

TURNAROUND OPTION PLAN FOR
DESOTO COUNTY SCHOOLS
EXTERNAL OPERATOR SERVICES
NOCATEE ELEMENTARY SCHOOL



...to help America's public schools achieve excellence and equity for all students.

Our Mission



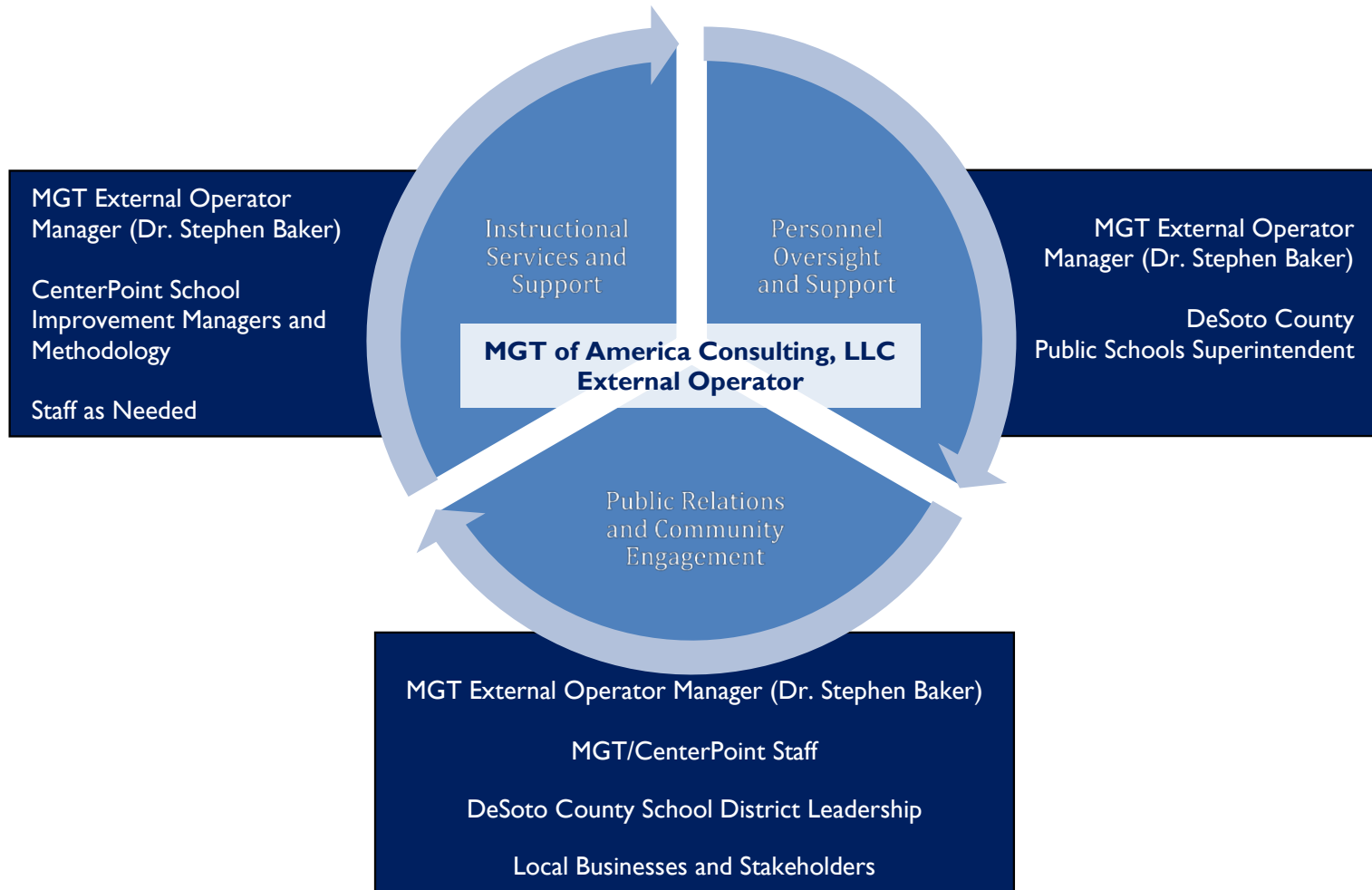
NOCATEE ELEMENTARY SCHOOL EXECUTION OF EXTERNAL OPERATOR OPTION

This presentation addresses the following requirements:

- 1) *The incoming principal and school leadership team have a successful record in leading turnaround schools and the qualifications to support the population being served.*
- 2) *No teachers will remain at NES that have less than an “Effective” or “Highly Effective” state Value-Added Model rating.*
- 3) *Roster Verification.*
- 4) *Clear delineation of each team member’s role and deliverables.*

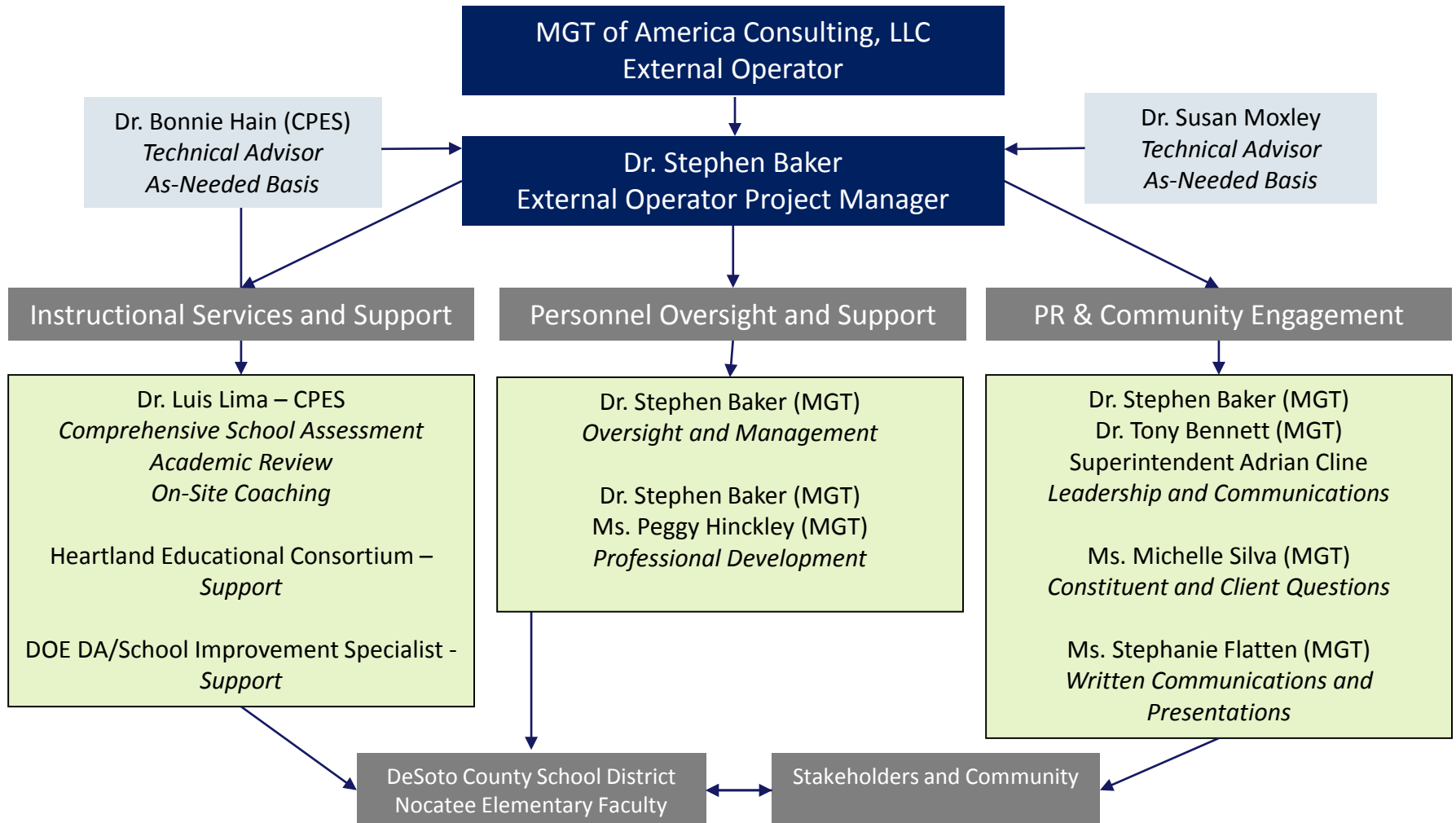


EXTERNAL OPERATOR MODEL



EXTERNAL OPERATOR ROLES AND CONTROLS

An Experienced Team Prepared for Success



EXTERNAL OPERATOR SERVICES

- ♦ **Dr. Stephen Baker**, External Operator Project Director, on-site two to three days a week. Responsible for all personnel decisions, professional development, community engagement, as well as the fidelity of execution of all CenterPoint services.
- ♦ **Ms. Peggy Hinckley** to assist **Dr. Baker** with professional development (8-Step Process)
- ♦ **Dr. Luis Lima**, CenterPoint Education Technical Support, full participant in planning all instructional and academic support services
- ♦ **Dr. Luis Lima** to provide on-site instructional support to work with existing coaches one to three days a month as needed.
- ♦ Regularly scheduled meetings with MGT's Education Transformation practice leader, **Dr. Tony Bennett**.
- ♦ **MGT** will hold four community engagement and stakeholder support sessions to be scheduled throughout the school year. (First Meeting August 9th from 5:00 PM to 7:00 PM in English and Spanish)
- ♦ **Dr. Tony Bennett, Ms. Stephanie Flatten, and Ms. Michelle Silva** will all be present at the community engagement meetings to make presentations and update the community on the EO's plans and progress.
- ♦ **Ms. Stephanie Flatten** will assist the district with any other written communications required as the result of the EO services throughout the school year.
- ♦ As MGT's Florida client representative, **Ms. Michelle Silva** will call on the District staff regularly to ensure services meet or exceed expectations.
- ♦ CPES Chief of Academics and District Services, **Dr. Bonnie Hain**, is available to Dr. Baker and Dr. Lima at all times for Instructional Services and Support Technical Advisor.
- ♦ **Dr. Susan Moxley** is available to Dr. Baker and MGT for as-needed advisory services.
- ♦ To meet the goal of full-time on-site coaching, **Dr. Stephen Baker** and **Ms. Carrie Fuller** will develop a schedule that coordinates the on-site coaching hours available through CenterPoint, the hours allocated to NES by the District, and the services from the Heartland Education Consortium. Dr. Baker himself will also be available on-site to supplement any gaps that may occur.



CLASSROOM SUPPORTS DETAIL

The full spectrum of **CenterPoint Education Solutions** resources and tools including:

- ◆ Comprehensive School Assessment (See Following Slide)
 - ◆ Identifies specific areas of improvement in academic programming (curriculum, instruction, and assessment practices) and coherence of implementation
 - ◆ Informs the design of specific professional learning sessions (on-site and virtual)
 - ◆ Targets specific progress monitoring variables critical for the achievement of all students
- ◆ Academic Review
 - ◆ Conducted in advance of the Comprehensive School Assessment, the Academic Review focuses on student achievement (from publicly available assessment data), district-wide and school-specific demographics, budgets, course descriptions, placement and intervention policies, and school district's mission and vision statements and serves as a starting point for the Comprehensive School Assessment
- ◆ On-site coaching:
 - 12 full days from lead coach addressing specific needs in the areas of academic programming, coherence of implementation, and assessment data use to promote the achievement of all learners
 - 4 half days from ELA expert providing specific strategies and research-based practices to advance faculty effectiveness with academic programming and interventions to promote the achievement of all learners
 - 4 half days from Mathematics expert providing specific strategies and research-based practices to advance faculty effectiveness with academic programming and interventions to promote the achievement of all learners
 - 4 half days from other specialists as needed (e.g. Social Studies, Science, ELL, Special Education, School Leadership, etc.)
 - 4 half days from PBIS expert to support the effective implementation of strategies that promote and sustain a healthy school culture
- ◆ Weekly virtual meetings
 - 36 hours with school/district leadership provides “just-in-time” support to address the immediate needs of this stakeholder group regarding progress monitoring, strategic planning, and problem solving applicable to the effective implementation of the turn-around plan
 - 36 hours with content experts provides relevant and applicable support to help educators use research-based practices and build effective feedback cycles for student growth and achievement.
- ◆ Development of content and other resources:
 - Curriculum resource to supplement published curricular materials due to gaps in rigor or alignment to standards, including sample model units/lessons for facilitation with school staff for “translating” curriculum with blended learning models
 - Scheduling resources, such as professional learning communities and collaborative planning, to maximize instructional effectiveness and student supports
 - Assessment Materials/Resources such as fully aligned progress monitoring assessment tools that match the rigor of the state summative assessments – which allows for more efficient identification of students who need tiered supports

EXTERNAL OPERATOR SERVICE SCHEDULE

FIRST 90 DAYS

July 6th Principal Interviews District Admin Offices (7:45 Am – 5:00 PM)

July 9th – Informal Kick Off (MGT Project Manager Dr. Stephen Baker, and MGT Director Stephanie Flatten. From DeSoto we had Superintendent Cline; Carrie Fuller (Director of Instructional Services); Kristie Joens (Assistant Director of Instructional Services, AVID District Director); and Raymond Klejmont (Human Resources Director).
MGT and CPES at Administrative Offices)

July 18th – DOE Presentation

August 1st - 1:00 PM Carrie Fuller Meeting with Lucinda Thompson, State's District Accountability Lead (Call in participants include Dr. Baker, Dr. Lima, and Ms. Stephanie Flatten)

August 7th – Teachers First Day

9:00 AM – MGT brief presentation to teachers

10:00 AM – Official Project Kickoff (Attendants required: Dr. Baker, Dr. Luis, Mr. Andrews, Dr. Bennett, Ms. Silva, Ms. Flatten)

August 9th – Parent's Open House (5:00 – 7:00 PM) (Dr. Baker; Dr. Bennett, Ms. Silva, Ms. Flatten)

5:30 (10 Minute MGT Presentation, Question and Answers (English and Spanish)

6:30 (repeat same presentation as above)

August 10th - 10:00 AM – Superintendent's District Breakfast (Dr. Baker)

August 13th – Students first day

August 15th – DOE Presentation

September 5th thru 7th (3 Day Assessment September 4th thru the 7th (Dr. Baker, CPES Team)

Sept. 5 (WED) - 11:15am to Noon – CPE Team arrival and set up

Noon to 2:30pm – Classroom observations

2:40pm to 3:40pm – Teacher Focus Group

Sept. 6 (THU) - 7:30am to 11:30 – Classroom Observations

11:30am to 12:30pm – Data Concatenation (working lunch)

12:30pm to 1:30pm – Additional Observations

1:30pm to 2:30om – Student Focus Group

Sept. 7 (FRI) - 7:30am to 11:30am – Preliminary findings and recommendations

11:30am – CPE Team departure

Sept. 12 (WED) -8:00am to noon – CPE, MGT, and Nocatee review full report with findings and recommendations

Week of Sept. 19 - CPE issues follow up report(s)

Sept 21st – DOE DA Review

RECORD OF TURNAROUND SUCCESS

Nocatee Elementary External Operator -MGT of America Consulting, LLC

Name/Location	Methods	Metric (2016/2017)	Metric (2017/2018)
Madison County Central School (Florida)	MGT – 8 Steps (EO Agreement for 2018-2019)	School Grade D	C (EO not needed)
Hamilton County High School (Florida)	MGT – 8 Steps (EO Agreement for 2018-2019)	D	C (EO not needed)
Hamilton County Elementary School (Florida)	MGT – 8 Steps (EO Agreement for 2018-2019)	D	C (EO not needed)
Gary Community School Corporation (Indiana)	MGT Emergency Manager (Including Oversight of All Functions within District) 8 Steps	GCSC Condition 08/01/2017 28 abandoned schools 10 schools open but all unfit for inhabitation No school registration No teacher assignments No class schedules No employee roster	Stabilized District Opened Schools MGT has met everyone of the state’s goals for Year 1 of this project. Structured Deficit Reduction Plan Long-Range Facilities Plan Increased Enrollment



RECORD OF TURNAROUND SUCCESS

Nocatee Elementary External Operator -MGT of America Consulting, LLC

Data Below is MGT's Peggy Hinckley 8-Step Work in Indiana

8-Step Process work started after spring 2011 assessments (Impact results highlighted)

High Schools	Poverty	Enrollment	Spring 2010	Spring 2011	Spring 2012
Elkhart Central High School	61%	1,800	F	C	B
Elkhart Memorial High School	58%	1,800	F	C	C
Middle Schools	Poverty	Enrollment	Spring 2010	Spring 2011	Spring 2012
Elkhart North Side	68%	675	D	F	A
New Castle	58%	600	D	D	B
Elementary Schools	Poverty	Enrollment	Spring 2010	Spring 2011	Spring 2012
Dickinson Fine Arts	77%	560	F	F	A
Alexander Hamilton	81%	250	A	D	B
North Side	59%	380	C	C	A
Grissom	93%	300	A	C	A
Montpelier	61%	250	F	C	A
James Garfield	89%	450	D	C	B
Robert Frost	82%	360	F	F	B
Valley Grove	78%	550	B	C	B
Benjamin Harrison	93%	485	C	C	B
Woodland	88%	440	C	C	A
Cleveland	61%	680	C	C	A
Pinewood	57%	700	C	C	A
Alexandria Monroe Intermediate	58%	500	C	C	A



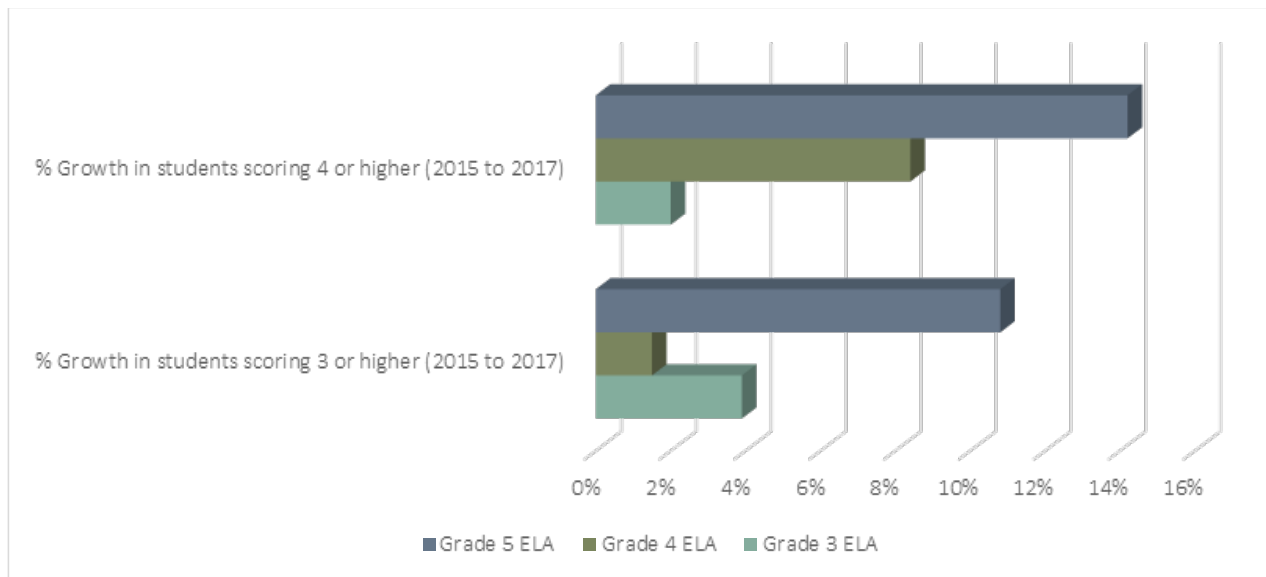
RECORD OF TURNAROUND SUCCESS

Nocatee Elementary Technical Assistance – CenterPoint Education Solutions, LLC

Worcester County Public Schools (WCPS), Maryland

The CenterPoint team started partnered with the WCPS in the 2014-15 school year to provide professional development, primarily focused on supporting district educators with professional learning in literacy. Over the three years of our partnership with Worcester County, students in grades 3-5 have shown significant improvements in performance on the state summative assessments. Specifically, the county saw significant increases from 2015 to 2017 in the percentage of students who scored at a 3 or higher on the PARCC ELA/literacy assessments and in the percentage of students who scored at a 4 or higher. **As shown in Figure 5 below, grade 5 students had particularly large gains from 2015 to 2017: the percentage of students scoring 3 or higher grew by 14%, and the percentage scoring 4 or higher grew by 11%.**

Figure 5: Summative Assessment Score Growth in Worcester County Public Schools (MD), 2015-2017



RECORD OF TURNAROUND SUCCESS

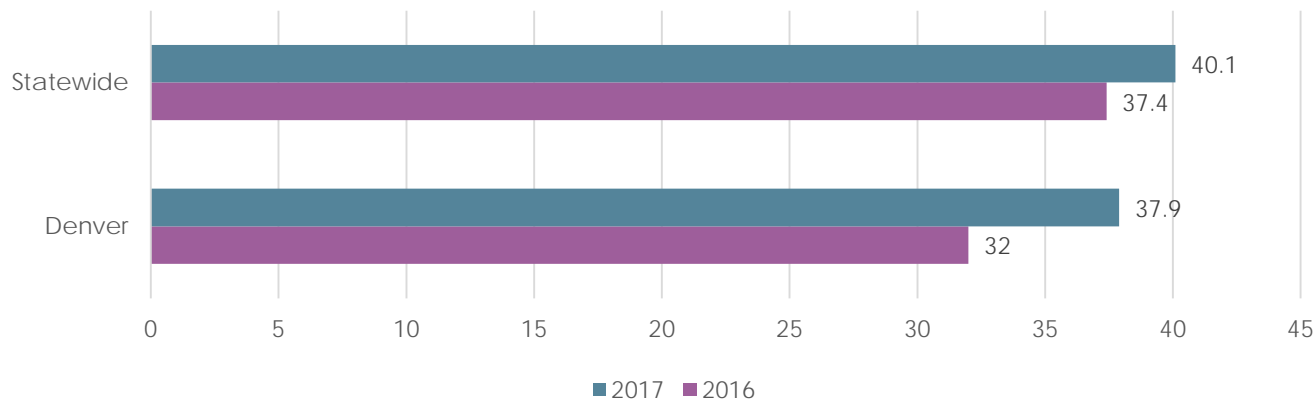
Nocatee Elementary Technical Assistance – CenterPoint Education Solutions, LLC

Denver Public Schools, Colorado

In 2016, the CenterPoint team launched a three-year partnership with Denver Public Schools to implement the “[Foundations of Early Literacy](#).” The district’s goal was to increase third grade reading achievement such that 80% of their third-grade students demonstrated on-track performances on their state summative assessment. In year one, the CenterPoint team began with a needs assessment for literacy learning and use of data to drive instruction. Following the needs assessment and based on the results, we collaborated with Denver leaders to design grade-level and language-specific trainings for the district’s 2,500+ Pre-K to grade 3 teachers and leaders.

After the first year of the partnership, third grade reading scores in the 2016-17 school year increased six percentage points (18% growth) from the prior year, with significant increases for ELL and students with identified student needs. According to news coverage, Denver Public Schools Superintendent Tom Boasberg said: “We’ve never had growth like that in third-grade reading,” and he attributed the historic gains to DPS’s “focus on early literacy, and its monetary investment in new curriculum and more training for early childhood teachers and paraprofessionals.”

Percentage of Students Meeting or Exceeding Expectations in Grade 3 English Language Arts/Literacy



RECORD OF TURNAROUND SUCCESS

Nocatee Leadership – Jermaine L. Andrews, Principal

Previous School/Title (District)	Starting Metric	Ending Metric
West Elementary/Assistant Principal (DeSoto)	Low D Overall School Grade 32 points	Strong C Overall School Grade 45 points
West Elementary/Assistant Principal (DeSoto)	<u>2017</u> 34% ELA proficiency 44% ELA Learning Gains 44% ELA Lowest 25% LG	<u>2018</u> 42% ELA proficiency (+8%) 50% ELA Learning Gains (+6%) 54% ELA Lowest 25% LG (+10%)
West Elementary/Assistant Principal (DeSoto)	<u>2017</u> 43% Math proficiency 34% Math Learning Gains 31% Math Lowest 25% LG	<u>2018</u> 46% Math proficiency (+3%) 44% Math Learning Gains (+10%) 44% Math Lowest 25% LG (+13%)
West Elementary/Assistant Principal (DeSoto)	<u>2017</u> 19% Science proficiency	<u>2018</u> 36% Science proficiency (+17%)



RECORD OF TURNAROUND SUCCESS

Nocatee Leadership – Victoria Meredith, Assistant Principal*

Previous School Title/District	Starting Metric	Ending Metric
District Academic Coach (DeSoto)	<u>2017 DeSoto High School</u> 26% Math proficiency 32% Math Learning Gains 31% Math Lowest 25% LG	<u>2018 DeSoto High School</u> 34% Math proficiency (+8%) 44% Math Learning Gains (+12%) 36% Math Lowest 25% LG (+5%)
District Academic Coach (DeSoto)	<u>2017 Nocatee Elementary</u> 37% ELA Learning Gains 37% ELA Lowest 25% LG	<u>2018 Nocatee Elementary</u> 42% ELA Learning Gains (+5%) 42% ELA Lowest 25% LG (+5%)
District Academic Coach (DeSoto)	<u>2017 DeSoto High School</u> 47% Science proficiency	<u>2018 DeSoto High School</u> 49% Science proficiency (+2%)



* In addition to the information in the table above, the improvement in the schools listed on Mr. Andrews table (preceding slide) also demonstrates Ms. Meredith's record of success. As a District Academic Coach, she worked closely with Mr. Andrews at West Elementary to achieve improvements.

NOCATEE FACULTY VALUE-ADDED MODEL SCORES

When students report to school on August 13th, Nocatee Elementary School will only have teachers who meet the criteria of “Effective” or “Highly Effective” in position that have a state Value-Added Model (VAM) score. The district uploaded their roster on Monday, August 6, 2018.

3 Year Aggregate of Effective or Highly Effective Scores	2017-2018 Year Rated as Effective or Highly Effective
7	1

Through professional development and on-site coaching delivered by Dr. Baker, Dr. Hinckley, Dr. Lima, and our support organizations such as Heartland Education Consortium, and the DOE’s Differentiated Accountability Specialist assigned to NES, MGT will not only elevate student achievement to a passing grade, but we will also realize the corresponding high-level of instructional improvement across all faculty.



RECORD OF TURNAROUND SUCCESS

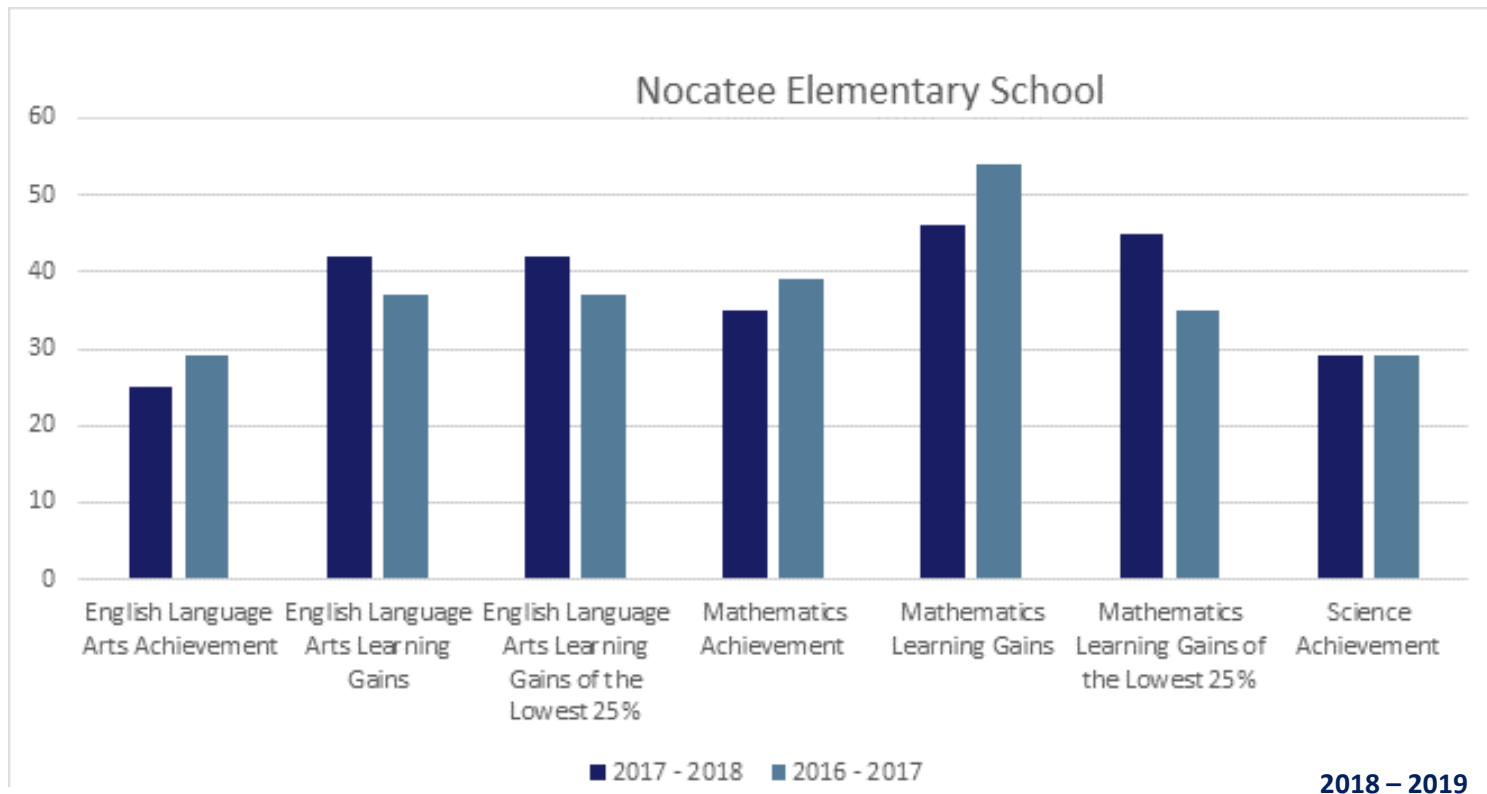
DeSoto County School District

School Name	English Language Arts Achievement	English Language Arts Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Social Studies Achievement	Middle School Achievement	Graduation Rate 2016-17	College and Career Acceleration 2016-17	Total Points Earned	Total Components	Percent of Total Possible Points	Percent Tested	Grade 2018	Grade 2017	Grade 2016	Informational Baseline Grade 2015	Grade 2014
DESOTO COUNTY HIGH SCHOOL	29	43	43	34	44	36	49	55	69	51	453	10	45	97	C	D	C	B	C
WEST ELEMENTARY SCHOOL	42	50	54	46	44	44	36				316	7	45	98	C	D	C	D	F
MEMORIAL ELEMENTARY SCHOOL	36	51	51	43	56	45	33				315	7	45	100	C	C	D	D	F
DESOTO MIDDLE SCHOOL	36	50	50	37	51	50	29	47	75		425	9	47	99	C	C	D	D	D



DESOTO'S PLAN FOR TURNAROUND SUCCESS

Nocatee Elementary School



2018 – 2019



- Journeys (Curriculum)*
- Great Minds*
- Eureka Math (K-5)*
- Wit & Wisdom (3-5th)*
- EL – Education (K-2 Phonics)*
- Professional Development*
- What Works Clearinghouse Research*

THE EXPERTS

- **National leader in Education Consulting Services**
- **More than 44 years of Proven Results**
- **Serving as Emergency Operator for the Gary Community School Corporation in Indiana, and providing School Improvement Services to both Madison and Hamilton county school districts in Florida**
- **Nationwide network of both individuals and vendors with school improvement experience and methodology.**
- **Dr. Stephen Baker, External Operator On-Site Project Manager**
 - *Facilitated, chaired or evaluated CITA accreditation of Primrose Schools, Connections Academy, Kaplan Schools, Florida Charter Schools, Mosaica Corporate Schools, Nobel Learning Communities, K-12, Inc., Princeton Review, Alternatives Unlimited, and Crème de la Crème and Ansley Preschools, 1999-2007*
 - *Association of Independent Schools of Florida (AISF) Quality School Improvement, 2010*
 - *Facilitated the development of the SACS District Accreditation Process, 2002-2005*
 - *Facilitator and assisted in writing of Breakthrough School Improvement, NSSE, 2005*
 - *The Quality School Improvement Process, Florida Trainers, 2002*
 - *Memphis, TN City Schools School Improvement Process Workshop, 2002*
 - *South Carolina School Improvement Focusing on Student Performance, 2000*
 - *Facilitator and assisted in writing of Quality School Improvement Process (QSIP), 1999*
 - *Mississippi Quality School Improvement Process Workshop, 1999*
- **Dr. Luis Lima – CPES Project Leader**
 - *30 years of experience as a teacher, instructional designer, and district leadership*
 - *Senior Advisor of Curriculum, Assessments, and Professional Learning at CenterPoint*
 - *Former Curriculum Coordinator at Baltimore City Schools and Anne Arundel County Public Schools; where he facilitated the policy work and implementation of the Common Core State Standards*

Dr. Tony Bennett

- *Former Florida Commissioner of Education*
- *Former Indiana Superintendent of Education*
- *Led the largest school turnaround initiative in state's history*
- *Former school superintendent, principal, and teacher*

Ms. Peggy Hinckley – Professional Development

- *MGT's Emergency Manager of Gary Community School Corporation*
- *Developer and Trainer of 8-Step Process (Nationally recognized professional development/turnaround methodology)*

Ms. Michelle Silva

- *Client Relations Specialist with more than 20 Years of Experience in Education*

Ms. Stephanie Flatten

- *Senior Director, Education Transformation Services*

Additional Resources Available through MGT and CenterPoint on an As-Needed Basis

Dr. Susan Moxley – Technical Advisor

- *Superintendent of Schools, Lake County Schools, 2008-2017 (In 2017, Lake County Schools had no schools on the state's lowest 300 list and no D or F rated schools)*
- *Associate Superintendent of Career and Technical Education, Orange County Schools, 2006-2008*

Dr. Bonnie Hain – Technical Advisor

- *30 years of experience as a teacher, principal, and designer of curriculum and assessments*
- *Chief of Academics and District Services at CenterPoint*
- *Former senior advisor for ELA/literacy at Achieve, Inc., during which time she facilitated decision-making and policy work to help 22 states transition to and implement the Common Core State Standards*