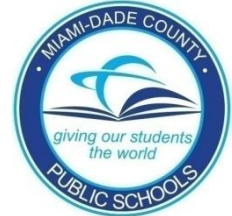


Build, Sustain, and Accelerate:
Miami-Dade County Public Schools'
Education Transformation Office
Superintendent Mr. Alberto M. Carvalho
Assistant Superintendent Dr. Nikolai P. Vitti

Duval County Public School Visit
Wednesday, March 28, 2012



Education Transformation Office



- 19 schools selected as “persistently lowest-achieving”
- 6 elementary schools; 3 middle schools; 10 high schools
- 10 turnaround model; 9 transformational model
- 14 million for each of the next three years through School Improvement Grant (SIG)
- Expanded to 26 schools in year two. 3 elementary, 4 middle schools. 6 million. 4 turnaround, 3 transformational.

Structure and Ethos of ETO

- Sustain, Build, and Accelerate improvement in struggling schools.
- Create a team of proven, experienced, and passionate urban educators and leaders to support schools and hold them accountability to higher performance. Take ownership of improvement.
- Limit operational obstacles to focus the work on teaching and learning.

Focus of Education Transformation



Improve teacher quality

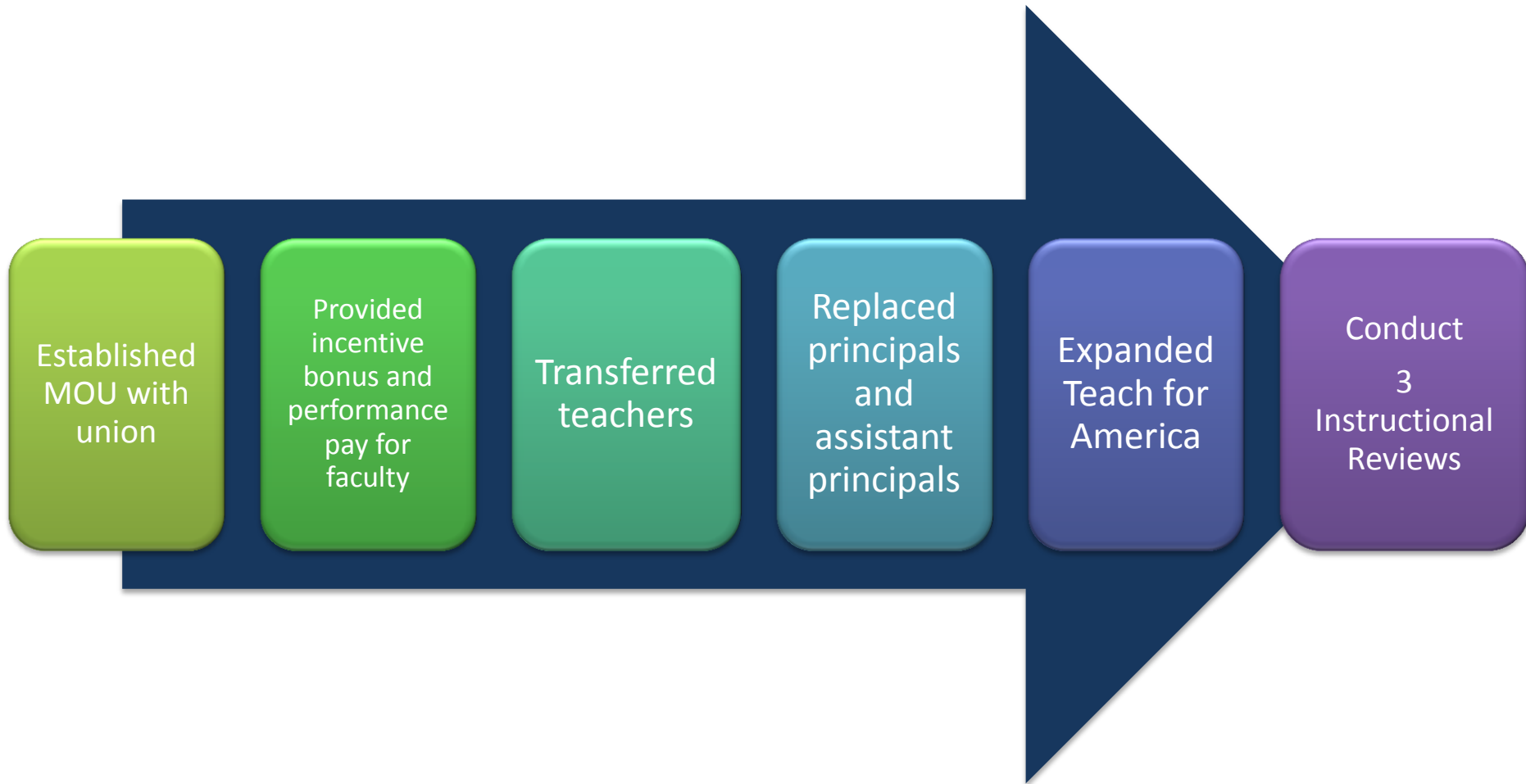
Develop instructional leaders

Expand wraparound services for students

Increase parent and community involvement



Improve Teacher Quality



Improve Teacher Quality

Develop, support, and monitor instructional coaches for reading, mathematics, and science to provide job-embedded professional development

Implement common planning, observational classes, and lesson study. Focus on instructional delivery and use of technology. Use of instructional frameworks.

First-year ETO Academy on Saturdays; Coaching Academy, Summer Teacher Academy; and networking/training throughout the year.

Phases of Support

- Review and revise School Improvement Plan (SIP)
- Analyze schools' data (School Grades and AYP)
- Develop and review Master Schedule
- Review student achievement data and make necessary personnel changes
- Provide summer professional development
- Establish academic goals

- Conduct initial Instructional Reviews (IR) at schools
- Develop targeted action plans by school
- Identify training and professional development needs
- Begin on-going Instructional Coaches Academy (iCAD)
- Review Baseline data and define Intervention/Enrichment plan
- DATACOM

Plan

Review

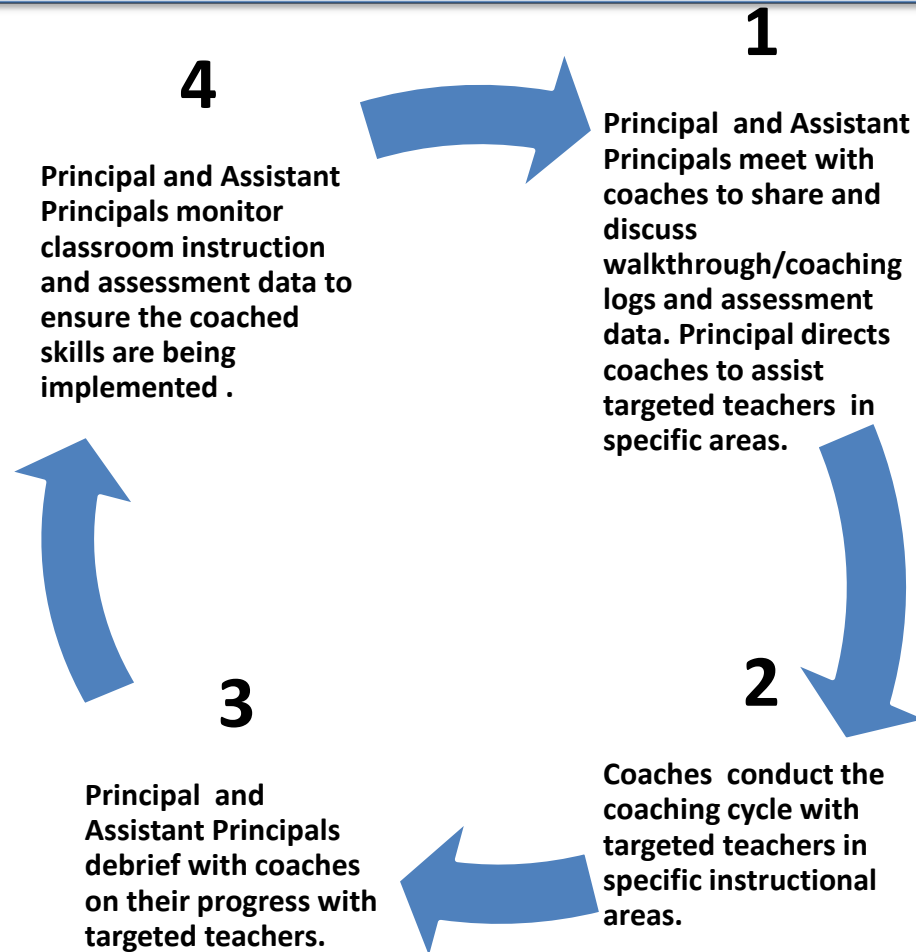
Assess

Support

- Conduct mid-year Instructional Review (IR)
- Review mid-year and monthly assessment data and modify Intervention/Enrichment Plan
- Provide direct support to schools (Leadership Teams, Coaches, and Teachers). Review status of Tiered teachers. Make necessary changes.
- Conduct end-of-year Instructional Review (IR)
- DATACOM

- Monitor and support action plans identified during Instructional Reviews (IR)
- Provide direct support to schools (Leadership Teams, Coaches, and Teachers)
- Train interventionists on ETO Intervention/Enrichment materials
- Review monthly assessment data and modify the Intervention/Enrichment Plan. Tier teachers and provide support.

Strategic Coaching Cycle



Develop Instructional Leaders

- Include assistant principals in all instructional coaches' training to build instructional capacity and ensure alignment
- Assign assistant principals to departments and grade levels
- Create network for assistant principals, and conduct peer visits to showcase and learn from best practices
- Implement internship process for future principals and assistant principals
- Conduct instructional rounds with all 26 principals throughout ETO schools with a focus on “rigor”

Expand Wraparound Services for Students

Positive Behavior Support

City Year/College Summit/Communities in Schools

Push in/Pullout Model

Freshman Experience Class and Career Academies

Expanded advanced placement, dual enrollment, and industry certification

Mentor programs

Increase Parent and Community Involvement

Creation of three parent advocacy centers

Focus on Parent Academy classes

Expansion of PTA enrollment

Community Compacts
Expand days/times for parent-teacher conferences

Visibility

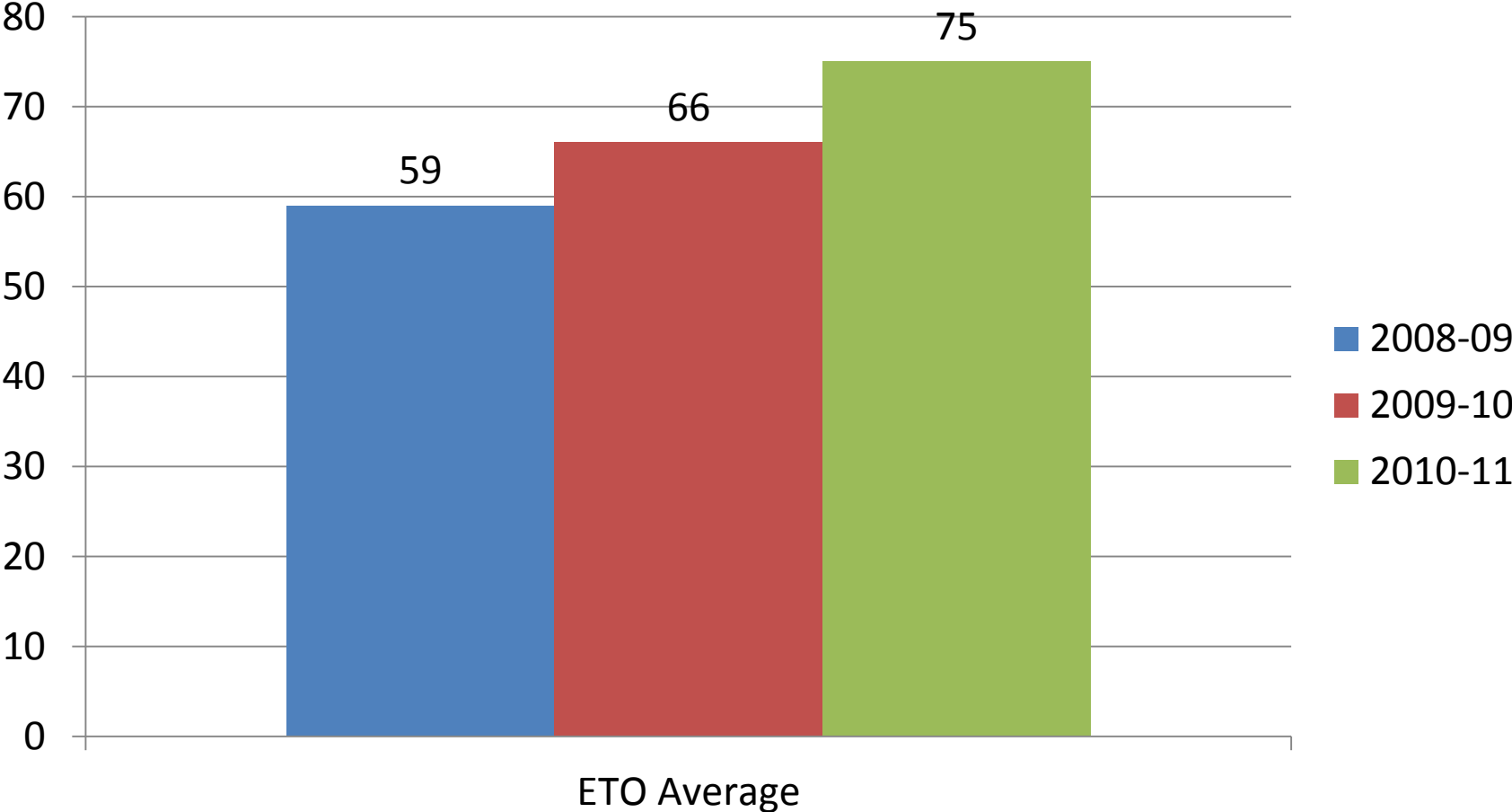
Results from 2010-2011 School Year

- Four years ago, all 19 schools were “Fs” or “Ds”
- Now, 2 “A’s”, 1 “B”, 12 “C’s”, 4 “D’s”, 0 “F’s”
- ETO highlighted by USDOE/FDOE and school districts in US and FL
- Demonstrated improvement in reading, mathematics, and science proficiency
- Increased graduation rate in 10 SIG schools by an average of 10% (average 75%)

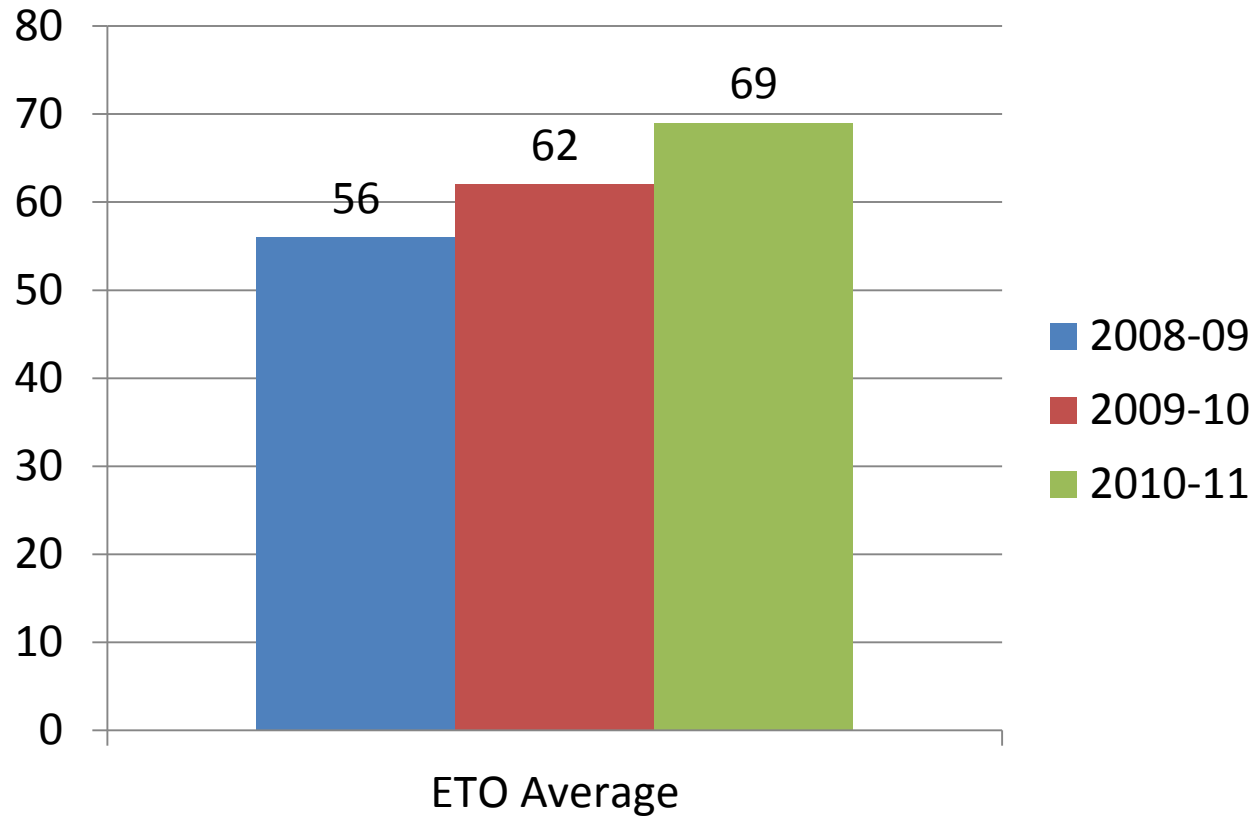
Results from 2010-2011 School Year

- Increased Participation in Advanced Placement, Dual Enrollment, and Industry Certification by 20% (31% to 51%)
- Increased Performance in these classes by 14% (43% to 57%)
- Improved “College Readiness” in Reading by 10% (62% to 72%)
- Reduced days of outdoor and indoor suspension by 4,200 days

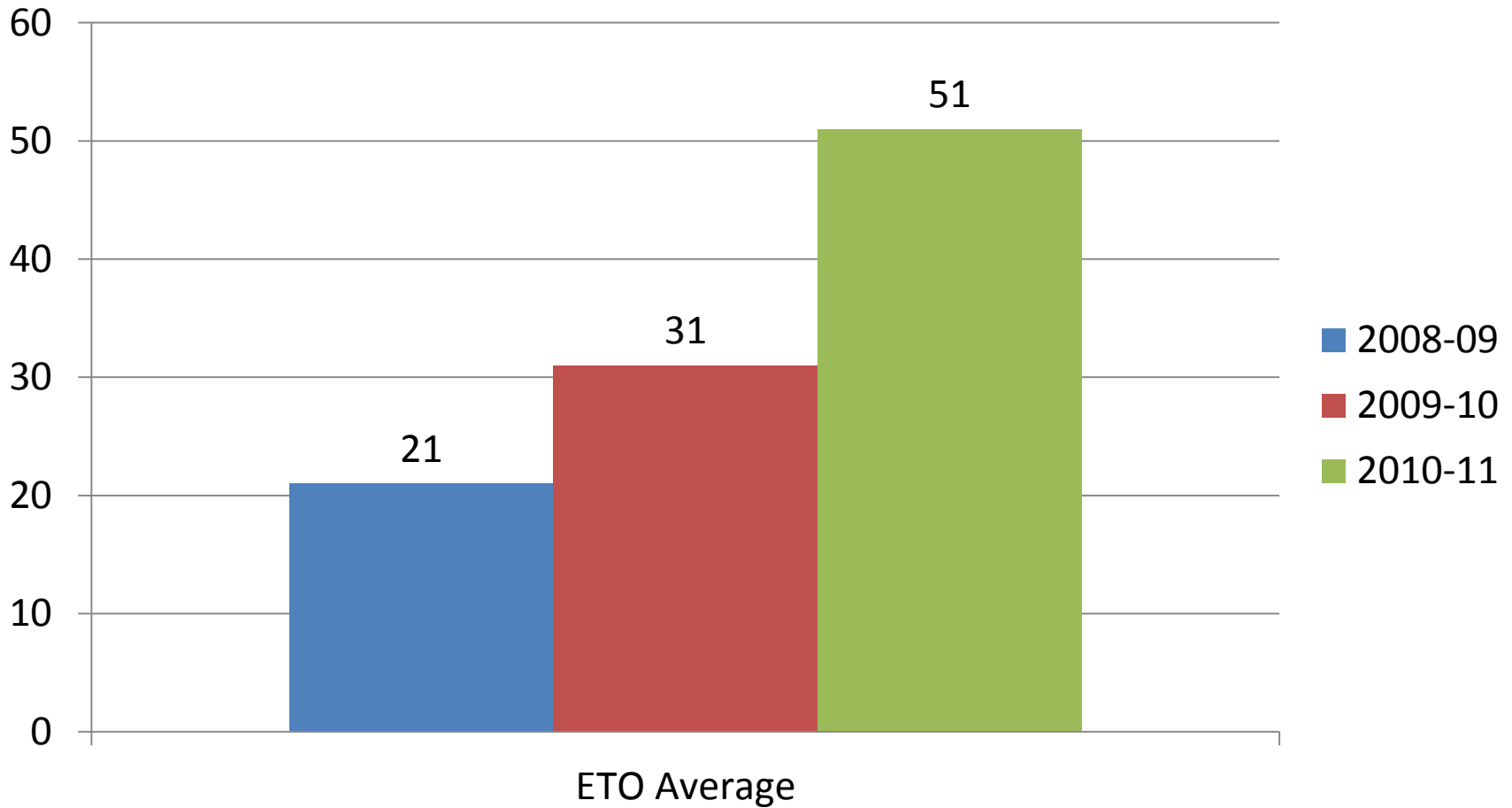
ETO Overall Graduation Rate



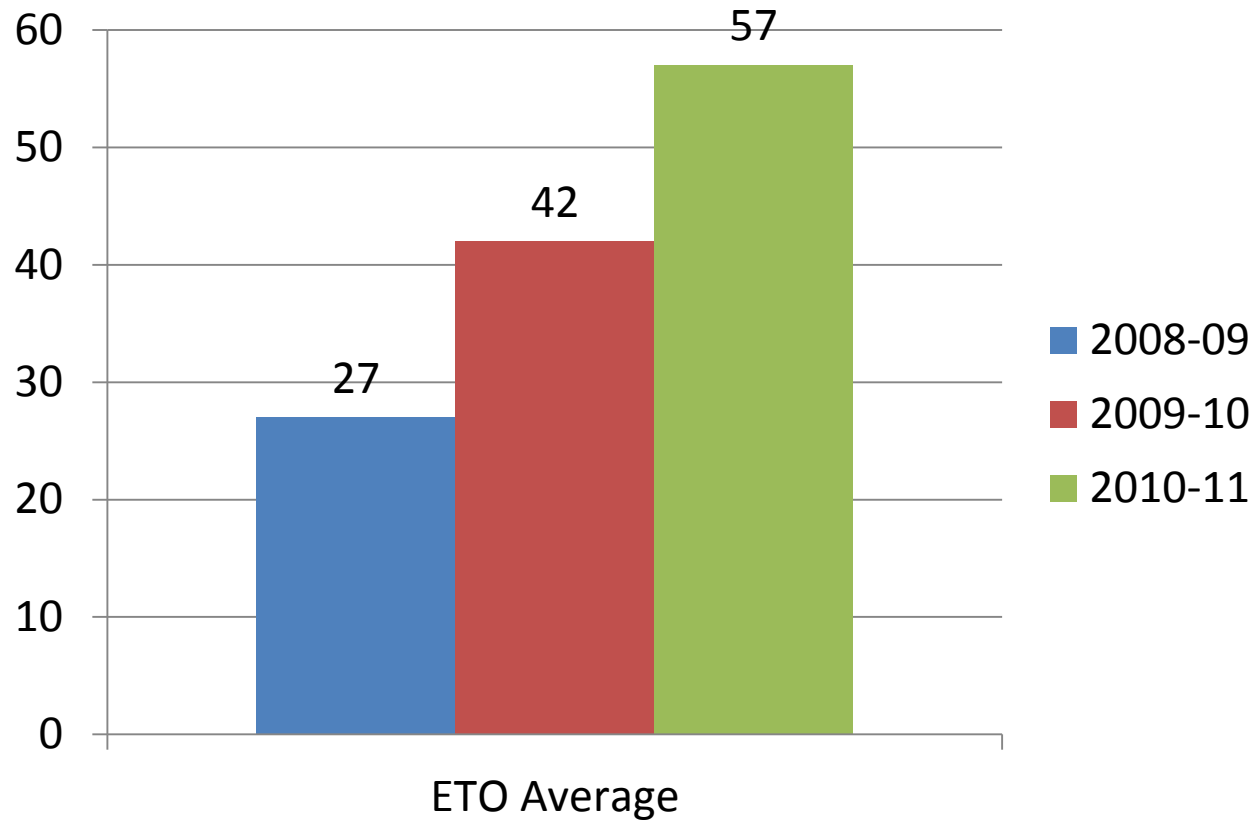
ETO At-Risk Graduation Rates



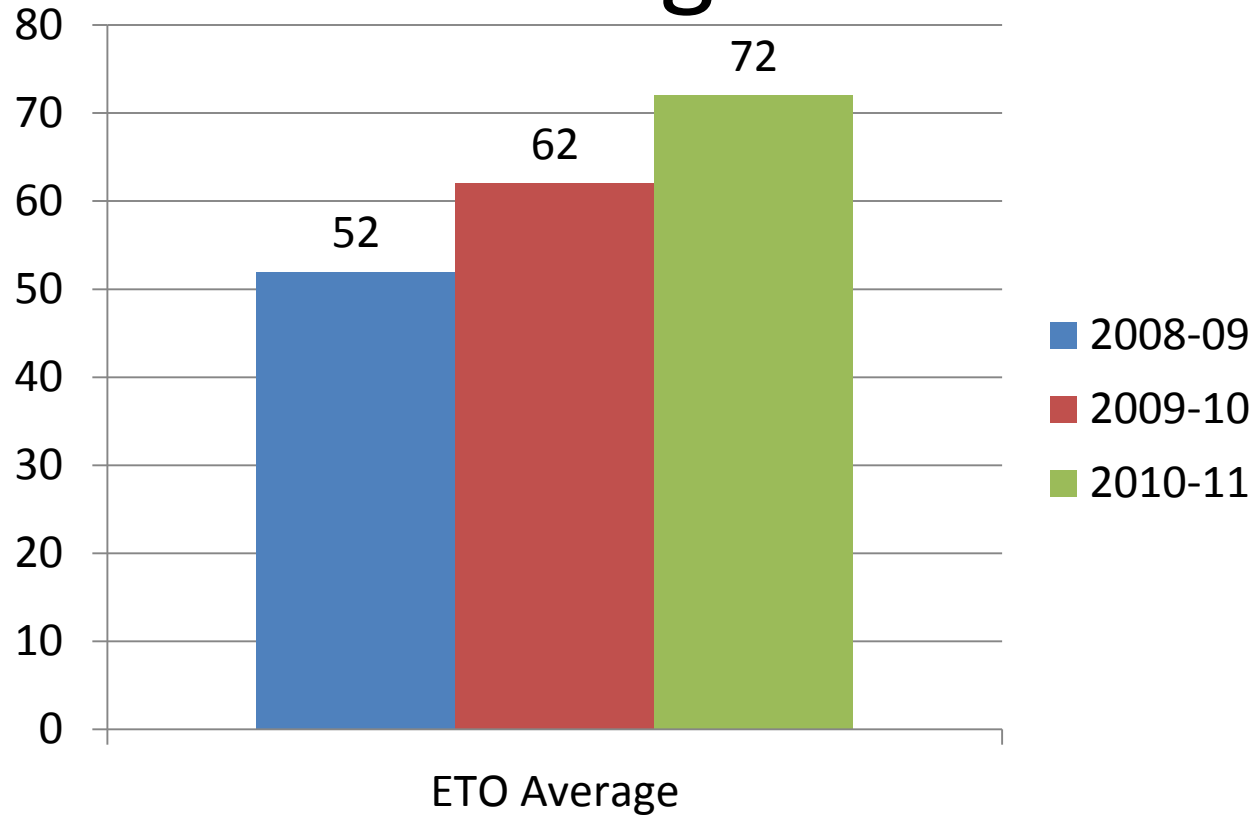
ETO Accelerated Participation



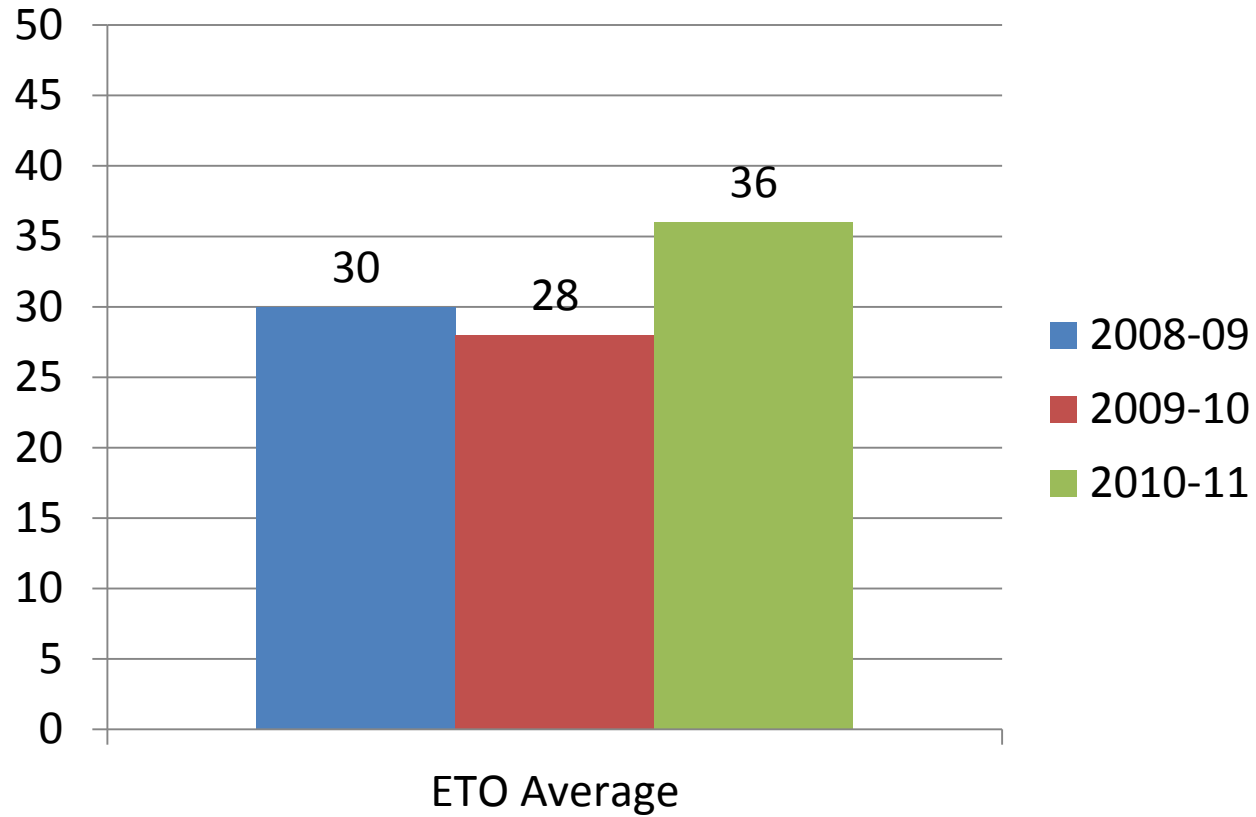
ETO Accelerated Performance



ETO Reading Readiness



ETO Math Readiness



ETO Parent Academy Participation

