

**Polk County  
Voluntary Public School Choice (VPSC)  
Grant**

**Year-Two End-of-Year Summary  
Submitted October 2009**

**(Performance October 2008 through September 2009)**

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## Polk County VPSC Year-Two End of Year Summary Grant

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**Project Activities Tied to Polk County's VPSC Grant Outcomes with State Objectives for Year 2, Fourth Quarter**

The anticipated outcomes listed in Tables 2 and 3 are those that were scheduled to be met during year 2 of the Polk County VPSC Grant. A status statement for each outcome is listed. Performance in relation to each outcome has also been reported as part of earlier quarterly reports.

Table 2—Polk County's Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 1					
<p><b>State Objective 1.</b> In target public school districts, increase the number of families that exercise inter-district public school choice.</p> <ul style="list-style-type: none"> <li>• <b>State Measure 1a.</b> By the end of the second quarter in the inter-district agreement models planning period, 100% of the inter-district partnerships or multi-inter-district transfer partnerships will implement plans to create or expand school choice programs, particularly at middle or high schools, for operations to commence August 2009.</li> <li>• <b>State Measure 1b.</b> By the end of the third quarter of the planning grant period, 100% of the inter-district and/or multi-inter-district partnerships that require transportation will have a transportation plan for inter-district students for selected school choice schools by August 2009.</li> </ul>					
Polk Goal #1: 1a—Review current choice offerings and transfer policies					
Anticipated Outcomes in Polk County's VPSC Grant			Status in Polk County's VPSC Grant as of September 2009		
1.1.b Model inter-local agreement (Develop a comprehensive master plan to move students among districts.)	May 2009		<p>As of September 2008, inter-district agreements are in place to allow student transfers as follows:</p> <ul style="list-style-type: none"> <li>• Polk County to Osceola County</li> <li>• Osceola County to Polk County</li> <li>• Polk County to Hillsborough County</li> <li>• Hillsborough County to Polk County</li> </ul> <p>As of September 2008, inter-district agreements are in place to allow students to transfer between Polk, Osceola and Hillsborough Counties. These agreements are ratified annually between districts and remain in place for the 2009 school year as an option for students. The agreements are unique to the relationships between the districts. The agreement that has been formalized between Polk and Hillsborough Counties allows for the transfer and movement of students between the districts carte blanche. We find families using this option to seek alternative choice programs not available at their zoned schools or choosing a school close to the parent's work location.</p> <p>An example of the partnership between Polk and Hillsborough can be seen in the example below; Kathleen High School is located minutes from the Hillsborough County line. The demographics below highlight the value of inter-district transfers for students at Kathleen High School if transferring to Plant City High School or Durant High School.</p>		
			School	% F/R	School grade '06-
					School grade '05-
					% Minority
					% students

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**Table 2—Polk County’s Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 1**

		<table border="1"> <tr> <td></td> <td>lunch</td> <td>07</td> <td>06</td> <td></td> <td></td> </tr> <tr> <td>Kathleen HS</td> <td>56</td> <td>D</td> <td>D</td> <td>49</td> <td>20</td> </tr> <tr> <td>Plant City HS</td> <td>39.4</td> <td>B</td> <td>B</td> <td>39</td> <td>15.4</td> </tr> <tr> <td>Durant HS</td> <td>28.1</td> <td>B</td> <td>B</td> <td>37</td> <td>11.4</td> </tr> </table>		lunch	07	06			Kathleen HS	56	D	D	49	20	Plant City HS	39.4	B	B	39	15.4	Durant HS	28.1	B	B	37	11.4															
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<p>1.3.b Create and distribute policy and inter-district transfer agreements. <i>(Send each district copies of the modifications to district policy, model inter-district transfer agreements and other relevant documentation to facilitate replication.)</i></p>	<p>August 2009</p>	<p>The agreement with Polk and Osceola Counties is such that Polk students may transfer to traditional Osceola schools. This currently occurs via an informal agreement and we are working on a formal agreement between parties. However, there are formal inter-district agreements with Osceola County to take Polk students by way of the Four Corners Charter and New Dimensions charter. This has been a great choice option to offer Polk students as it provides the opportunity for students to access additional choice options both within their districts by creating high quality, high yield choice options or via inter-district transfer. For example, those students who attend lower performing Haines City High School or Ridge Community High School to attend New Dimensions High School, a higher performing charter school located in Osceola County. The chart below demonstrates the need to offer choices for low performing students to attend a higher performing school.</p> <table border="1"> <thead> <tr> <th>School</th> <th>% F/R lunch</th> <th>School grade '06-07</th> <th>School grade '05-06</th> <th>% Minority</th> <th>% stud</th> </tr> </thead> <tbody> <tr> <td>Haines City HS</td> <td>66.5</td> <td>F</td> <td>D</td> <td>77</td> <td>1</td> </tr> <tr> <td>Ridge Comm HS</td> <td>55</td> <td>D</td> <td>D</td> <td>67</td> <td>1</td> </tr> <tr> <td>New Dimensions</td> <td>58.5</td> <td>D</td> <td>C</td> <td>86</td> <td>3</td> </tr> </tbody> </table> <p>In addition, Four Corners Charter School offers an option for students who wish to attend from Boone Middle School.</p> <table border="1"> <thead> <tr> <th>School</th> <th>% F/R lunch</th> <th>School grade '06-07</th> <th>% Minority</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Boone Middle</td> <td>86.3</td> <td>C</td> <td>74</td> <td></td> </tr> <tr> <td>4 Corners Charter</td> <td>53.3</td> <td>B</td> <td>64</td> <td></td> </tr> </tbody> </table> <p>Polk has established contractual inter-district agreements with New Dimensions High School and Four Corners Charter School in Osceola County. Students from low performing schools will have the opportunity to attend these higher performing schools through transfer. This will impact 450 students. Furthermore, informal inter-district agreements have been signed with Hillsborough county allowing students to transfer over district lines. These inter-district transfer policies and practices were discussed in terms of best practice at the June 16-18 training. Over 20 participants were at the session to discuss choice transfer options for students. Polk, Orange, Hillsborough, Manatee, Duval, Lake and Osceola County participated. Additionally, evaluators from USF and the DOE interacted as districts discussed the benefits and challenges to choice.</p>	School	% F/R lunch	School grade '06-07	School grade '05-06	% Minority	% stud	Haines City HS	66.5	F	D	77	1	Ridge Comm HS	55	D	D	67	1	New Dimensions	58.5	D	C	86	3	School	% F/R lunch	School grade '06-07	% Minority	%	Boone Middle	86.3	C	74		4 Corners Charter	53.3	B	64	
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**Table 2—Polk County’s Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 1**

<p>1.1.c District transportation plans with regards to choice, charter and Title I options <i>(Develop a transportation plan in each district to assure that transportation is not a barrier to choice enrollment.)</i></p>	<p>March 2009</p>	<p>To assure that transportation is not a barrier for students participating in the VPSC program through the inter-district model; the districts work with charter schools and traditional school bus routes to assist inter-district transfer students with transportation. During the period of this grant, utilizing transportation funds, Polk County has established a sustainable transportation arrangement that will extend beyond the cycle of the grant. In order to accomplish this task, Polk County has purchased a bus and holds the title for this bus throughout the grant cycle.</p> <p>Polk County assures that the bus will be used for the purpose of transporting VPSC participating Polk County students to Four Corners Charter School in Osceola County. This commitment is outlined in the memorandum of understanding entered into between Polk, Osceola and Four Corners. Polk County will first create a priority for VPSC Polk County middle school students who are attending Four Corners Charter School and live within the established transportation zone to ride the bus. Any remaining seats will be filled with siblings of the VPSC Polk County middle school students as well as other VPSC Polk elementary students who participate in the inter-district model and are attending Four Corners.</p> <p>Polk County Public Schools utilized grant funds to hire a bus driver and provide the training for that bus driver. Polk County is responsible for the salary and benefits of the bus driver, the purchase of the bus, as well as the fuel and maintenance costs of the bus using transportation grant funds during the funding cycle of this grant.</p>
<p><b>State Objective 1.</b> In target public school districts, increase the number of families that exercise inter-district public school choice. (continued)</p> <ul style="list-style-type: none"> <li>• <b>State Measure 1c.</b> Increase the number of families that exercise public school choice via the inter-districts models by 2% each year after models’ implementation in August 2009, thus increasing overall number of student transfers by 6% at end of grant period.</li> </ul>		
<p><b>Polk Goal #1: 1a—Review current choice offerings and transfer policies. (continued)</b></p>		
<p><b>Anticipated Outcomes in Polk County’s VPSC Grant</b></p>		<p><b>Status in Polk County’s VPSC Grant as of September 2009</b></p>
<p>1.2.c Needs assessment including types of choice and barriers to choice <i>(Create and utilize a needs assessment to identify choices appealing to students and parents, barriers to accessing choices, and steps to overcome barriers.)</i></p>	<p>May 2009, 2010 and 2011</p>	<p>The needs assessment for partnering districts in the Polk VPSC project began July of 2008. Districts were asked to do a self assessment where they ranked barriers to choice in their districts. Of those who responded, program cost and transportation were the top two barriers. The survey also inquired of demographic changes that may be occurring with regard to ethnicity/race or socio-economic status. The districts unanimously affirmed this occurrence through choice/charter, title one AYP choice and rezoning. In Polk County, 28,912 students could have made the choice to move from a lower performing school to a higher performing school via Title One AYP choice, only 657 of the students, 2% actually made this choice. Since we acknowledge that the choice exists, especially for the elementary and middle school student, the challenge becomes, how do we assist parents in confidently making a choice to send their students to one of these options. Whether the decision is for Title One AYP choice, charter school choice, traditional district choice, or other choice options it must be meaningful and sustainable for the student. At the elementary and middle level the challenge has been to assist parents in making these choices and choosing appropriately based on the needs and interests of their students. As this grant continues, we will hone in on the specific, successful techniques that bring these students from low</p>

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**Table 2—Polk County’s Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 1**

		<p>performing schools to higher performing schools. Maintenance of diversity was also surveyed and it appeared a shift in diversity may be occurring at the schools. Districts also provided feedback on declining enrollments at schools. Responses illustrated that this is being seen in title one sending schools by a subjective representative group comprised of low and middle class families. The districts had mixed results when asked about high performing charter or choice programs.</p> <p>The survey results from July 2008 were further developed by district choice representatives in April of 2009. It was from this open forum dialogue that the districts wrestled again with choice options and barriers to accessing them. The group collaboratively worked to define choice as any student not attending their zoned school. An exhaustive list of over 23 varieties of choice was listed. Furthermore, from consensus it was determined that the barriers and challenges for school choice affect five primary stakeholder groups: family, community, business partners, school sites, and districts. These stakeholder groups, while each has a unique challenge, find that there are three focal barriers of concern for choice access. These include information and marketing, implementation and expansion of programs and transportation.</p> <p>The summative feedback from the partnering districts in the Polk VPSC needs/barriers discussion at the April 2009 meeting were later used to tailor training session for site based choice program principals from the partnering districts in June 2009. The topics and trainings aligned with the goals of the Polk VPSC to address the opportunity for students to access additional choice options both within their districts by creating high quality, high yield choice options or via inter-district transfer as well as address the need for high yield educational options for students who are at-risk or unmotivated. As principals were asked to discuss these same challenges to choice in a session, their feedback will be used to tailor training for teachers during the summer of 2010. The vertical articulation and discussion of needs and challenges to choice from district to principal to teacher personnel is providing a common articulation that affect choice and academic options for students.</p> <p>Polk will identify, obtain and disseminate materials to implement research based strategies and powerful book review activities designed to provoke thoughtful discussion and self evaluation on the part of choice advocates at the school and district level with regard to choice and challenging student populations. Self evaluations with choice schools and/or district representatives in the nine districts have identified barriers to choice at the student, school and district level. This information has been used to develop specific strategies to address these barriers at a series of choice workshops as outlined above. Once this document is complete, it will be expanded to other districts beyond those partnering with Polk to identify and develop effective practices for meeting the needs of the school and low performing students within these schools. Based on the strategies and information gathered above, work with nationally recognized experts, including but not limited to, Coalition of Effective Schools, NACSA, FPSCC, Bill Daggett, Learning Focused Strategies to develop and implement on-line interactive training modules posted on the FPSCC website. This information may also be presented to grant partners or coalition members through printed materials, webcasts, newsletters, videos and other marketing tools developed via this grant.</p>
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**Table 2—Polk County’s Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 1**

<p>1.3.c Brochures, videos and other marketing tools <i>(Provide coalition members with brochures, videos and other marketing tools developed via this grant.)</i></p>	<p>June 2009, 2010 and 2011</p>	<p>Brochure templates are being developed with input from the nine partnering districts marketing inter-district transfers and career academies. Clark/Nikdel/Powell (CNP) is a local Polk County public relations firm that was placed under contract, effective July 2009, to work closely with Polk County Public School (PCPS) staff to formulate, develop and design informational pieces to detail the Career Academies throughout the nine districts and the Inter-District Choice options between Polk, Hillsborough and Osceola counties. PCPS will fund all printing as brochures are completed and returned on the template that has been designed and submitted to each of the nine participating districts. Districts are scheduled to have their templates returned to Polk by November 2009. All PDF files of the brochures will be available for future minor modifications and sustainability beyond the funding of the VPSC grant. These brochures will focus on the following:</p> <ul style="list-style-type: none"> <li>• Career Academies Informational Pieces</li> </ul> <p>Three panel brochures will be developed that detail the specific Career Academy programs throughout Polk County. This information will provide information on Academy programs and also include programs of study, the benefits of the program, business partners and the application process. CNP will also develop eight brochures for the additional districts that will include the same overall look and general information as the PCPS version. PDF files will be made available to PCPS for future minor revisions and sustainability beyond the funding of the VPSC grant.</p> <ul style="list-style-type: none"> <li>• Inter-District Choice Informational Pieces</li> </ul> <p>With the varying information that pertains to the Polk/Osceola/Hillsborough programs, three separate print pieces will be developed that offer the information that pertains to that specific Inter-District Choice program. The first piece would be a two- to four-panel brochure detailing the schools in the Polk/Osceola program. The second piece would be a three- to four-panel brochure that would explain the transferring of students from Polk to Hillsborough and from Hillsborough to Polk. All PDF files will be made available to PCPS for future minor revisions and sustainability beyond the funding of the VPSC grant.</p>
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**Table 3—Polk County’s Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 2**

<p><b>State Objective 2.</b> In target communities, increase the number of families with children in lower-performing schools who transfer to higher-performing schools.</p> <ul style="list-style-type: none"> <li>• <b>State Measure 2a.</b> Number of school choice activities conducted for parents at targeted schools, specific to those schools that have failed to make AYP for two or more years, will be increased by 25% at the end of 2011.</li> <li>• <b>State Measure 2b.</b> From 2007 through 2011, training participation of community and parent volunteers at the School Choice Parent Resource Centers will increase by 30%.</li> <li>• <b>State Measure 2c.</b> By end of grant 25% more families at each School Choice Parent Resource Center operating under this grant will use personalized assistance in comfortable community settings with community volunteers and Public School choice staff.</li> </ul>
<p>Polk Data in support of State Measure 2b and 2c:</p>

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**Table 3—Polk County's Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 2**

### Students Accessing Inter-district Choice

The year-two Polk County VPSC grant narrative projects that 320 students will travel from Polk County to Four Corners Charter School or New Dimensions High School in Osceola County as a result of the inter-district agreement between the parties. Reports generated by Polk County Schools personnel show that a total of 394 students attended Four Corners and another 64 attended New Dimensions for a total of 458.

Chart 1 lists transfers to Four Corners by grade and by the Polk County school from which they transferred.

**Chart 1: 2008-09 Polk County Transfers to Four Corners Charter School listed by both Grade and Zoned School**

Grade	Alta Vista Elementary	Boone Middle	Dennison Middle	Dundee Ridge Middle	Horizons Elementary	Lake Alfred-Addair Middle	Lena Vista Middle	Loughman Oaks Elementary	Sandhill Elementary	Not in Polk*	TOTAL
8		11				45				4	60
7		11				27					38
6		12	1	1	2	21		9			46
5					4			44	1	1	50
4	1				4		1	42	1		49
3					1			8			9
2					8			77		1	86
1	1				5			41	1	1	49
No Grade								7			7
<b>TOTAL</b>	<b>2</b>	<b>34</b>	<b>1</b>	<b>1</b>	<b>24</b>	<b>93</b>	<b>1</b>	<b>228</b>	<b>3</b>	<b>7</b>	<b>394</b>

Both Adequate Yearly Progress (AYP) status and school grade for both Four Corners Charter and each of the Polk County Schools from which more than 20 students accessed the inter-district transfer are listed in Chart 2.

**Chart 2: 2007-08 and 2008-09 AYP Status and School Grades for Four Corners and for Polk County Zoned Schools**

School	2007-2008		2008-2009	
	AYP Status	School Grade	AYP Status	School Grade
Four Corners Charter	No	A	Yes	A
Loughman Oaks Elementary (228)	No	C	No	B

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**Table 3—Polk County's Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 2**

Lake Alfred-Addair Middle (93)	No	C	No	C
Boone Middle (34)	No	C	No	C
Horizons Elementary (24)	NA	NA	No	D

**Chart 3** reports the number of students who used the inter-district transfer option to attend New Dimensions High School during 2008-09. Students are listed by grade and by the Polk County school which they are zoned to attend. (\*Note that one tenth grader withdrew during the year.)

**Chart 3: 2008-09 Polk County Transfers to New Dimensions High School listed by both Grade and Zoned School**

Grade	Haines City High School	Ridge Community High School	TOTAL
12	21		21
11	9		9
10	31*	1	32
9	2		2
<b>TOTAL</b>	<b>63</b>	<b>1</b>	<b>64</b>

Both AYP status and school grades for New Dimensions High School and for Haines City High School are listed in **Chart 4**.

**Chart 4: 2007-08 and 2008-09 AYP Status and School Grades for New Dimensions and Haines City High Schools**

School	2007-2008		2008-2009	
	AYP Status	School Grade	AYP Status	School Grade
New Dimensions High School	No	D	No	B
Haines City High School	No	C	No	D

**Students Using Intra-District Transfers to Enroll in High Performing Schools**

*South McKeel Academy*

During 2008-09, 322 Polk County middle school students and one Hillsborough County students left lower performing schools to attend South McKeel Academy. Schools from which these students transferred and the number of students from each school are listed in **Chart 5**. The 323 student seats were created as a direct result of the PMI and charter renewal training that occurred working in conjunction with CREDO from Stanford University. There were 23 training participants

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**Table 3—Polk County's Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 2**

representing 14 districts, the department of education and CREDO/Stanford University.

**Chart 5: 2008-09 Enrollees at South McKeel Academy listed by both Grade and Zoned School**

Grade	Bartow Middle	Crystal Lake Middle	Dennison Middle	Kathleen Middle	Lake Alfred-Addair Middle	Lake Gibson Middle	Lakeland Highlands Middle	Plant City*	Mulberry Middle	Sleepy Hill Middle	Southwest Middle	Stambaugh Middle	TOTAL
7	6	20		15	2	22	19	1	12	23	28		148
6	19	26	1	28		20	25		10	19	26	1	175
<b>TOTAL</b>	<b>25</b>	<b>46</b>	<b>1</b>	<b>43</b>	<b>2</b>	<b>42</b>	<b>44</b>	<b>1</b>	<b>22</b>	<b>42</b>	<b>54</b>	<b>1</b>	<b>323</b>

\*One student accessed enrollment at South McKeel Academy through inter-district transfer from Hillsborough County.

Both Adequate Year Progress (AYP) status and school grade for South McKeel Academy and each school from which at least 20 students transferred during 2008-09 are listed in **Chart 6**.

**Chart 6: 2007-08 and 2008-09 AYP Status and School Grades for South McKeel Academy and for Students' Zoned Schools**

School	2007-2008		2008-2009	
	AYP Status	School Grade	AYP Status	School Grade
South McKeel Academy	Yes	B	Yes	A
Bartow Middle	No	C	No	C
Crystal Lake Middle	No	C	No	C
Kathleen Middle	No	B	No	B
Lake Gibson Middle	No	B	No	B
Lakeland Highlands Middle	NO	A	No	A
Mulberry Middle	No	A	No	B
Sleepy Hill Middle	No	B	No	C
Southwest Middle	No	A	No	A

### *Lawton Chiles Middle Academy*

Fourteen teachers participated in training and curriculum development for implementing a Middle Years Program at Lawton Chiles Middle Academy. This MYP program will serve as a feeder to two high school IB programs in the district. The group of teachers worked collaboratively with teachers from Cocoa Beach, Florida, during the training and curriculum writing/mapping time. As a result, 631 students will benefit from a rigorous academic program. **Chart 7** below presents

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**Table 3—Polk County's Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 2**

the number of students that transferred to Lawton Chiles from each sending school.

**Chart 7: 2008-09 Enrollees at Lawton Chiles Middle Academy listed by both Grade and Zoned School**

Crystal Lake Middle	Kathleen Middle	Lake Gibson Middle	Lakeland Highlands Middle	Mulberry Middle	Sleepy Hill Middle	Southwest Middle	TOTAL
72	52	93	170	2	94	148	631

Chart 8 lists and the 2007-2008 and 2008-2009 AYP status and school grade for both Lawton Chiles Middle Academy and each school that sent at least 20 students to the academy during 2008-2009.

**Chart 8: 2007-08 and 2008-09 AYP Status and School Grades for Lawton Chiles Middle Academy and for Students' Zoned Schools**

School	2007-2008		2008-2009	
	AYP Status	School Grade	AYP Status	School Grade
Lawton Chiles Middle Academy	Yes	A	Yes	A
Crystal Lake Middle	No	C	No	C
Kathleen Middle	No	B	No	B
Lake Gibson Middle	No	B	No	B
Lakeland Highlands Middle	NO	A	No	A
Mulberry Middle	No	A	No	B
Sleepy Hill Middle	No	B	No	C
Southwest Middle	No	A	No	A

**State Objective 2.** In target communities, increase the number of families with children in lower-performing schools who transfer to higher-performing schools.

- **State Measure 2d.** Increase number of student transfer applications to public school choice options in targeted lower-performing schools to higher-performing schools and/or programs by 2% in 2009, 3% each year after, totaling 11% gain in transfers by 2011.

**Polk Goal #1: 1b—Provide training to promote high quality-high yield choice schools.**

Anticipated Outcomes in Polk County's VPSC Grant		Status in Polk County's VPSC Grant as of September 2009
1.b.1 Self assessment instrument data <i>(Complete self assessment instrument in each participating district.)</i>	June 2009	Partnering districts were surveyed about the types of choice and common barriers to choice in their respective districts. A collective report has been provided above for 1.2.c.
1.b.2 Contract for specific, high yield training addressing key areas of improvement as identified <i>(Identify key areas of improvement in each district; plan and contract for training to address these areas.)</i>	June 2009	Polk has offered training sessions for choice, charter and career academy leaders. These training opportunities were offered in April and June of 2009.  One of the most successful projects demonstrating strong initial success, although at the beginning stages, is the

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**Table 3—Polk County's Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 2**

Performance Management Institute training that each of the nine districts is participating in via the grant. This training is designed to assist district charter school authorizers in recognizing and tangibly supporting high performing schools. The training is in conjunction with Stanford University and the National Association of Charter School Authorizers and is designed to identify high performing schools which will then have the opportunity to expand the number of seats available for choice students coming from lower performing schools as well as having extended contracts allowing for construction to create those additional seats. The training, provided at no cost for training or materials by staff from Stanford University and NACSA was piloted in Polk County this year. As a result of the initial year of piloting in one county, 642 additional seats were created at high performing choice schools.

Name of Charter School	School Grade/ AYP Status 2007-2008	Current Seats	Added Seats as a result of PMI
McKeel Elementary Academy South	B	571	517-1088 total seats
Edward W. Bok Academy	New School	375	125-500 total seats
Foundation Charter School	N/A has not made AYP in the vast majority of cells 5 of the last 5 years	67	-67*
<b>Total # of Seats Added as a result of PMI methods</b>	642		

\*Low performing school, school will close and all students will be sent to a higher performing school.

Additionally, each of the nine participating districts is developing a comprehensive, research based methodology to expand high quality choice to all students, with an emphasis on students from lower performing schools. Furthermore, students are prepared to meet the challenges of high quality choice options by providing specific interventions at the family and school level to assure that students have the rigorous preparation and support structures to succeed in these challenging choice options. This approach is a completely different process to how choice has been developed in the past. Using technology options, the research tools of Stanford University's Performance Management Institute and a systematic approach to identifying and expanding high quality choice options a successful model that can be replicated is developed. Furthermore, by using our partnerships with the South Eastern Coalition of Essential Schools, Nova Southeastern University, the Florida Public School Choice Consortium and the Florida Association of Charter School Authorizers this project will expand beyond the nine districts that have committed to participate. The Florida Department of Education is attending the summer training and is closely following the work of PMI and the monitoring and renewal processes. Staff from Stanford University, the Colorado League of Charter Schools and NACSA the National Association of Charter School

**Polk County VPSC Year-Two End of Year Summary Grant**

Table 3—Polk County's Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 2		
		<p>Authorizers have volunteered their time, materials, training development and travel to participate in the development and implementation of these processes specifically designed to expand quality choice for students from lower performing schools.</p> <p>Nova Southeastern is hosting the grant website which will provide all of the materials developed by each of these strands as blueprints to replicate the planning processes, specific steps, related trainings, model work sheets and materials as well as support contact lists and other resources. The web site will continue beyond the period of the grant as various organizations have committed time and resources to its continued update and operation. Although geared primarily as a Florida resource with its ties to Next Generation Sunshine State Standards, FCAT testing and applicable Florida law, we believe the countless hours dedicated to the development, field testing, refining and evaluation of these processes will provide an invaluable resource to others across the nation. Specific products include a step by step guide to develop career academies from concept to full implementation, creation of a research based, equitable monitoring and performance evaluation system for charter schools designed to expand high performing choice seats and an array of specific marketing and support techniques for students and families interested in choice.</p> <p><b><u>VPSC Conference Attendance during Year Two</u></b>                      The evaluation process also tracked the number of VPSC consortium members participating in a project-funded conference in June 2009. Conference strands were dedicated to career academies, magnet/choice schools and charter schools. Please see <b>Tables 1, 2, and 3</b> found in the <b>appendix</b> list the number of conference attendees by strand.</p>
<b>Polk Goal #1: 1c—Offer a summit for choice staff, career academy instructors and charter authorizers to promote high quality-high yield programs</b>		
<b>Anticipated Outcomes in Polk County's VPSC Grant</b>		<b>Status in Polk County's VPSC Grant as of June 2009</b>
1.c.1.a Enewsletters <i>(Take active roles in the central region of the FPSCC to include updates via the newsletter, presentations at meetings and serving in leadership roles.)</i>	October 2008, 2009, 2010 and 2011	Polk's VPSC Grant is located at <a href="http://www.fpcc.net/vpsc/index.htm">www.fpcc.net/vpsc/index.htm</a> . From this web site, anyone with access to the internet may read about best practices gleaned from trainings and discussions relating to school choice options for charter, career academies or choice programs. The purpose of the website is to create a resource to serve educators ranging from teachers to district personnel to access information that is helpful in a variety of ways. The website was developed with Principals, Teachers and District Administrators in mind. A review of material on the website provides Best practices for administrators and teachers in four key areas: Magnet/Choice, Charter, Career Academies, and Other Choice, resources to assist with preparing key reports and applications and Polk County's VPSC Grant Project Performance Goals and the Outcomes achieved to date. As this is a five year grant, this website will be a progressive project as more resources and information are added on an ongoing basis.

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Table 3—Polk County's Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 2		
		<p>The Polk County Voluntary Public School Choice (VPSC) project creates and maintains a powerful coalition of school districts which share resources and best practices to intensely focus on increasing choice options for all students with an emphasis on low performing, disengaged and disenfranchised secondary school students. This project includes primary partnerships between Polk, Osceola and Hillsborough Counties as well as expanded partnerships to also include Indian River, Lake, Manatee, Orange, Pasco and Sumter Counties. The project focuses on assuring academic success for students via expanded district choice options, interdistrict agreements and career academies at traditional public, choice and charter schools. The <b>project serves two main goals:</b></p> <p><b>Goal 1</b> – Develop and refine meaningful district choice options such as NCLB choice, charter schools, and choice schools; as well as interdistrict transfers which will impact 200 traditional public, choice or charter school students while increasing the opportunities for students to move between the districts of Polk, Osceola and Hillsborough Counties. Identify and develop solutions to barriers to choice in the three primary districts as well as the six supporting districts within this proposal.</p> <p><b>Goal 2</b> – Based on national models, create a comprehensive, sequential model for the development and implementation of career academies and middle school pre academies at traditional public, choice and charter schools, currently serving 114 academies and expanding to 195 over the next five years in 9 central Florida districts.</p>
1.c.2.a A self evaluation and needs assessment <i>(Share self evaluation and needs assessment materials developed and implemented through the project in summer workshops.)</i>	March 2009 and 2010	A self evaluation and needs assessment occurred April 23-24, 2009. Data from the districts were shared through a collaborative forum. Partnering districts were surveyed about the types of choice and common barriers to choice in their respective districts. A collective report of these findings are found above in 1.2.c.
1.c.3.a A web address and hard copy print material as applicable to site, training or material <i>(Coordinate information and web based offerings.)</i>	December 2008, 2009, 2010, 2011, and 2012	<a href="http://www.fpscc.net/vpsc/index.htm">www.fpscc.net/vpsc/index.htm</a> contains Voluntary Public School Choice data and print material from summer trainings and presenters. See also narrative for 1.c.1.a above.
<b>Polk Goal #2: 2—Create a comprehensive, sequential model for the development and implementation of career academies.</b>		
<b>Anticipated Outcomes in Polk County's VPSC Grant</b>		<b>Status in Polk County's VPSC Grant as of September 2009</b>
2.1.a Implementation plan <i>(Create a detailed implementation plan for academies to include</i> <ul style="list-style-type: none"> <li>• Academy types</li> <li>• Locations</li> <li>• Recruitment of students</li> <li>• Development of intra and inter district choice options</li> <li>• An application system and process by district)</li> </ul>	August 2009	The June 2009 Conference was used to initiate the discussion required to create a career academy implementation plan. Thirty-six participants from five consortium districts participated in career academy sessions. <ul style="list-style-type: none"> <li>• Presentations were made from representatives of multiple program areas (academy types).</li> <li>• Attendees heard strategies for establishing academies.</li> <li>• Polk County also presented its recruitment strategies and the online application process being piloted in the county. Updated sessions will be offered in June 2010.</li> <li>• Intra district application processes are being formalized in Polk County and will be shared with other districts at the end of the 2009-2010 school year.</li> </ul>

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**Table 3—Polk County’s Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 2**

		<ul style="list-style-type: none"> <li>Since the June Conference, Polk County has established 16 concepts to be evidenced in all its career academies. Hillsborough representatives participated in sessions with Polk County school personnel in which the list of concepts was finalized. Hillsborough and Osceola representatives will be invited to a winter conference in Polk in which best practices related to these concepts will be shared. All consortium districts will participate in sessions regarding these concepts in June 2010.</li> </ul> <p>A table of career academy conference training data is found below in the appendix.</p>
<p><u>2.2.a</u> List of participants for computer conference</p> <p><u>2.2.b</u> List of best practices and issues for discussion from participating districts (Share a written best practice and a challenge or issue with group during the winter meeting via computer conferencing.)</p>	December 2008, 2009, 2010, 2011, and 2012	<p>2.2a-A formal computer conference has not been implemented to date.</p> <p>2.2.b-Through January 15, 2009 FACSA meeting committees were developed to include the best practices in the following areas: new application and appeal process, charter renewal and termination process, legal and contract, and district processes and procedures. Eight of the nine partnering districts are members of these committees.</p>

**Table 4—Polk County’s Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 3**

<p><b>State Objective 3.</b> Increase the methods to improve capacity, parental involvement and academic significance for choice public school initiatives.</p> <ul style="list-style-type: none"> <li><b>State Measure 3a.</b> Increase membership of Parent Advisory Councils by 25 memberships the first year with an increase of 10% each year thereafter, resulting in an increased of involvement at School Choice Parent Resource Centers (SCPRC) sites and the number of volunteer attendance at trainings.</li> <li><b>State Measure 3b.</b> For each year of the grant, the attendance of Parent Advisory Council members at all FPSCC events will increase by 5% each year, totaling 25% by the end of the grant in 2011.</li> <li><b>State Measure 3c.</b> By 2011, the Parent Advisory Council and the parent volunteers at the SCPRC sites will collaboratively develop and produce a publication to provide technical assistance and guidance to parents on statewide school choice policies and issues that will be distributed at all SCPRC sites.</li> <li><b>State Measure 3d.</b> By 2011, students who participate in the school choice inter-district models will show an overall average increase of 2% in FCAT reading and math scores.</li> </ul>	
<p>Polk Goal: Polk County’s VPSC Grant does not address State Measures 3a, 3b, 3c or 3d.</p>	

### **Status of Marketing/Dissemination Activities as of the End of Year Two**

The final quarterly report for the year lists marketing and dissemination activities in place for the VPSC grant. They are as follows:

1. A public relations consultant has been used to develop informational brochures that explain inter-district transfer options. These brochures are available in Polk, Osceola and Hillsborough County. With this information, parents have instructions on how to apply for an inter-district transfer, who to contact in the respective district and the benefits of attending a higher performing school.

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2. A public relations consultant has been used to develop informational brochures that explain career academies. These brochures outline the application process, academy focuses and the high schools at which they are located. The brochure has been templated by design and will be offered to the other eight participating districts so they may tailor the template for their use.
3. Inter-district transfer forms are available online through the Polk County website.
4. Interdistrict transfer applications are also available electronically and in person for students seeking transfer between Polk, Osceola and Hillsborough counties.

### Data Collection/Project Evaluation Status as of the End of Year Two

Data collection and project evaluation activities for year two of Polk County's VPSC Grant have focused on determining whether project activities are being conducted as planned and whether choice options are in place and being accessed by students in the consortium districts.

As reflected in the reports in **Tables 2 and 3** above, Polk County grant leadership has been conscientious in facilitating, monitoring and reporting the status of activities tied to each of the project outcomes.

Grant leaders and the external evaluator have also been engaged in an ongoing effort to collect grant-specific data from each of the nine partnering districts. At the end of year one, the nine consortium districts were asked to provide manual counts of **1)** the number of charter, choice and magnet schools and **2)** the number of career academies in place in each district. Those numbers were reported with the year-one final report.

As of November 2009, Polk County leadership began creating a report template in the form of an Excel spreadsheet to be used by each district to electronically report enrollees by choice option. A draft copy of the report format was submitted as part of the year-two first quarter report. USF personnel then created a format that includes the components from Polk's report. The USF report was intended to be used to collect data from all districts and partnerships as required for VPSC reporting.

At the end of the second quarter, spreadsheets based on the VPSC report format had been received from Polk, Osceola, Lake and Sumter Counties. Spreadsheets had been requested but not yet received from Hillsborough, Indian River, Manatee, Orange, and Pasco Counties. As of the end of the year, Polk County has received no additional Excel spreadsheets from the coalition districts. Indian River has had FERPA challenges with regard to releasing student information. Other districts have expressed that there is duplicity between data required for this grant and what has already been submitted to the data warehouse in Tallahassee.

In order to simplify the process for partnering districts, a new questionnaire was developed in August and September 2009. In early October 2009, the new questionnaire was sent to districts to request a list of enrollees by choice option with the ten-digit student-identification number listed for each student. Districts may choose to use the Excel template distributed earlier; or they may create their own templates, as long as required information is included.

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Reports from partnering districts are to be submitted no later than October 30, 2009. An updated enrollment report by district and choice option will be completed by the middle of November. Student identifiers will be sent to the Florida DOE as they are received by Polk County.

During the second year of grant activities, Polk County recorded participants at the project's major professional development activities. The fourth quarterly report provided a summary of attendance for the June conference. Tables 1, 2 and 3 found in the appendix provide data on attendees. A narrative of trainings provided through this grant has been provided above in 1.b.2.

Grant leadership also monitored and reported transfers from Polk County to Osceola County to access Four Corners Charter School and New Dimensions High School. Student lists were provided to the USF evaluators in September 2009. A summary to show schools from which students transferred and both AYP and school grade status for both sending and receiving schools was included in the fourth quarter report.

Additionally, training through the VPSC grant was tied to two Polk County schools. Therefore, transfer information was included in the fourth quarter report to show the schools from which students transferred during 2008-2009 to both Lawton Chiles Middle Academy and South McKeel Academy. School grades and AYP status for both the sending and receiving schools were also reported. Students at Lawton Chiles benefit directly from the MYP training in which staff from their school participated. Likewise, students at South McKeel Academy benefit from MYP training attended by their school staff.

### Evaluation Challenges

The only challenge in the evaluation process has been collecting information from partnering districts. In some cases, districts are asked to report information they are not formally collecting. Simply creating a process that will work for all participating districts has proven to be difficult, and reporting issues are not yet resolved.

### Appendix

The June 2009 Conference career-academy strand reported 39 participants. District attendees represented five consortium partners. Participants are categorized by district and job type in **Table 5**.

**Table 5: June Conference Career-Academy Attendees by both Position and District**

District	Teachers	School Administrators	Guidance Counselors	District Personnel
Hillsborough	3	2	1	6
Orange	0	0	0	4

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District	Teachers	School Administrators	Guidance Counselors	District Personnel
Osceola*	6	2	1	0
Pasco	0	0	0	2
Polk	5	1	0	4
<b>TOTAL</b>	<b>14</b>	<b>5</b>	<b>2</b>	<b>16</b>

Sixteen of the 20 participants in the choice strand represented eight school districts. **Table 6** lists the number of attendees by district and groups them as teachers, school administrators or district personnel.

**Table 6: June Conference Choice Attendees by both Position and District**

District	Teachers	School Administrators	District or State Personnel or Consultants
Hillsborough	1	0	0
Orange		1	2
Osceola	0	2	1
Pasco	0	0	0
Polk	0	1	2
Manatee	0	3	1
Lake	0	1	0
Duval	0	0	1
Evaluators/Consultants/NOVA			4
<b>TOTAL</b>	<b>1</b>	<b>8</b>	<b>11</b>

**Table 7** categorizes the 23 charter session attendees at the June Conference. Seventeen were district personnel from 14 Florida districts.

**Table 7: June Conference Charter Renewal Attendees by both Position and District**

District	Teachers	School Administrators	District of State Personnel or Consultants
Hillsborough	0	0	1
Orange		0	1
Osceola*	0	0	1
Pasco	0	0	1
Polk	0	0	2
Manatee	0	0	1

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District	Teachers	School Administrators	District of State Personnel or Consultants
Lake	0	0	2
Indian River	0	0	2
Brevard	0	0	1
Palm Beach	0	0	1
Flagler	0	0	1
Miami Dade	0	0	1
Desoto	0	0	1
Marion	0	0	1
NACSA/CREDO/NOVA/DOE			6
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>23</b>