



# Florida's Support of Continuous Improvement in Underperforming Schools and Districts

Presented to the Florida State Board of Education  
January 13, 2015

# Agenda

## **3:30 – 4:30 Overview**

### Florida's Support of Underperforming Schools

- Foundational Research for School Improvement
- Evolution of Florida's Support of Underperforming Schools
- Current Priorities
- 2013-14 Results in Supported Districts and Schools

## **4:45 Voices from the Field**

## **5:30 Panel Discussion**

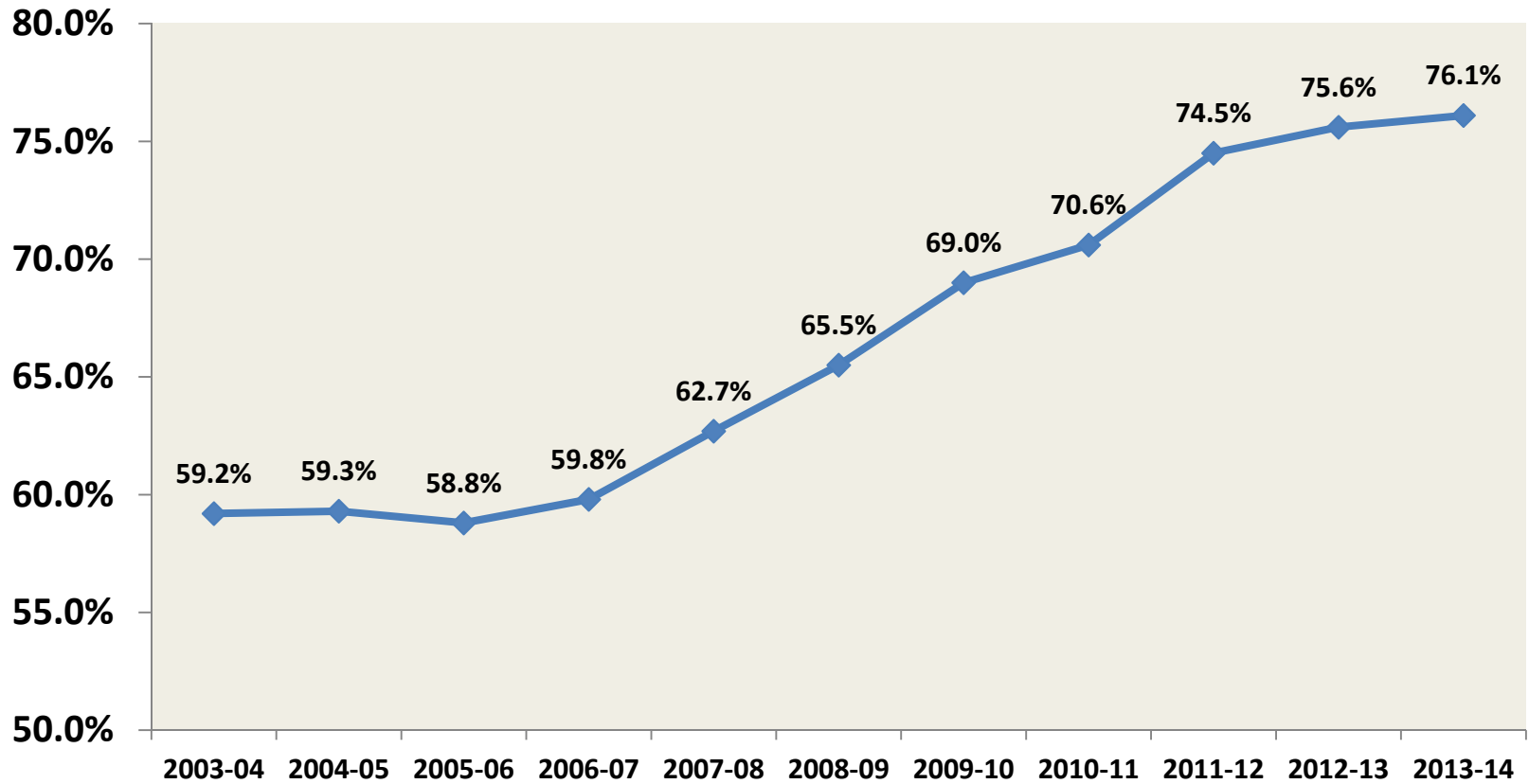
## **6:15 Conclusion**

## In a country as aspirational as ours...

“We hold these truths to be self-evident,  
that **all men are created equal**,  
that they are endowed by their Creator  
with certain **unalienable Rights**,  
that among these are Life, Liberty and the  
**pursuit of Happiness.**”

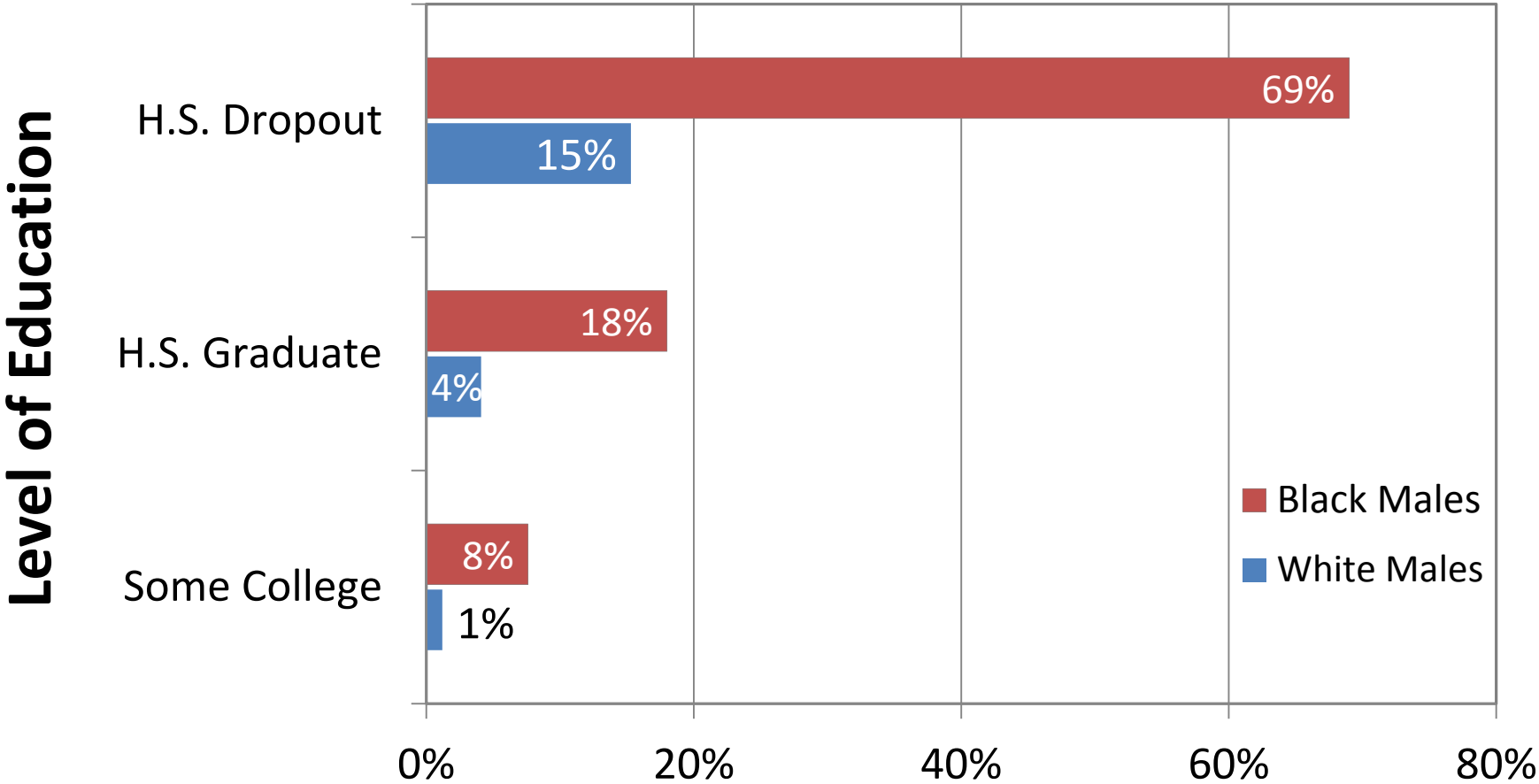
# We strive for equity...

Florida's Graduation Rates, 2003-04 through 2013-14



# American Incarceration Rates by Level of Education for Persons Born Between 1975 and 1979

(as presented in *David and Goliath*, Malcolm Gladwell, 2013)



“We can, whenever and wherever we choose,  
***successfully teach all children*** whose  
schooling is of interest to us; We already know more  
than we need to do that...

Whether or not we do it must finally  
depend on how we feel about the fact  
that ***we haven't so far.***”

– Ron Edmonds

Edmonds, R. (1979). Effective Schools for the Urban Poor.  
Educational Leadership, 37 (2), 15–23

## The effective schools correlates:

- Instructional leadership
- Clear and focused mission
- Safe and orderly environment
- Climate of high expectations
- Frequent monitoring of student progress
- Positive home-school relations
- Opportunity to learn and student time on task

Levine, D. U., & Lezotte, L. W. (1990). Unusually effective schools:  
A review and analysis of research and practice.

# The 5 Essential Supports:

## **Ambitious Instruction**

*Classes are challenging and engaging*

## **Effective Leaders**

*Principals and teachers implement a shared vision for success*

## **Collaborative Teachers**

*Teachers collaborate to promote professional growth*

## **Involved Families**

*The entire staff builds strong external relationships*

## **Supportive Environment**

*The school is safe, demanding, and supportive*





## The 5 Essential Supports:

Schools found to be ***strong in 3 or more*** of the five essential supports...

***10X more likely to improve.***



## Relational Trust: The Heat in the Oven

“Some of the most powerful relationships found in our data are associated with ***relational trust*** . . .

and how it operates as both a ***lubricant for organizational change*** and a ***moral resource for sustaining the hard work*** of local school improvement.

Absent such trust, schools find it nearly impossible to strengthen parent-community ties, build professional capacity, and enable a student-centered learning climate.”

Bryk, A. (2010). Organizing Schools for Improvement. *The Phi Delta Kappan*, 91(7), 23-30.  
Retrieved January 5, 2015, from JSTOR.

## Our quandary:

***IF we all believe*** that the primary lever for improving student achievement is improving the quality of instruction in the classroom....

***AND we know enough*** (maybe not each and every one of us, but certainly as a community) about what conditions are required in a school to allow this type of instruction to develop...

***Why are student outcomes*** in many underperforming schools not ***sustainably and reliably improving?***

## Agenda Objectives:

- Foundational Research for School Improvement
- Evolution of Florida's Support of Underperforming Schools
- Current Priorities
- 2013-14 Results in Supported Districts and Schools

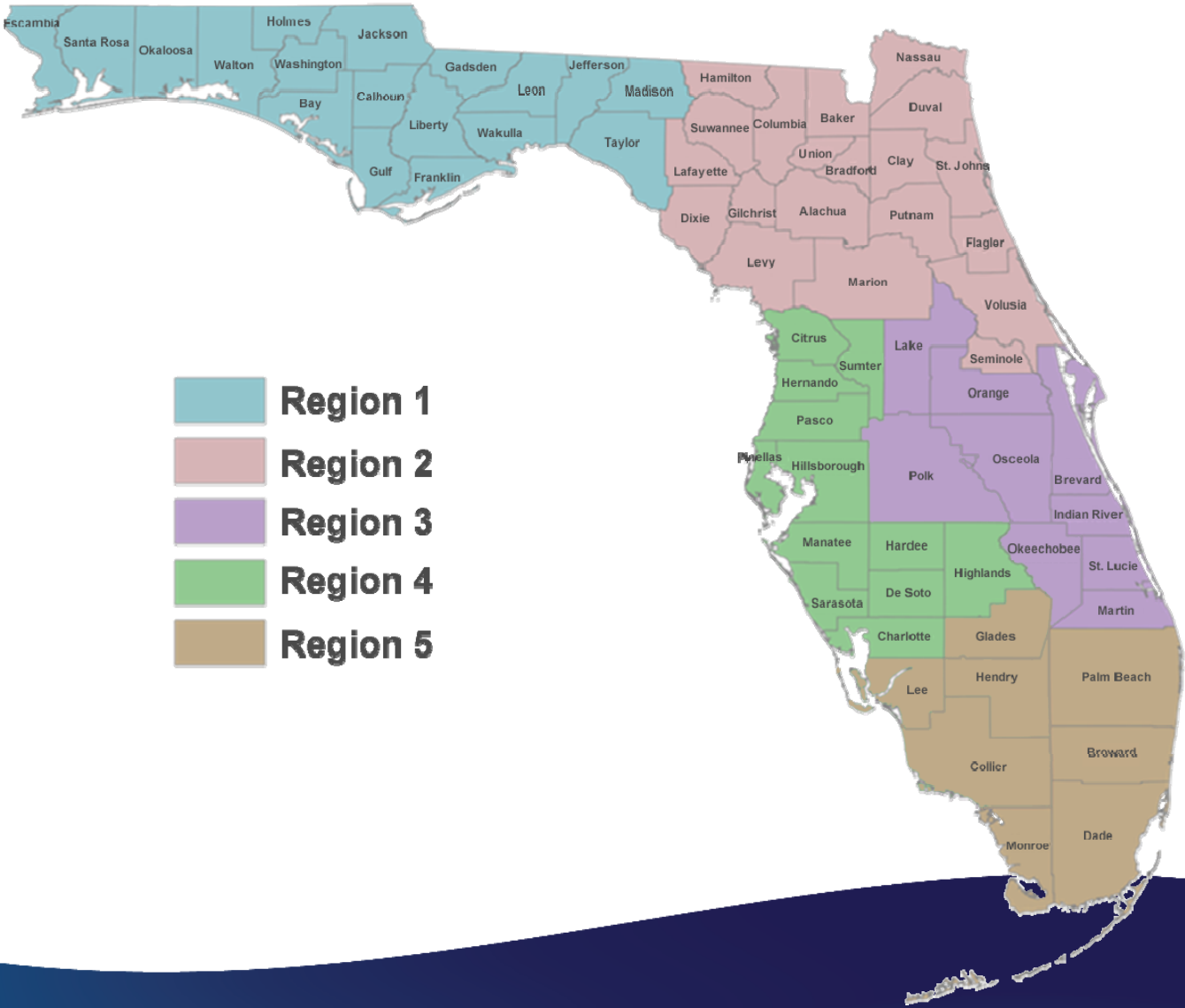
## Some background...

Section 1008.33, Florida Statutes, requires the Department to provide differentiated levels of support to all non-charter schools receiving a grade of D or F, including those required to plan for, or implement, turnaround as defined in the statute.

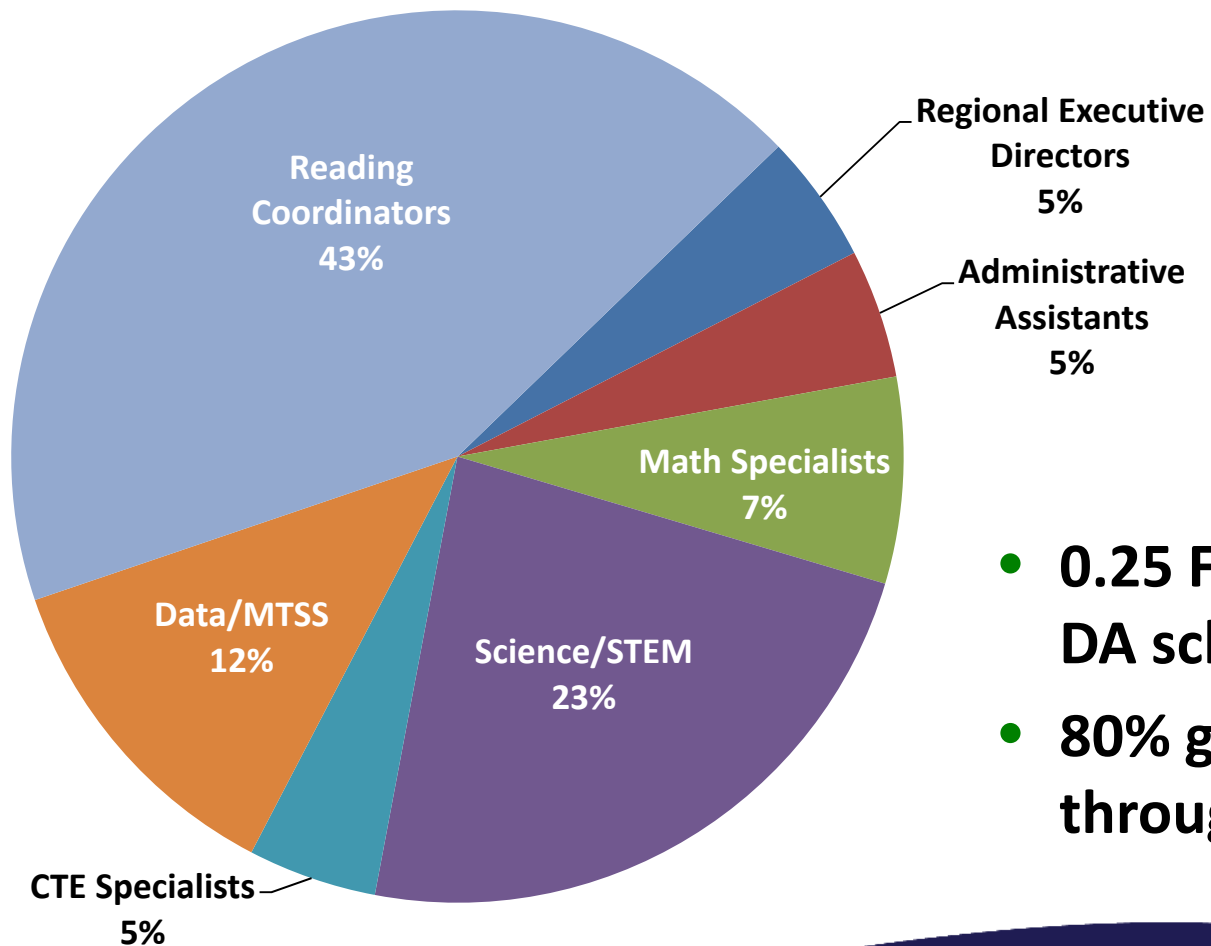
Additionally, Florida's approved ESEA Flexibility Request (i.e. the "Waiver") requires the Florida Department of Education to provide differentiated levels of support to all Title I schools receiving a grade of D or F.

Since 2009, Florida's statewide system of support has been known as *Differentiated Accountability, or DA*.

# The DA regional structure...



## Composition of DA Regional Teams by Position Since 2010-11 (n=107)



- **0.25 FTE per DA school**
- **80% grant funded through RTTT**

## DA model as originally implemented:

- Services were ***direct-to-school***
- Interactions with school staff were ***directive in nature***
- Services ***focused almost exclusively on improving instruction***
- ***Compliance requirements*** were extensive, and in some cases duplicative
- Primary metric of success was ***improvement of school letter grade***



## Three little questions:

- Are we working on the *right things*?
- Are we doing them the *right way*?
- Are they *working*?

## Some observations:

- Our work focused almost entirely on a ***single essential support***.
- Our tone:
  - ***stifled critical thinking and problem solving*** of leaders and coaches;
  - ***encouraged compliance*** rather than engagement; and
  - ***presented barriers*** to influential relationships.
- Our direct instructional support to schools, in some cases, had unintended negative consequences:
  - ***shifted the onus of accountability*** away from the district;
  - ***failed to address underlying causes*** of underperformance.

## A new mission:

FDOE's Bureau of School Improvement will facilitate improved outcomes for ***all students*** by supporting ***collaborative problem solving*** of district and school leaders in the areas of:

- Effective leadership;
- Public and collaborative teaching;
- Ambitious instruction;
- Safe and supportive environments; and
- Family and community engagement.

# Our big bets:

## 1) Strategic Goal Setting

Help districts and schools align their activities to potentially powerful strategic goals, which are themselves aligned to clearly articulated causes of underperformance

## Strategic Goal Setting:

It's not enough to do  
your best; you must  
know what to do,  
and then do your best.

-W. Edwards Deming

## Our big bets:

### 1) Strategic Goal Setting

Help districts and schools align their activities to potentially powerful strategic goals, which are themselves aligned to clearly articulated causes of underperformance

### 2) Urgent Customer-Driven Support

Meet the urgent requirements of our districts and schools by providing expertise, resources and adult learning experiences that meet mutually determined need

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### 3) PD-to-Practice

Help districts and schools design and implement adult training programs that are likely to result in high rates of transfer into observed practice

# Problem solving: adoption of a framework

## 8-Step Planning and Problem-Solving Process FOR CONTINUOUS IMPROVEMENT



## Criteria

- *Collaborative Nature*
- *District Familiarity*
- *Flexibility*
- *Explicit Structures*

**It fit the bill!**

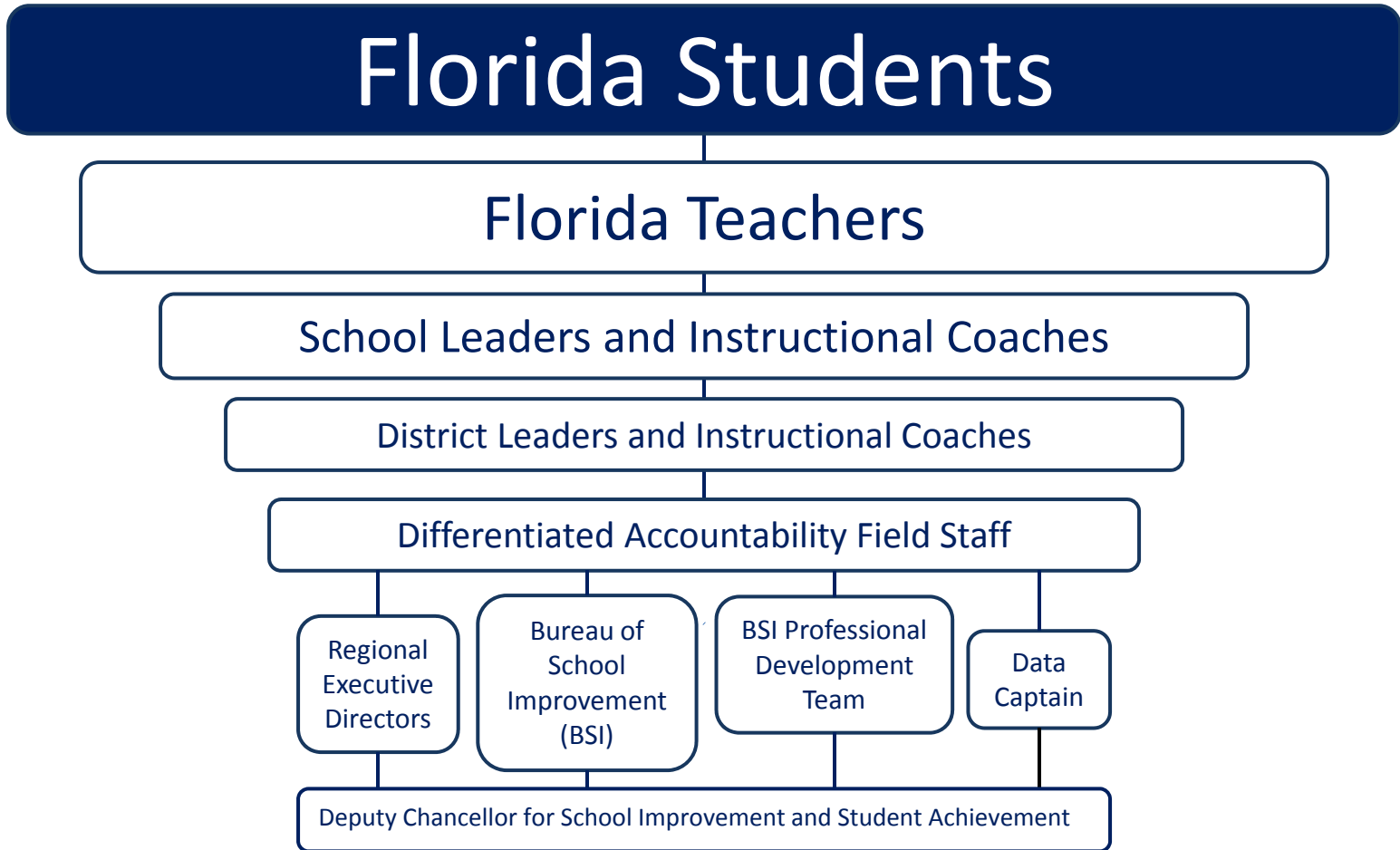


## A new tone:

“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*

## A philosophy of support:



## A pivot in practice:

**Then**

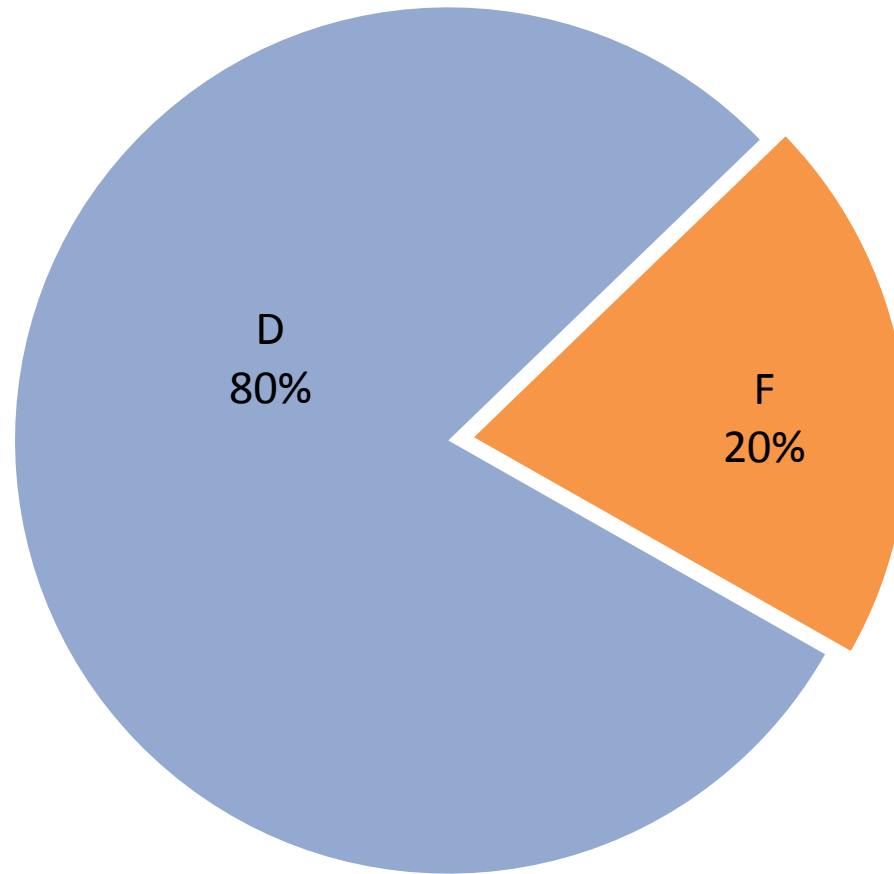
**Fixers**

**Now**

**Facilitators**

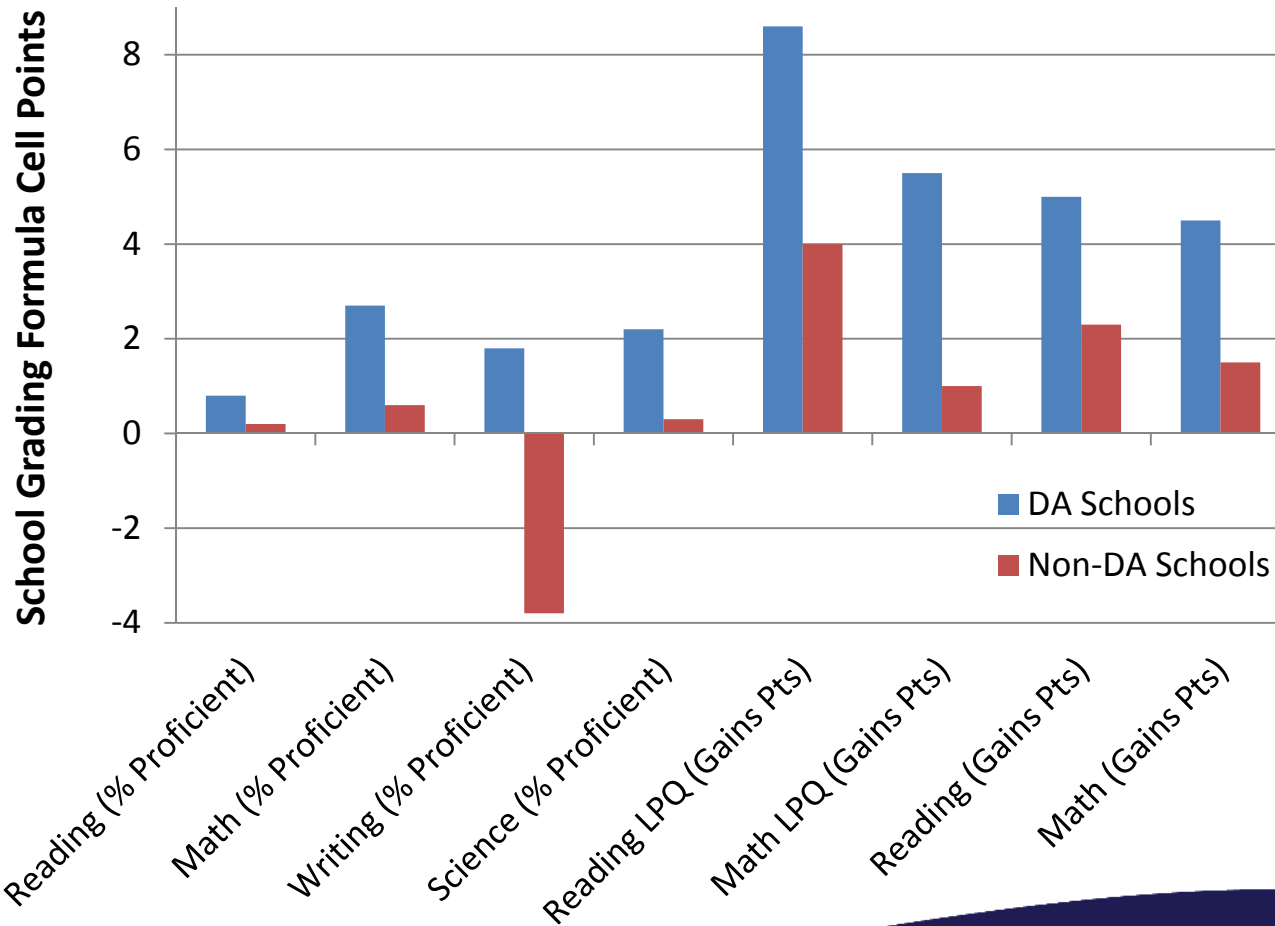
# Outcomes in DA Schools 2013-14

## Supported DA Schools in 2013-14 by School Grade (n=416)



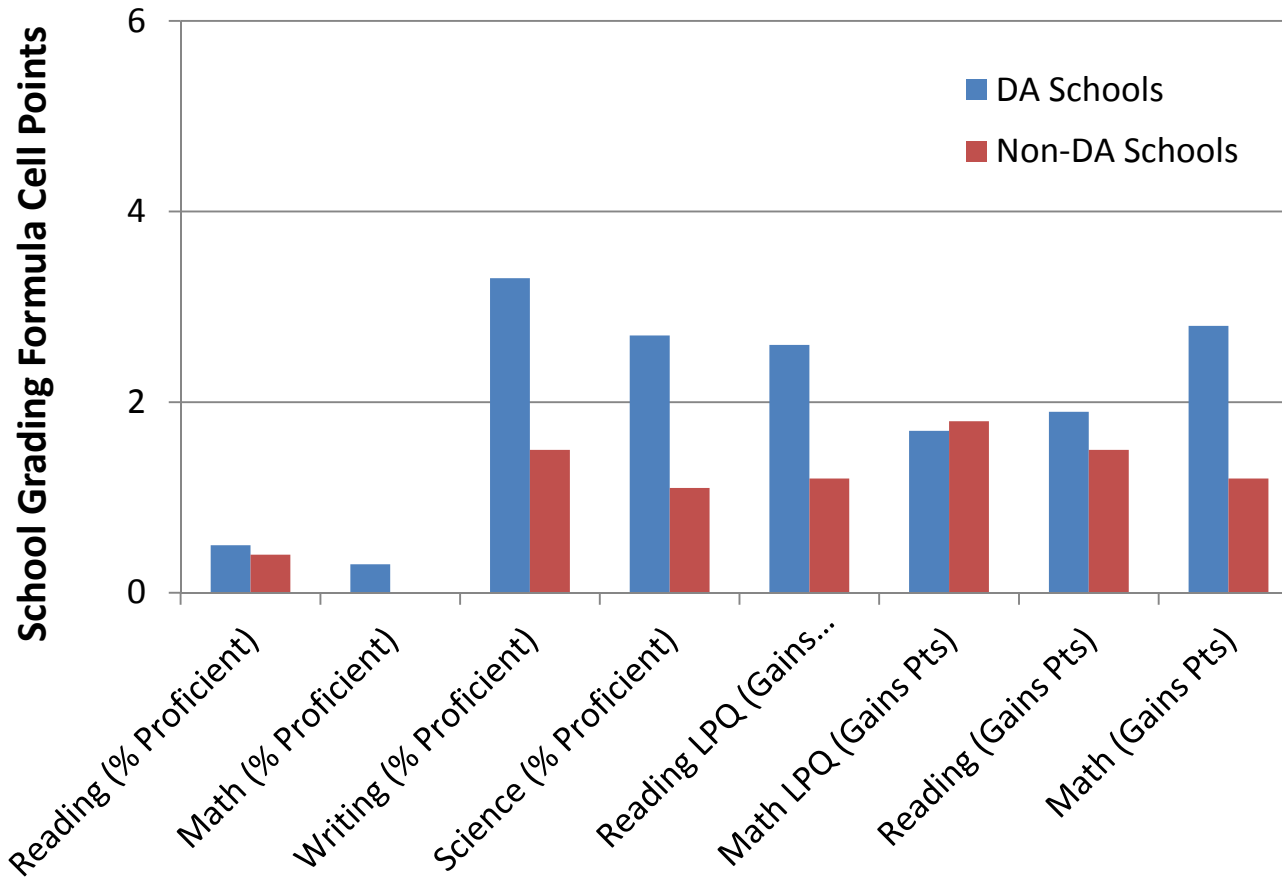
# Average Year Over Year Change in School Grading Formula Cell Points

(Elementary Schools, 2012-13 to 2013-14)

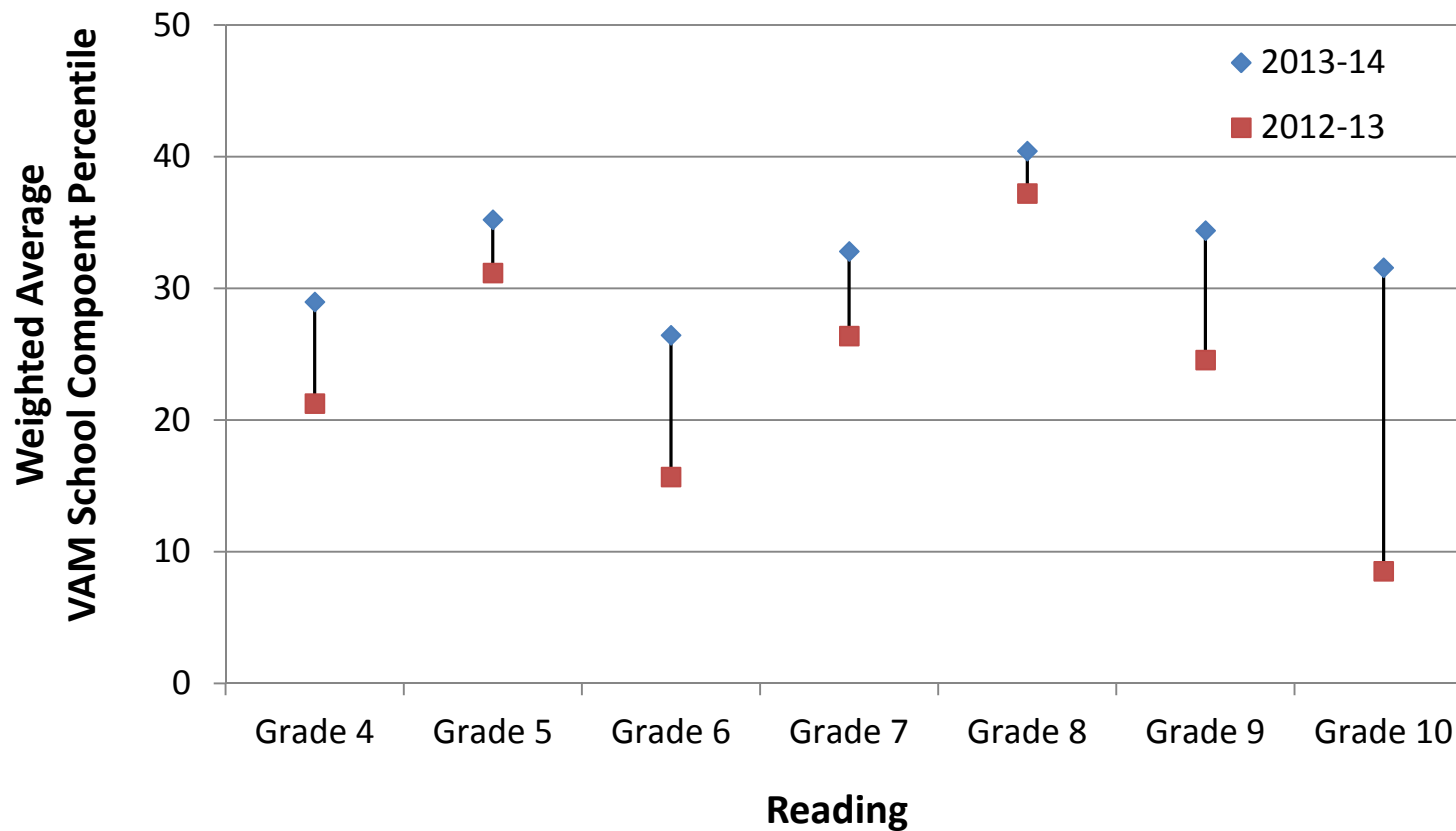


# Average Year Over Year Change in School Grading Formula Cell Points

(Middle Schools, 2012-13 to 2013-14)

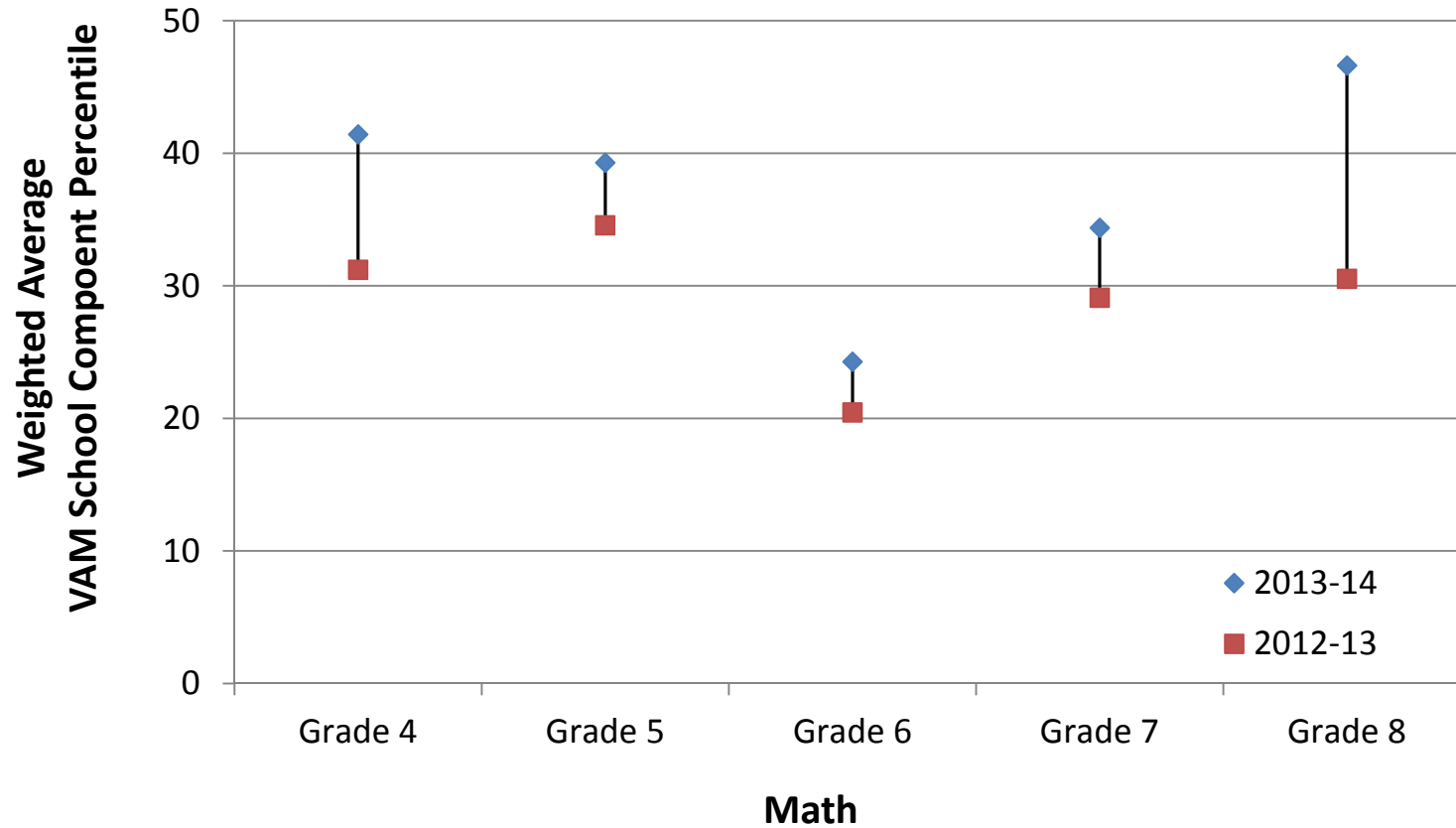


## Year over Year Improvement in Average VAM School Component for DA Schools (2012-13 to 2013-14)

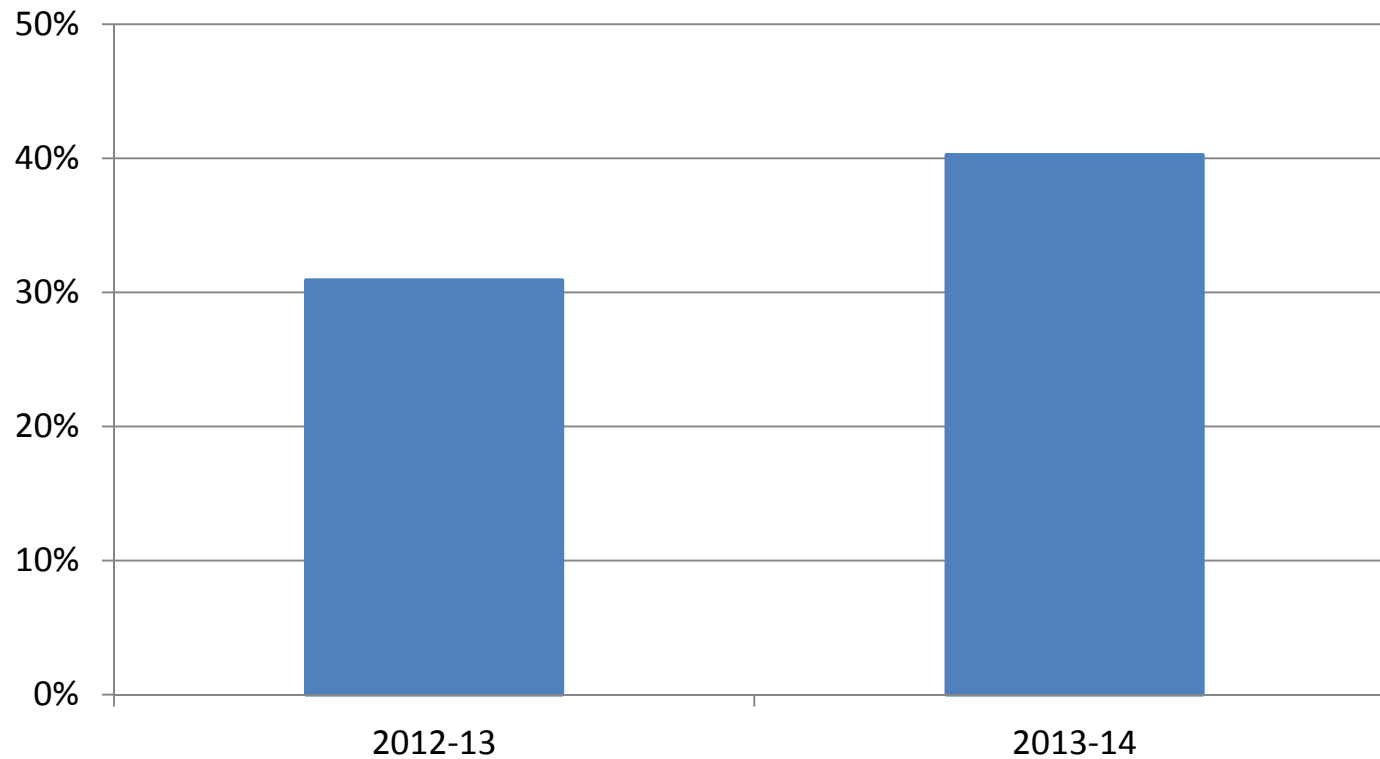




## Year over Year Improvement in Average VAM School Component for DA Schools (2012-13 to 2013-14)

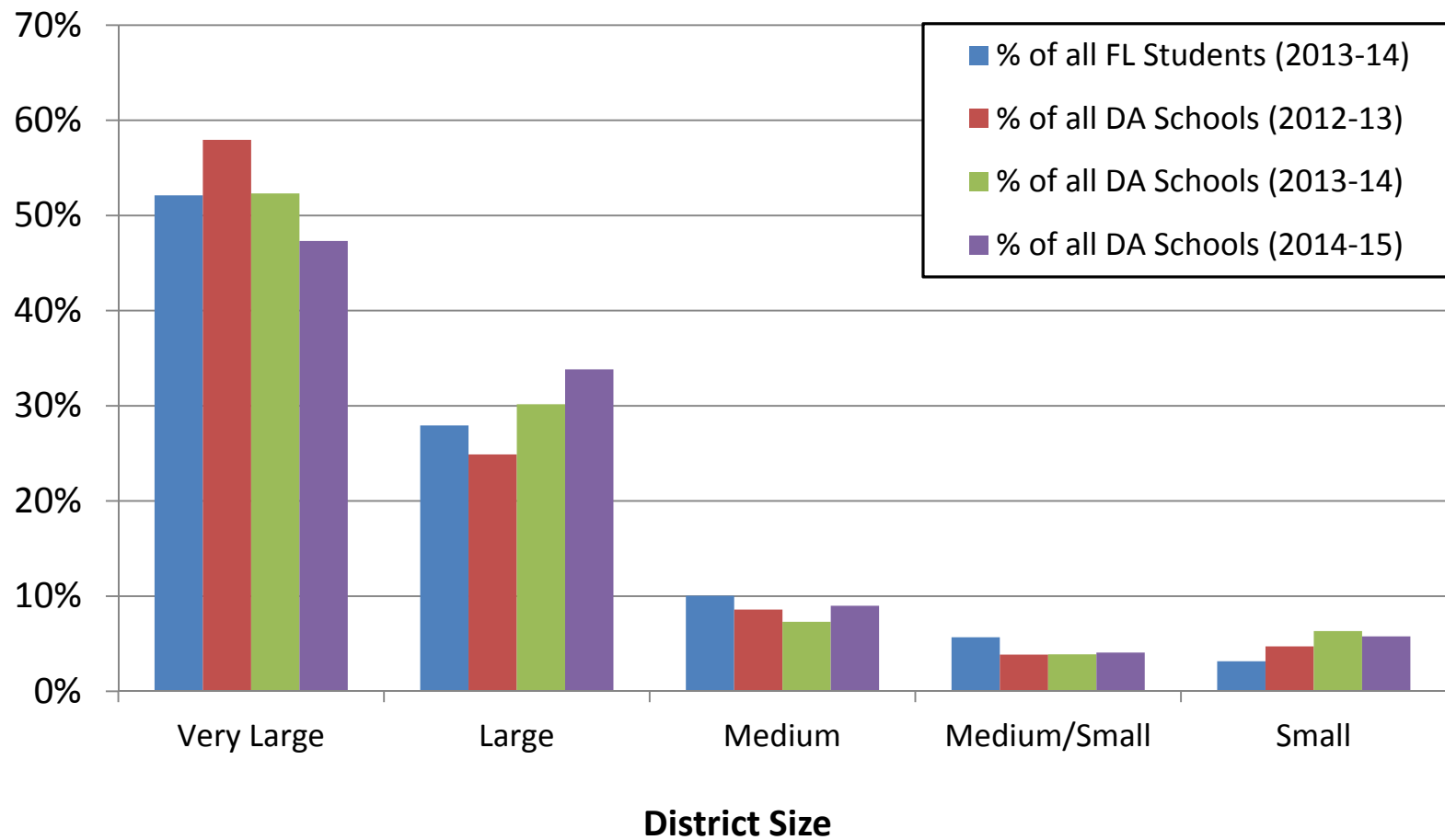


## Percentage of Florida DA Schools Successfully Exiting DA by Year

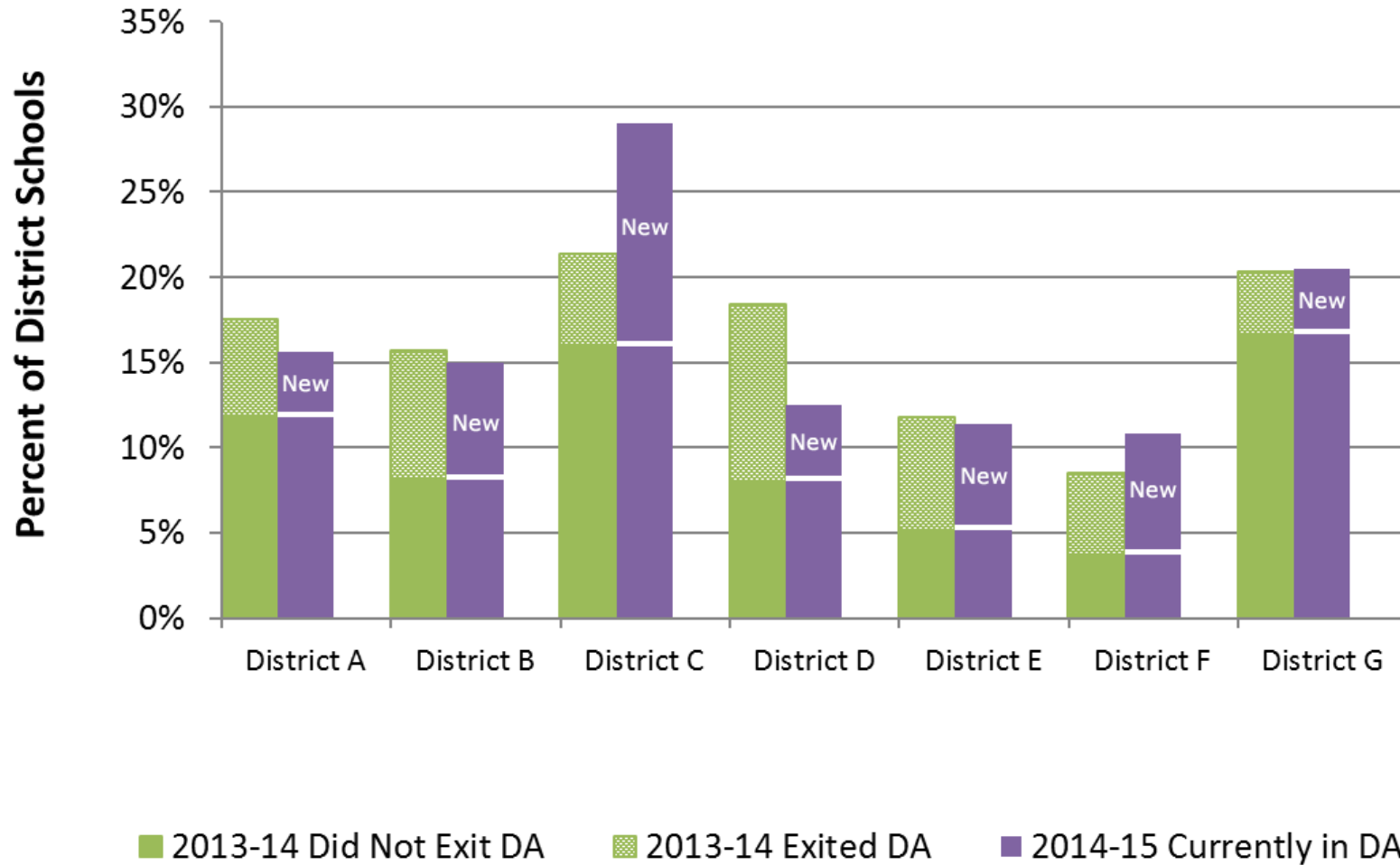




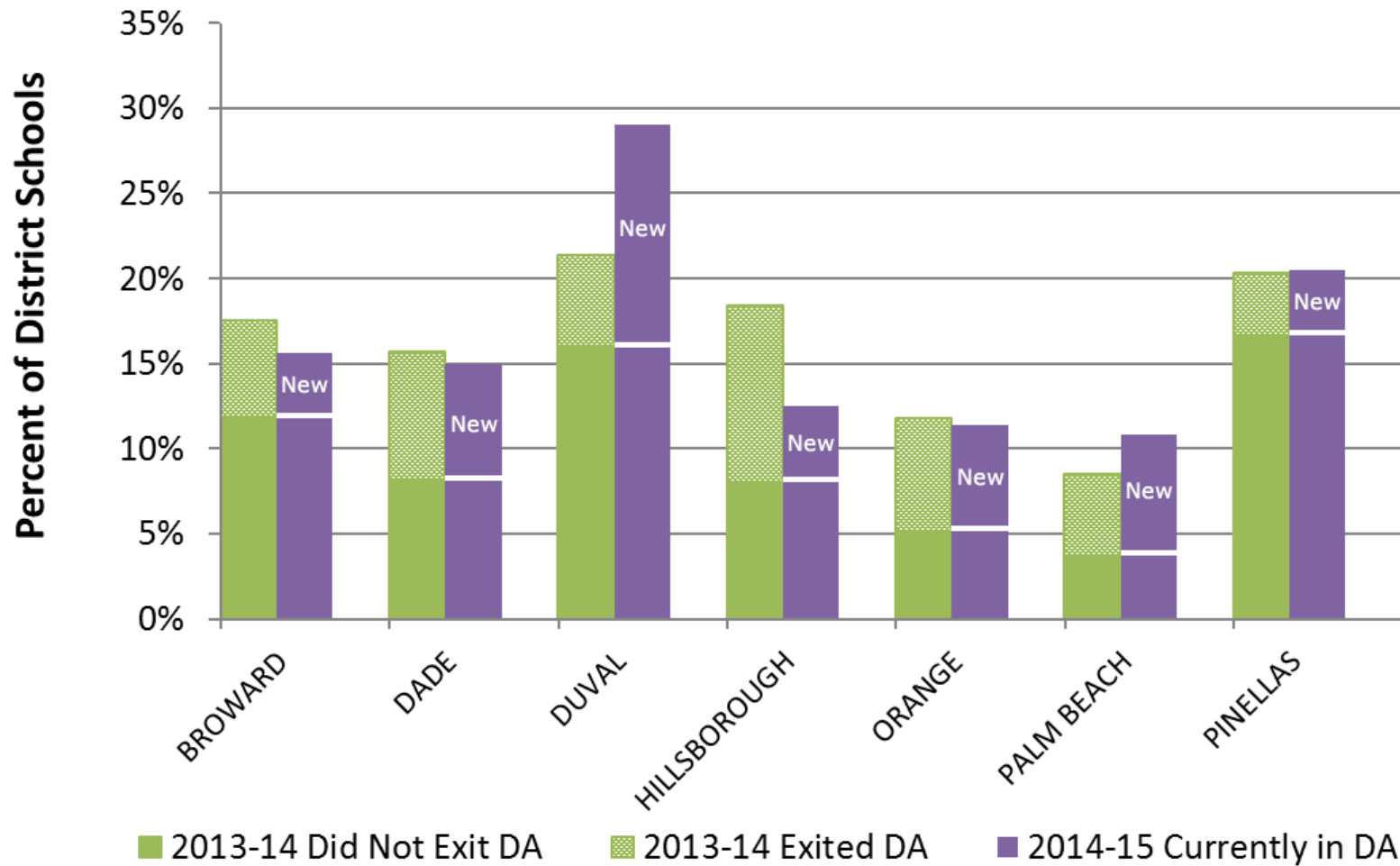
## Distribution of Florida Students and DA schools by District Size



## DA School Outcomes in Very Large Districts 2013-14 to 2014-15



## DA School Outcomes in Very Large Districts 2013-14 to 2014-15



Break



# TURNAROUND PERFORMANCE MANAGEMENT: FLORIDA IN THE NATIONAL CONTEXT

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JANUARY 14, 2015



# What is Performance Management?



# WHAT IS PERFORMANCE MANAGEMENT?

Performance management is a **systemic approach to ensure quality and progress** toward organizational goals by **methodically and routinely monitoring the connection between the work underway and the outcomes sought.**

<sup>1</sup> Definition developed by UPD Consulting (2013).



## A COMPREHENSIVE DEFINITION OF SUSTAINABILITY TO GUIDE SUSTAINABILITY EFFORTS

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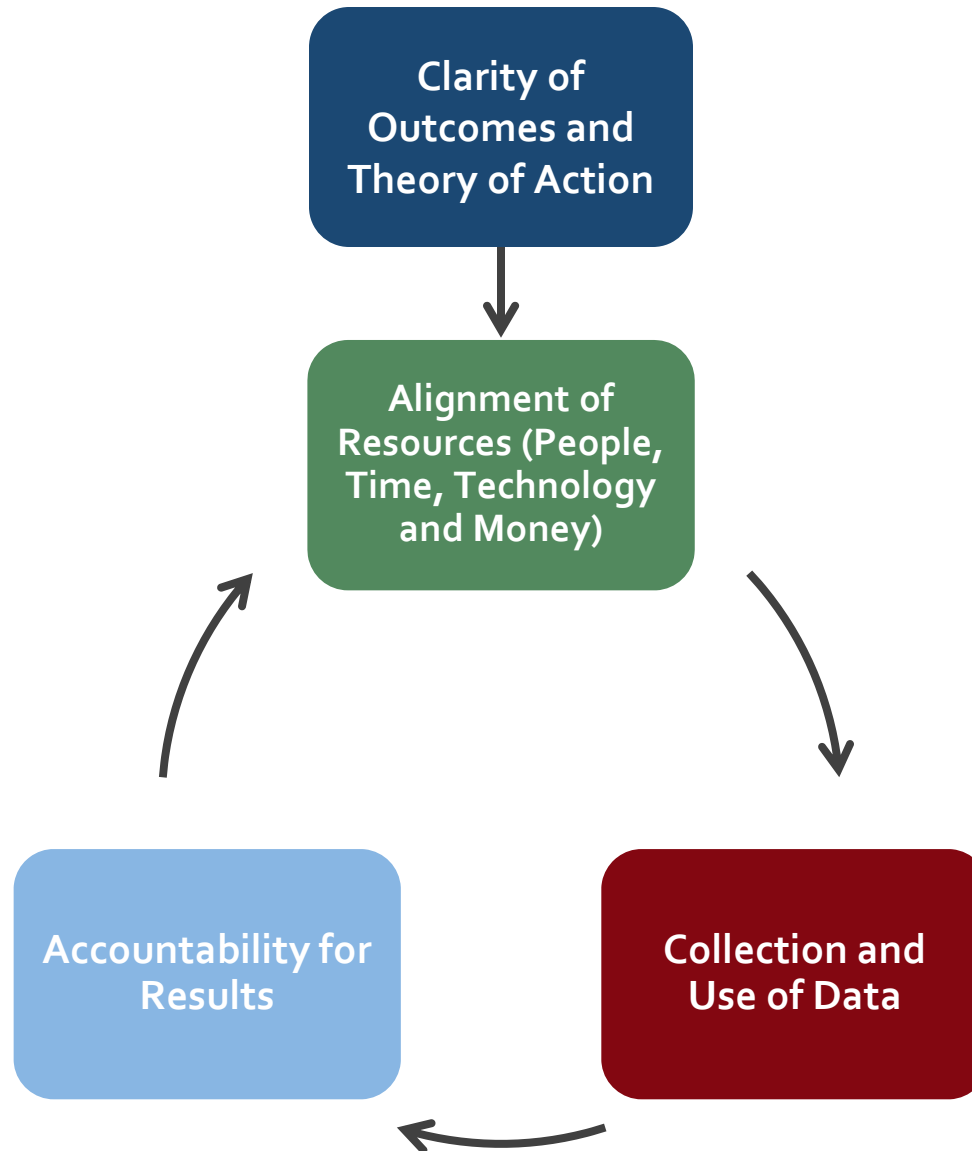
- A ***sustainable reform*** is a priority reform that is durable, adaptive and persistently focused on priority goals for improved student growth in the face of changing conditions
- Strong ***performance management*** is an essential element of ***sustainability***

# THE PERFORMANCE MANAGEMENT FRAMEWORK





# PERFORMANCE MANAGEMENT IS COMPOSED OF FOUR VARIABLES





# EACH ELEMENT HAS A NUMBER OF KEY ELEMENTS

## Clarity of Outcomes and Theory of Action

- Establishing priorities
- Setting measurable goals and outcomes
- Aligning strategies and practices to goals

## Alignment of Resources

- Directing resources to priorities
- Establishing clear roles and responsibilities for outcomes

## Collection and Use of Data

- Ensuring quality data
- Managing routines for collecting and analyzing data
- Establishing processes to monitor practices and provide quality feedback
- Using data in decision-making processes

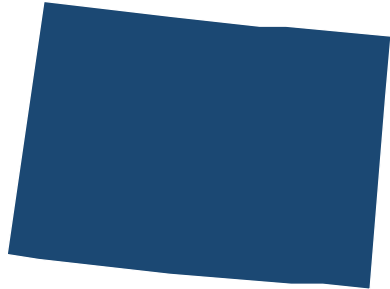
## Accountability for Results

- Continuing or ending practices based on outcome data
- Linking rewards and consequences to performance
- Engaging stakeholders and communicating results



# PERFORMANCE MANAGEMENT WORK GROUP

Colorado



Florida



New York



Rhode Island



Delaware



Maryland



North Carolina

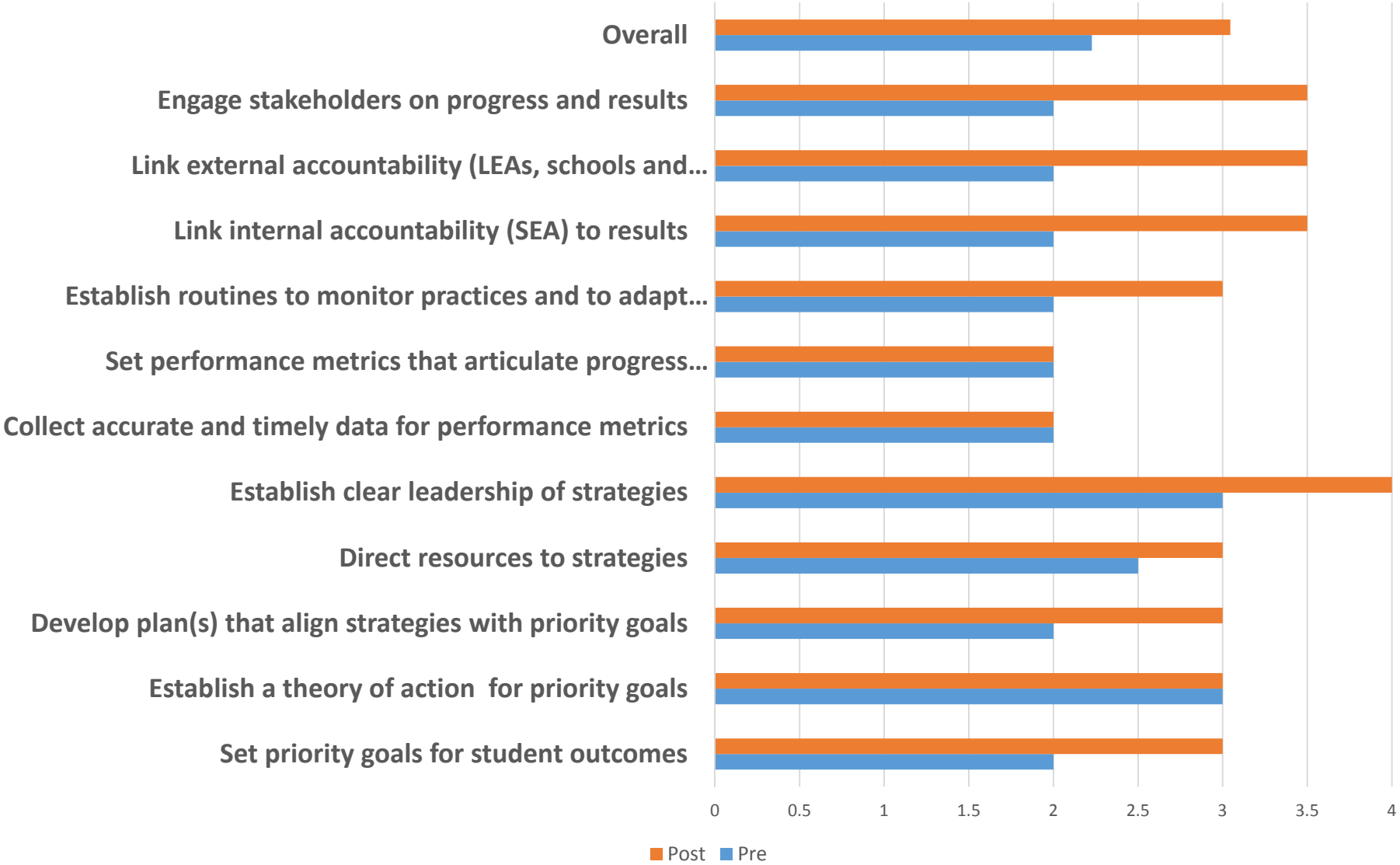


# FLORIDA IN THE NATIONAL CONTEXT



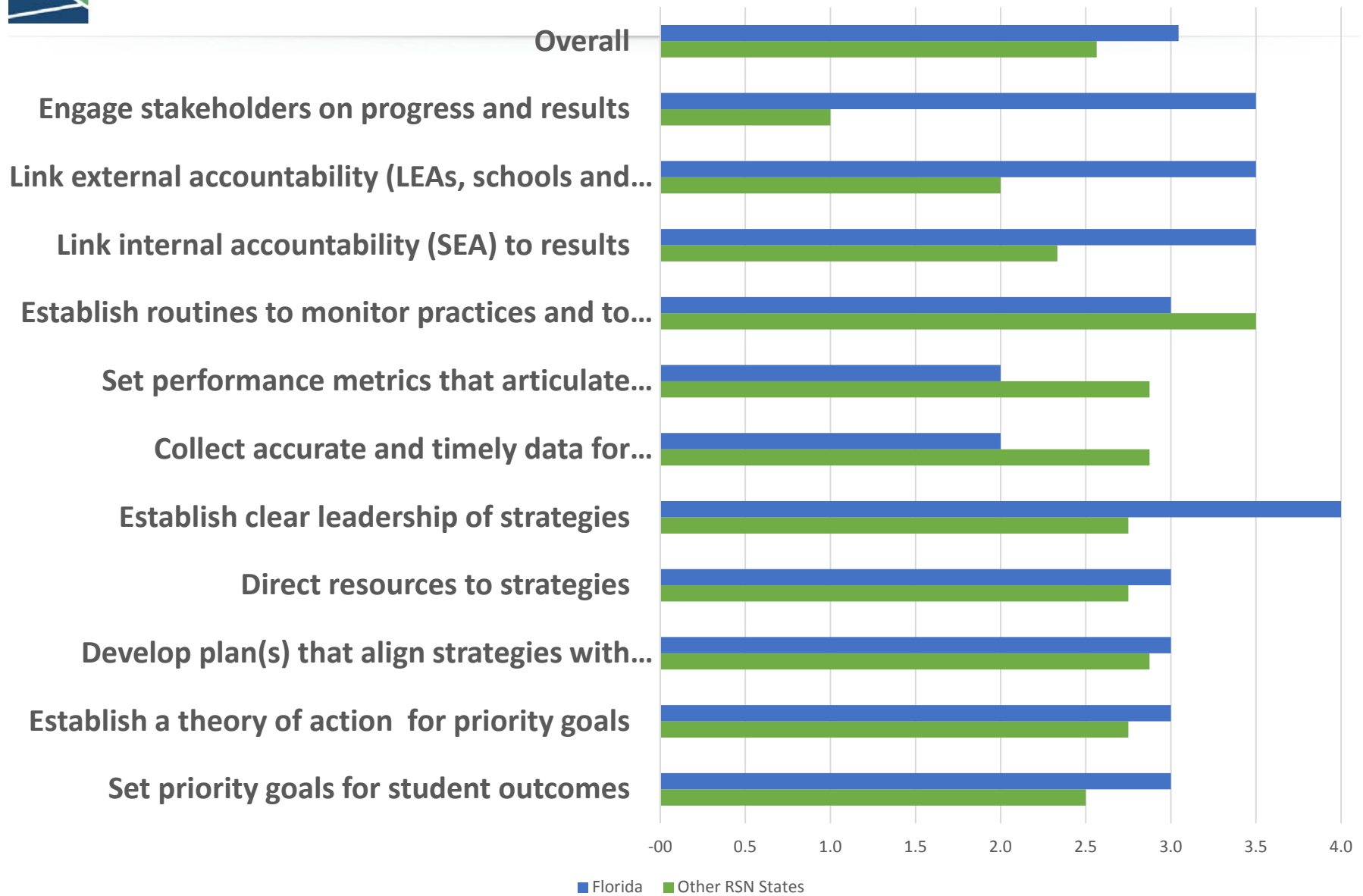


# RSN Turnaround Performance Management Framework Inventory for Florida





## RSN Turnaround Performance Management Framework Inventory for Florida Compared to Other COP States





## ADDITIONAL RESOURCES

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For additional resources, please visit  
<https://rtt.grads360.org/>

**THANK YOU**



# UCHICAGO Impact

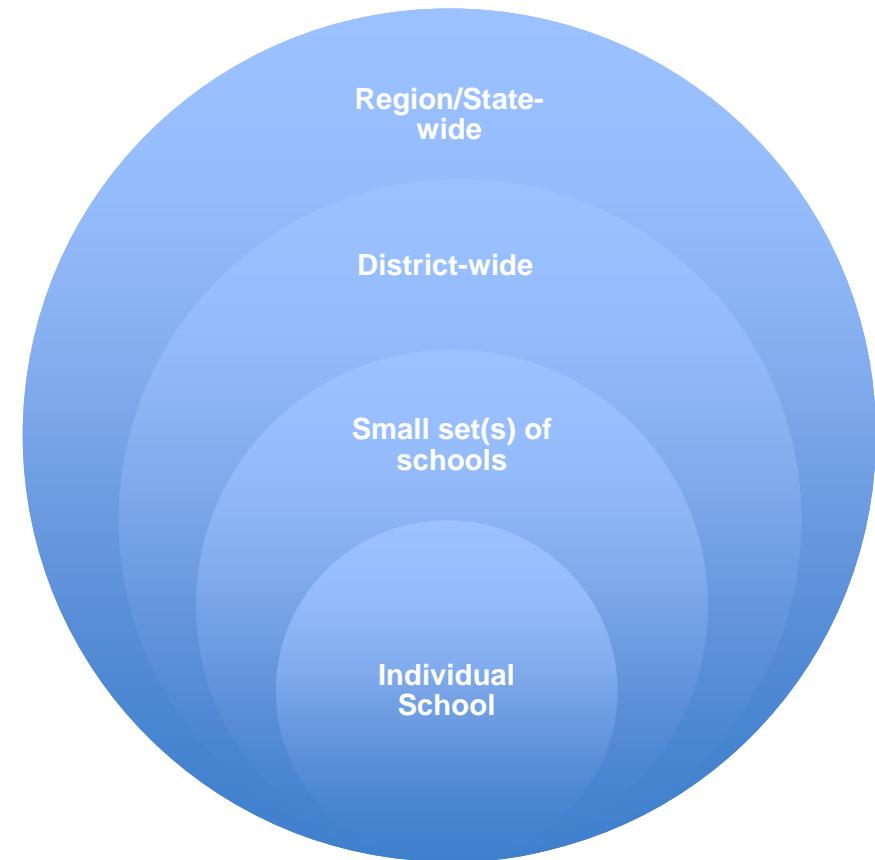
Tools for reliably  
excellent schooling



# 5Essentials

## Approaches to Implementation

- **Individual School** – valuable information; extremely small scale
- **Set(s) of Schools** – valuable comparison data; rich conversations about practice
- **District-wide** – potential for alignment; common language
- **Region/State-wide** – target windows for additional support, development of regional networks, establish state-wide patterns



# 5Essentials

## Background MPS 5Essentials for 2014

- Overall Number of Schools = 78; 72 of the 78 Schools will receive a school report (92.8%)
- Administered to Teachers and Students (Grades 4 – 12)  
Overall Response Rates  
Average:  
Teachers 76%  
Students 68%
- \*Six (6) Schools Will Not Receive Reports Due to Insufficient Response Rates
- Group Reports Are Available for Each of the Zones across MPS



# 5Essentials Overall Performance by School

## 2014 MPS

5 Schools – Not Yet Organized  
 20 Schools – Partially Organized  
 9 Schools – Moderately Organized  
 24 Schools – Organized  
 14 Schools – Well Organized

N = 78 Overall with 72 Schools  
 Receiving Reports





# 5Essentials

## MPS 5E School Distribution for 2014

Essential/Category	Very Weak	Weak	Neutral	Strong	Very Strong
Ambitious Instruction	0%	6%	23%	48%	23%
Supportive Environment	0%	5%	32%	42%	22%
Involved Families	14%	24%	24%	32%	6%
Effective Leaders	14%	33%	41%	8%	5%
Collaborative Teachers	8%	21%	42%	17%	2%

- ✓ Over 70% of MPS Schools were Strong/Very Strong on Ambitious Instruction
- ✓ Over 60% of MPS Schools were Strong/Very Strong on Supportive Environment
- ✓ Involved Families Split with 38% = Weak/Very Weak 38% = Strong/Very Strong
- ✓ 41% were Neutral on Effective Leaders with 47% = Weak/Very Weak
- ✓ 42% were Neutral on Collaborative Teachers with 30% = Weak/Very Weak

# 5Essentials

## MPS Key Findings 2014

- First district-wide survey administration in MPS produced school reports for 72 of the 78 MPS schools. 5 of the 6 schools that didn't qualify for a report did not meet the 8 valid respondents rule.
- Response rates were strong across the MPS Schools for the first district-wide survey administration.
  - > 76% of Teachers Responding
  - > 68% of Students Responding
- Overall results indicate strengths in the Essentials including Ambitious Instruction and Supportive Environment.
- Overall results indicate weaknesses in the Essentials including Effective Leaders and Collaborative Teachers.

# 5Essentials **Timeline for Survey Data Release**

- **Survey Administration Window**

*October 13 – November 7, 2014*

- **Survey Scoring Window**

*November 10 – December 19, 2014*

- **Survey Release Date**

*Week of January 12, 2015*

*(Survey Results Released to Superintendents and Principals)*

# Fall 2014 Pilot Response Rates

DISTRICT	TEACHERS	STUDENTS
Madison (N = 2 schools – EL/MS and HS Only)	Average = 72.7% Range = 54.6% - 90.8%	Average = 76.8 Range = 69.6% - 84.0%
Polk (N = 1 school – Middle School Only)	Average = 68.3% Range = Only 1 School	Average = 77.2% Range = Only 1 School
Taylor (N = 2 schools – Elementary Schools Only)	Average = 90.6% Range = 86.0% - 95.2%	Average = NA Range = NA
Seminole (N= 7 – EL/MS/HS)	Average = 82.6% Range = 61.0% - 96.1%	Average = 62.1% Range = 53.3% - 74.6%

# Thoughts from Pilot Leaders

*“There is a strong connection between the 5Essentials Action Planning process and our “PD to Practice” framework.”*

*“We should consider adding select of the 5Essentials items as indicators on our school improvement documents.”*

*“Using 5Essentials indicators can help principals and schools create more intentionality around the “If-then” statements.”*

*“Fidelity is critical and 5Essentials will help to support fidelity across schools and districts.”*

*Thank you*



Vision: To become the nation's leader in developing successful students

Mission: To provide an education that enables each student to excel as a successful and responsible citizen

## The Office of School Improvement

Purpose: To provide immediate assistance for schools in order to build capacity and strengthen systems that support student achievement.

- The school improvement process is embedded within and throughout the district
- Immediate support through problem solving
- Identification of tiered support
- Cross-divisional collaboration and communication
- Direct access to the Superintendent and her staff



# Structure of Support



**Area Leadership Directors: One Per Area**



Team Member	Division
Principal Coach	Administration
MTSS/RtI Facilitator	Student Services
ESE Supervisor	Student Services
ELL District Resource	Student Services
Elementary Generalist	Curriculum & Instruction
Human Resources Partner	Human Resources

# Structure of Support

The Office of SI  
Director of Reform  
(Turnaround Leader)

Curriculum and Instruction

Instructional Leadership Director, Elementary

Instructional Leadership Director, Middle

Instructional Leadership Director, High

Differentiated Support Facilitators, Reading/Writing/Math/Science Supervisors

Reading/Writing/Math/Science District Resource Teachers

Reading/Writing/Math/Science District On The Ground Coaches

# Meeting Calendar

## September 2014 (Edited and Reviewed 8/29/2014)

Mon	Tue	Wed	Thu	Fri
<p><b>1</b> <i>Labor Day Holiday</i></p>	<p><b>2</b> <u>11:00 Bryan PC*(6)</u> <u>1:30 Trapnell*(6)</u></p>	<p><b>3</b> <i>HS/MS Principal Mtg.</i> <b>8:00 Jackson (6)</b> <b>11:30 Cypr. Creek*(8)</b> <b>2:00 Clair Mel*(5)</b></p>	<p><b>4</b> <b>8:00 BTW* (1)</b> <b>11:00 Just* (1)</b> <b>2:00 Dunbar* (1)</b>  <b>8:00 Sligh (7)</b> <b>10:30 VanBuren (7)</b> <b>1:30 Memorial (4)</b>  <b>10:00 East Bay (8)</b> <b>1:00 Armwood (7)</b></p>	<p><b>5</b> <b>8:00 Miles* (3)</b> <b>11:00 Mort* (3)</b> <b>2:00 Shaw* (3)</b>  <b>8:00 Leto(2)</b> <b>10:00 Chamberlain (4)</b> <b>12:30 Hillsborough (4)</b></p>
<p><b>8</b></p>	<p><b>9</b> Sch. BD. 3:00 <b>8:00 Witter* (3)</b> <b>2:00 James* (7)</b></p>	<p><b>10</b> <i>Elem. Principal Mtg.</i>  <b>8:30 Tomlin(6)</b> <b>1:30 Turkey Creek(6)</b></p>	<p><b>11</b><b>8:00 Lockhart (4)</b> <b>11:00 Edison* (4)</b> <b>2:00 Potter* (4)</b>  <b>8:00 Greco(3)</b> <b>10:30 Jennings (7)</b> <b>1:30 McLane (7)</b>  <b>8:00 Lennard (8)</b> <b>10:00 Riverview (8)</b> <b>12:30 Spoto (5)</b></p>	<p><b>12</b> <b>11:00 Oak Park* (7)</b> <b>1:30 Sheehy* (7)</b>  <b>8:30 Madison(1)</b>  <b>8:00 Middleton(4)</b> <b>10:00 King (3)</b> <b>12:30 Plant City(6)</b></p>
<p><b>15</b></p>	<p><b>16</b> <b>8:00 Gibsonton(8)</b> <b>12:00 Reddick* (8)</b>  <b>8:30 Mann (7)</b> <b>1:30 Burnett (7)</b></p>	<p><b>17</b> <i>APC Mtg. MS/HS</i> <b>8:00 Robles* (7)</b> <b>11:00 Foster (7)</b> <b>2:00 Sulp. Springs* (4)</b>  <b>8:30 Young (4)</b> <b>1:30 Buchanan (3)</b></p>	<p><b>18</b> <i>Sm Gr. Area 6</i> <b>8:00 Desoto* (1)</b> <b>11:00 West Tampa* (1)</b> <b>2:00 Kimbell* (3)</b>  <b>1:30 Memorial (4)</b>  <b>8:00 Armwood(7)</b> <b>10:00 Brandon(7)</b> <b>12:30 Eastbay(8)</b></p>	<p><b>19</b> <b>10:00 Riverhills (3)</b> <b>1:00 Temple Terrace (3)</b>  <b>8:00 Sligh (7)</b> <b>10:30 VanBuren (7)</b>  <b>8:00 Leto (2)</b> <b>10:00 Chamberlain(4)</b> <b>12:30 Hillsborough (4)</b></p>
<p><b>22</b></p>	<p><b>23</b> <b>8:30 Ippolito (5)</b> <b>12:30 Palm River (5)</b>  <b>8:30 Shields (8)</b></p>	<p><b>24</b> <i>Elem. AP Mtg.</i>  <b>8:00 Cleveland* (4)</b> <b>11:00 Forest Hills(4)</b>  <b>8:30 Dowdell(5)</b> <b>1:30 Guinta(5)</b></p>	<p><b>25</b> <b>8:30 Colson (7)</b>  <b>1:30 Pierce(2)</b>  <b>8:00 Robinson (1)</b> <b>10:00 Jefferson (1)</b> <b>12:30 Blake (1)</b></p>	<p><b>26</b> <b>8:30 McLane(7)</b> <b>11:30 Jennings(7)</b> <b>2:30 Greco(3)</b>  <b>8:00 Wharton (3)</b> <b>10:00 Freedom (3)</b> <b>12:30 Gaither (3)</b></p>
<p><b>29</b></p>	<p><b>30</b> Sch. BD. 3:00</p>			<ul style="list-style-type: none"> <li>*ERT Site</li> <li><u>Hosting site</u></li> </ul>

## Communication

- The Superintendent holds a meeting before each first principal council meeting (elementary, middle, high) with identified school principals
- The protocols of the meetings are explained
- All divisions have the Differentiated Support List of Schools to ensure immediate support
- Superintendent's staff meets every Thursday to discuss the progress of schools
- Every member of Superintendent's staff is assigned a high needs school to support in conjunction with the process

# Building Capacity through Collaboration

## School Improvement Plan

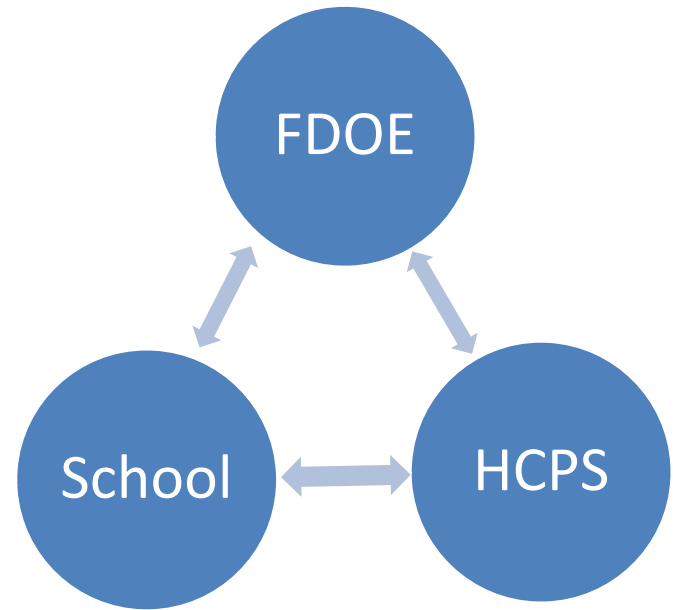
- Pilot schools
- Technical assistance
- Full implementation with support from the Region IV Team
- Feedback through each group

## School Improvement Grants

- Feedback from previous cohorts
- Technical assistance
- On-site walkthrough visits

## Large District Convening

- Problems of Practice
- Sharing of best practices
- Facilitation of flexible agenda



**Thank You!**

# Glendale Elementary School Indian River County, Florida





# Differentiated Accountability and Glendale: A Winning Team

- ▶ Building Relationships
- ▶ Standards Based Instruction
- ▶ Accountability
- ▶ Urgency and Support
- ▶ PD to practice



# Initial Instructional Review 2013-2014

For

Glendale Elementary

Adam Faust, Janai Cooper, Kim Slade, Michelle Banack, Kelly Good

10-30-2013

Florida Department of Education  
Region III Differentiated Accountability  
Dr. Ella M. Thompson  
Regional Executive Director

# Overall Summary of School

Free and Reduced lunch	78%
White	47%
Minority	53%
SWD	19%

- ❖ Glendale became a Title 1 school in 2011-2012.
- ❖ Glendale has the 21<sup>st</sup> Century DREAMS program(after school program) and partners with AmeriCorps for tutoring.
- ❖ We currently have 495 students and approximately 68 faculty and staff members. There was a new Principal for the 2013-2014 school year along with six new teachers on staff.
- ❖ There has been a definite change in the culture and the working environment is very positive.

# School-Wide Data Snapshot

2012-2013 SCHOOL GRADE			
% of Students at Proficiency in Reading	% of Students at Proficiency in Math	% of Students at Proficiency in Writing	% of Students at Proficiency in Science
46%	31%	37%	30%
% of Students making Learning Gains in Reading	% of Students making Learning Gains in Math	<b>323/F</b>	
47%	43%		
% of lowest quartile making Learning Gains in Reading	% of lowest quartile making Learning Gains in Math		
49%	51%	Total Points/Grade	

# Baseline and Mid-Year Data Reading

	Baseline	Interim	Mid-Year	Change (+/-)
Overall School				
K	54.5%	N/A	64.2%	+10.3
1	29.2%	N/A	53.3%	+34.1
2	64%	44%	58%	-6
3	60%	45%	59%	-1
4	57%	55%	62%	+5
5	59%	68%	53%	-6

# Principal's SIP Update

## Progress Monitoring of SIP Goals

- Implement Florida Standards Effectively



# Mid-Year Instructional Review 2013-2014

For

Glendale Elementary

Adam Faust, Janai Cooper, Kim Slade, Michelle Banack, Kelly Good

2-19-2014

Florida Department of Education  
Region III Differentiated Accountability  
Dr. Ella M. Thompson  
Regional Executive Director

Glendale Elementary Standards Based Instruction Look for Form

Teacher- Standards	Subject-

- Framework for instruction (30/60)
  - Explicit modeled instruction on the standard
  - Teacher Think aloud
  - Text Marking
  - Thinking maps modeled/used
  - Teacher led small groups with guided reading/math
  - Flexible groups (based on data)
  - Grade level complex text in ELA
  - Aligned with test specifications
  - Questioning
  - Student tasks/centers standards based
  - Vocabulary

Notes \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Questions to  
Ponder \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Welcome Back!**  
**Glendale is a**



**Florida A+ School!**



**Congratulations!**  
**Way to go Gators!**

- ▶ Glendale went from a school that had earned **323** points in **2013**, to **544** points in **2014**! This was an increase of 221 points, the **7<sup>th</sup> LARGEST GAIN IN THE STATE!** **A+Mazing!= Glendale!**

2012-2013		2013-2014	
School Grade- <b>C Point total = F</b>		School Grade <b>A</b>	
Points Earned	323	Points Earned	544 (+221!)
Percent MHS Reading	46%	Percent MHS Reading	57% (+11)
Percent MHS Math	31%	Percent MHS Math	49% (+18)
Percent MHS Writing	37%	Percent MHS Writing	59% (+22)
Percent PMHS Science	30%	Percent PMHS Science	39% (+9)
Percent Making Reading Gains	47%	Percent Making Reading Gains	81%(+34)
Percent Making Math Gains	43%	Percent Making Math Gains	87% (+44)
Percent of Lowest 25% Making Learning Gains in Reading	49%	Percent of Lowest 25% Making Learning Gains in Reading	86% (+37)
Percent of Lowest 25% Making Learning Gains in Math	51%	Percent of Lowest 25% Making Learning Gains in Math	86% (+35)

**Thank you**



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# Panel Discussion



# Thank you for this opportunity!

**Sam Foerster**

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