

State Board of Education Meeting Turnaround Option Plans July 21, 2016

Port St. Lucie

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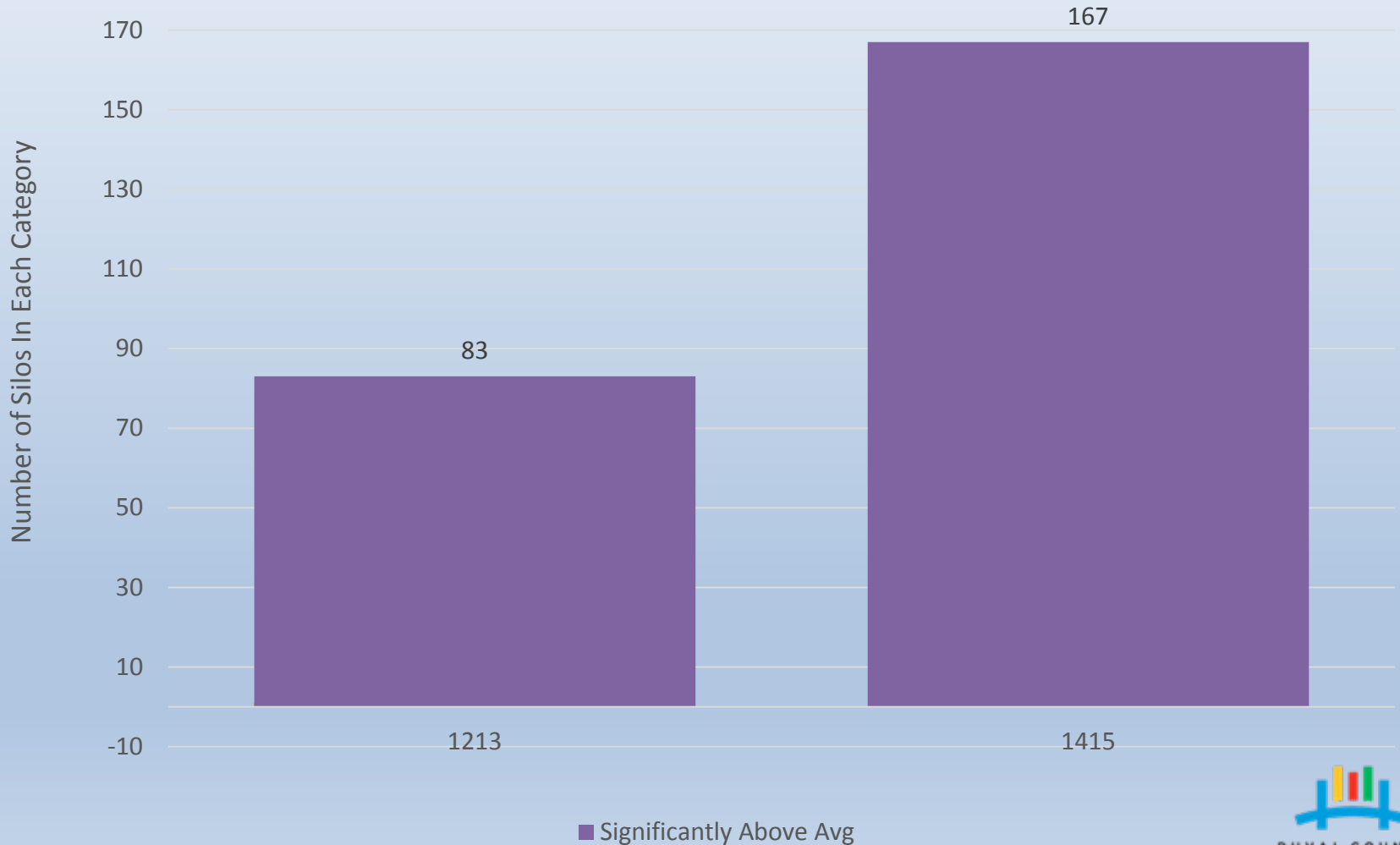
Innovative Systems and Way of Work to Turnaround Lowest Performing Schools

- Challenge the status quo, demand high expectations, transform human capital
- Shifted from only a single school approach to a feeder pattern strategy based on historic proficiency performance in reading and math. 36 schools and three feeder patterns.
- Established Duval Transformation Office (DTO) to streamline bureaucracy, enhance accountability, and align strategy and investments. Team of reformers recruited to directly support schools.
- Implemented core curriculum, K-12 diagnostic system, consistent Tier 1-3 reading and math intervention, and Problem Solving through Analysis, Coordination, and Teamwork (PACT) process with real time HR and achievement data.
- Leveraged \$40M in private and local funding with a focus on human capital development and technology through Quality Education for All (QEA) initiative

Human Capital Focus

- Established MOU with union to remove lowest performing teachers, and negotiated common planning to instantly problem-solve and improve teaching and learning.
- Offered aggressive 20K/17K incentives to highest performing teachers based on VAM and principals to remain or transfer to lowest performing schools
- Partnered with Teach for America and also created Jacksonville Teacher Residency program to develop future STEM secondary teachers
- Developed pipeline of new leaders through the Principal Summer Academy (SPA) at Columbia University (NYC)
- Connected principals to Jacksonville's CEOs through Executive Pass Program to leverage best practices and networking

QEA Reading and Math Silo Performance



Whole Child, Technology Focus, and Parent Engagement

- Expanded music and art programming; cultural experiences
- Ensured mental health training to all employees and placed services at the school level for immediate access
- All schools offer wireless access, expanded bandwidth, and one to one student to device deployment
- Parent Academy sessions on parent empowerment and advocacy
- Introduction of state-of-the-art employee, student, and parent portal system to review real time data related to achievement, suspension, and attendance.

Performance of Lower Performing Schools

- 90% of Fs improved a letter grade
- 67% of D and F schools improved
- 75% of the original 36 DTO/QEA schools improved their school grade or maintained a C or higher over past two years
- No F schools in DTO region for 2016-17

Statewide Priority School Comparison

District	Number of Priority Schools	Number of Schools that Improved Letter Grade	Percent of Schools that Improved Letter Grade	Number of Schools that Improved to a "C"	Percent of Schools that Improved to a "C"
ALACHUA	1	0	0%	0	0%
BAY	2	1	50%	0	0%
BROWARD	9	7	78%	1	11%
DUVAL	11	10	91%	6	55%
HILLSBOROUGH	7	1	14%	1	14%
JEFFERSON	2	1	50%	0	0%
LEE	2	1	50%	1	50%
MANATEE	2	1	50%	0	0%
MIAMI-DADE	5	2	50%	1	25%
ORANGE	3	1	33%	1	33%
PALM BEACH	3	3	100%	3	100%
PASCO	1	0	0%	0	0%
PINELLAS	8	5	63%	3	38%
POLK	5	2	40%	0	0%
ST. LUCIE	3	1	33%	1	33%

National Assessment of Educational Progress (NAEP) Reading

4th Grade Reading

- 4th among 21 districts
- 4th in African-American performance and above both large city public schools and national public average
- 2nd in Hispanic performance and above both large city public schools and national public average
- 2nd in Students with Disabilities and above both large city public schools and national public average
- Performance is above both the national public and large city public school average

8th Grade Reading

- 2nd among 21 districts
- 1st in African American performance and above the large city public schools and national public average
- 2nd in Hispanic performance above both the large city public schools and national public average
- 2nd in Students with Disabilities performance and above both the large city public schools and national public averages at
- Performance was equivalent to the national public average and above large city public average

National Assessment of Educational Progress (NAEP) Mathematics

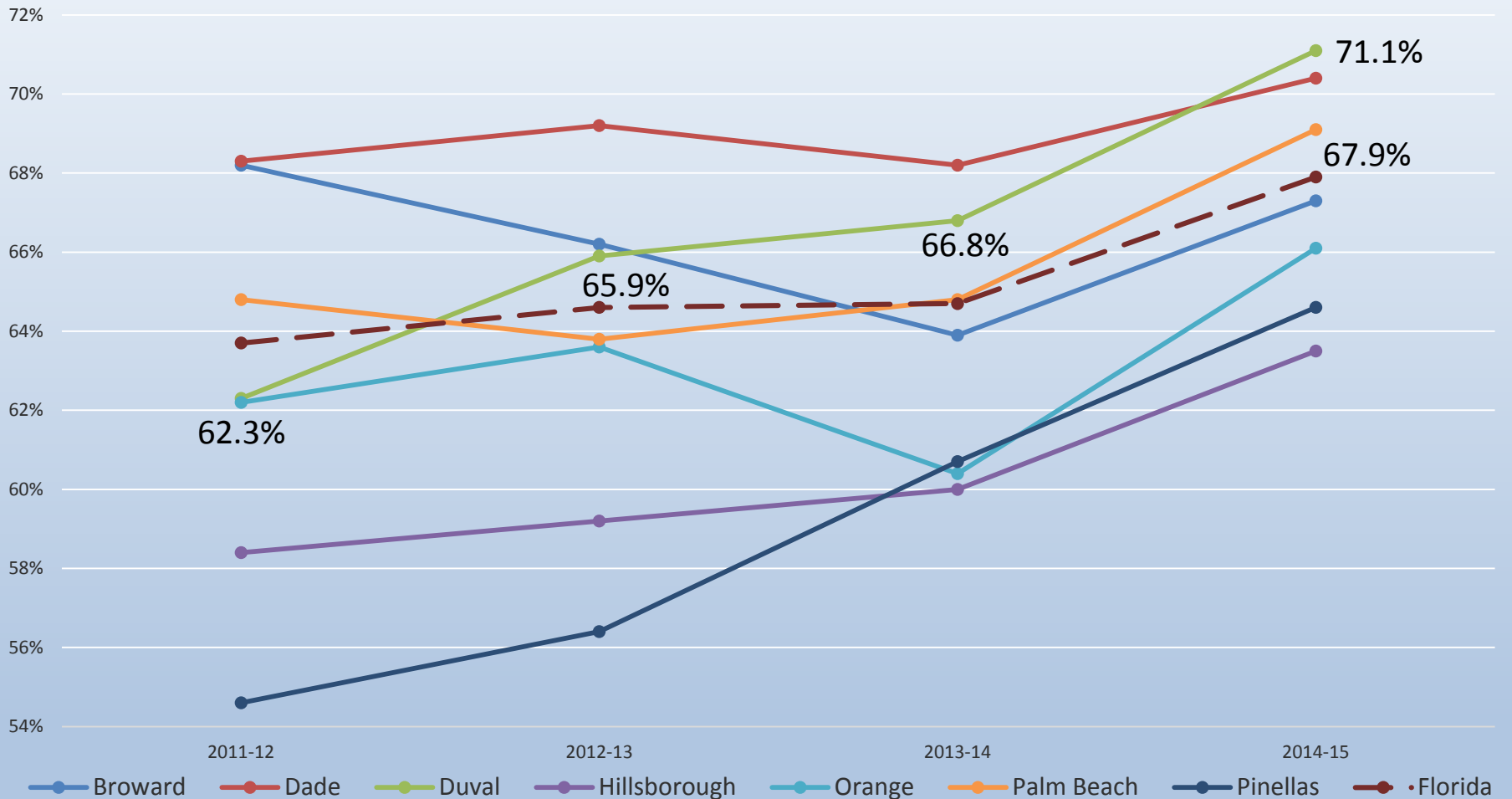
4th Grade Mathematics

- 4th among 21 districts
- 3rd in African-American performance and above both large city public schools and national public average
- 3rd in Hispanic performance and above both large city public schools and national public average
- 1st in Students with Disabilities performance and above both large city public schools and national public average
- Performance is above both the national public and large city public schools average

8th Grade Mathematics

- 7th among 21 districts
- 4th in African American performance and above both the large city public schools and the national public average
- 1st in Students with Disabilities performance and above both the large city public schools and national public average
- Performance above the large city school average

AFRICAN AMERICAN GRADUATION RATE



Butler Middle School

- Engaged community and parents to close and convert the school to a single gender middle school in 2014-15. School Board approved the change.
- Parents provided school choice fairs and opportunity to select a new school. Community meetings occurred, letters sent home with options.
- Single gender school received a new school number. School achieved a “C” in 2015-16.
- Students who attended the new school outperformed those who did not in the aggregate. Student roster provided to FDOE.

Hybrid Model Middle Schools

- Ribault, Northwestern, and Gilbert Middle Schools
- Each school demonstrating progress on school grades
- DTO system proven effective as structure of support for DMT
- Surgical personnel changes at principal, AP, coach, and teacher level for 2016-17
- New curriculum to be implemented next year in core reading and math (Expeditionary Learning and Eureka)
- Remaining gap and challenge for accelerated improvement is deeper understanding of the standards and need for stronger curriculum
- External partner, TNTP, to provide professional development and direct support on standards, new curriculum, and school based leadership problem solving in these areas

Oak Hill Elementary

- Engaged the community and parents to close and convert the school to an Autism Lab School. School Board approved the change. FDOE provided a new school number.
- All parents provided school choice fairs and opportunity to select new school. Community meetings occurred, letters sent home with school options.
- No students from previous school will attend the new school and it will not generate a school grade.
- District will provide student roster of student performance who left the school throughout the school year to the FDOE.

Hyde Grove Elementary

- School does not fit in one of the turnaround boxes for 2016-17
- Engaged the community and parents to close and convert the school to an Early Learning Center. School Board approved the change. School will not generate a school grade.
- Early Learning Center will provide Head Start, 3 year old intervention to 2nd grade. New curriculum, faculty, principal, and reading interventionist at each K-2 level. Behavior interventionist, parent liaison, and full art integration. Opportunity to develop model early learning approach to narrow the achievement gap before 3rd grade in high poverty area.
- Parents provided school choice fairs and opportunity to select new school. Community meetings occurred, letters sent home with school options.
- District will provide student roster of student performance who left the school throughout the school year to FDOE.