shifts in Practice
- **Going Forward**

- ❖ A SIP redesigned around problem solving, implementation, and ongoing refinement
- ❖ **A DIAP that is fully integrated into federal programs program planning and evaluation**

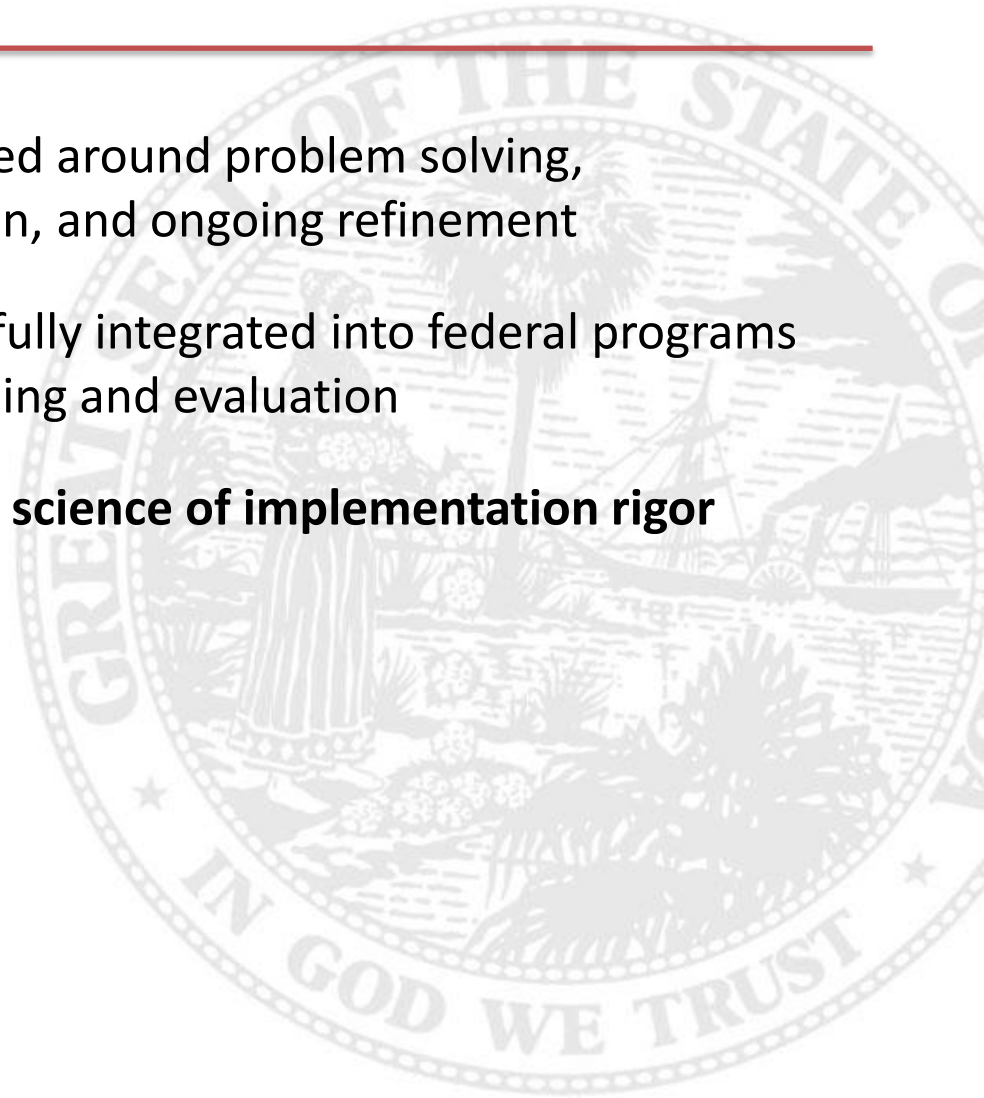


What will this new work require?

Florida School Improvement

- Background
- Reflection
- Shifts in Practice
- **Going Forward**

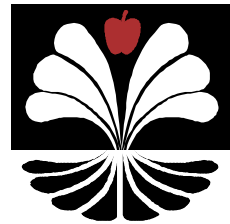
- ❖ A SIP redesigned around problem solving, implementation, and ongoing refinement
- ❖ A DIAP that is fully integrated into federal programs program planning and evaluation
- ❖ **Training in the science of implementation rigor**



What will this new work require?

Florida School Improvement

- Background
- Reflection
- Shifts in Practice
- **Going Forward**



**State Implementation
& Scaling-up
of Evidence-based Practices**

What will this new work require?

Florida School Improvement

- Background
- Reflection
- Shifts in Practice
- **Going Forward**

- ❖ A SIP redesigned around problem solving, implementation, and ongoing refinement
- ❖ A DIAP that is fully integrated into federal programs program planning and evaluation
- ❖ Training in the science of implementation rigor
- ❖ **Better information to guide decision making at the school, district and state levels**

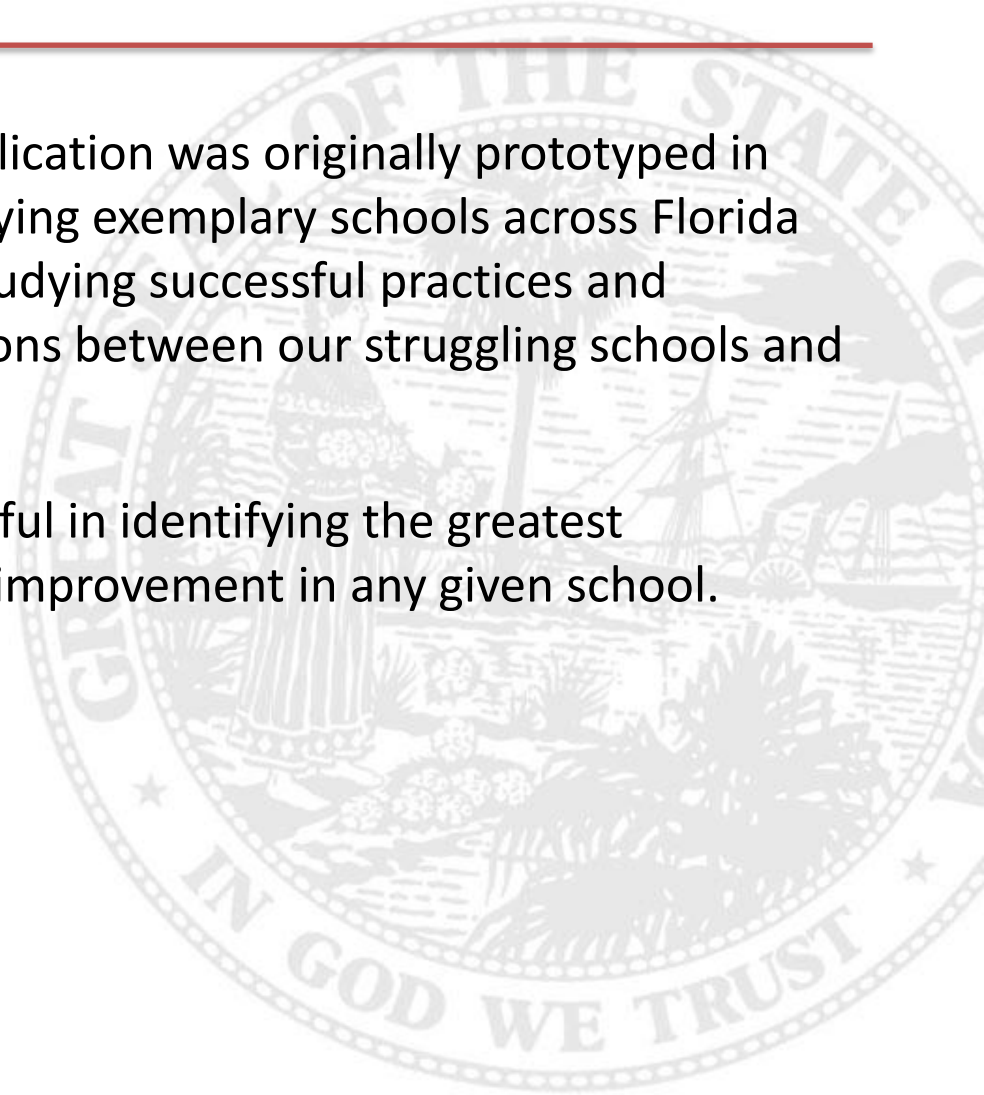
Better information for our districts & schools...

Florida School Improvement

- Background
- Reflection
- Shifts in Practice
- **Going Forward**

The following application was originally prototyped in support of identifying exemplary schools across Florida for purposes of studying successful practices and creating connections between our struggling schools and successful others.

It is also very helpful in identifying the greatest opportunities for improvement in any given school.



Form1

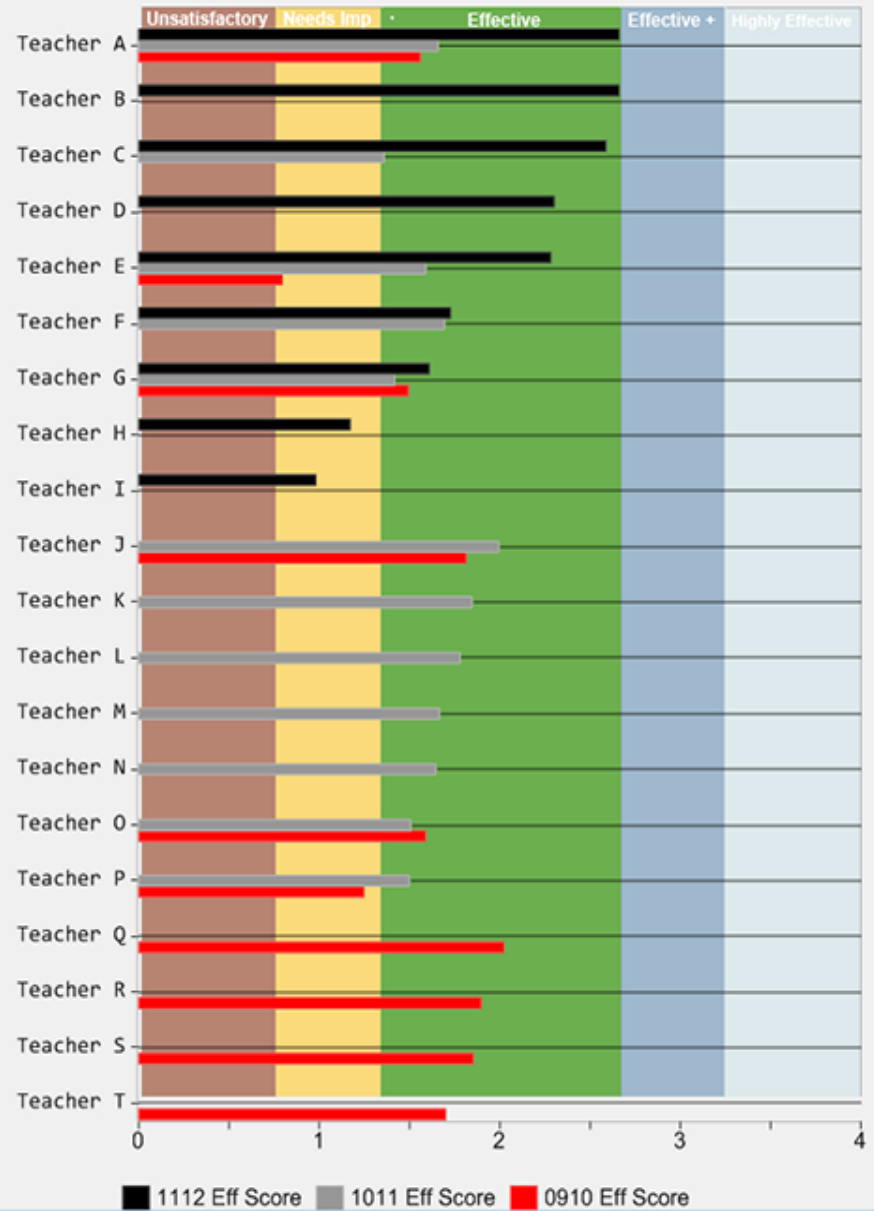
Starting Year: 2011 Subject Areas: All School Type: Combination Poverty: All Trad/Charter: Traditional DA: All Region: All

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

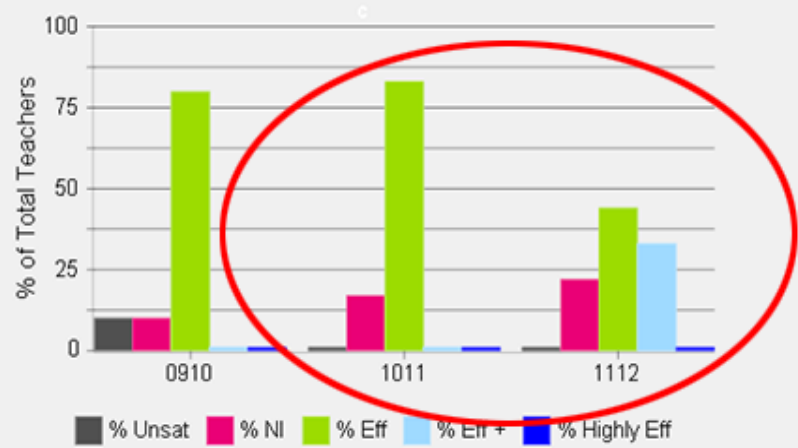
Number of Schools: 158
 Avg Growth: -24.7
 Std Dev of Growth: 38.4

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

Teacher Effectiveness in Reading



Teacher Effectiveness Distribution - Reading



Principal of Record: Lee Zamora

Starting Year: Subject Areas: School Type: Poverty: Trad/Charter: DA: Region:

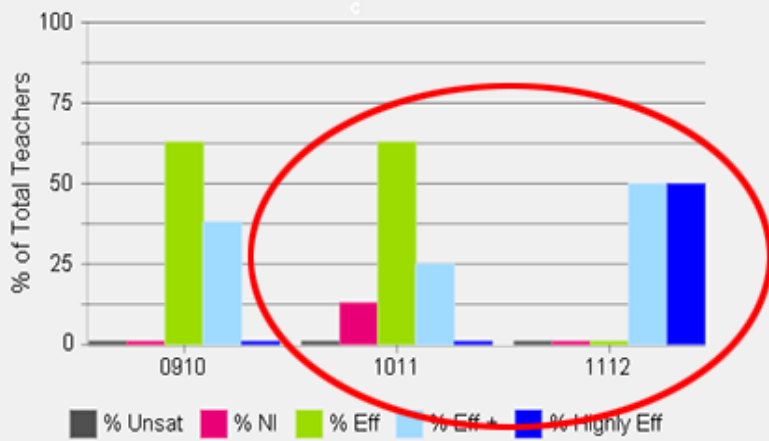
2011 All Combination All Traditional All All

| District | School | Chert | 00.00 | Title I | Growth DA | Tier DA | Reg |
|------------|--------------------------|-------|-------|---------|-----------|---------|-----|
| HAMILTON | CENTRAL HAMILTON ELEM | 0 | 0 | 1 | 76.00 | 3 | 2 |
| BROWARD | BROWARD VIRTUAL FRANG | 0 | 0 | 0 | 68.00 | 0 | 5 |
| COLLIER | EVERGLADES CITY SCHO | 0 | 0 | 1 | 63.00 | 3 | 4 |
| DUVAL | A. PHILIP RANDOLPH ACAD | 0 | 0 | 1 | 56.00 | 3 | 2 |
| LEVY | CEDAR KEY HIGH SCHOOL | 0 | 0 | 1 | 49.00 | 0 | 2 |
| DADE | YOUNG WOMENS PREPARA | 0 | 0 | 0 | 48.00 | 0 | 5 |
| POLK | JEWETT SCHOOL OF THE A | 0 | 0 | 0 | 45.00 | 0 | 4 |
| WASHINGTON | CHIPLEY HIGH SCHOOL | 0 | 0 | 1 | 40.00 | 0 | 1 |
| DADE | MANDARIN LAKES K-8 ACAD | 0 | 1 | 1 | 38.00 | 0 | 5 |
| DADE | MARCUS A. MILAM K-8 CENT | 0 | 1 | 1 | 37.00 | 0 | 5 |
| GILCHRIST | TRENTON HIGH SCHOOL | 0 | 0 | 0 | 36.00 | 0 | 2 |
| OSCEOLA | OSCEOLA COUNTY SCHO | 0 | 0 | 0 | 36.00 | 0 | 3 |
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Number of Schools: 158
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- School Grade Outcomes
- Teacher Effectiveness - Reading
- Teacher Effectiveness - Math

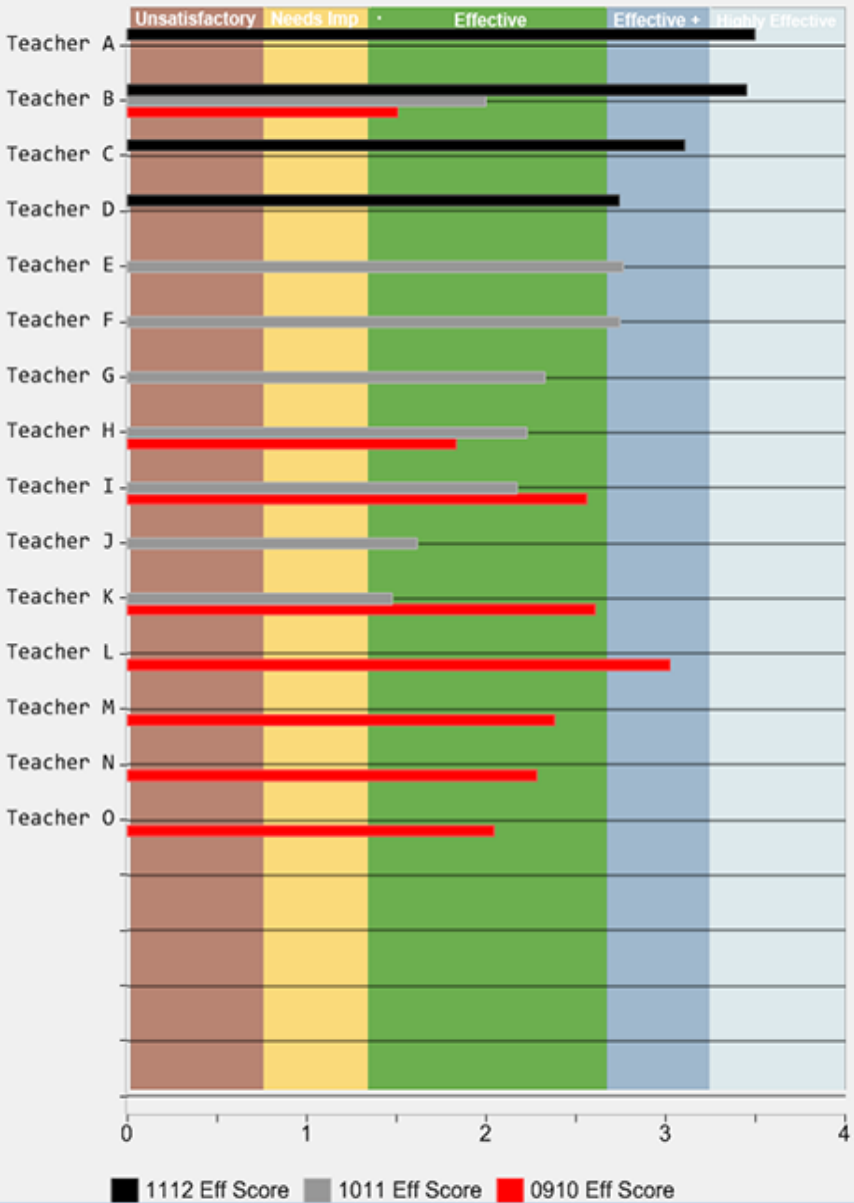
Teacher Effectiveness Distribution - Math



Principal of Record:

Lee Zamora

Teachers Effectiveness in Math



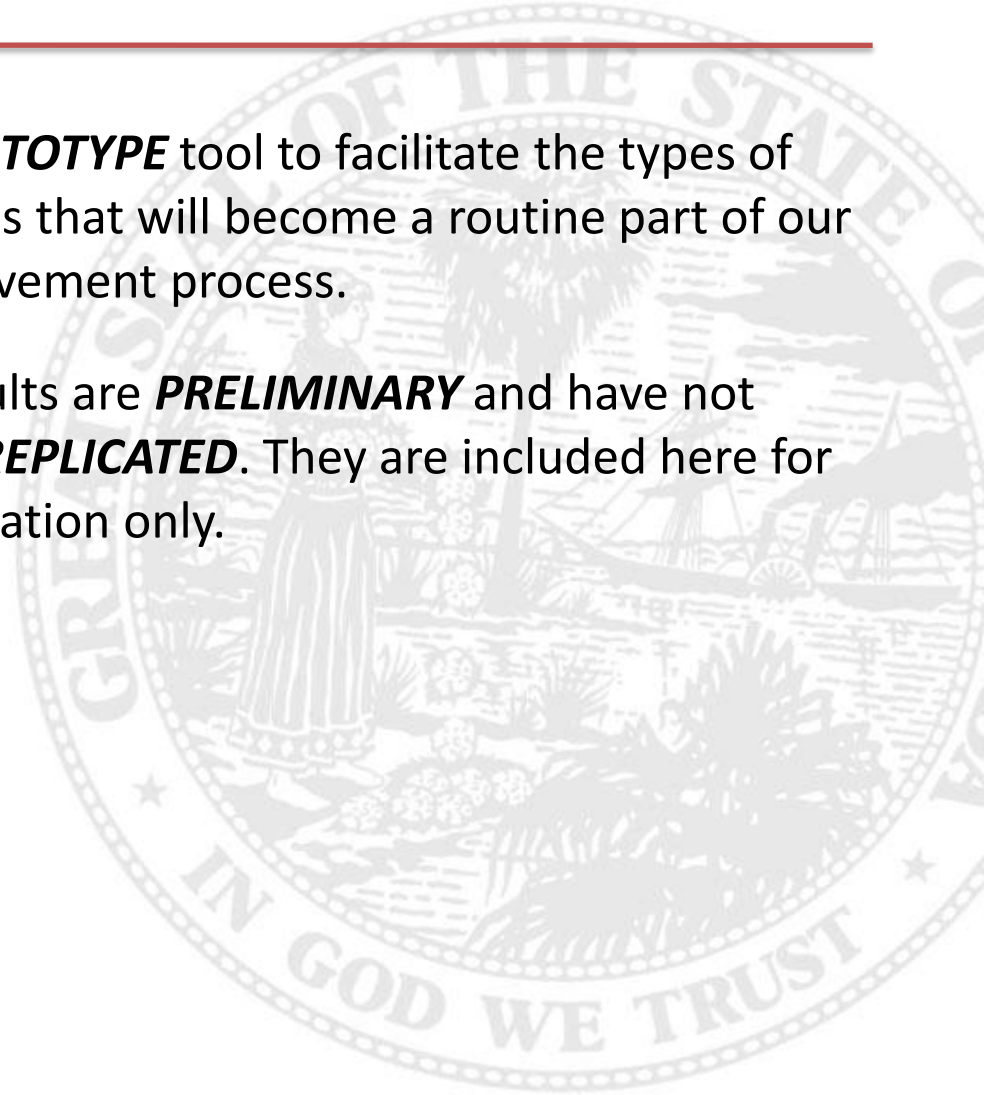
Better information for our districts & schools...

Florida School Improvement

- Background
- Reflection
- Shifts in Practice
- **Going Forward**

We've built a **PROTOTYPE** tool to facilitate the types of effect size analyses that will become a routine part of our continuous improvement process.

The following results are **PRELIMINARY** and have not been **VETTED or REPLICATED**. They are included here for purposes of illustration only.



Start Year: 2012 End Year: 2013 School Type: Elementary

Treatment Group:

Poverty: All Trad/Charter: Traditional District: All Region: All DA Level: DA- All SIG Status: non-SIG Low 100: non-Lowest 1

Control Group:

Poverty: Title I Trad/Charter: Traditional Excluded District: None Region: All DA Level: non-DA SIG Status: non-SIG Low 100: non-Lowest 1

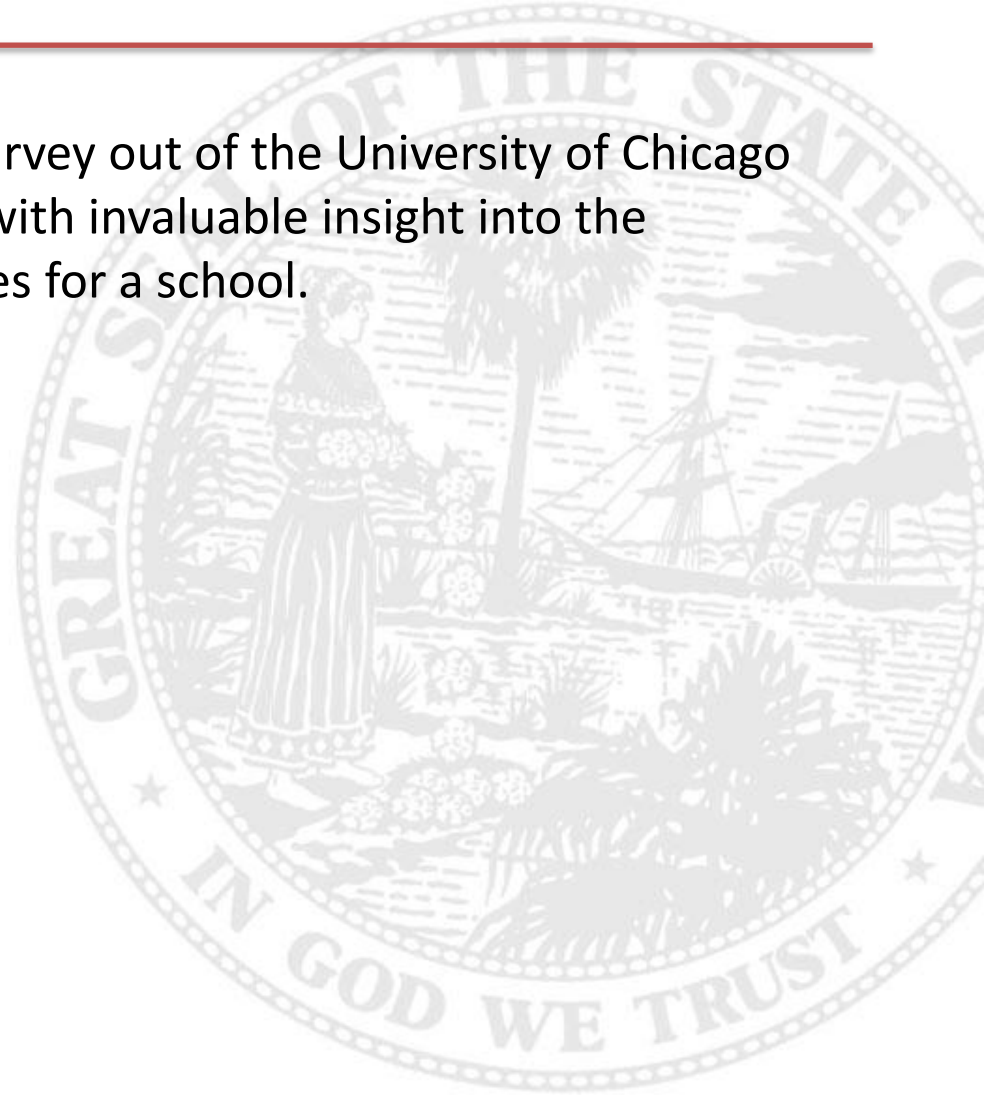
| | Treatment Group | | | Control Group | | | Pooled Stdev | Mean Differe | Effect Size |
|---------------------------|-----------------|-------|-------|---------------|-------|-------|--------------|--------------|-------------|
| | n | Avg | Stdev | n | Avg | Stdev | | | |
| Proficiency- Reading | 89 | -0.92 | 5.33 | 875 | -1.54 | 4.56 | 4.63 | 0.61 | 0.13 |
| Proficiency- Math | 89 | 3.3 | 7.7 | 875 | -0.7 | 6.1 | 6.3 | 4.0 | 0.64 |
| Proficiency- Writing | 89 | -25.6 | 15.1 | 875 | -26.9 | 11.7 | 12.1 | 1.2 | 0.10 |
| Proficiency- Science | 89 | 8.2 | 10.6 | 874 | 1.5 | 10.9 | 10.9 | 6.7 | 0.61 |
| Learning Gains- Reading | 89 | -3.5 | 8.9 | 875 | -5.0 | 8.1 | 8.2 | 1.4 | 0.17 |
| Learning Gains- Math | 89 | 6.6 | 14.8 | 875 | -4.1 | 13.0 | 13.2 | 10.7 | 0.81 |
| Lowest 25% Gains- Reading | 89 | -2.5 | 13.8 | 875 | -6.2 | 12.9 | 13.0 | 3.7 | 0.28 |
| Lowest 25% Gains- Math | 89 | 7.7 | 17.5 | 875 | -4.3 | 15.7 | 15.9 | 12.1 | 0.76 |

Better information for our districts & schools...

Florida School Improvement

- Background
- Reflection
- Shifts in Practice
- **Going Forward**

The 5Essentials survey out of the University of Chicago could provide us with invaluable insight into the SYSTEMIC priorities for a school.



Better information for our districts & schools...

Florida School Improvement

- Background
- Reflection
- Shifts in Practice
- **Going Forward**

