

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

**Performance Report
December 2010**

(Performance October through December 2010)

Carolyn Finch, Sr. Director

Brian Warren, Sr. Coordinator

Office of Magnet, Choice and Charter Schools

Polk County Schools

P.O. Box 391

Bartow, FL 33831-0391

Phone: 863-534-0631

Fax: 863-534-0097

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Polk County VPSC Grant Year 4 Budget with Expenditures through the First Quarter and an Explanation of Funds not yet Used

Table 1 below shows actual expenditures by category as of December 31, 2010, for the fourth year of Polk County's VPSC grant.

Table 1: Year Four Budget with Expenditures through the First Quarter					
Category		Planned Year 4 Expenditures	Budget	Actual Spent	Comments
6400	220	Instructional Staff Consultative Services Salary Social Security			
6400	240	Instructional Staff Consultative Services Salary Work Comp			
6400	310	Instructional Staff Consultative Services Training	16,500.00		
6400	312	Instructional Staff Consultative Services Training			
6400	331	Instructional Staff Consultative Services Training-Travel	50,728.00		
6400	360	Instructional Staff Training Rentals	42,300.00		
6400	510	Instructional Staff Training Supplies	19,859.00		
6400	642	Instructional Staff - Capital Equipment/Non Capital Equipment			
6400	751	Instructional Staff Substitutes	9,500.00		
6400	752	Instructional Staff TempEmployees			
7800	160	Transportation Salary	23,344.00		
7800	160	Transportation Salary-Retro		1,242.12	
7800	162	Transportation Salary			
7800	210	Transportation Retirement	2,299.00	133.77	
7800	220	Transportation Social Security	1,786.00	92.96	
7800	231	Transportation Health Insurance		440.00	
7800	232	Transportation Life Insurance		1.20	
7800	240	Transportation Worker's Compensation	2,661.00	111.79	
7800	350	Transportation Repairs and Maintenance	1,920.00		
7800	450	Transportation Gasoline			
7800	460	Transportation Diesel Fuel	12,000.00	2,294.23	
7800	510	Transportation Supplies		7.34	
7800	540	Transportation Oil and Grease			
7800	550	Transportation Repair Parts		338.92	

Table 1: Year Four Budget with Expenditures through the First Quarter					
Category		Planned Year 4 Expenditures	Budget	Actual Spent	Comments
6400	220	Instructional Staff Consultative Services Salary Social Security			
7800	560	Transportation		277.74	
7800	752	Transportation Non Instructional Temporary Employee			
7700	140	Central Services Temp Salary		2,413.14	
7700	210	Central Services Retirement		259.90	
7700	220	Central Services Social Security	1,385.00	184.59	
7700	240	Central Services Worker's Comp	228.00	16.08	
7700	310	Central Services Professional/Technical Consultative Services	26,898.00	2,500.00	
7700	330	Central Services Travel	7,400.00	292.48	
7700	331	Central Services Travel Training	64,726.00	10,135.95	
7700	360	Central Services Rentals			
7700	370	Central Services Postage			
7700	390	Central Services Other Purchased Services (Printing)	2,000.00		
7700	510	Central Services Supplies	3,500.00	502.09	
7700	641	Central Services Capital Equipment	19,665.00		
7700	644	Central Services Non Capital Equipment		658.00	
7700	730	Central Services Dues and Fees	15,200.00	7,557.50	
7700	751	Central Services Instructional Temporary Employee			
7700	752	Central Services Non Instructional Temporary Employee	18,100.00		
7200	793	Indirect Costs	12,707.00	255.93	
5300	130	Vocational Other Certified Personnel			
5300	210	Vocational Other Certified Personnel Retirement			
5300	220	Vocational Other Certified Personnel Social Security			
5300	231	Vocational Other Certified Personnel Insurance			
5300	240	Vocational Consultative Services			
5300	310	Vocational Other Certified Personnel Work Comp	71,057.00		
5300	510	Vocational Supplies			

Table 1: Year Four Budget with Expenditures through the First Quarter					
Category		Planned Year 4 Expenditures	Budget	Actual Spent	Comments
6400	220	Instructional Staff Consultative Services Salary Social Security			
5300	622	Vocational Non Capital AV			
5300	644	Vocational Non Capital Computer Equip			
			425,763.00	29,715.73	

* Expenditures are as reflected in the system through December 31, 2010

Up-to-Date Executive Summary Providing Status of Progress toward Program Goals, Activities and Timelines

Overview

Polk County's VPSC grant proposal lists two goals:

- Goal 1 focuses on a plan to **(a)** develop and refine meaningful district choice options and **(b)** identify and develop solutions to choice barriers.
- Goal 2 addresses this partnership's intent to **(a)** create a model for the development and implementation of career academies and **(b)** expand the number of career academies in the coalition districts.

The focus of grant activities is stated in the project abstract of the grant proposal: *This project will create and maintain a powerful coalition of school districts which will 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 with Polk, Osceola and Hillsborough Counties as well as expanded partnerships to also include Indian River, Lake, Manatee, Orange, Pasco and Sumter Counties.*

Since beginning grant activities in the summer of 2008, Polk County has correlated its goals and outcomes to Florida's Performance Measures. At the end of each quarter, the Polk County consortium reports performance in relation to every outcome that should have been met to date based on the proposal timeline. **Tables 4, 5, and 6**, beginning on page 9, provide an update of performance from beginning of grant through the end of December 2010. Grant outcomes have been met to date.

A Summary of Goal-Related Performance

Polk County has reported some key activities and accomplishments in relation to each of the two goals.

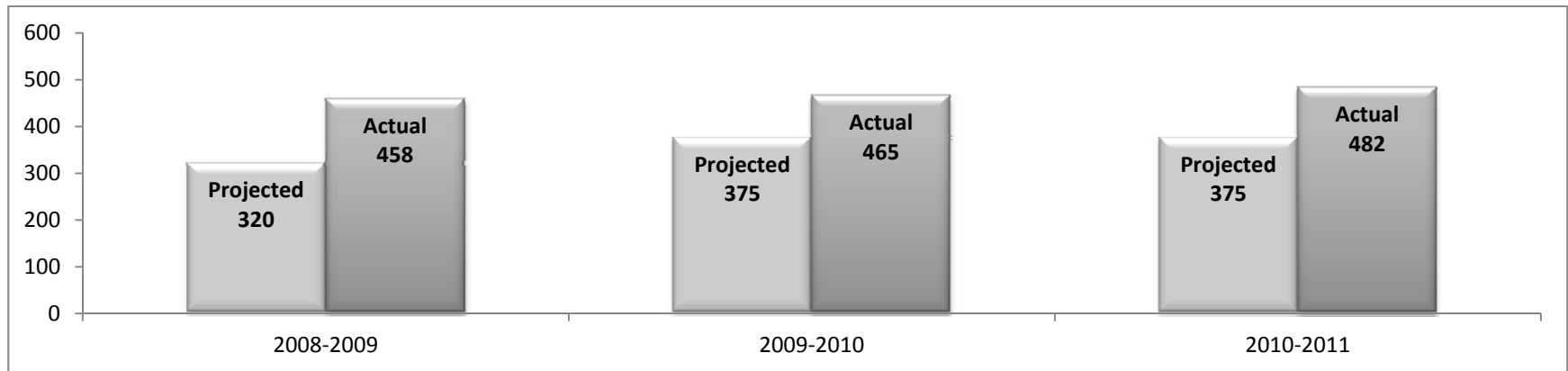
- Goal 1 addresses all inter- and intra-district choice options other than career academies. Inter-district agreements are in place to allow students to transfer between Polk and Osceola and between Polk and Hillsborough Counties to access choice. These are the three primary grant partners. There are also formal inter-district agreements with Osceola County to take Polk students by way of Four Corners and New Dimensions charter schools.

The number of Polk County students going from Polk to Osceola County to access Four Corners and New Dimensions exceeded expectations in both 2008-2009 and 2009-2010 and has done so to date for 2010-2011.

1. The VPSC Year-Two End-of-Year Report states that a total of 458 Polk County students accessed an inter-district transfer option to attend Four Corners Charter School or New Dimensions High School in Osceola County. The grant narrative predicts that 320 students will make that choice. The actual number is 143% of what was expected.
2. Polk County estimated that a total of 375 students would go from Polk County to Osceola County to attend these two schools during 2009-2010. The VPSC Year-Three End-of-Year Report says that 465 students had done so. The actual number for 2009-2010 was 124% of the number projected.
3. For 2010-2011, Polk County again projected that 375 students will go from Polk to Osceola County to attend Four Corners and New Dimensions. The actual number of students who have done so as of December 31, 2010, is 482. That is 129% of the number anticipated.

Figure 1 shows the expected versus actual number of students transferring from Polk County to either Four Corners or New Dimensions during both 2008-2009 and 2009-2010 school years and to date for 2010-2011.

Figure 1: Projected vs. Actual Number of Students accessing Inter-District Choice to attend Four Corners and New Dimensions



Other students accessing inter-district choice during 2009-2010 to move between Osceola and Polk Counties include 6 transferring from Osceola to Polk and 2 transferring from Polk to Osceola. Additionally, 11 students used the inter-district choice option to move from Hillsborough to Polk County, while 133 went from Polk to Hillsborough.

A needs assessment initiated in the Polk VPSC project in July 2008 asked consortium districts to rank barriers to choice. Transportation was a major barrier. A key accomplishment of this grant has been the development of the transportation plan created for students going from Polk County to Four

Corners Charter School in Osceola County. Four Corners began transportation as of the second semester of the 2009-2010 school year. The school runs two bus routes that fill the bus both times. All students transported on the bus are Polk County students attending the charter school through an inter-district agreement. The bus holds 77 students; therefore, approximately 150 students are transported each day. The students on the first bus route are the furthest from the school and participate in a before-school program that offers breakfast and supervision by a school staff member. The students on the second bus route are closer to the school and arrive before school begins. Four hundred two students from Polk County exercised inter-district choice in order to attend Four Corners during this reporting quarter.

Another barrier to choice identified by consortium partners is the lack of effective marketing strategies. Brochure templates have been developed with input from the nine partnering districts. Brochures were disseminated at the beginning of the second quarter of year three.

Additional detail about the results of the needs assessment and strategies to overcome barriers to choice was summarized and reported in the VPSC Year-Two End-of-Year Report. The report specifies that a group of district representatives defined a choice student as any student not attending his or her zoned school.

In Polk County, Lakeland Montessori Middle, a charter school, has acted as a high-performing choice option for students. This charter school was awarded a renewal contract in 2010. During the fourth quarter of year-three grant activities, 42 new seats were reported at Lakeland Montessori and are directly impacted by the PMI and charter renewal training supported through the grant.

Additionally, Lawton Chiles Middle School teachers continue to participate in grant-sponsored training and curriculum development for implementing an IB MYP (middle years program). During this reporting period, 220 new students at this magnet school benefited from the school's rigorous academic program.

- Goal 2 focuses on creating a model for the development and implementation of high school and middle school career academies. To date, consortium personnel have focused most activities on high school career academies and have achieved four key accomplishments:
 1. A career-academy strand was offered during both the June 2009 and June 2010 VPSC Conference.
 - The 2009 conference was used to initiate the discussion required to create a career academy implementation plan. Thirty-six attendees from five consortium districts participated.
 - In 2010, 94 career academy representatives, a 261% increase in attendance over 2009, attended the VPSC Conference. They were from six consortium districts. Participants attended three general sessions and also had the opportunity to attend four out of 21 breakout sessions offered during the three-day conference.
 2. Polk County's career academy concepts and the evaluation and continuous improvement process to be used in Polk County to help move academies ever-closer to full implementation were shared at the June 2010 VPSC Conference during two breakout sessions that were attended by 34 conference participants.

3. On November 3, 2010, Polk County hosted its Second Annual Career Academy Conference. One hundred seventy-five attendees participated in both general and breakout sessions during the one-day event. While the vast majority of participants are from Polk County, representatives from Osceola, Sumter and Pasco School Districts also joined in the activities.
4. The nine consortium districts have engaged business partners in the development, implementation and sustainability of their career academies. Reports submitted by partnering districts in September 2010 show a tally of business partners as listed in **Table 2**.

Table 2: 2009-2010 Academy Business Partners by Consortium District	
District	Number of Academy Business Partners
Hillsborough	150
Indian River	8
Lake	170
Manatee	140
Orange	78
Osceola	45
Pasco	122
Polk	123
Sumter	62
TOTAL	898

Overall Grant Status

As of December 2010, Polk County consortium grant activities have proceeded essentially as expected. The only major challenge has been accessing student data from partnering districts. However, as of December 2010, all nine districts have uploaded student records. Pasco and Indian River Counties completed uploads in October 2010. The Florida Department of Education website shows that 44,427 students had been touched by grant activities as of the end of the 2009-2010 school year.

Table 3 lists the consortium districts, the number of uploaded student records from each, and the total number of students impacted through the consortium.

Table 3: Student Records uploaded by each Consortium District	
District	Number of Uploaded Student Records
Hillsborough	521
Indian River	335
Lake	5823
Manatee	6380
Orange	12964

Table 3: Student Records uploaded by each Consortium District	
District	Number of Uploaded Student Records
Osceola	5951
Pasco	1928
Polk	6322
Sumter	4203
TOTAL	44427

Project Activities Tied to Polk County’s VPSC Grant Outcomes with State Objectives to Include Local Performance to Date

Polk County’s VPSC grant narrative presents specific outcomes to be achieved in relation to each of its two goals. *Tables 4, 5 and 6* correlate Polk County’s goals and related outcomes to the State’s Performance Measures. The status statements included within each table represent activities reported for Year 1 through the first quarter of Year 4.

Table 4—Polk County’s Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 1		
<p><u>State Objective 1.</u> In target public school districts, increase the number of families that exercise inter-district public school choice.</p> <ul style="list-style-type: none"> <u>State Measure 1a.</u> 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. <u>State Measure 1b.</u> 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. 		
<p>Polk Goal #1: 1a—Review current choice offerings and transfer policies</p>		
Anticipated Outcomes in Polk County’s VPSC Grant		Status in Polk County’s VPSC Grant
<u>1.1. a</u> Contract to Marie Sneed (<i>Hire a consultant to review practices and make recommendations.</i>)	September 2008	All contract work has been completed with recommendations received.
<u>1.1.b</u> Model inter-local agreement (Develop a comprehensive master plan to move students among districts.)	May 2009	Interdistrict agreements are in place to allow student transfers as follows: <ul style="list-style-type: none"> Polk County to Osceola County Osceola County to Polk County Polk County to Hillsborough County Hillsborough County to Polk County
<u>1.3.a</u> Submit inter-district transfer report to Coalition audience. (<i>Present an update on inter-district transfers at coalition choice summit.</i>)	October 2009, 2010 and 2011	On July 19, 2010, Polk County’s Sr. Director and Sr. Coordinator of Magnet, Choice and Charter Schools shared an annual report of Polk County’s VPSC grant with the

Table 4—Polk County’s Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 1		
		coalition districts at the Florida Public School Choice Consortium. The report included a summary of inter-district transfers as well as a participation report of grant-sponsored training.
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>	August 2009	Polk has established contractual interdistrict agreements with New Dimensions High School and Four Corners Charter School in Osceola County. Students from low performing schools have the opportunity to attend these higher performing schools through transfer. This impacts 450 students annually. Furthermore, informal interdistrict agreements have been signed with Hillsborough County allowing students to transfer over district lines. These interdistrict transfer policies and practices were discussed in terms of best practice at the summer 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.
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>	March 2009	Polk County and Osceola County have worked together with the Four Corners Charter School to formalize an interdistrict transportation plan to transport Polk County students to Four Corners Charter School. Through VPSC funds, Polk County purchased a bus and is working closely with Four Corners Charter School to ensure transportation is not a barrier to Polk students attending this school through the interdistrict agreement beginning January 2010.
<p>State Objective 1. 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"> • State Measure 1c. 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. 		
Polk Goal #1: 1a—Review current choice offerings and transfer policies. (continued)		
Anticipated Outcomes in Polk County’s VPSC Grant		Status in Polk County’s VPSC Grant
1.2.a Report of students transferring between Polk, Hillsborough and Osceola <i>(Evaluate effectiveness of current agreements with schools in Osceola and Hillsborough Counties.)</i>	November 2009	The number of students in Polk, Hillsborough and Osceola Counties who exercised school choice via the inter-district models for the 2009-2010 school year <i>(excluding those going from Polk to Osceola to access New Dimensions High School or Four Corners Charter School)</i> is as follows.

Table 4—Polk County’s Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 1			
		2009-2010	
		Polk to Osceola	473
		Osceola to Polk	7
		Polk to Hillsborough	105
		Hillsborough to Polk	16
1.2.b Report of students moving between districts and their free-and-reduced-lunch status <i>(Formalize and prioritize student movement between districts to emphasize needs of high poverty students.)</i>	March 2010	As of the end of September 2010, consortium districts have uploaded 42,164 matching student records. These are students accessing choice, some of whom are moving between districts. The student ID’s can be matched to records within the Southwest Data Warehouse to determine free-and-reduced-lunch-status of each enrollee.	
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>	May 2009, 2010 and 2011	Participant evaluations at the June 2010 VPSC Conference asked participants to identify needs and areas for improvement.	
1.2.d Marketing media to include but not be limited to brochures, videos and web based media <i>(Develop and disseminate marketing and information tools in multiple languages.)</i>	March 2010	Brochure templates have been developed and disseminated to partnering districts.	
1.2.e Report of number and type of marketing information used <i>(Evaluate effectiveness of marketing and information tools.)</i>	March 2010, 2011, and 2012	As of March 2010, brochures have been created to market (1)inter-district transfer options (200) and (2) career academies in four districts (200 per district).	
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>	June 2009, 2010 and 2011	Brochure templates have been developed with input from the nine partnering districts marketing inter-district transfers and career academies.	

Table 5—Polk County’s Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 2	
<p>State Objective 2. 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"> • State Measure 2a. 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. • State Measure 2b. From 2007 through 2011, training participation of community and parent volunteers at the School Choice Parent Resource Centers will increase by 30%. • State Measure 2c. 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. 	
<p>Polk Goal: No Polk County VPSC goal addresses State measures 2a, 2b or 2c.</p>	
Table 5—Polk County’s Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 2	

Table 5—Polk County's Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 2

Anticipated Outcomes in Polk County's VPSC Grant			Status in Polk County's VPSC Grant
State Objective 2. In target communities, increase the number of families with children in lower-performing schools who transfer to higher-performing schools.			
<ul style="list-style-type: none"> 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
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.	
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 both 2009 and 2010.	
1.b.3 Training program to include introductory, advanced and train-the-trainer models for district and school-based personnel <i>(Meet to share training results and develop a targeted training program.)</i>	June 2010, 2011, and 2012	In April 2010, 38 consortium members participated in training tied to IB MYP, 19 attended charter contract sessions and 22 took part in choice planning meetings. Twenty-four participants at the June 2010 VPSC Conference attended sessions focusing on curriculum and student achievement best practices in choice schools. Also, 94 attendees took part in career academy sessions described earlier in this report.	
Polk Goal #1: 1c—Offer a summit for choice staff, career academy instructors and charter authorizers to promote high quality-high yield programs			
Anticipated Outcomes in Polk County's VPSC Grant			Status in Polk County's VPSC Grant
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	Enewsletters are maintained quarterly through the Florida Public School Choice Consortium via online newsletter link. (http://www.fpssc.net/newsletter/05polkvpssc.htm) Best practices and training outcomes from Polk's consortium are also available through www.polk-fl.net .	
1.c.1.b Training for the north and south regions of the state to share online resources, tools and key learnings <i>(Provide training for the north and south regions to share resources and provide tools and key learnings.)</i>	June 2011 and 2012	Not yet applicable	
1.c.1.c Agendas and sign-in sheets <i>(Present at state and national conferences to disseminate information.)</i>	March 2010, 2011, and 2012	The June 2010 VPSC Conference agendas were included as attachments with the April through June 2010 quarterly report. On July 20, 2010, project staff made a presentation regarding best practices at the School Choice Parent Advisory Council meeting in Orlando.	

Table 5—Polk County’s Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 2

<u>1.c.2.a</u> 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. In April 2010, district office staff surveyed and developed format for train-the-trainer model for June 2010 VPSC Conference (choice strand).
<u>1.c.2.b</u> Agendas, curriculum maps and models <i>(Focus workshop strands during years 3 and 4 on teacher training resources available via the career academy model and implementation of inter-district transfer agreements, transportation options and solutions as well as authorizer intervention plans.)</i>	June 2010	The June 2010 VPSC Conference agendas were included as attachments with the April through June 2010 quarterly report.
<u>1.c.2.c</u> Agendas <i>(Focus training strands in years 4 and 5 on high yield strategies to recruit and retain students, particularly high need students.)</i>	June 2011 and 2012	Not yet applicable
<u>1.c.2.d</u> Agendas <i>(Continue workshops beyond proposal funding period.)</i>	June 2013	Not yet applicable
<u>1.c.3.a</u> 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	Best practices and training outcomes from Polk’s consortium are available through www.polk-fl.net .
Polk Goal #2: 2—Create a comprehensive, sequential model for the development and implementation of career academies.		
Anticipated Outcomes in Polk County’s VPSC Grant		Status in Polk County’s VPSC Grant
<u>2.1.a</u> Implementation plan <i>(Create a detailed implementation plan for academies to include</i> <ul style="list-style-type: none"> • Academy types • Locations • Recruitment of students • Development of intra and inter district choice options • An application system and process by district) 	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"> • Presentations were made from representatives of multiple program areas (academy types). • Attendees heard strategies for establishing academies. • Polk County also presented its recruitment strategies and the online application process being piloted in the county. • Intra district application have been formalized in Polk County and were shared with other districts at the June 2010 Conference.
<u>2.1.b</u> Participant roster for career academy staff attending a week-long summer curriculum mapping workshop <i>(Send career academy teachers to a summer curriculum mapping workshop.)</i>	June 2010	As described earlier in the this document, 94 career academy attendees at the June 2010 VPSC Conference took part in general sessions, break-out sessions, and strategic planning sessions designed to strengthen career academies across the consortium. Sessions were based on needs voiced by career academy personnel. Three of the

Table 5—Polk County's Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 2

		sessions directly addressed curriculum development, and one focused on the creation of curriculum maps. <i>(List of participants and representative districts are available upon requests.)</i>
<u>2.1.c</u> Participant roster for career academy staff attending a week-long summer curriculum mapping workshop <i>(Schedule an additional summer institute to refine curriculum maps and focus on additional career academy models lacking maps or training.)</i>	June 2011	Not yet applicable
<u>2.1.d</u> Participant roster for career academy staff attending a week-long summer curriculum mapping workshop <i>(Create additional curriculum maps for new academies, refine existing maps, and offer introductory instructional strategies for professionals new to the career academy model.)</i>	June 2011 and 2012	Not yet applicable
<u>2.1.e</u> Career Academy Cadre list of at least five representatives from respective districts to total a group of 50 <i>(Identify and train a select and dedicate cadre of professionals from each district to spearhead the continued development and implementation of curriculum maps and instructional strategies.)</i>	June 2012	Not yet applicable
<u>2.2.a</u> List of participants for computer conference <u>2.2.b</u> List of best practices and issues for discussion from participating districts <i>(Share a written best practice and a challenge or issue with group during the winter meeting via computer conferencing.)</i>	December 2008, 2009, 2010, 2011, and 2012	2.2a-A formal computer conference has not been implemented to date. 2.2.b-Through December 2010, 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.
<u>2.3</u> Hard copy of website and bulletin board including web address or link <i>(Coordinate with FPSCC to maintain a web based bulletin board.)</i>	April 2009	www.fpssc.net/vpsc/index.htm contains Voluntary Public School Choice data and print material from summer trainings and presenters. Additional information is available at http://www.polk-fl.net/districtinfo/departments/schoolbased/schoolchoice/default.htm

Table 6—Polk County's Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 3

State Objective 3. Increase the methods to improve capacity, parental involvement and academic significance for choice public school initiatives.

- **State Measure 3a.** 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.
- **State Measure 3b.** 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.
- **State Measure 3c.** By 2011, the Parent Advisory Council and the parent volunteers at the SCPRC sites will collaboratively develop and produce a publication

Table 6—Polk County's Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 3

to provide technical assistance and guidance to parents on statewide school choice policies and issues that will be distributed at all SCPRC sites.
<ul style="list-style-type: none"> • <u>State Measure 3d</u>. 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.
Polk Goal: Polk County's VPSC Grant does not address State Measures 3a, 3b, 3c or 3d.

Marketing/Dissemination Plans for Year Four with First Quarter Activities

The following are strategies used to market choice options to the students of Polk County:

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.
2. A public relations consultant has been used to develop informational brochures that explain career academies. These brochures list academy goals, outline the application process, specify student benefits, and list the academies in the individual district. They also include business partner information. Brochures have been designed for and distributed to four districts; they have been 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, Osceola, and Hillsborough County websites.

Project Evaluation Activities for Year 4, First Quarter

Overall Evaluation Activities

- During the first quarter of year-four activities, the external evaluator worked with Polk County School District personnel to finalize reports showing performance of career academy seniors and host school seniors as tied to the four Florida Career and Technical Education Performance Targets. The full text of the report is included as **Attachment 1**.
- At the November 2010 career academy conference, the external evaluator shared the Polk County career academy concepts and the district's continuous improvement process with representatives from Sumter County Schools.
- The external evaluator designed the evaluation instrument for the career academy conference and completed a report to show attendee responses. The summary portion of that report is included as **Attachment 2**.
- During the first quarter of year four, Polk County grant staff members and the external evaluator worked with contacts from both Pasco and Indian River Counties to finalize the student upload process. As shown in Table 3 on pages 8 and 9, all nine districts have successfully completed student uploads. According to the Florida Department of Education website, the consortium shows **44,427** uploaded records.

Attachment 1 (VPSC Quarterly Report for October through December 2010)**Performance of Career Academy and Host School Seniors from the Class of 2009-2010**

A report received in the late summer of 2010 shows that 23 Polk County career academies had 20 or more seniors enrolled as of the end of the 2009-2010 school year. Seven other academies had senior enrollments of fewer than 20 students. It is also important to note that three academies are reported in parts:

- At LGHS, two academies (coded D and K) are actually both part of the business academy but are counted twice because of the use of multiple codes.
- At LRHS, IMAG is divided into three codes; one of the IMAG codes (P) shows an enrollment of 25, while the other two (O and C) show low enrollments (10 and 7).
- A subgroup of the BHS medical academy students is composed of enrollees in Summerlin Academy. Those students are reported separately with performance compared to that of Summerlin.

Academy students are those with specific letter codes. Career academies with senior enrollees were located in 15 high schools during 2009-2010; and, in the case of nine students at BHS, a few were members of the larger Summerlin Academy. As part of its examination of academy effectiveness, Workforce Education sought to compare the performance of end-of-year academy seniors with all seniors in the academy's host school in terms of performance on the Florida Career and Technical Education Performance Targets:

- Average weighted grade point average (GPA)
- Percentage of the group scoring three or higher on FCAT reading
- Percentage of the group scoring three or higher on FCAT math
- Percentage of the group with a withdrawal code indicating high school graduation

An analyst in Polk County Schools Data Processing Department specified students in each group by first identifying the last school enrollment of

seniors during the 2009-2010 school year. Furthermore, he identified a subgroup of seniors, special populations seniors, in every academy and school. For the purpose of this study, special populations students are those who are coded as ESE (non-gifted), ESOL, or as individuals eligible for free or reduced lunch.

Once students were identified, the analyst removed any student who received one of the following withdrawal codes prior to May 27, 2010 (two weeks before the end of the school year).

- **W02** - Any PK-12 student promoted, retained or transferred to another school in the same district
- **W3A** - Any PK-12 student who withdraws to attend a public school in another district in Florida
- **W3B** – Any PK-12 student who withdraws to attend another public school out-of-state
- **W04** - Any PK-12 student who withdraws to attend a nonpublic school in- or out-of-state
- **W24** - Any PK-12 student who withdraws from school to attend a Home Education program

The final report shows performance of remaining students in terms of the four Florida Career and Technical Education Performance Targets. The count of special populations students within each academy and school is unduplicated, meaning that a student is counted only once even if he or she meets more than one of the special populations criteria.

Once the report was available, the external evaluator compared performance of *all seniors* and *special populations seniors* in the 23 individual academies and in their host schools in regard to each of the four performance targets and found that:

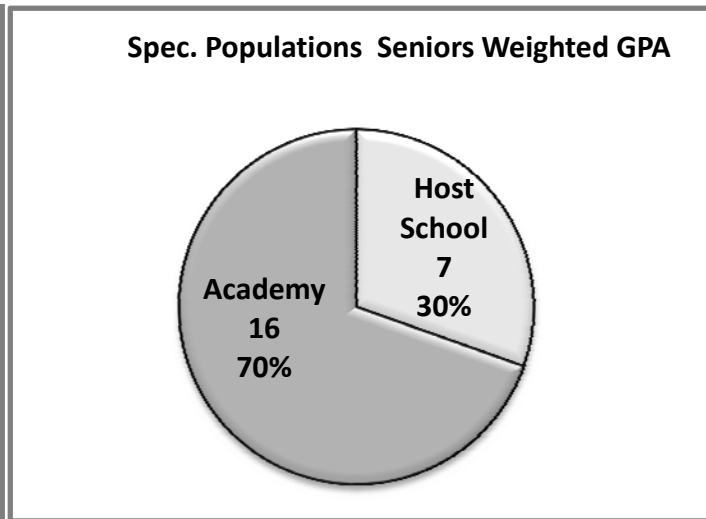
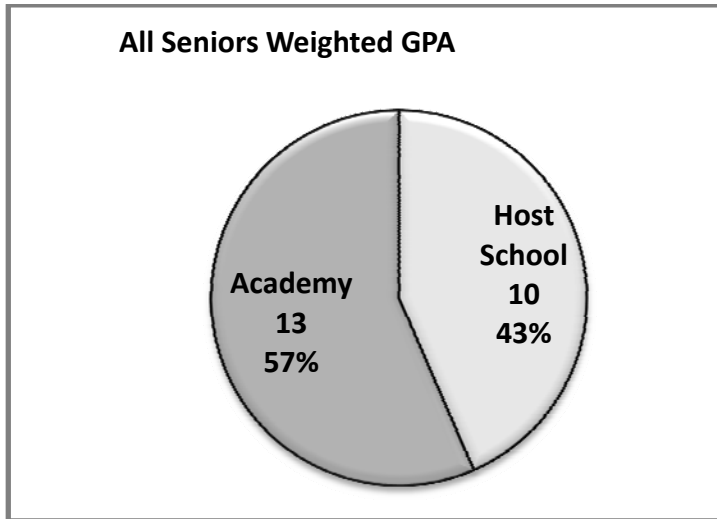
- In 66 of 92 or 72% of the comparisons ($4 \text{ measures} \times 23 \text{ academies} = 92$), total academy seniors performed better than the total seniors in the host school.
- In 75 of 92 or 82% of the comparisons, academy special populations seniors performed better than the special populations seniors in the host school.

While the report examines four measures, the evaluator was able to make eight comparisons because performance on each of the four was compared for two groups, all seniors and special populations seniors.

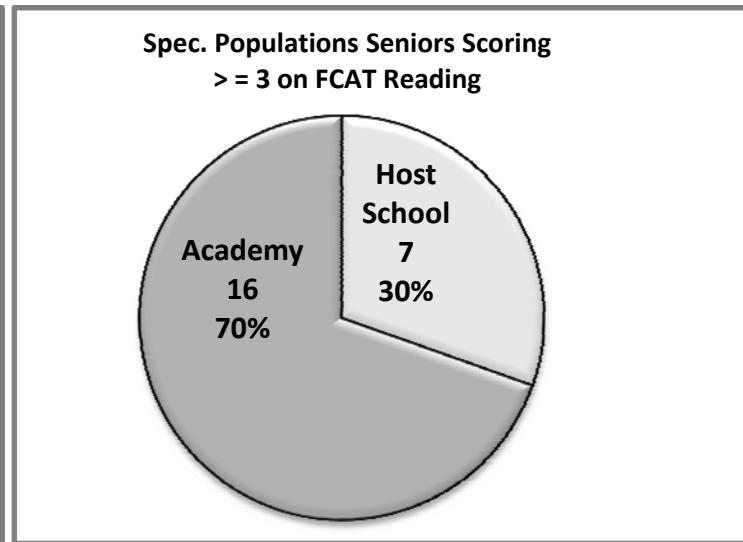
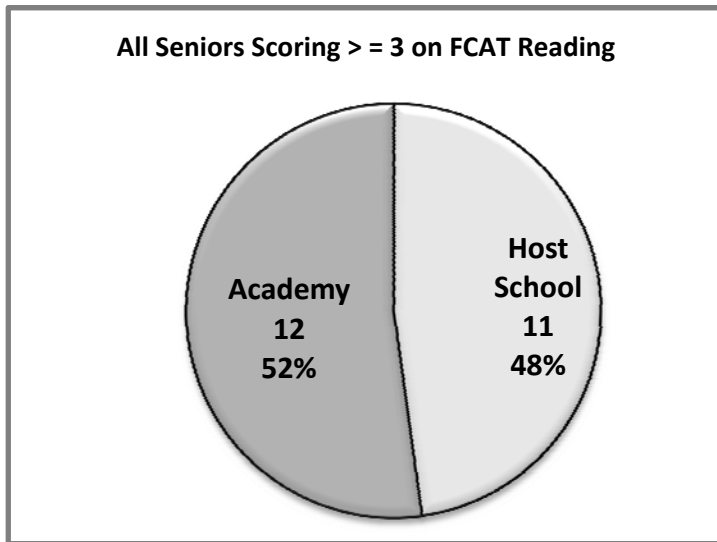
- Individual academies performed better than their host schools in 141 of 184 or 77% of the total comparisons ($8 \times 23 = 184$).
- Nineteen (19) of 23 or 83% of the academies with 20 or more seniors performed better than their host schools on at least 6 of 8 or 75% of the comparisons. An additional analysis shows that:
 - Five of the 23 academies performed better on all 8.
 - Another six performed better on 7 of 8.
 - Eight performed better on 6 of 8.
- Only four of the 23 or 17% of academies did not perform better than their host schools on at least half of the comparisons.

Furthermore, the evaluator examined performance of **seven** academies with senior enrollments ranging from 4 to 19 and discovered that these academies performed better than the host schools, or in one situation a larger academy, in 45 of 54 or 83% of the total comparisons ($8 \times 7 = 56 -$ *two unreported comparisons for small academies = 54*).

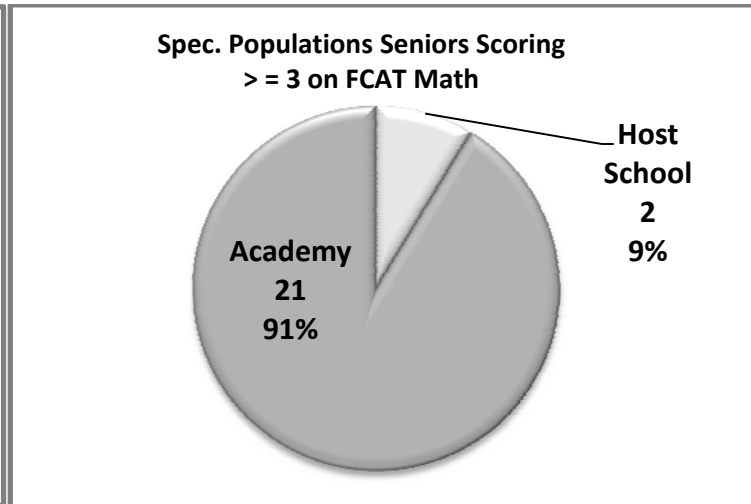
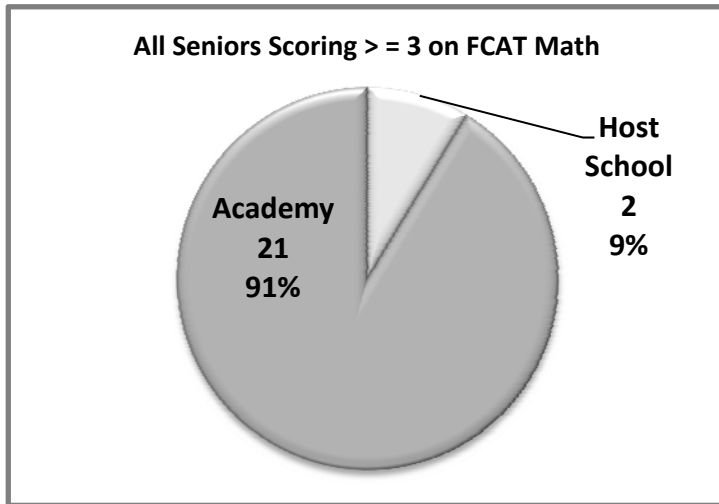
Figures 1 through 8, on pages 19 and 20, list each targeted performance measure with the instances in which performance was better in the academy and in the host school. Numbers are reported to show the performance of all seniors and of special populations seniors.



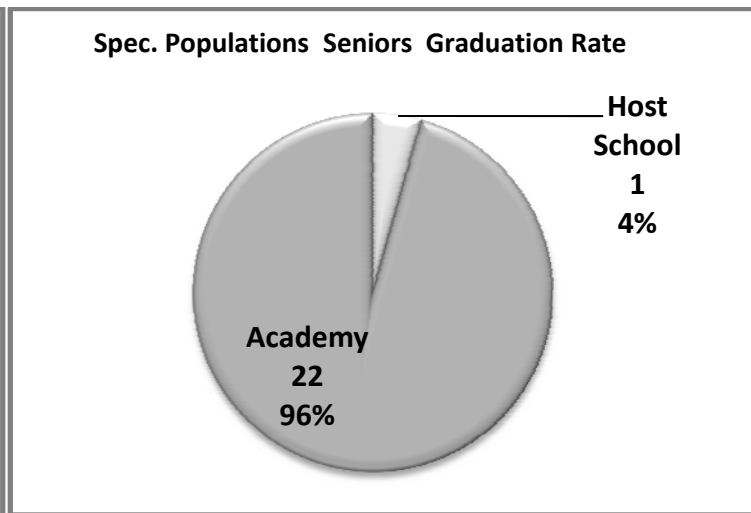
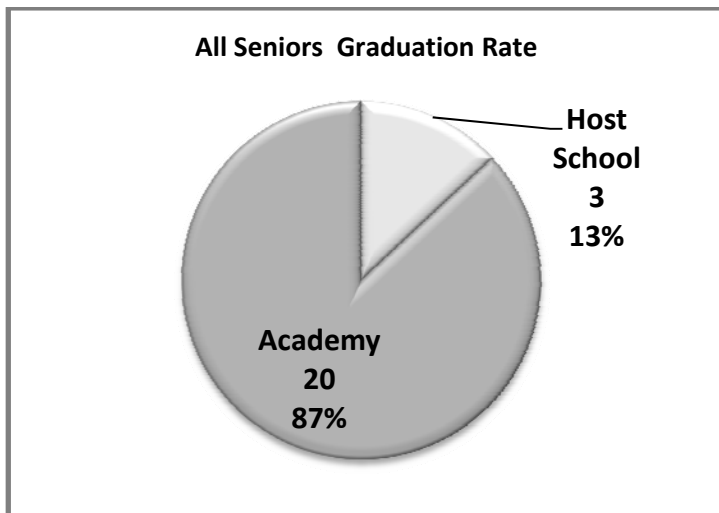
Figures 1 and 2: Number of Academies and Host Schools Performing Better in Terms of Weighted GPA



Figures 3 and 4: Number of Academies and Host Schools Performing Better on FCAT Reading



Figures 5 and 6: Number of Academies and Host Schools Performing Better on FCAT Math



Figures 7 and 8: Number of Academies and Host Schools Performing Better in Terms of Graduation Rate

The academies included in **Figures 1 through 8** are listed in **Table 1** with an indication of how each performed as compared to its host school. Eight comparisons are addressed because performance on each of the four measures was compared for two groups, all seniors and special populations seniors.

Table 1: Performance of Academies with 20 or more Seniors on Eight Performance Comparisons				
Host School	Academy	Number of Comparisons on which Academy Performed Better	Number of Comparisons on which Host School Performed Better	Number of Academy Seniors
1. AHS	Bright House	6	2	28
2. AHS	Medical	7	1	41
3. BHS	Medical	6	2	57
4. FHS	Bulldog Const.	3	5	33
5. GJHS	Technical Design	7	1	25
6. GJHS	Medical	6	2	52
7. HCHS	ACES	7	1	49
8. HCHS	Criminology	8	0	55
9. KHS	Criminal Justice	6	2	50
10. LGHS	Finance	8	0	48
11. LGHS	Medical	6	2	48
12. LGHS	Business (D)	6	2	129

Table 1: Performance of Academies with 20 or more Seniors on Eight Performance Comparisons				
Host School	Academy	Number of Comparisons on which Academy Performed Better	Number of Comparisons on which Host School Performed Better	Number of Academy Seniors
13. LGHS	Business (K)	6	2	21
14. LRHS	Medical	7	1	48
15. LRHS	IMAG (P)	8	0	25
16. LWHS	Early Childhood	7	1	41
17. LHS	IT	6	2	29
18. LHS	Vet Science	3	5	27
19. LHS	Digital Media	8	0	126
20. McKeel	Web Design	3	5	20
21. MHS	Auto	2	6	34
22. RCHS	Medical	7	1	60
23. RCHS	Engineering	8	0	62
TOTAL		141	43	1,108
PERCENTAGE		77%	23%	

Table 2 lists academies with fewer than 20 seniors and provides the same information as is listed for larger academies in **Table 1**.

Table 22: Performance of Academies with Fewer Seniors on Eight Performance Comparisons				
Host School	Academy	Number of Comparisons on which Academy Performed Better	Number of Comparisons on which Host School Performed Better	Number of Academy Seniors
1. BHS	Summerlin	8	0	9
2. GJHS	Legal	6	2	4
3. LRHS	IMAG (O)*	5	2	10
4. LRHS	IMAG (C)	7	1	7
5. THS	Power	4	4	15
6. WHHS	Hospitality/ Tourism*	7	0	14
7. WHHS	Medical	8	0	19
TOTAL		45	9	78
PERCENTAGE		83%	17%	

* Each of these academies has one measure with no special populations performance.

The Excel file with individual sheets listing performance on each measure for all academies and host schools is available upon request.

Attachment 2 (VPSC Quarterly Report for October through December 2010)**2nd Annual Polk County Career Academy Conference****November 3, 2010****Attendee Evaluation Summary**

Approximately 100 attendees at the November 3rd conference completed the evaluation form. Ninety-nine (99) identified their job classifications:

- 14 academic teachers
- 41 career and technical education (CTE) teachers
- 19 school-based administrators
- 12 guidance counselors
- 2 district administrators
- 11 others.

While the markings on some forms were difficult to decipher, it appears that 91 of those completing forms attended two general sessions, and 92 attended two breakout sessions. Participants were asked to evaluate 15 conference components on a scale of 1 to 5:

- 1=poor
- 2=below average
- 3=average
- 4=good
- 5=excellent

Table 1 summarizes the attendee evaluations on each of the 15 items in the written evaluation form. For each item, it includes:

- The text of the item being rated.
- Number of responses received for that item.
- Average response.
- The lowest rating the item received.
- Both the number and the percentage of total respondents who rated the item at the lowest level.
- The highest rating the item received.
- Both the number and the percentage of total respondents who gave the highest rating.

Table 1: Summary of Evaluation Responses for Attendees at the 2 nd Annual Career Academy Conference						
Item	Number of Responses	Average Response	Low	# and % With Low Response	High	# and % With High Response
1. The Lakeland Center as a location for this conference	98	4.74	3	3 (3%)	5	76 (78%)
2. Mark Thompson's keynote speech	96	4.60	3	6 (6%)	5	63 (66%)
3. Dr. Frank Fuller's keynote speech	94	3.61	1	1 (1%)	5	14 (15%)
4. Update from the Hill (Jodi Tillman)	34	3.79	2	3 (9%)	5	7 (21%)
5. Building Teacher Teams (Mark Thompson)	51	4.39	2	1 (2%)	5	28 (55%)
6. Pleasures and Pains in Creating Programs of Study (Cindy Ivey)	19	2.89	1	2 (11)	5	3 (16%)
7. Quality Career Academies (Jodi Tillman)	49	3.73	1	1 (2%)	5	13 (27%)
8. Building Administrative Support for Academies (Mark Thompson)	18	4.44	3	3 (17%)	5	11 (28%)
9. Business Partnerships—A Win-Win (Seretha Tinsley)	25	4.36	3	3 (12%)	5	12 (48%)
10. School team planning or the alternate session you attended during that time	93	4.25	1	2 (2%)	5	46 (49%)
11. The opportunity to hear highlights from other academies	85	4.36	2	3 (4%)	5	47 (55%)
12. The format of the conference?	93	4.27	1	3 (3%)	5	47 (51%)
13. The conference length	95	4.00	1	4 (4%)	5	34 (36%)
14. The representation from your school	87	4.51	1	2 (2%)	5	54 (62%)
15. The overall value of the 2010 Academy Conference	96	4.34	1	2 (2%)	5	53 (55%)

Three of 15 items earned an average rating of 4.5 or higher:

- The Lakeland Center as conference location (4.74)
- Mark Thompson's keynote address (4.60)
- The representation from individual schools (4.51)

Only four items received an average rating below 4.0:

- Update from the Hill—Jodi Tillman (3.79)
- Quality Career Academies—Jodi Tillman (3.73)
- Dr. Frank Fuller's keynote address (3.61)
- Pleasures and Pain in Creating Programs of Study—Cindy Ivey (2.89)