

STATE BOARD OF EDUCATION

Action Item

July 18, 2018

SUBJECT: Review of Turnaround Option Plan for School District of Putnam County

PROPOSED BOARD ACTION

Consideration of Turnaround Option Plan for Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1008.33, Florida Statutes

EXECUTIVE SUMMARY

Putnam has one school that requires a new turnaround plan:

- William D. Moseley Elementary School

Supporting Documentation Included: Turnaround Option Plan for William D. Moseley Elementary School and District response letter. Contract with External Operator (under separate cover)

Invited Presenters: Rick Surrency, Superintendent, Putnam County Public Schools; Jane Crawford, School Board Chair; Hershel Lyons, Chancellor, K-12 Public Schools; and Wayne Green, Lead Regional Executive Director, Bureau of School Improvement



Turnaround Option Plan – Phase 2

Putnam County Public Schools

William D. Moseley Elementary School

This form, to be used by districts for implementation in 2018-19, satisfies the requirements of Form TOP-2, which is incorporated by reference in Rule 6A-1.099811, F.A.C. (2014).

William D. Moseley Elementary School 54 0351

External Operator

Part I: Needs Assessment

Item 1: Description of the needs assessment methodology and summary of the results.

Needs Assessment Methodology and Planning

District and school leaders work collaboratively using both qualitative and quantitative data when determining areas of strength and opportunities for growth at each school in the district. On June 14, 2017, school and district leaders came together to review end of year state, district, and school level data, excluding official school grades. The agenda for the meeting included reviewing the district's strategic plan performance targets, our graduation initiative, attendance data, 5Essentials data, and expectations for school improvement planning and target setting. The qualitative data our district uses for needs assessment is perception data from students and teachers gathered through the 5Essentials Survey. Quantitative data points include school grade components, chronic absenteeism rates, suspension rates, number of behavior referrals, graduation rates, and grade-level progress monitoring data from i-Ready and Performance Matters.

As school leadership teams develop their school improvement plans and targets, district staff provide support and tools for planning purposes. School grade goal setting spreadsheets are provided with historical data so school teams can analyze trends and ensure they are setting rigorous targets for each school grade component. School leaders have access to interactive school grade monitoring spreadsheets throughout the school year to support constant monitoring of growth and adjust strategies as necessary.

During the 2016-17 school year, the district implemented a progress monitoring structure called District-Admin Data Conversations. At strategic points during the year, principals prepare and present school and student level data presentations to their colleagues and district leadership. Academic progress monitoring data, behavior referrals, attendance, and graduation cohort status are examples of data included in the presentations. This progress monitoring structure was continued for the 2017-18 school year as well.

During 2017-18, the principal of William D. Moseley Elementary School participated in District-Admin Data Conversations on November 1, 2017 and February 1, 2018. As part of our established mid-year review process, principals work with district and school staff members to calculate projected school grades based on their mid-year data analysis. These projections are compared with the school grade component targets that the school set at the beginning of the year and the district's strategic plan performance targets. Areas of strength and opportunities for growth are identified and result in mid-year adjustments based on each school's projections.

District leaders developed a new Comprehensive Needs Assessment (CNA) for school leaders to use as they plan for the 2018-19 school year. The new CNA includes a return on investment analysis of prior expenditures, data analysis including subgroup data, the identification of areas of focus, and the development of a theory of action to increase student learning. The theory of action utilizes a thorough analysis of data to identify specific needs related to student learning. This is followed by an examination of data regarding teaching practices and a reflective look at leadership practices. During the week of May 7, 2018, school leaders participated in district meetings to review and share their initial Comprehensive Needs Assessments.

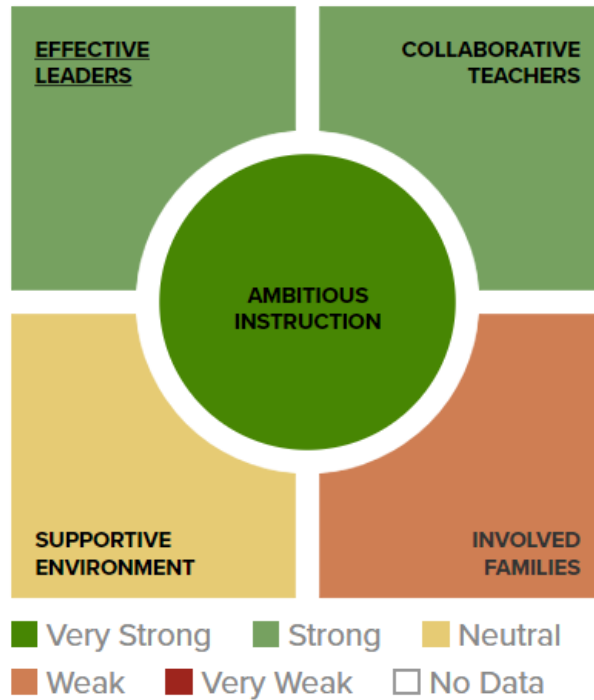
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Needs Assessment Results for William D. Moseley Elementary School

5Essentials from 2017-18

The Florida 5Essentials survey summarizes student and teacher perception data and identifies ways in which the school is organized for school improvement. The goal of district and school leaders is for each school to move toward strong and very strong organization to maximize the potential for sustainable improvement.

For 2018, William D. Moseley Elementary is **organized** for improvement.

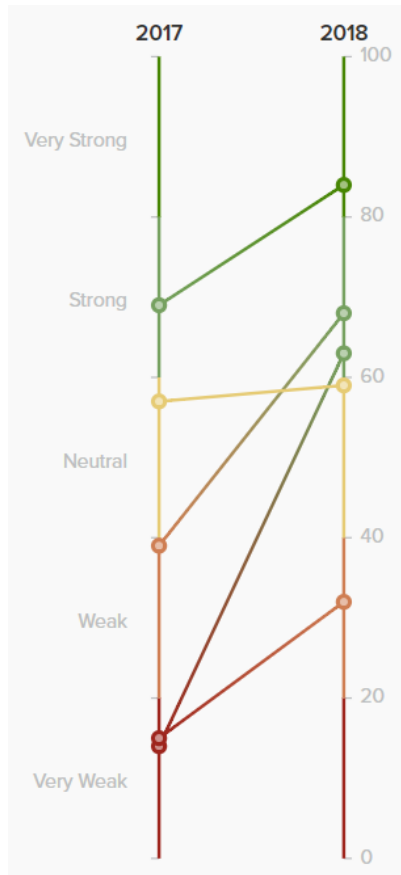


Student Response Rate	72.2%
Teacher Response Rate	86.1%

5Essentials	2016	2017	2018
Ambitious Instruction	Strong (77)	Strong (69)	Very Strong (84)
Effective Leaders	Neutral (43)	Weak (39)	Strong (68)
Collaborative Teachers	Weak (28)	Very Weak (14)	Strong (63)
Involved Families	Very Weak (14)	Very Weak (15)	Weak (32)
Supportive Environment	Strong (73)	Neutral (57)	Neutral (59)

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How has the 5Essentials performance at William D. Moseley Elementary changed since the last survey?



5Essentials	Change	2018 Performance
Collaborative Teachers	+ 49	Strong (63)
Effective Leaders	+ 29	Strong (68)
Involved Families	+ 17	Weak (32)
Ambitious Instruction	+ 15	Very Strong (84)
Supportive Environment	+ 2	Neutral (59)

Historical School Grade Trends

	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Total Points Earned	Total Components	Percent of Total Possible Points	Percent Tested	School Grade
2014-2015	30			36			25	91	3	30	100	F
2015-2016	24	48	57	36	56	37	21	279	7	40	99	D
2016-2017	18	37	39	28	28	22	24	196	7	28	100	F

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2016-17 and 2017-18 School Chronic Absenteeism Data

Our district defines chronic absenteeism as students with 19 or more days absent. This includes both excused and unexcused absences.

	% of students with attendance rate of 0% to 89% (19 or more days absent)	% of students with attendance rate of 90% to 95% (9 to 18 days absent)	% of students with attendance rate of 96% to 100% (0 to 8 days absent)	% of students meeting attendance rate threshold of 90%
	Off-Track	At-Risk	On-Track	
2016-17 End of Year Data	23%	25%	52%	77%
2017-18 Data as of January 9, 2018	21%	21%	58%	79%
2017-18 Data as of March 5, 2018	19%	25%	56%	81%

2016-17 School Discipline Data

Survey 2 Entity Count	Semester 1 Number of Suspensions	Semester 1 Number of Students with 1 or More Suspensions	Semester 1 Number of Behavior Referrals including Bus Misconduct	Semester 1 Number of Students with 1 or More Behavior Referrals including Bus Misconduct
544	66	37	301	120
Survey 3 Entity Count	End of Year Number of Suspensions	End of Year Number of Students with 1 or More Suspensions	End of Year Number of Behavior Referrals including Bus Misconduct	End of Year Number of Students with 1 or More Behavior Referrals including Bus Misconduct
539	202	91	575	174

2017-18 School Discipline Mid-Year Data (As of January 9, 2018)

Survey 2 Entity Count	Semester 1 Number of Suspensions	Semester 1 Number of Students with 1 or More Suspensions	Semester 1 Number of Behavior Referrals including Bus Misconduct	Semester 1 Number of Students with 1 or More Behavior Referrals including Bus Misconduct
509	41	30	116	64

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2016-17 i-Ready Data by Grade Level

Reading	Diagnostic 1 Percent On or Above Grade Level	Diagnostic 2 Percent On or Above Grade Level	Diagnostic 3 Percent On or Above Grade Level	Growth in Percent of Students On or Above Grade Level
Kindergarten	19%	54%	84%	65%
Grade 1	4%	20%	54%	50%
Grade 2	14%	24%	38%	24%
Grade 3	18%	42%	44%	26%
Grade 4	4%	12%	17%	13%
Grade 5	7%	18%	18%	11%

Mathematics	Diagnostic 1 Percent On or Above Grade Level	Diagnostic 2 Percent On or Above Grade Level	Diagnostic 3 Percent On or Above Grade Level	Growth in Percent of Students On or Above Grade Level
Kindergarten	13%	40%	78%	65%
Grade 1	8%	11%	37%	29%
Grade 2	12%	18%	32%	20%
Grade 3	14%	26%	40%	26%
Grade 4	21%	33%	51%	30%
Grade 5	26%	24%	28%	2%

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2017-18 i-Ready Data by Grade Level (incomplete)

Reading	Diagnostic 1 Percent On or Above Grade Level	Diagnostic 2 Percent On or Above Grade Level	Diagnostic 3 Percent On or Above Grade Level	Growth in Percent of Students On or Above Grade Level
Kindergarten	7%	43%		
Grade 1	10%	32%		
Grade 2	11%	25%		
Grade 3	27%	44%		
Grade 4	9%	18%		
Grade 5	9%	17%		

Mathematics	Diagnostic 1 Percent On or Above Grade Level	Diagnostic 2 Percent On or Above Grade Level	Diagnostic 3 Percent On or Above Grade Level	Growth in Percent of Students On or Above Grade Level
Kindergarten	14%	40%		
Grade 1	3%	22%		
Grade 2	4%	15%		
Grade 3	11%	28%		
Grade 4	22%	34%		
Grade 5	20%	39%		

Summary of the Needs Assessment Results

Based on our Needs Assessment Results after Phase 2, Year 1 (2016-17) of TOP implementation at William D. Moseley Elementary, district leadership made the following changes for Year 2 (2017-18):

- 1) Replacement of the principal, assistant principal, and reading coach
- 2) Implementation of a partnership with Learning Sciences International (LSI) to develop Moseley Elementary as a Demonstration School for Rigor
- 3) Implementation of Advancement Via Individual Determination (AVID) strategies and structures with a college and career readiness theme
- 4) Utilization of SIG3 funds to provide three days of Early Return professional development for all teachers prior to the 2017-18 school year and new Eureka Math curriculum resources
- 5) Restructured district and school support framework

The Needs Assessment Results for Phase 2, Year 2 (2017-18) are incomplete as we are waiting for end-of-year i-Ready results, FSA scores, Semester 2 attendance and discipline data, and an official 2018 school grade. An analysis of the 5Essentials data demonstrates that the current leadership team and improvement strategies at the school are having a positive impact on teacher and student perceptions. This is the first year

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Moseley Elementary has been identified as *organized for improvement* on the 5Essentials survey. Additionally, the school’s mid-year data, walkthrough data, and data from our partnership with Learning Sciences International, all point to improvements in standards-based instruction and student performance.

On March 27, 2018, our Superintendent presented a request to the State Board of Education for an additional year of district-managed turnaround at William D. Moseley Elementary. The request was denied. As a result, our district is prepared to enter into an external operator contract with Learning Sciences International in the event that Moseley Elementary does not earn a 2018 school grade of “C” or higher.

Item 2: Rationale for the turnaround option(s) selected.

The Community Assessment Team (CAT) at William D. Moseley Elementary School has been involved in the development of the TOP Phase 2 plan throughout the 2017-18 school year. The CAT met on October 5, 2017 and again on October 17, 2017 to review school performance data, discuss causes for low performance, and make recommendations regarding the TOP options available for Moseley Elementary. The CAT unanimously voted to select the External Operator (EO) option during their October 17, 2017 meeting.

The rationale behind this decision included the desire to keep Moseley Elementary a neighborhood public school with district employees and leaders. There was a strong recommendation from the CAT to select an option that would allow for some consistency in staff and leaders as the new principal at Moseley Elementary has led a successful effort to build positive school to community relationships since being assigned as principal in July 2017. Of the three available turnaround options, the CAT felt the External Operator option would be the least disruptive for families and students who currently attend Moseley Elementary.

Part II: Implementation Plan

A. Areas of Assurance

Item 3: Description of how the district will address the Areas of Assurance required by the selected turnaround option(s), as acknowledged in Phase 1.

Assurance 1: Contracting with External Organization

Background

If William D. Moseley Elementary School fails to improve to a school grade of “C” or higher in 2018, then the Putnam County School District (PCSD) intends to enter into a contract with Learning Sciences International, LLC (LSI) as External Operator (EO). We believe that LSI’s proven school turnaround supports will make it possible for Moseley Elementary to attain high levels of rigor and student engagement, making the school a center of innovative and advanced learning for students throughout the district.

LSI has been our partner in turnaround at Moseley Elementary since August 2017, providing instructional audits, professional development, training, and support services. LSI is under an annually renewable contract approved by the School Board of Putnam County.

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Since the inception of this partnership, LSI's work with Moseley Elementary has visibly improved the quality of instructional leadership, teaching, and learning. Based on the quality of LSI's services, and their track record with high-needs schools in other Florida districts, we requested LSI's assistance in accelerating the trajectory of improvement of Moseley Elementary as an EO.

Primary Responsibilities

As External Operator, LSI will have primary responsibility for all school academic programs; oversight, selection, placement, coaching, evaluation, assignment of responsibilities and re-assignment of school leadership and instructional personnel; professional development; identification, training and coaching of professional learning community leaders, student academic assessment, and implementation of curriculum and instructional materials.

Collective Bargaining Contract Provisions

Per HB 7069, William D. Moseley Elementary is a school in Educational Emergency. As such, the School Board of Putnam County has negotiated a special MOU with the Putnam Federation of Teachers/United to free the school from contract provisions that limit the school's ability to implement programs and strategies needed to improve student performance. These include the selection, placement, and expectations of instructional personnel that are assigned to the school. Additionally, the principal of the school is granted autonomy as described in section 1012.28(8), F.S.

School Instructional Staffing

The goal of an EO under Florida Statute is to return an improved and healthy school back to full district control. Attracting and retaining high quality teachers is paramount to the success of William D. Moseley Elementary. Therefore, LSI has specified that the school staff and faculty will remain employees of PCSD, and continue in its human resource systems for pay, retirement, and other benefits.

PCSD will give the External Operator priority in selecting new hires and administrators for the school. The district will ensure that staffing of the school is consistent with staffing allocations for all other district schools of comparable size. This will include one assistant principal, and school-based, qualified, full time support staff based on the district's formula given the size of the student population and faculty. All newly hired school staff will be selected through an interview protocol set by the External Operator. Additionally, LSI may use an interview protocol to make decisions about grade level placement for current teachers assigned to the school. In the event that an individual is not the best fit for the school as determined by External Operator, the district will immediately reassign that individual.

Teachers will not be assigned to William D. Moseley Elementary unless they are effective or highly effective instructors pursuant to the district's evaluation system.

LSI agrees to utilize the district's current state approved evaluation system (Marzano-iObservation) for walkthroughs, informals, and formals. As EO, LSI has authority to input walkthrough and informal ratings within iObservation and will collaborate with the school principal and assistant principal to complete formal observations.

All teachers will be required to attend professional development prior to the start of each school year, as well as professional development throughout the school year.

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School Leader

As External Operator, LSI will directly supervise the school leader and will have full authority to evaluate, coach, and request reassignment of the school leader. In the event that reassignment is requested, the district and External Operator will collaborate on the selection of a new school leader.

The school leader will participate in all coaching sessions provided by LSI. Such coaching sessions will be mandatory for both the district and the EO, and the district will avoid tasking the school leader with activities that cause the leader to miss scheduled coaching sessions. The EO will ensure that all coaching sessions take place as scheduled.

In addition to the district’s regular school leader evaluation metrics, evidence of the school leader’s completion of monthly Action Board items will be used to evaluate effectiveness.

Assessments

The school will continue to use the district’s established interim/ benchmark assessments and statewide summative assessments. In addition, the school will track daily student progress toward mastery of standards-driven learning targets using External Operator’s Standards Tracker technology tool. Data collection through Standards Tracker will be used to develop correlations between daily formative tracking and interim/ benchmark and summative assessments, and improve teacher accuracy in assessing student evidence of learning progress.

Operational Linkage between PCSD and LSI

The Executive Action Team (EAT) will provide operational linkage of LSI and PCSD. The EAT will be composed of the Superintendent and/or Assistant Superintendent for Curriculum and Instruction, Director of Human Resources, Director of School Improvement, LSI leadership coach, and EO project lead. During each monthly meeting of the EAT, LSI will report progress, metrics, communication, and coordination on behalf of the EO school. Any contractual issues will be resolved in good faith at these meetings keeping the best interest of the students at Moseley Elementary at the forefront of all discussions.

Turnaround Treatment

LSI’s Schools for Rigor model meets the requirements for evidence-based interventions according to section 8101(21) (A) of the Every Student Succeeds Act (ESSA), having produced promising evidence of significantly improved student achievement from a well-designed and well-implemented correlational study with statistical controls for selection bias. LSI will improve the school in terms of student performance on FSA and school grade while implementing next generation instructional systems. These systems will build the capacity of the school to sustain and continue improvement in preparation for returning the school to district control as stipulated in the contract.

The goal of this model is to reach beyond school improvement and attain transformation of the school into a scalable model of rigorous instruction and student engagement, providing a data-driven roadmap designed to empower district leaders and teachers.

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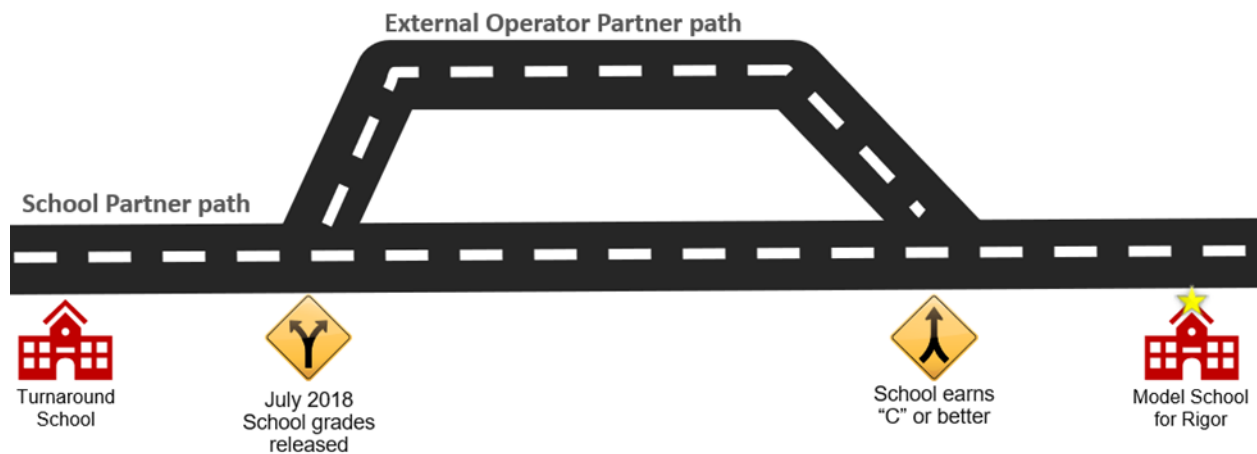
The model aligns curriculum, culture, and instructional systems to attain and sustain high levels of performance through:

- Strong instructional leaders who recognize and support rigorous teaching and learning
- Expert teacher leaders who coach and guide peers to instructional expertise
- Skillful teachers who guide and inspire students to high academic performance
- Engaged students who self-regulate, collaborate, and think creatively with challenging academic content
- Informed and involved families and community members who take pride in the school as an example of world-class education

LSI's Schools for Rigor services will provide:

- All PD for administrators, coaches, PLC leaders, and teachers
- Coaching for principal and administrators, teacher leaders (coaches and PLC leaders), and teachers
- Tracker data systems and instructional tools
- Implementation of next generation systems to reinvent schools in a replicable, scalable model
- Model curriculum for new pedagogy utilizing open resources

The diagram below depicts the pathway for turnaround schools to become high-performing, model Schools for Rigor:



2017-2018 School Year

August 2017– June 2018: LSI implemented Year 1 of a Schools for Rigor treatment as a partner with the Putnam County School District.

July 2018: The FLDOE will announce school grades. If William D. Moseley Elementary does not attain a school grade of “C” or higher, LSI will assume control of leadership, staffing, curriculum, instructional systems, and other functional areas as outlined in the EO contract. If Moseley Elementary attains a grade of “C” or higher, LSI will continue a significantly enhanced treatment as a partner to build school capacity toward becoming a Model School for Rigor.

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2018-2019 School Year

August 2018 – June 2019: LSI will implement Year 2 of an enhanced Schools for Rigor treatment. If required, LSI will implement additional services and gain authority over school operations as outlined in the EO contract.

July 2019: Once the FLDOE has announced school grades, at the district’s request LSI will revert its contractual services from EO to school partner if Moseley Elementary attains a 2019 grade of “C” or higher. LSI will continue the Schools for Rigor treatment to ensure school capacity to sustain growth.

Research, Data Sharing, and Intellectual Property

All student data for William D. Moseley Elementary School will be reported to LSI. LSI will report to the district all student data that LSI collects that is not on district systems. LSI will conduct research in the school including verification that the new systems are having positive effects. Reports containing confidential student data will be deidentified to protect student privacy and will be published as part of the process to report research findings. These reports may be shared in journals, presentations, or through websites in coordination with PCSD. PCSD will ensure that parents and guardians receive and sign appropriate documentation concerning data usage and research.

All LSI intellectual property (IP) will remain the sole property of LSI. Any IP resulting from research conducted at the EO school remains the property of LSI.

Communications and Publicity

William D. Moseley Elementary will have a communications plan with stakeholders including the community the school serves. The school will function as a demonstration School for Rigor once it has made suitable improvement progress. After progress is verified, LSI, PCSD, and Moseley Elementary leaders will agree on a visitation process that showcases the school without negatively affecting learning or operations. Both PCSD and LSI may initiate visitation in coordination with school leadership. Any visitation or publicity (e.g. news releases, articles) will be jointly coordinated and co-branded between PCSD and LSI.

Assurance 2: Selecting a Successful Organization

LSI was approved by the Florida Department of Education as an EO for the Pinellas County Schools 2016-2017 Turnaround Option Plan. One of the three schools served in the Pinellas TOP, Bear Creek Elementary School, received LSI’s significantly enhanced treatment as a School for Rigor and acted as a control school with full LSI treatment compared to the other schools. The remaining two schools received different supports through the district’s School Transformation Office with limited LSI support. Bear Creek increased its school grade from D to A. The grades of the two schools that received different supports, Azalea Middle School and Fairmount Park Elementary School, dropped from D to F.

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Results of LSI’s Schools for Rigor full treatment in Florida turnaround schools are shown in the chart below:

District	School	2015	2016	2017	Change
Palm Beach	Belle Glades ES	F	C		↑
Palm Beach	Canal Point ES	F	C		↑
Palm Beach	Glade View ES	D	C		↑
Palm Beach	Glades Central HS	C	C		→
Palm Beach	Gove ES	D	D		→
Palm Beach	Lake Shore MS	F	C		↑
Palm Beach	Pahokee ES	D	C		↑
Palm Beach	Pahokee MS/HS	C	C		→
Palm Beach	Pioneer Park ES	D	C		↑
Palm Beach	Rosenwald ES	D	B		↑
Pasco	Gulfside ES		D	C	↑
Pinellas	Bear Creek ES	D	C	A	↑
Seminole	Idyllwilde ES		D	D	→
Seminole	Midway ES		D	C	↑
Seminole	Pine Crest ES		F	D	↑

The demographics of students in the treatment schools are shown in the chart below:

District	School	Percent of Minority Students	Percent of Economically Disadvantaged Students
Palm Beach	Belle Glades ES	96.2	96.4
Palm Beach	Canal Point ES	96.0	98.9
Palm Beach	Glade View ES	99.7	97.2
Palm Beach	Glades Central HS	98.2	94.6
Palm Beach	Gove ES	96.4	97.2
Palm Beach	Lake Shore MS	99.2	96.6
Palm Beach	Pahokee ES	97.6	97.2
Palm Beach	Pahokee MS/HS	98.7	95.2

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Palm Beach	Pioneer Park ES	99.4	99.7
Palm Beach	Rosenwald ES	99.0	98.6
Pasco	Gulfside ES	41.9	87.7
Pinellas	Bear Creek ES	61.2	100
Putnam	Moseley ES	83.3	100
Seminole	Idyllwilde ES	81.7	83.9
Seminole	Midway ES	84.2	84.8
Seminole	Pine Crest ES	72.0	92.4

Based on this evidence, PCSD believes that LSI’s Schools for Rigor and significantly enhanced treatment as EO or school partner is likely to rapidly improve the quality of teaching and learning at William D. Moseley Elementary, placing the school on a sustainable trajectory toward attainment of model school status.

Assurance 3: Instructional Staff

District leadership will work with the EO to ensure all teachers at William D. Moseley Elementary School are effective or highly effective instructors, as defined in the district’s approved evaluation system, pursuant to section 1012.34, F. S. In addition, district staff will collaborate with the EO to ensure any new hires or transfers are also effective or highly effective instructors.

B. Areas of Focus

Item 4: Area(s) of Focus selected by the district based upon the school’s needs assessment.

- 1. Assessments
- 2. Instructional Programs
- 3. Differentiated Instruction
- 4. School Leadership
- 5. Increased Learning Time

Item 5: Summary of the strategies the district will implement to reduce or eliminate internal systemic barriers and address the needs of the school, including a description of how the district will address the selected Area(s) of Focus.

The Putnam County School District is committed to collaborating with Learning Sciences International (LSI) as either a partner or EO to develop William D. Moseley Elementary School into a sustainable, model school of rigor. PCSD will work to reduce or eliminate internal systemic barriers so that the EO can address the areas of focus identified in Item 4.

The authority and approach to the areas of focus including assessments, instructional programs, and school leadership are outlined in Assurance 1: Contracting with External Organization.