

Successful Interventions and Support Strategies at Turnaround Schools and District MOUs with Collective Bargaining Units

A presentation to the House Prek-12 Quality Subcommittee

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OPPAGA

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JANUARY 23, 2019

Today's Presentation

- Successful interventions and support strategies school districts implemented at turnaround schools
- School district memorandums of understanding with instructional personnel collective bargaining units, as required by statutes for D and F schools

Overview of Research on Turnaround Schools

Study Overview

We identified the interventions and support strategies implemented at a cohort of schools that successfully exited turnaround

School Cohort

We selected a cohort of 29 schools that

- Began implementing a turnaround plan in the 2016-17 school year
- Earned a grade of C or better for 2016-17 and thus successfully exited turnaround
- Maintained a grade of C or better in 2017-18

Research Questions

Our analysis answered two questions

- What interventions and support strategies did districts implement at each turnaround school?
- How did district personnel rate the success of each intervention or support strategy?

Turnaround Schools and Process

Turnaround School

A turnaround school is a low performing school that is implementing interventions, support strategies, and a turnaround plan to improve student performance and its school grade



Requirements for turnaround schools are outlined in s. [1008.33](#), *Florida Statutes*

Process

Current process for turnaround schools (as of the 2017-18 school year)

First year

- The school is identified for turnaround based on initially earning two consecutive grades of D or a grade of F for the prior school year
- The district implements interventions and support strategies
- The district provides the Department of Education with a
 - **Memorandum of understanding** between the district and its instructional personnel collective bargaining unit (by September 1)
 - **District-managed turnaround plan** for approval by the State Board of Education (by October 1)
- The **State Board of Education approves the turnaround plan**
Upon approval by the state board, the district must implement the plan for the remainder of the school year
 - ↳ If the school earns a grade of C or better at the end of the school year, it exits turnaround

Second Year

- District continues to implement the turnaround plan
 - If the school did not exit turnaround the first year
 - ↳ If school earns a grade of C or better at the end of the school year, it exits turnaround

Third Year

- If the school has failed to exit turnaround, it must **implement a new plan** unless approved by the state board for an additional year of implementation
 - Turnaround options in the second plan are to
 - Reassign students to another school and monitor their progress
 - Close the school and reopen as one or more charter schools
 - Contract with an outside entity to operate the school

Methodology for Identifying Successful Turnaround Strategies

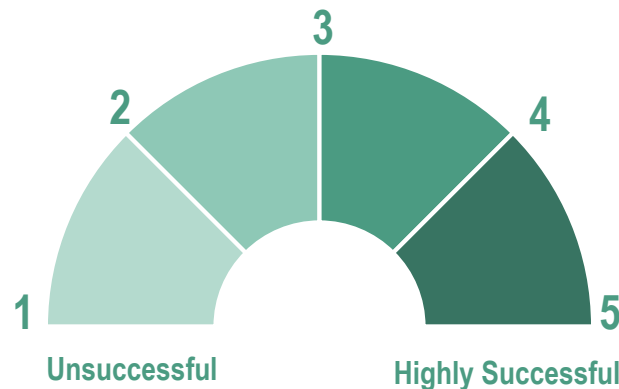
Methodology

We interviewed district administrators and/or school principals

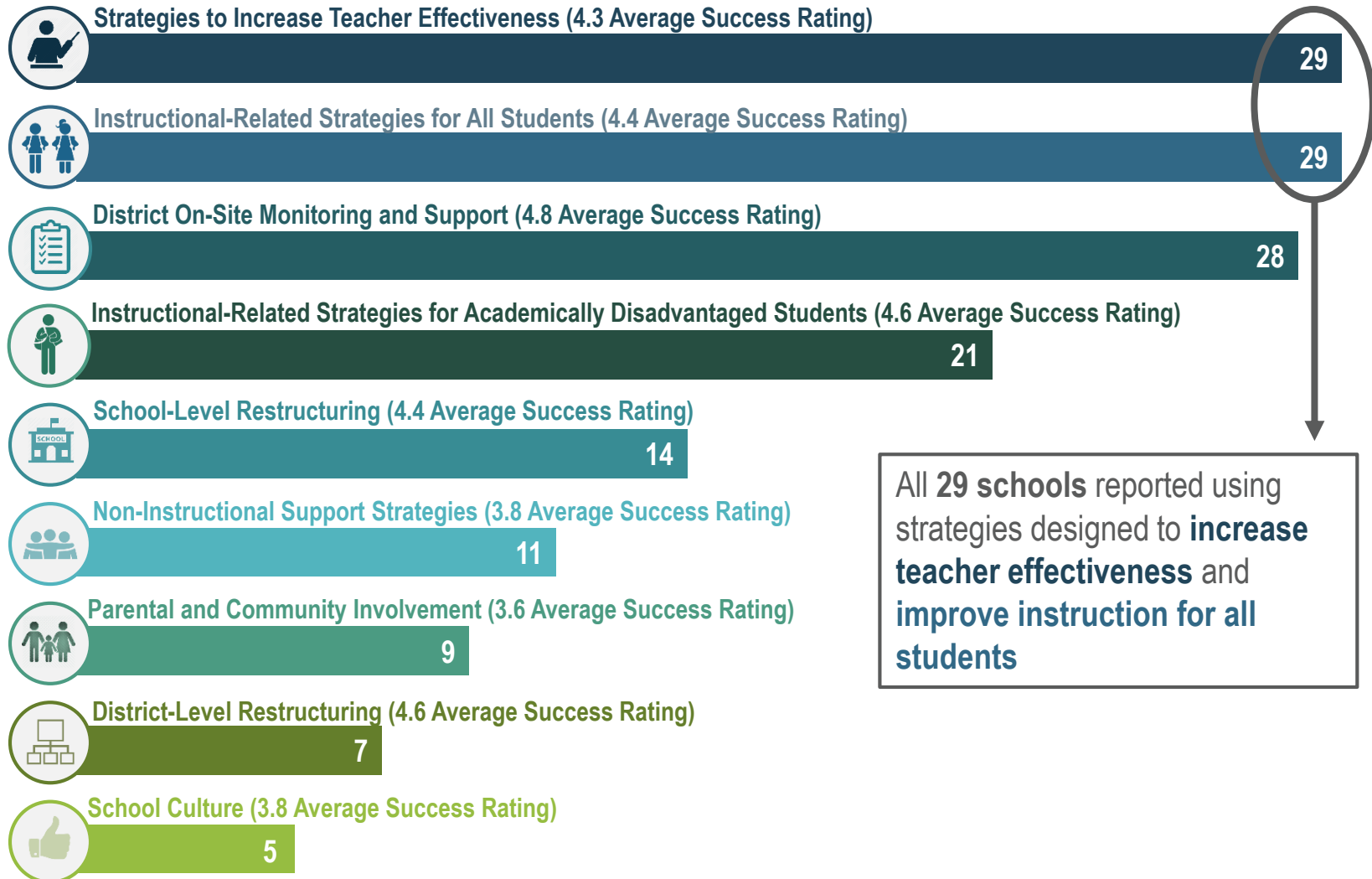
- Interviewees present during school turnaround planning and implementation
- Discussed the **interventions and support strategies** they used to help turn around the schools

Ratings

We asked interviewees to rate the success of the interventions/strategies in contributing to the school's improved student performance using a scale of 1 to 5



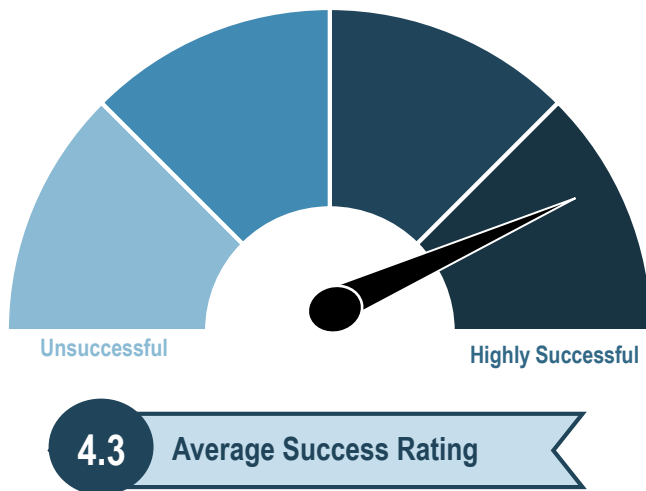
Types of Interventions/Support Strategies Used



Strategies to Increase Teacher Effectiveness



All **29** schools used strategies to help increase teacher effectiveness and improve their instructional practices



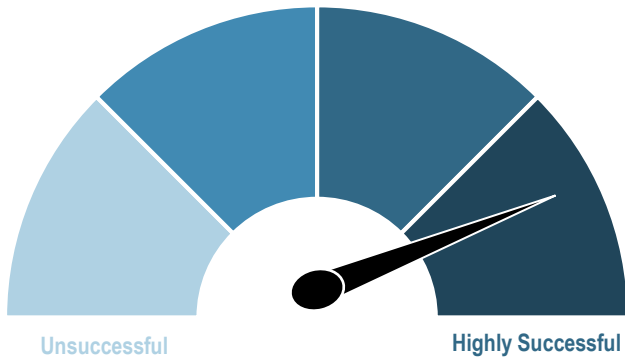
Examples of strategies to increase teacher effectiveness

- Using instructional coaches (27 schools)
- Providing professional development (21 schools)
- Facilitating common planning time or professional learning communities (21 schools)
- Recruiting and retaining effective teachers (10 schools)

Instructional-Related Strategies for All Students



All 29 schools implemented instructional-related strategies for all of the students in the school to ensure that the instruction taking place in the classroom is targeted to areas needed to improve student achievement



4.4

Average Success Rating

Examples of instructional strategies used for all students within schools

- Using student achievement data to inform instruction and school improvement (24 schools)
- Aligning curriculum and instruction and assessments with standards and/or statewide assessments (18 schools)
- Implementing new instructional approaches or curricula (16 schools)
- Making staffing decisions based on student data (9 schools)
- Increasing instructional time for all students (9 schools)

District Monitoring and Support



28 schools (97%) received additional support from administrators who monitored the schools to assess their efforts in school improvement, as well as ensure that resources were available to facilitate improvement



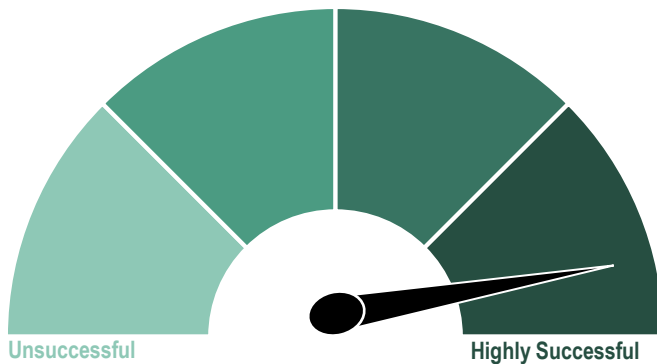
Examples of how districts monitored and supported schools

- Providing instructional support from district content specialists (21 schools)
- Evaluating progress toward school improvement goals (17 schools)
- Conducting walk-throughs (17 schools)
- Analyzing school data to guide school improvement efforts (15 schools)
- Coaching or training leadership (12 schools)

Instructional-Related Strategies Designed for Academically Disadvantaged Students



21 schools (72%) implemented strategies designed to specifically address students who were academically disadvantaged, such as those in the lowest quartile or English Language Learners



4.6 Average Success Rating

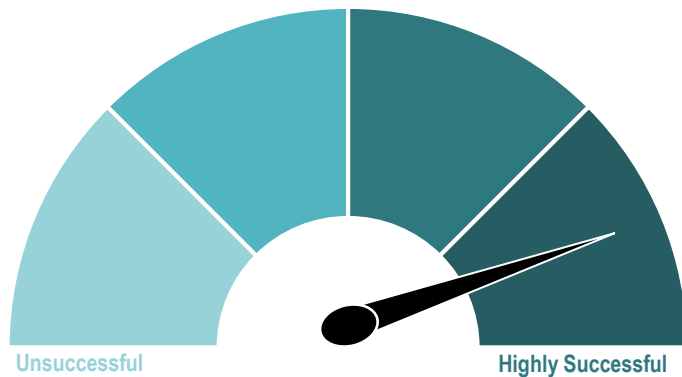
Examples of strategies used for academically disadvantaged students

- Using differentiated instruction (11 schools)
- Providing progress monitoring and/or assessments (8 schools)
- Providing additional support to specific student populations, such as English Language Learners or those in Exceptional Student Education (7 schools)
- Providing extended-time instructional programs (3 schools)

School-Level Restructuring



14 schools (48%) implemented strategies that resulted in some school-level restructuring, which included changes to school personnel or to the way the school day was structured



4.4

Average Success Rating

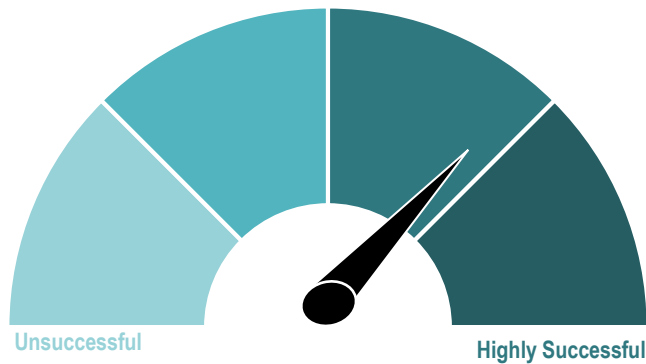
Examples of school-level restructuring strategies

- Replacing the principal and/or other leadership positions (7 schools)
- Revising school schedules to accommodate school improvement efforts (6 schools)
- Making changes to instructional personnel (3 schools)

Non-Instructional Support Strategies



11 schools (38%) implemented interventions and strategies that affected students' non-instructional needs, such as behavior issues



3.8

Average Success Rating

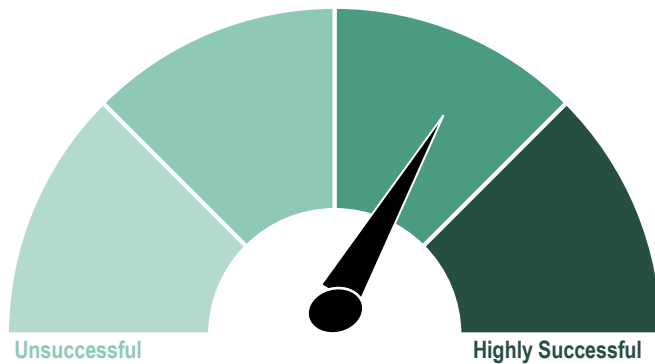
Examples of non-instructional support strategies

- Positive behavior supports (7 schools)
- In-school counseling or other mental health services (4 schools)
- Mentoring or social services (2 schools)

Strategies to Increase Parental and Community Involvement



9 schools (31%) implemented strategies aimed at partnering with parents and community partners



3.6

Average Success Rating

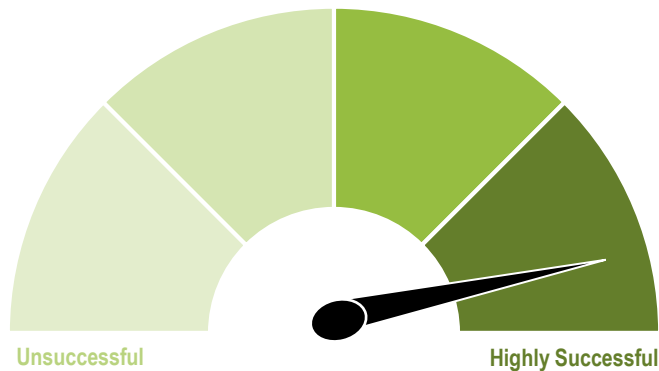
Examples of parental and community involvement strategies

- Implementing strategies for increasing parents' involvement in their children's education (7 schools)
- Coordinating with outside entities to provide support services to students (3 schools)

District-Level Restructuring



Through a grant with the Wallace Foundation, 7 schools (24%) were affected by the district making systemic changes to the way it operated in order to best serve schools in need



4.6 Average Success Rating

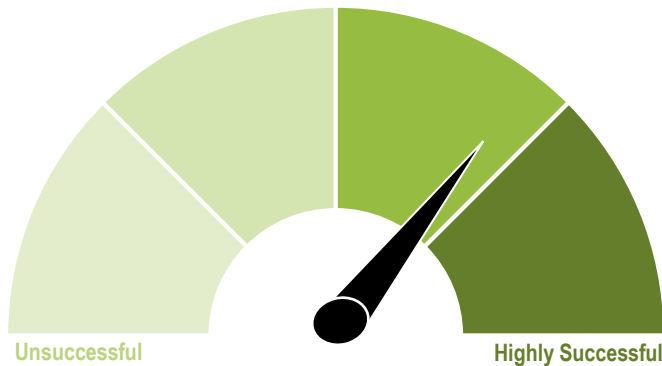
Examples of district-level restructuring

- Allowing principal supervisors to oversee fewer schools (7 schools)
- Creation of the Office of Service Quality (7 schools)

Strategies to Improve School Culture



5 schools (17%) focused on strategies designed to improve the school culture



3.8

Average Success Rating

Examples of strategies to improve school culture

- **Positive/high expectations school-wide (2 schools)**
- **Three other schools focused on teacher morale, student incentives for improved performance, or making sure time was focused on academics**

Overview of Research on District Memorandums of Understanding

Study Overview

We reviewed and analyzed district Memorandums of Understanding (MOUs) with collective bargaining units for the 2017-18 school year

Research Questions

Our review of district MOUs focused on three questions

- To what extent did school districts with D/F schools enter into MOUs with collective bargaining units in 2017-18?
- What types of changes did the MOUs provide to address the selection, placement, and expectations of instructional personnel and principal autonomy, as required in statute?
- Did any districts report that their MOUs addressed school turnaround plans?

Methodology

We sent questionnaires to 37 school districts with D and/or F schools in 2017-18

- We collected copies of MOUs and original contract agreements and followed up with districts as necessary
- We reviewed the MOUs and categorized the changes to address statutory requirements that the MOUs provided

Background

MOU Requirement

Outlined in s. [1001.42\(21\)](#), *Florida Statutes*, which has requirements for an educational emergency

Purpose

To negotiate special provisions in district contracts with the appropriate bargaining units to free schools from contract restrictions that limit the school's ability to implement programs and strategies needed to improve student performance

Districts



Applies to school districts with an educational emergency, which is defined as a school district with one or more schools in the district that have a school grade of D or F

MOU Content



District MOUs must

- Address the **selection**, **placement**, and **expectations** of instructional personnel
- Provide **principals with the autonomy** described in s. 1012.28(8), *Florida Statutes*

Districts That Entered Into MOUs With Collective Bargaining Units in 2017-18

District
MOUs

About Two-Thirds of Districts With D/F Schools in 2017-18 Entered Into MOUs With Collective Bargaining Units

37 districts had 212 schools with a D or F in 2017 and were required to negotiate an MOU with their collective bargaining units for the 2017-18 school year



25 entered into an MOU

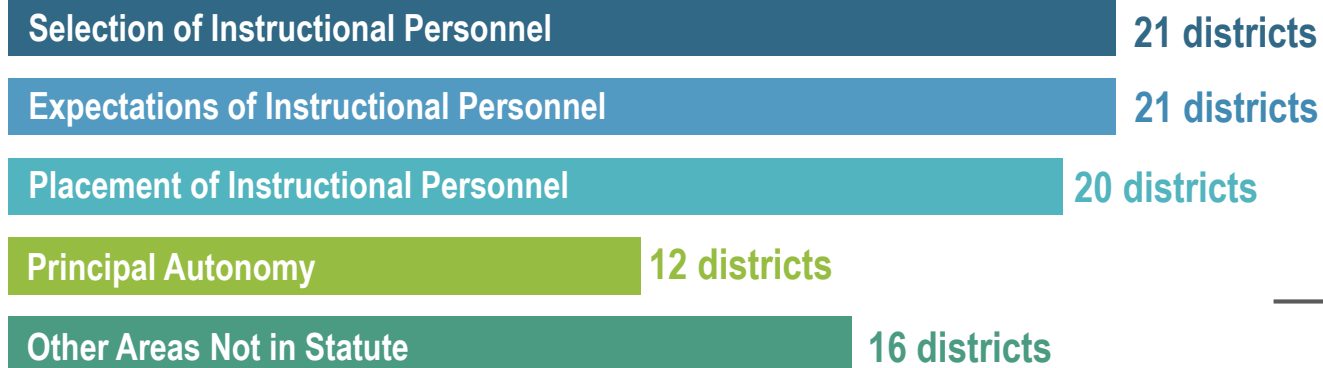


12 did not enter into an MOU

Statutory Areas the 25 MOUs Addressed

District MOUs

District MOUs most frequently addressed the **selection** and **expectations** of instructional personnel



10 of 25 districts addressed all four areas in statute

Most of the districts that did not address all statutory areas in the MOUs reported that their existing collective bargaining agreements adequately addressed those areas

Examples of How the 25 MOUs Addressed Selection, Placement, and Expectations



21
MOUs

Addressed the selection of instructional personnel

- Providing **extra compensation** for recruitment and/or retention of effective teachers (14)
- Giving **principals autonomy over the selection** of teachers (7)
- **Modifying hiring processes** (6)
- Establishing **higher certification or other qualifications** for teachers (4)



21
MOUs

Addressed the expectations of instructional personnel

- Requiring **additional professional development** (12)
- Establishing that teachers have an **extended school day/work outside of the school day** (8)
- Requiring teachers to follow **specific curricular requirements** (6)
- Requiring teachers to participate in **common planning time** (5)
- Giving **principals autonomy over teacher expectations** (4)



20
MOUs

Addressed the placement of instructional personnel

- Requiring teachers with ineffective evaluation ratings to be **transferred** (11)
- Providing that ineffective teachers **not be reappointed to the schools** (7)
- Allowing teachers to **voluntarily transfer** away from the schools (7)
- Applying a **higher standard for student performance data** for teachers of core subject areas (6)
- Giving **principals autonomy over teacher placement** (5)

About Half of the MOUs Did Not Address Principal Autonomy

Statutory Requirements

MOUs are required to provide principals with the autonomy specified in s. 1012.28(8), *Florida Statutes*



A principal of a school participating in the Principal Autonomy Program Initiative under s. 1011.6202, *F.S.*, has the following additional authority and responsibilities

Selection and Placement

The authority to select qualified instructional personnel for placement or to refuse to accept the placement or transfer of instructional personnel by the district school superintendent

Financial Resources

The authority to deploy financial resources to school programs at the principal's discretion to help improve student achievement

Operating Budget

To annually provide to the district school superintendent and the district school board a budget for the operation of the participating school



12
MOUs

Addressed
principal
autonomy

MOUs typically addressed Principal Autonomy in one of two ways

- Giving principals autonomy over the selection, placement, and/or expectations of instructional personnel (8)
- Making a general statement that principals at D/F schools will have the autonomy described in statute (4)

Did MOUs Address Turnaround Plans?

15 of the 25 Districts With MOUs Addressed Turnaround Plan Strategies in the MOUs

Background

Schools with school grades of F or repeat D's are required to implement interventions and support strategies, as well as a turnaround plan



- Although statutes require both an MOU and turnaround plan when a school receives a second consecutive D or an F, **statutes do not specifically require the MOU to address the content of the turnaround plan**
- However, **the MOU gives a district an opportunity to address any provisions in its instructional personnel collective bargaining agreement that could impede the turnaround**

District MOUs

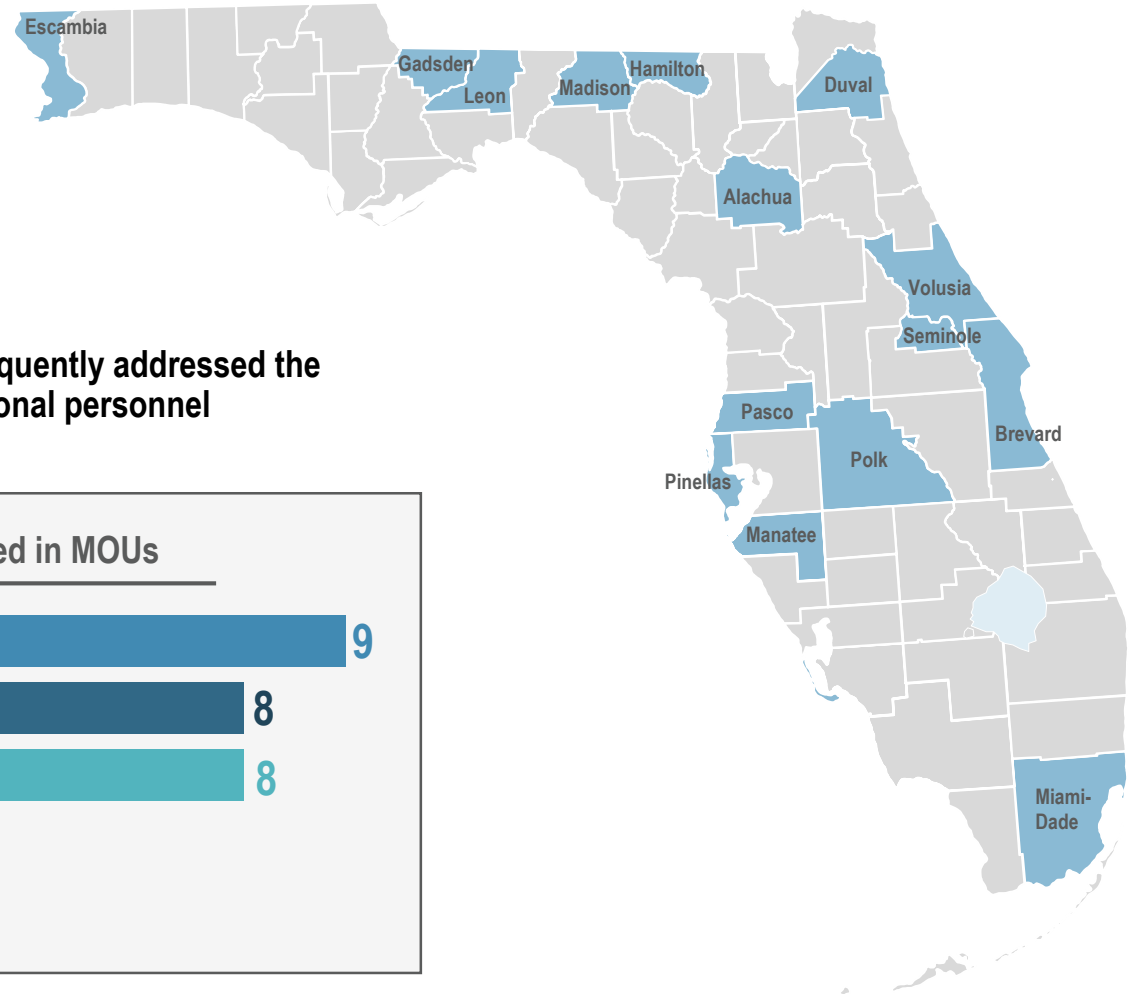
23 of 25 districts with MOUs had turnaround schools in 2017-18

8 districts reported that the **MOUs did not address their turnaround plans** for a variety of reasons

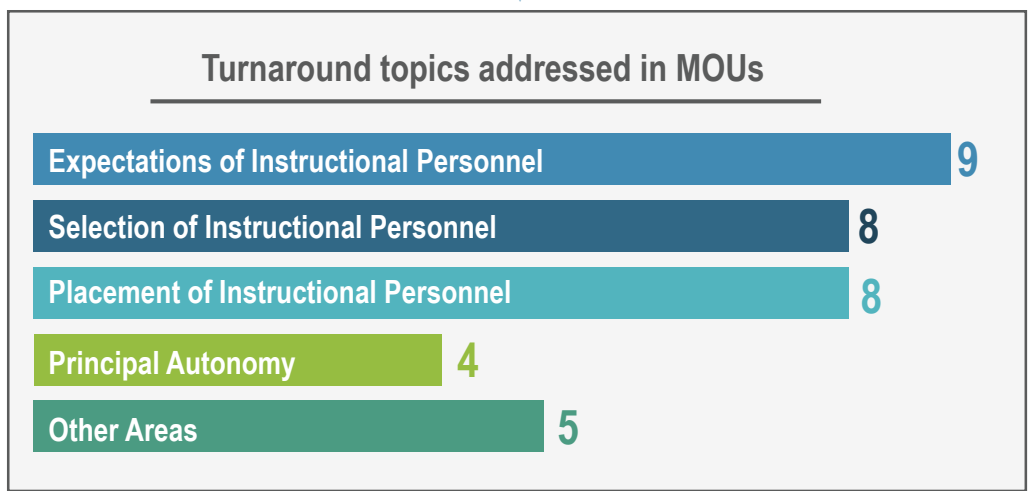
15 districts reported that their **MOUs addressed school turnaround plans** during the 2017-18 school year

District MOUs and Turnaround Plans

District MOUs → 15 districts reported that their MOUs addressed school turnaround plans during the 2017-18 school year



MOU Topics → These 15 MOUs most frequently addressed the expectations of instructional personnel



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