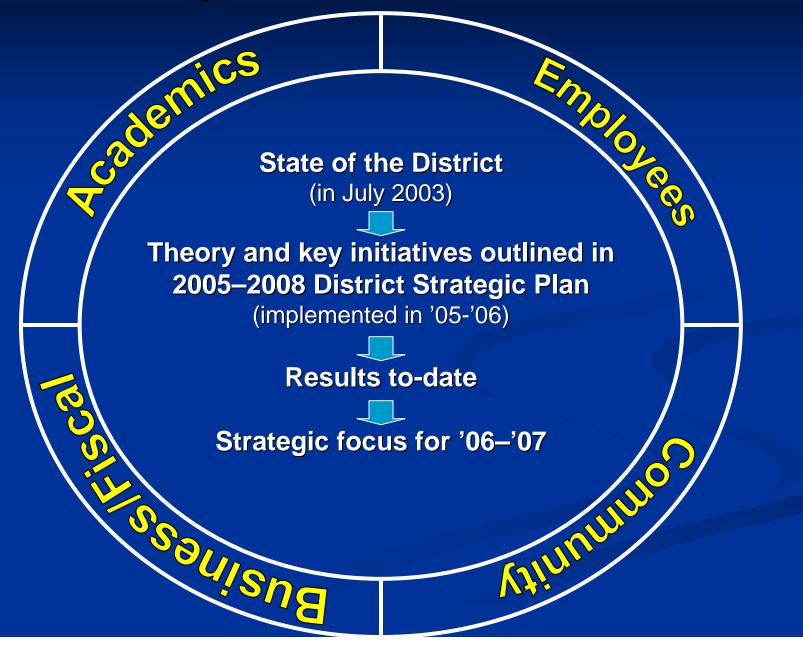
Miami-Dade County Public Schools 2003 - 2006



Layout of presentation



School Improvement Zone

State of the District July 2003	Reform Initiatives	Results-to-Date
 Low performance 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' 	 Creation of the Zone Zone schools selected based on: Low academic performance Low performance across feeder pattern Leadership capacity 39 Schools from 8 feeder patterns 20 elementary 11 middle 8 senior 43,960 students 66% African-American, 30% Hispanic 	 Higher performance 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: 4th-grade scores exceeded state avg. All 39 schools met or exceeded state standards
Culture of Status-Quo	Demanded Improvement	Culture of Change
No literacy focus	 Mandated Read-180 for low performers at secondary schools 	 Improved reading scores each year of the Zone's existence
Regular school-day only	 Extended school day and year 	20% more class time
No structured PD requirement	Early-release Wednesday56 mandated hours beyond school day	 Re-culturing of school environment within small learning communities 99% completion rate
 No focused intervention programs 	 Required reading, writing, math, science programs 	Lower number of retained studentsImprove instructional delivery
 No additional resources Lack of focus on data/assessments 	 Co-principals, additional administrators, curriculum support specialists and student support services, increased pay Bi-weekly and bi-monthly assessments 	 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
 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' 	 Improve performance of all students and close the achievement gap Focus on literacy standardized core reading program Focus on low performing schools - School Improvement Zone 	 Higher performance 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
 Global economy – students not prepared Secondary foreign language enrollment – 50,510 number of school with dual language programs – 102 	Global economy - prepare students for the world of work • Secondary School Reform • Dual Language • Global perspectives curriculum at all grades • Character education	 Global economy – greater exposure 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
Learning environment	Learning environment	Learning environment
94.57% attendance rate	 Schools/Regional/District truancy plans, data reports built, incentives and deployment of social workers 	• 95.25% attendance rate
62% of schools overcrowded6,782 seats added in 2002-03	 Increase target number of seats built per year and reduced time to deliver new facilities 	38% of schools overcrowded56,941 seats added since July 2004
100% of schools in need of renovations and repairs	Create and implement individual school maintenance plans	 50% of schools currently in process of being renovated/ repaired
High violent incident rate (20/1,000 students)	 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 	Lower violent incident rate (6.8/1,000 students)

Employee Performance/Retention/Compensation

State of the District July 2003	Reform Initiatives	Results-to-Date
 Teachers Low starting teacher salary (\$33,275) No focused structure for new teacher support programs Teacher vacancies at 1.2% 	 Teachers Raise starting teacher salary Support new teachers Fill all teacher vacancies Redesign evaluation system 	 Teachers Increased starting teacher salaries (\$40,000 by 2008-09) Provided 1,283 new teachers with 1:1 mentors Decreased teacher vacancies to 0.71%
Overall • Unclear accountability systems	Overall Redesign evaluation systems, incorporating pay-for-performance for administrators	Overall • Scorecards for all MEP employees
Cumbersome hiring processes	Redesign hiring processes	 Higher quality applicants and improved time-to-hire
 Limited professional development opportunities 	 Provide tailored professional development based on needs 	 Offered 1,927 PD opportunities, 42% offered after school day
 Perception of a lack of career ladder for many employees 	 Develop and communicate career ladders 	Succession management plan
 Lengthy personnel investigation process (105 days on average) 	 Establish new personnel investigation model 	 Decreased average personnel investigation process to ~41 days

Business/Strategic Alignment

State of the District July 2003	Reform Initiatives	Results to-date
Business practices were inefficient and ineffective 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	 Redesign processes and organizational structure Redesign SIP process 5-year Technology plan Redesign organizational structure 	 Business processes 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
 Poor financial health 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 	 Financial health Zero-based budget Aggressive relationship building with key financial stakeholders (e.g. legislature, CEOs, Wall Street) 	 Financial health stable 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
Communication No thought to overall direction of Brand	CommunicationMarketing Office created	Communication • "It Takes" campaign launched
 Principals received 85-90 emails per day 	Weekly briefings	 Principals/APs receive Weekly Briefings (former daily emails)
 Principals forced to spend excessive time away from building 	Webcasts	 School leadership team attend monthly meeting online
 Process for accessing data was cumbersome 	Cognos	 All principals and administrators have access to real-time data
Collecting and viewing data was inefficient	 Blackberries Redesign of crisis management processes 	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
Limited formal opportunities for parents to engage	Established The Parent AcademyDay/After-hours Parent Conferences	 Parent Academy awarded 54.273 certificates of completion 100,412 additional Parent Conferences
Little cohesion among district, municipalities and business community	 Increased collaboration with district, municipalities and business community 	Established 6 education compact262 Dade Partners for internships
Communication with community was completely passive	Established new avenues for communication – e.g., Connect Ed, CEO Briefings, Town Hall meetings, focus group meetings	 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 nontraditional 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