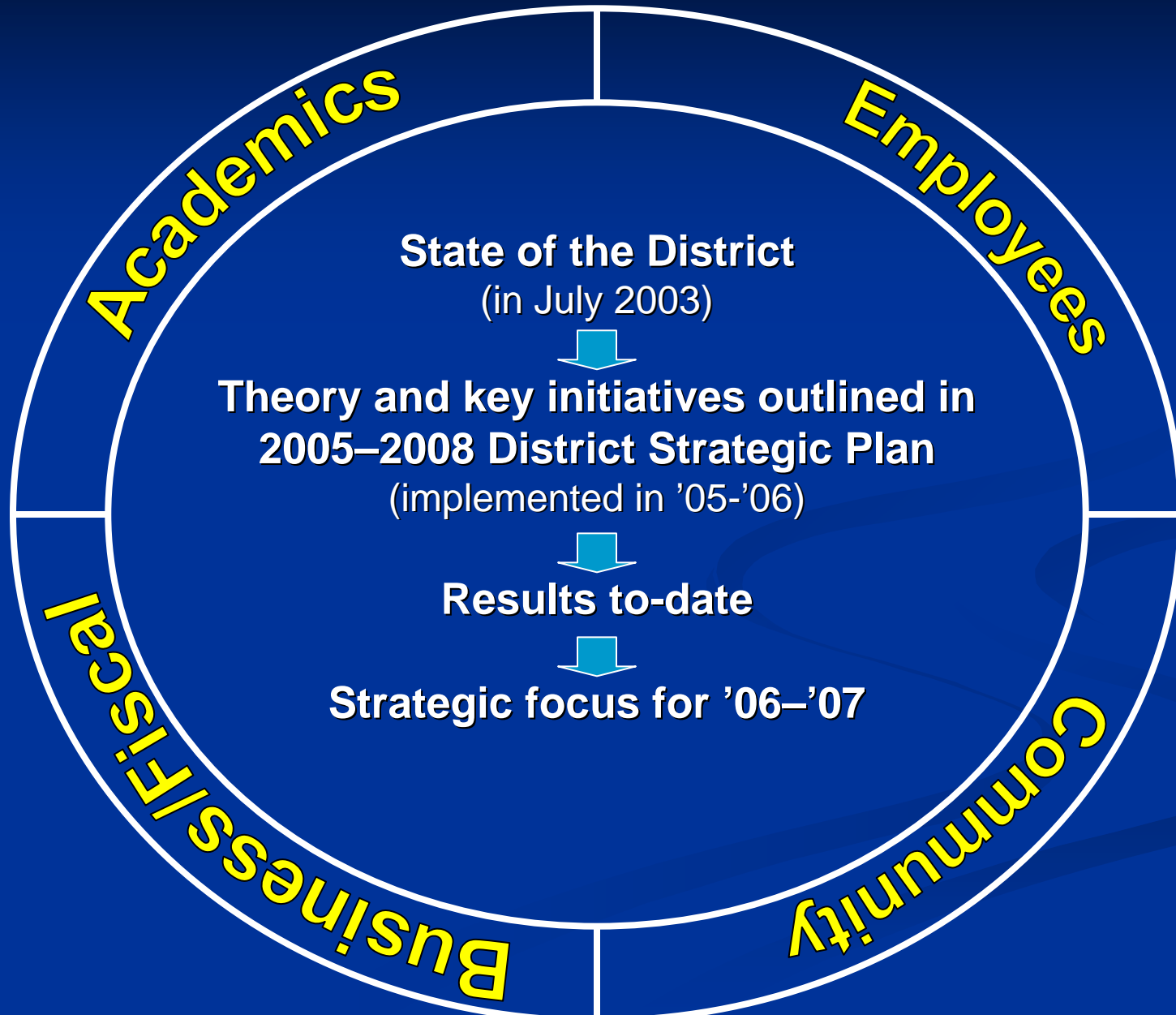


Miami-Dade County Public Schools

2003 – 2006



Layout of presentation



School Improvement Zone

State of the District July 2003	Reform Initiatives	Results-to-Date
<p>Low performance</p> <ul style="list-style-type: none"> • 74% of schools designated “D” or “F” • 0% of schools received an ‘A’ • 0% of schools received an ‘A’ or ‘B’ • 26% of schools received an ‘A’, ‘B’ or ‘C’ <p>Culture of Status-Quo</p> <ul style="list-style-type: none"> • No literacy focus • Regular school-day only • No structured PD requirement • No focused intervention programs • No additional resources • Lack of focus on data/assessments 	<p>Creation of the Zone</p> <ul style="list-style-type: none"> • Zone schools selected based on: <ul style="list-style-type: none"> • Low academic performance • Low performance across feeder pattern • Leadership capacity • 39 Schools from 8 feeder patterns <ul style="list-style-type: none"> • 20 elementary • 11 middle • 8 senior • 43,960 students <ul style="list-style-type: none"> • 66% African-American, 30% Hispanic <p>Demanded Improvement</p> <ul style="list-style-type: none"> • Mandated Read-180 for low performers at secondary schools • Extended school day and year • Early-release Wednesday • 56 mandated hours beyond school day • Required reading, writing, math, science programs • Co-principals, additional administrators, curriculum support specialists and student support services, increased pay • Bi-weekly and bi-monthly assessments 	<p>Higher performance</p> <ul style="list-style-type: none"> • 24% of schools designated “D” or “F” • 5% of schools received an ‘A’ • 20% of schools received an ‘A’ or ‘B’ • 76% of schools received an ‘A’, ‘B’ or ‘C’ • 2007 FCAT writing results: <ul style="list-style-type: none"> • 4th-grade scores exceeded state avg. • All 39 schools met or exceeded state standards <p>Culture of Change</p> <ul style="list-style-type: none"> • Improved reading scores each year of the Zone’s existence • 20% more class time • Re-culturing of school environment within small learning communities • 99% completion rate • Lower number of retained students • Improve instructional delivery • Improved academic, behavioral and organizational performance • Data chats with administrators and teachers/students

Academic Performance

State of the District July 2003	Reform Initiatives	Results-to-Date
<p>Low performance</p> <ul style="list-style-type: none"> • 37% students reading at grade level in grades 3-10 • 23% of 3rd graders retained • 47 schools designated “D” or “F” • 36% of schools received an ‘A’ • 55% of schools received an ‘A’ or ‘B’ • 85% of schools received an ‘A’, ‘B’ or ‘C’ 	<p>Improve performance of all students and close the achievement gap</p> <ul style="list-style-type: none"> • Focus on literacy -- standardized core reading program • Focus on low performing schools - School Improvement Zone 	<p>Higher performance</p> <ul style="list-style-type: none"> • 51% students reading at grade level in grades 3-10 • 11% of 3rd graders retained • 19 schools designated “D” or “F” • 53% of schools received an ‘A’ • 71% of schools received an ‘A’ or ‘B’ • 93% of schools received an ‘A’, ‘B’ or ‘C’ • Stellar initial 2007 FCAT writing results
<p>Global economy – students not prepared</p> <ul style="list-style-type: none"> • Secondary foreign language enrollment – 50,510 • number of school with dual language programs – 102 	<p>Global economy - prepare students for the world of work</p> <ul style="list-style-type: none"> • Secondary School Reform • Dual Language • Global perspectives curriculum at all grades • Character education 	<p>Global economy – greater exposure</p> <ul style="list-style-type: none"> • Secondary foreign language enrollment – 54,145 • Number of school with dual language programs – 102

Academic Performance (Cont.)

State of the District July 2003	Reform Initiatives	Results-to-Date
<p>Learning environment</p> <ul style="list-style-type: none"> • 94.57% attendance rate • 62% of schools overcrowded • 6,782 seats added in 2002-03 • 100% of schools in need of renovations and repairs • High violent incident rate (20/1,000 students) 	<p>Learning environment</p> <ul style="list-style-type: none"> • Schools/Regional/District truancy plans, data reports built, incentives and deployment of social workers • Increase target number of seats built per year and reduced time to deliver new facilities • Create and implement individual school maintenance plans • Increase violence reduction training, Civil Citation program, Value-Based training for officers, training on consequences of arrests to students, presentations towards identifying problems with targeted schools 	<p>Learning environment</p> <ul style="list-style-type: none"> • 95.25% attendance rate • 38% of schools overcrowded • 56,941 seats added since July 2004 • 50% of schools currently in process of being renovated/ repaired • Lower violent incident rate (6.8/1,000 students)

Employee Performance/Retention/Compensation

State of the District July 2003	Reform Initiatives	Results-to-Date
<p>Teachers</p> <ul style="list-style-type: none"> • Low starting teacher salary (\$33,275) • No focused structure for new teacher support programs • Teacher vacancies at 1.2% <p>Overall</p> <ul style="list-style-type: none"> • Unclear accountability systems • Cumbersome hiring processes • Limited professional development opportunities • Perception of a lack of career ladder for many employees • Lengthy personnel investigation process (105 days on average) 	<p>Teachers</p> <ul style="list-style-type: none"> • Raise starting teacher salary • Support new teachers • Fill all teacher vacancies • Redesign evaluation system <p>Overall</p> <ul style="list-style-type: none"> • Redesign evaluation systems, incorporating pay-for-performance for administrators • Redesign hiring processes • Provide tailored professional development based on needs • Develop and communicate career ladders • Establish new personnel investigation model 	<p>Teachers</p> <ul style="list-style-type: none"> • Increased starting teacher salaries (\$40,000 by 2008-09) • Provided 1,283 new teachers with 1:1 mentors • Decreased teacher vacancies to 0.71% <p>Overall</p> <ul style="list-style-type: none"> • Scorecards for all MEP employees • Higher quality applicants and improved time-to-hire • Offered 1,927 PD opportunities, 42% offered after school day • Succession management plan • Decreased average personnel investigation process to ~41 days

Business/Strategic Alignment

State of the District July 2003	Reform Initiatives	Results to-date
<p>Business practices were inefficient and ineffective</p> <ul style="list-style-type: none"> • Redundant and paper intensive processes throughout the District • School Improvement Plans (SIPs) not tied to strategic plan • No long-term technology plan • Excessive district resources <p>Poor financial health</p> <ul style="list-style-type: none"> • Budget not tied to strategic plan • Per student funding at \$5,448 • Relatively low contingency reserve (\$13.5m or 0.55%) • “Negative” Standard & Poor's rating 	<p>Business processes</p> <ul style="list-style-type: none"> • Redesign processes and organizational structure • Redesign SIP process • 5-year Technology plan • Redesign organizational structure <p>Financial health</p> <ul style="list-style-type: none"> • Zero-based budget • Aggressive relationship building with key financial stakeholders (e.g. legislature, CEOs, Wall Street) 	<p>Business processes</p> <ul style="list-style-type: none"> • Saved over \$20m in procurement • SIPs align to strategic plan • IT infrastructure in process of changing (including ERP system) • Eliminated 1,305 budgeted non-school site positions <p>Financial health stable</p> <ul style="list-style-type: none"> • Budget aligned with strategic plan • Per student funding increased to \$6,781 • Raised contingency reserve to \$69.9m or 2.3% • “Stable” Standard & Poor's rating

Business/Strategic Alignment (Cont.)

State of the District July 2003	Reform Initiatives	Results to-date
<p>Communication</p> <ul style="list-style-type: none"> • No thought to overall direction of Brand • Principals received 85-90 emails per day • Principals forced to spend excessive time away from building • Process for accessing data was cumbersome • Collecting and viewing data was inefficient 	<p>Communication</p> <ul style="list-style-type: none"> • Marketing Office created • Weekly briefings • Webcasts • Cognos • Blackberries • Redesign of crisis management processes 	<p>Communication</p> <ul style="list-style-type: none"> • “It Takes...” campaign launched • Principals/APs receive Weekly Briefings (former daily emails) • School leadership team attend monthly meeting online • All principals and administrators have access to real-time data • Instant communication is available and improvement to emergency management system

Community/Demand vs. Supply

State of the District July 2003	Reform Initiatives	Results to-date
<ul style="list-style-type: none"> Limited formal opportunities for parents to engage Little cohesion among district, municipalities and business community Communication with community was completely passive 	<ul style="list-style-type: none"> Established The Parent Academy Day/After-hours Parent Conferences Increased collaboration with district, municipalities and business community Established new avenues for communication – e.g., Connect Ed, CEO Briefings, Town Hall meetings, focus group meetings 	<ul style="list-style-type: none"> Parent Academy awarded 54,273 certificates of completion 100,412 additional Parent Conferences Established 6 education compact 262 Dade Partners for internships 255 Greater Miami Chamber members support legislative priorities Number ConnectEd messages in 2006-07 was 15,565,258 Regular townhall meetings and face-to-face CEO meetings

Key Initiatives for 2006-07

Theme: Prepare students for the global workforce

Academics

Deepen core subject areas

- Continue focus on literacy – integrate literacy across all subject areas across all grades
- Intensify focus on math and science

Expand and improve offerings

- Expand offerings at all grade levels that focus on multiple cultures, languages, and arts
- Expand summer school to include dual enrollment, internships, and advanced academics
- Implement Phase 1 of REGAL plan for Gifted Education reform
- Increase Parental Choice offerings within the District
- Redesign alternative education program

Improve learning environment and student well-being

- Continue to relieve overcrowding by building 17,000 seats
- Continue to implement Wellness Initiative
- Create truancy prevention plan
- Intensify focus on including students with disabilities into general education classes and expand opportunities for participation in programs in home school or in proximity to home school

Implement Secondary School Reform in 11 high schools

Eliminate low performing schools

Key Initiatives for 2006-07 (Cont.)

Community

- Implement a brand marketing campaign
- Create demand among parents by raising their knowledge and skill in supporting literacy and discipline at home
- Strengthen community partnerships in support of strategic initiatives (e.g., Ed Compacts)
- Increase frequency and improve quality of communications with internal and external stakeholders
- Benchmark/work with other countries to determine applicable best practices – Education Council of International Cities

Business/Fiscal

- Align current databases with ERP system to improve the efficiency and cost effectiveness of the District's business practices
- Provide more autonomy to select schools
- Refine zero-based budgeting for non-school site departments
- Increase supplemental revenues from grants and other non-traditional sources

Employees

- Create 3-year recruitment plan
- Implement new evaluation system for teachers and administrators
- Review and revise evaluation system for other employee groups
- Redesign recruitment and hiring processes for administrators and teachers
- Develop and implement knowledge management system