



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



**TOP-2**



## **Turnaround Option Plan—Step 2(TOP-2)** **External Operator (EO)**

**Hillsborough County Public Schools**  
**Folsom Elementary**

Form Number TOP-2, EO, incorporated in Rule 6A-1.099811, F.A.C., effective December 19, 2019

**Turnaround Option Plan—Step 2 (TOP-2)  
External Operator**

*Due: October 1 for Cycle 1 or January 31 for Cycle 2-4*

**Purpose**

The purpose of this document is to guide districts to develop a plan for implementation of the turnaround option External Operator (EO). The district shall provide the Department with this plan for approval by the State Board of Education (SBE).

**Directions**

Districts shall complete this Step 2 form for each school for which the district is selecting EO. This completed form must be signed by the superintendent or authorized representative and emailed to [BSI@fldoe.org](mailto:BSI@fldoe.org) no later than October 1 if Cycle 1 or January 31 if Cycle 2-4. The subject line of the email must include district name, school name and TOP-2 (EO).

**School**

In the box below, identify the name and MSID number of the school that will be supported through EO.

School Name/ MSID Number
Folsom Elementary/ 291471

**EO Assurances**

The district must agree to ALL of the following assurances by checking the boxes below.

**Assurance 1: Selecting a Successful EO**

- The district shall select an EO that has a record of school improvement in turning around schools that are high-poverty and low-performing with students of similar demographics.

**Description of how the district will address Assurance 1: Selecting a Successful EO**

We are selecting Hillsborough County Schools Succeed, LLC (HCSS), also known as MGT, to serve as our EO for Folsom Elementary. MGT has a proven track record of working with schools in Florida to increase their school grade to a C through instructional support and professional development (Madison and Hamilton Counties) and through External Operator services in DeSoto County. During the first year of partnership in Desoto, Nocatee Elementary received a “C” school grade for the first time in years. In addition to making their school grade, the school made a true turnaround. The teachers increased their ability to use data to inform instruction, developed collaboration skills and learned two new curriculums that were highly challenging. This school year 2019-20 the school was poised to make a high C grade. MGT’s work in turnaround is rooted in schools with similar demographics as those in Hillsborough and their work has been high quality with the schools they are supporting in the district this year. They are

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currently having great success in four of our other schools. Of the four schools the team is currently working with, two were solidly on the trajectory to make a solid C, one was very close to making the C (up from an F) and one was predicted to make a high D. The principals at last two schools were both reassigned at the end of the 2019-20 school year. The MGT team comes to Hillsborough with a proven track record of turnaround both in Florida and across the United States.

### Assurance 2: Selecting Leadership

☒ The district and the EO shall ensure the incoming principal and school leadership team have a successful record in leading turnaround schools and the qualifications to support the population being served. The district and the EO shall complete a Principal Change Verification Form when there is a proposed principal change at the school no later than 10 days prior to the proposed principal hire date.

### Description of how the district will address Assurance 2: Selecting Leadership

The current principal and administrative team were having success with turning the school around. Folsom was making the necessary changes to improve academic achievement in their school, but were unable to see the benefits of their hard work due to the unexpected closure of the schools in Florida. In reviewing the most recent iReady data for Folsom Elementary, it shows strong growth of the students.

In looking at the iReady Mathematics diagnostic results for all students in the school, in the fall there were 4% at Tier 1, 73% at Tier 2, and 23% at Tier 3. When the students were assessed again in the spring, there were 15% Tier 1, 71% Tier 2, and 13% Tier 3. All of the grades showed positive changes from fall to spring. Kindergarten went from 10% being on grade level or above in mathematics to 35%, 1<sup>st</sup> grade showed an increase of 9% in Tier 1 and a 6% decrease of student in Tier 3, 2<sup>nd</sup> grade went from 36% being at Tier 3 to 12%, 3<sup>rd</sup> grade went from 0% of students in Tier 1 to 11% and from 31% being at a Tier 3 to 15%, 4<sup>th</sup> grade increased Tier 1 by 9% and decreased Tier 3 by 3%, and 5<sup>th</sup> grade increased Tier 1 by 8% and decreased Tier 3 by 11%.

In reviewing the iReady Reading diagnostic, the fall assessment for all students it indicated that 6% were in Tier 1, 69% were in Tier 2, and 25% were in Tier 3. The spring reading diagnostic showed that there was a positive change in Tier 1 and Tier 3. The diagnostic shows that in the spring the students were assessed at 19% Tier 1, 69% Tier 2, and 15% Tier 3. There were significant changes seen at all grade levels. The positive changes are as follows: Kindergarten saw a 21% increase in students at a Tier 1, 1<sup>st</sup> grade saw a 16% increase in students at a Tier 1, 2<sup>nd</sup> grade saw an 8 % increase in students at a Tier 1 while a decrease of 13% in students at a Tier 3, 3<sup>rd</sup> grade saw a 16% increase in students at Tier 1 and a decrease of 10% in the students at Tier 3, 4<sup>th</sup> grade saw a 7% increase in students at a Tier 1 and a decrease of 8% of the students in Tier 3, and 5<sup>th</sup> grade saw a 10% increase in students at Tier 3 and a decrease of 26% of the students in Tier 3.

Along with the positive impact on learning, the school has had a decrease in the number of discipline referrals written for student behavior. Under the current principal, the referrals have decreased over the past three years from 124 in 2017-2018 to 40 in 2019-2020.

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The principal and administrative team will remain in place for the 2020-2021 school year to continue their strategies to enhance the learning of students. MGT Turnaround Specialists will work directly with the principal and leadership team by providing training, coaching, and feedback to further enhance their performance at the school. The MGT team works hand in hand with the school leadership to determine and implement the strategies necessary to increase student achievement. Onsite coaching includes joint walkthroughs, identification of needs at the school, grade level and individual teacher level and accountability to ensure the goals are accomplished. Each month the school leader and the Turnaround specialist review their progress with the MGT project manager and district supervisor.

### Assurance 3: Selecting Instructional Staff

- The district and the EO shall ensure that teachers rated as Unsatisfactory and Needs Improvement based on the three-year aggregated state Value-added Model (VAM) rating and on the district's approved evaluation system, pursuant to section 1012.34, F.S., shall not be staffed at the school.
- If the district establishes a district-managed charter school, the district shall ensure all instructional personnel are not employees of the school district, but are employees of an independent governing board composed of members who did not participate in the review or approval of the charter.

### Description of how the district will address Assurance 3: Selecting Instructional Staff

The district and EO will ensure Folsom Elementary is fully staffed prior to the start of the 2020-2021 school year with all teachers rated effective or highly effective on state VAM (for tested grades) or district VAM for non-tested grades. We will continue with the district Spark incentive to support recruitment and retention efforts. MGT will review all staffing plans with district personnel to ensure the school is correctly staffed.

### Assurance 4: Contracting with the EO

- The district shall enter into an annual contract with an EO to operate the school following established district policies and procedures. To ensure the district is well positioned in contract negotiations with an EO the following must be addressed in the contract:
  1. Performance indicators to demonstrate that during the term of the contract there will be quantifiable evidence of improvement showing that the school is on track to earn at least a "C" grade within two years and that ties payment to such improvement;
  2. The district's authority to terminate or non-renew the contract for a second year should the EO fail to meet the performance indicators or fail to meet its contractual obligations;
  3. Services and responsibilities in leadership and instructional staffing, curriculum and

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- instruction, assessments, progress monitoring and professional development;
4. The EO's role in recruitment, selection and placement of instructional personnel and the school leadership team;
  5. Where the district has an existing contract with the EO, a detailed provision outlining the new or modified services to be provided by the EO; and
  6. A detailed budget with conditions of payment based on performance indicators, including a deferred payment of the final installment of 33% of the contracted amount until delivery of agreed upon improvement and outcomes. The contract must include a provision where the final 33% of the contract value may not be paid until and unless the EO demonstrates that the school has achieved at least a "C" grade or that the school has improved by at least four school grade percentage points overall.

### **Description of how the district will address Assurance 4: Contracting with the EO**

The district will continue our work with MGT, as we have seen quality support this year in the school's they are assigned. We will ensure that all items included in the six assurances are covered in the contract which will go to the Board in June 2020. These assurances were included in their current contracts with four of our schools. MGT will submit a monthly progress report to the district detailing the work being done and the progress of the school. Responses to each specific requirement for contracting with an EO include:

**1. Performance Indicators** - Performance indicators that will be used during the course of the contract to demonstrate evidence of improvement will be monthly data analysis demonstrating areas of growth, progress toward proficiency, areas in need of revised support and the plan to address any concerns. Another indicator will be the analysis of data from the district form 1 and form 2 assessments. Additionally, data from school based and curriculum-based assessments will be used to demonstrate school progress toward earning the 'C' grade or above within two years. The principal and the MGT team collaborate to develop a quarterly presentation for the Transformation Assistant Superintendent and the MGT project manager to demonstrate school progress using quantifiable data as noted above.

**2. Contract Termination** – The existing contract is for one year with optional renewal years. Each renewal is based upon performance. In addition, the contract may be terminated for convenience with thirty days' notice and may be terminated for cause within 60 days of notice of material breach. Material breach includes failure to carry out responsibilities under this contract.

**3. Services Provided** - MGT has teams of specialists assigned to the Hillsborough schools. The team is comprised of a Turnaround Specialist (TS), a reading coach and a math coach. This team is assigned two schools and each member provides 80 days of support to each school. The following is an overview of the support:

Turnaround Specialist (TS): The TS is the lead for the MGT team and works directly with the principal and school leadership team. The TS works with the school to plan the school year, ensure all initiatives and strategies are aligned to the school goals and ensures plans are implemented. The TS collaborates with the school on the SIP, analysis of data, planning and delivery of professional development, onboarding of staffing, coaching administrators, implementation of PBS initiatives and monitoring instruction. Each month the TS and the school administrators review the needs of each grade level and break down needs by students, Teachers, grade levels and whole school. The TS also meets regularly

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with the MGT coaches to ensure alignment of services. At school start up the schools are provided with a year-at-a-glance that details the key areas of focus through the year, the role of the school, the MGT TS and the MGT coaches.

MGT Coaches: The MGT coaches provide one to one coaching to the school level coaches and the district coaches. The MGT coaches will actively participate in the teacher collaboration meetings to plan instruction, provide grade specific professional development, disaggregate data and make instructional decisions with teachers. Using data from walkthroughs conducted with the MGT team, the school leadership team and the individual coaches, the MGT coaches design, plan and deliver professional develop. They also work with identified teachers to plan, coteach and model lessons.

**4. EO Role in Recruitment, Selection and Placement of Personnel** - MGT works with the school and district leadership to ensure the school instructional personnel and leadership team have the best possible talent. The MGT project manager collaborates with the Transformation Office for administrative placement, and the school specific MGT team works with the school through the vetting progress and onboarding of school staff. The principal reviews all staffing decisions with the MGT team, including state VAM scores.

**5. Existing Contract Changes or Modifications** – The existing contract between MGT and HCPS was signed and executed in August of 2019. Amendments added in June of 2020, included the following modifications:

- the addition of four new schools (Folsom, Foster, McDonald, and Oak Park elementary schools)
- a “reset” of the original four schools (James, Kimbell, and Robles elementary schools, and Sulphur Springs K-8 Community School) to Year One for the 2020-21 School Year, with optional renewals for two additional years, to address the interruptions and conditions related to the COVID-19 pandemic
- a clause indicating a refund will be due to HCPS for any missed days of service (calculated quarterly and refundable at the amount of \$1800/day per day of coaching service not provided, and \$2500/day per day of school transformation director not provided)
- a revised invoicing schedule to sync the two cohorts of schools for the 2020-21 School Year.

There were no changes to the level of services provided and outlined above in Assurances 1, 3, and 4.

**6. Budget, Payments, and Conditions** – The contract submitted by MGT will include a scope of work with a detailed budget for services, as well as language that will address the deferred payment based on performance indicators.


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**Acknowledgement**

Check the box that applies to the district selection of EO.

For Cycle 1, the district acknowledges that the plan and the final EO contract is due to the Department by October 1.

For Cycle 2-4, the district acknowledges that the plan and proposed EO contract are due to the Department by January 31 and the final EO contract is due to the Department by May 1.

<b>Name and title of person responsible for completing and submission of the TOP-2</b>
Dr. Whitnee Shaffer
<b>Contact information: email, phone number</b>
whitnee.shaffer@sdhc.k12.fl.us, 813-273-7191
<b>Date submitted to the Bureau of School Improvement</b>
6/25/2020
<b>Superintendent Signature (or authorized representative)</b>
 SHAYUA MCRAE