

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

**Performance Report
September 2011**

(Performance July through September 2011)

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Table 1 below shows actual expenditures by category as of September 30, 2011, for the fourth year of Polk County's VPSC grant. Note that there will be additional expenditures prior to project close-out because of pending expenditures from Lake County and the posting of 4th quarter payroll.

Table 1: Year Four Budget with Expenditures through the Fourth Quarter					
Category		Planned Year 4 Expenditures	Budget	Actual Spent	Comments
6400	220	Instructional Staff Consultative Services Salary Social Security	140.00	102.08	
6400	240	Instructional Staff Consultative Services Salary Work Comp	100.00	70.40	
6400	310	Instructional Staff Consultative Services Training	5,800.00	5,650.00	
6400	312	Instructional Staff Consultative Services Training	-	-	
6400	331	Instructional Staff Consultative Services Training-Travel	64,398.00	64,396.87	
6400	360	Instructional Staff Training Rentals	42,300.00	42,175.00	
6400	510	Instructional Staff Training Supplies	17,453.00	16,832.63	
6400	642	Instructional Staff - Capital Equipment/Non Capital Equipment	-	-	
6400	751	Instructional Staff Substitutes	8,527.00	7,042.32	
6400	752	Instructional Staff Temp Employees	-	-	
7800	160	Transportation Salary	2,290.48	601.52	
7800	160	Transportation Salary-Retro	1,242.12	1,242.12	
7800	162	Transportation Salary	17.00	16.84	
7800	210	Transportation Retirement	2,299.00	195.15	
7800	220	Transportation Social Security	1,786.00	212.23	
7800	231	Transportation Health Insurance	5,280.00	440.00	
7800	232	Transportation Life Insurance	14.40	1.20	
7800	240	Transportation Worker's Compensation	2,661.00	588.64	
7800	350	Transportation Repairs and Maintenance	550.00	476.00	
7800	450	Transportation Gasoline	-	-	
7800	460	Transportation Diesel Fuel	18,580.00	15,382.29	
7800	510	Transportation Supplies	29.00	8.81	

7800	540	Transportation Oil and Grease	171.00	69.85	
7800	550	Transportation Repair Parts	750.00	691.70	
7800	560	Transportation	540.00	535.97	
7800	752	Transportation Non Instructional Temporary Employee	7,800.00	5,139.36	
7700	140	Central Services Temp Salary	16,150.00	15,412.37	
7700	210	Central Services Retirement	1,950.00	1,430.11	
7700	220	Central Services Social Security	1,385.00	1,179.02	
7700	240	Central Services Worker's Comp	228.00	124.50	
7700	310	Central Services Professional/Technical Consultative Services	36,898.00	35,461.87	
7700	330	Central Services Travel	2,400.00	2,182.13	
7700	331	Central Services Travel Training	54,382.00	54,359.98	
7700	360	Central Services Rentals	-	-	
7700	370	Central Services Postage	-	-	
7700	390	Central Services Other Purchased Services (Printing)	-	-	
7700	510	Central Services Supplies	4,689.00	3,871.68	
7700	641	Central Services Capital Equipment	145.00	-	
7700	643	Central Services Capital Equipment	1,020.00	1,013.18	
7700	644	Central Services Non Capital Equipment	24,594.00	24,593.80	
7700	730	Central Services Dues and Fees	15,430.00	15,345.00	
7700	751	Central Services Instructional Temporary Employee	-	-	
7700	752	Central Services Non Instructional Temporary Employee	-	-	
7200	793	Indirect Costs	15,402.00	9,068.10	
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	130,657.00	69,494.15	

5300	510	Vocational Supplies	9,815.43	9,815.43	
5300	622	Vocational Non Capital AV	838.73	-	
5300	641	Vocational Capital Equip	18,367.70	18,367.70	
5300	642	Vocational Non Capital Equip	12,078.07	12,078.07	
5300	643	Vocational Capital Computer Equip	4,135.82	4,062.54	
5300	644	Vocational Non Capital Computer Equip	405.25	405.25	
5300	691	Vocational Software	1,950.00	1,950.00	
5300	692	Vocational Non Capital Software	295.00	295.00	
Year-Four Budget and Expenses through September 30,2011			535,944.00	442,380.86	

* Expenditures are as reflected in the system through September 30, 2011. They will be updated prior to official end-of-year budget reporting.

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 2007-2008 school year, 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 9, 10, and 11, beginning on page 16, provide an update of performance from beginning of grant through the end of September 2011. Grant outcomes have been met as of this date.

A Summary of Goal-Related Performance

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

1. 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 has exceeded expectations during each year of grant activities.

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 would go from Polk to Osceola County to attend Four Corners and New Dimensions. The actual number of students who did so during 2010-2011 is 512. That is 137% of the number anticipated.

4. Polk County again projected that 375 students would access Four Corners and New Dimensions during 2011-2012. Reports run in September 2011 show that 674 Polk County students or 180% the number projected utilized inter-district transfers to enroll at either Four Corners or New Dimensions at the beginning of the 2011-2012 school year.

Figure 1 shows the expected versus actual number of students transferring from Polk County to either Four Corners or New Dimensions during 2008-2009, 2009-2010, and 2010-2011 school years and to date for 2011-2012.

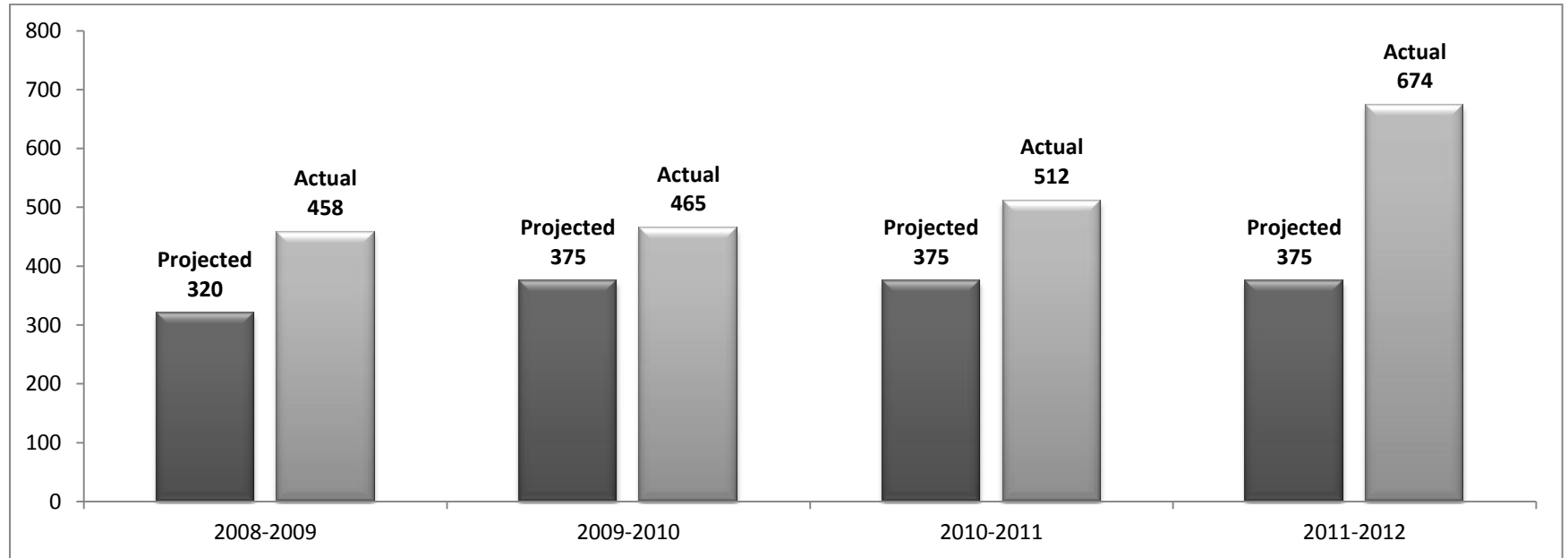


Figure 1: Projected vs. Actual Number of Students accessing Inter-District Choice to attend Four Corners and New Dimensions

While a large number of students go from Polk County to Osceola County to attend either Four Corners or New Dimensions, there are other students accessing inter-district transfers to move into or out of Polk County schools. At the beginning of the 2011-2012 school year, twenty-five new inter-district transfer students did so. They transferred as follows:

- Five came from Hardee County to Polk County.
- Seven transferred from Hillsborough to Polk.
- Five came from both Highlands and Osceola to Polk (total 10).
- Two transferred from Lake to Polk.

- One moved 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. Six hundred three 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.

The overall results of program development and marketing efforts across the consortium are clearly demonstrated by the fact that during the first four years of grant activities, **85,096** VPSC student records were uploaded from districts to the Florida Department of Education (FDOE). ***(Note that this is a duplicated student count since some student records were uploaded more than once because individuals were served by choice programs through multiple grant years.)***

Table 2 shows the total number of student records uploaded per district through summer 2011. Records are sorted by charter, choice/magnet, inter-district transfers, and career academies.

Table 2: Uploaded Records by District and Choice Option				
	Charter	Choice/Magnet	Inter-District Transfers	Career Academies
Hillsborough	2038	0	101	1859
Indian River	651	1433	114	2500
Lake	10495	1207	0	1259
Manatee	4996	5414	336	376
Orange	4307	5783	0	1312
Osceola	9342	6007	227	1702
Pasco	1889	0	0	1356
Polk	1333	1159	1596	13666
Sumter	2084	0	109	445
TOTAL	37135	21003	2483	24475

Figure 2 shows the percentage of uploaded records represented by each choice option.

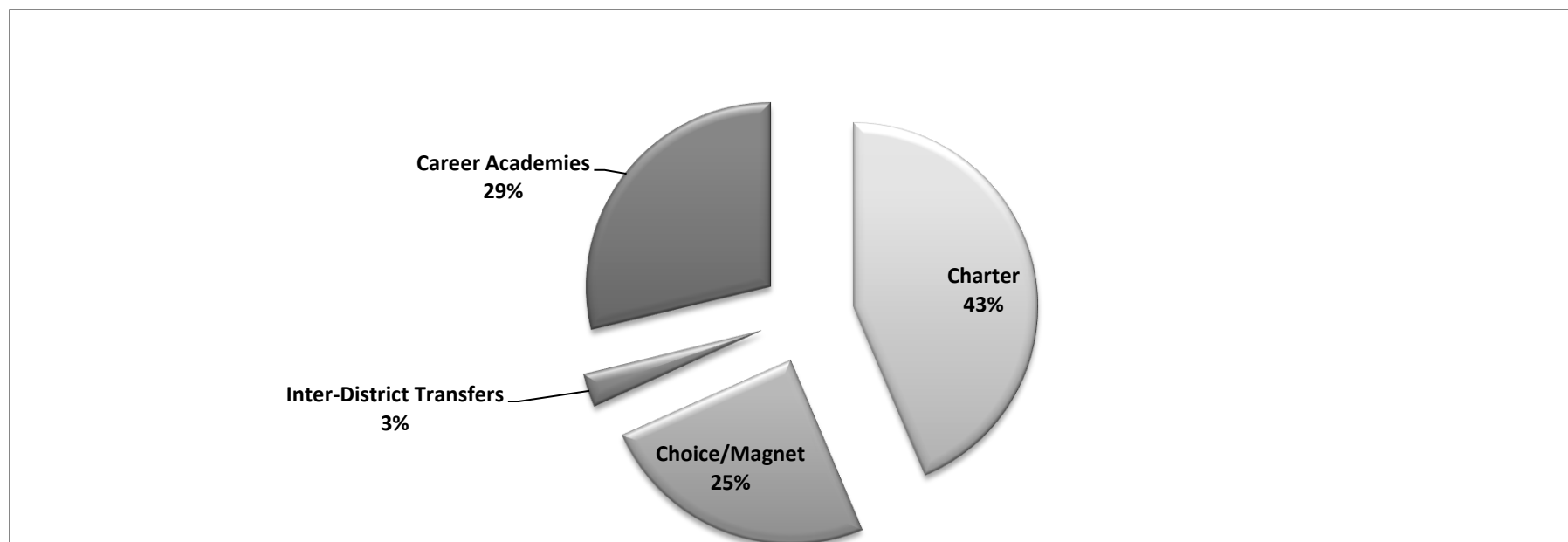


Figure 2: Total Consortium Uploaded Records as of Summer 2011

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. While that report specifies that a choice student is one not attending his or her zoned school, further analysis of student records has shown that zoned and choice schools are the same for approximately half of the consortium's VPSC student records. In fact, 53% of records uploaded through the summer of 2011 show students accessing choice within their zoned schools.

Specific numbers and percentages per district are reflected in **Table 3** on page 10.

Table 3: Districts with Total VPSC Uploaded Records						
<ul style="list-style-type: none"> • District name • Total count of records uploaded per district • Number and percentage of records indicating that zoned school is different from choice school • Number and percentage of records indicating that zoned school and choice school are the same 						
District	Total	# from other schools	% from other schools	Number from choice school*	% from choice school	
Lake	12,092*	2536	21%	9,556	79%	
Hillsborough	101*	101	100%	0	0%	
Indian River	916*	817	89%	99	11%	
Manatee	11,122	11,120	99.98%	2	<1%	
Orange	11,402	9,019	79%	2,383	21%	
Osceola	17,278	4,658	27%	12,620	73%	
Pasco	1,356*	150	11%	1,206	89%	
Polk	17,754	6,362	36%	11,392	64%	
Sumter	2,638	112	4%	2,526	96%	
TOTAL	74,659	34,875	47%	39,784	53%	

*Number of student records included on list from the FDOE is lower than totals showing on the FDOE website for four school districts. The difference in the counts represents the difference between 74,659 listed as the total in Table 3 and 85,096 from Table 2.

**Additional notes per district

- Lake's records show that:
 - 1154 of 1190 academy records are the same school.
 - 8188 of 9695 charter records show identical zoned and choice school.
 - 214 of 1207 magnet records list the same zoned and choice school.
- All Hillsborough records included in Table 3 are for inter-district transfers.
- 93 of Indian River's 99 records are academy, 3 are inter-district transfers, and 3 are magnet.
- The only two records in Manatee that show identical zoned and choice schools are academy.
- Orange's number includes:
 - 2,733 of 4,307 charter
 - 1,194 of 1312 academy
 - 5,092 of 5,783 magnet
- Osceola's number includes:
 - 6825 of 9342 charter
 - 31 of 227 inter-district
 - 4,190 of 6,007 magnet
 - 574 of 1,702 charter
- The only records uploaded by Pasco are academy.
- The only records in Polk that show same host and zoned schools are 11,392 of 13,666 academy.
- Sumter's number includes:
 - 1,980 of 2,084 charter
 - 101 of 109 out-of-district transfers
 - 445 of 445 academy

The Polk County VPSC Consortium outcomes have been driven by professional development activities. Attendance at grant-sponsored training events related to Goal 1 during grant years one through four has been as listed in **Table 4**. Note that some individuals are counted more than once because they attended multiple activities.

Table 4: Number of Consortium Participants at Training Events by District										
	Hillsborough	Indian River	Lake	Manatee	Orange	Osceola	Pasco	Polk	Sumter	TOTAL
Charter	12	12	10	8	11	9	6	26	3	97
Choice	4	25	32	25	7	51	1	48	0	193
IB	0	0	0	0	0	0	0	15	0	15
MYP	0	0	0	0	2	25	0	93	0	120
Duplicated Total	16	37	42	33	20	85	7	182	3	425

Another 150 attendees were in the same trainings as listed in **Table 5**. These individuals include but are not limited to evaluators, FDOE personnel, and representatives from non-consortium school districts. Again, some individuals were in multiple trainings and therefore counted more than once.

Table 5: Number of Other Participants by Training Category associated with Goal 1	
Category	Number of Participants
Charter	97
Choice	29
IB	4
MYP	10
Attorneys	10
Duplicated Total	150

As the consortium ends the fourth year of grant activities, districts are preparing to upload student records to show beginning-of-year enrollments. For Polk County, those records will include **1,158** students enrolled in **six** charter schools and **1,280** enrollees from Lawton Chiles Middle School and Jewett Middle Academy, two magnet schools whose teachers participated in grant-sponsored training and curriculum development for implementing an IB MYP (middle years program).

2. 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 eight key accomplishments:
1. A career-academy strand was offered during the June 2009, 2010, and 2011 VPSC Conferences.
 1. The 2009 conference was used to initiate the discussion required to create a career academy implementation plan. Forty (40) attendees from five consortium districts participated.
 2. In 2010, 99 career academy representatives, a 248% 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.
 3. In 2011, 111 individuals registered to attend the career academy portion of the VPSC June Training Conference. Note that while the expenses for 52 attendees were paid through VPSC; another 59 district representatives had their expenses paid through federal Carl Perkins funds. Attendance at the June 2011 conference was 18% higher than for the same conference held in June 2010 and shows a 278% increase over 2009. Career academy personnel came from seven consortium districts. Their agenda included three general sessions along with a total of 16 breakout sessions from which attendees could choose to attend seven. District and school teams were also provided with strategic planning time to work on their career academy plans.

Attendance at the career academy portion of the VPSC summer conference in 2009, 2010, and 2011 is reflected in **Figure 3**.

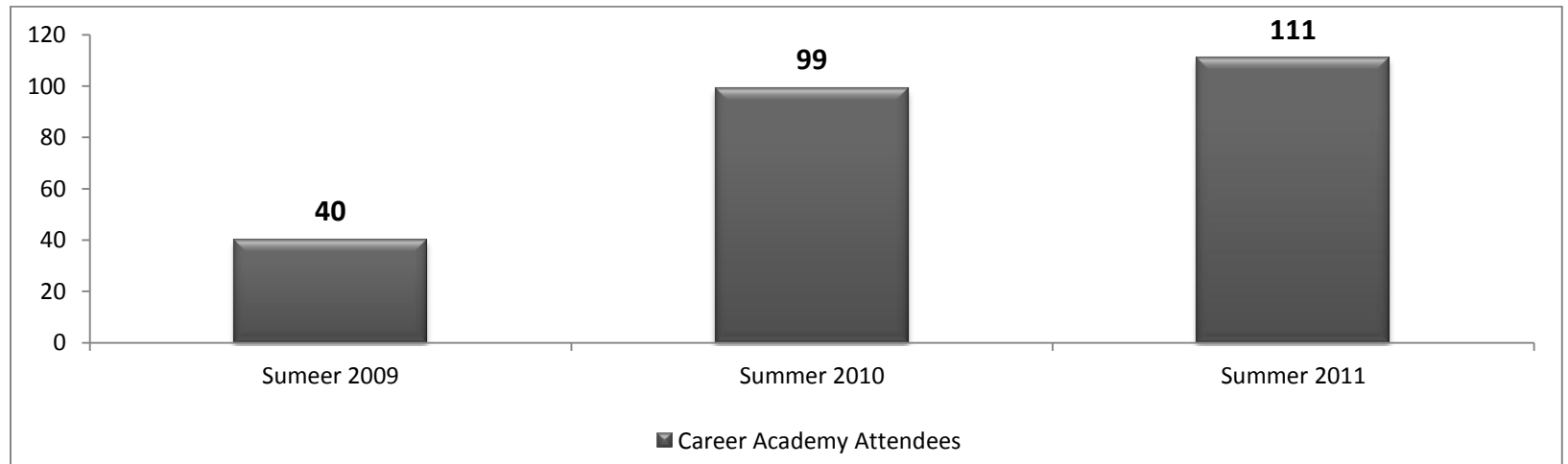


Figure 3: Career Academy Attendees at Summer VPSC Conferences

4. 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. A continuous improvement timeline with an update regarding Polk County's evaluation process was distributed in the 2011 conference.
5. 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.
6. 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 2011 show a tally of business partners as listed in **Figure 4**.

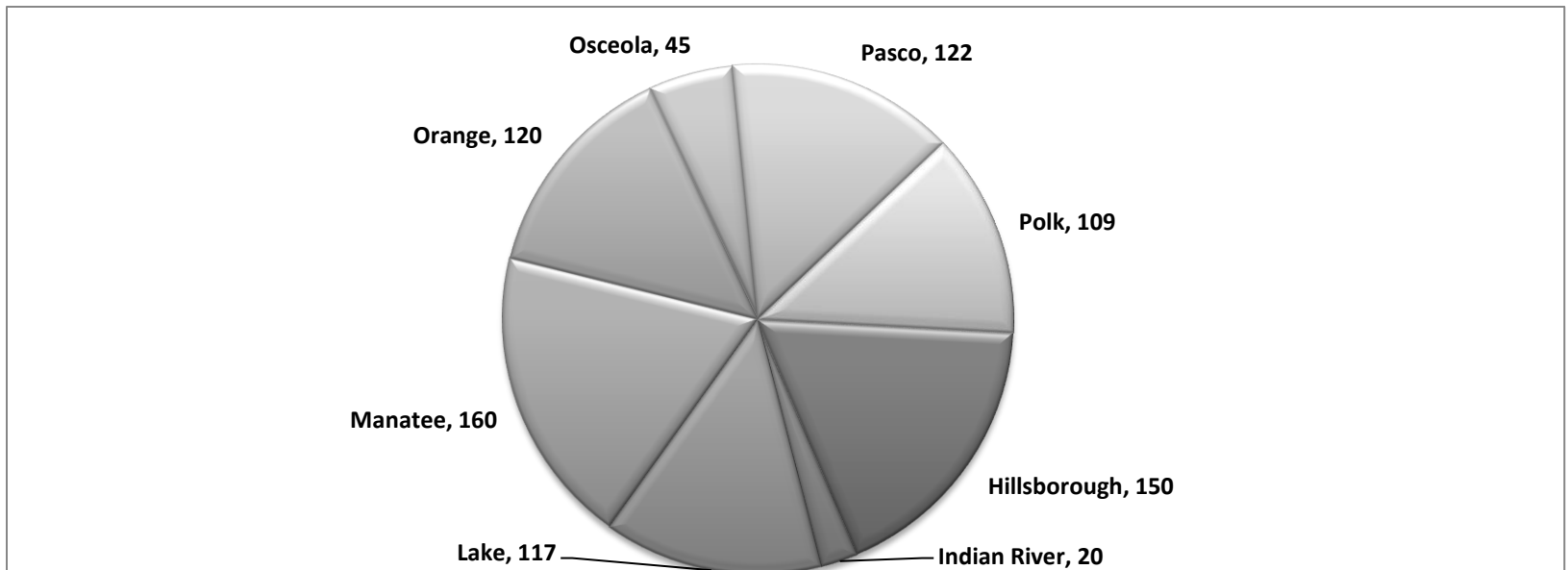


Figure 4: Fall 2011 Academy Business Partners by Consortium District
(Note that no updates have been received from Hillsborough, Osceola, Pasco or Sumter Counties since fall 2010.)

7. In part because of the work done through this grant initiative, Polk County was awarded a Ford Motor Company Fund Career Academy Innovation Community (CAIC) planning grant in the winter of 2011. As one of four recipients in Florida, Polk County will work with the CAIC initiative to further strengthen the career academy initiative in the region. All VPSC consortium members will benefit from best practices gained through CAIC.

8. Finally, and most significantly, districts have uploaded 24,475 records tied to academy enrollments. **Table 2** on page 8 reports those enrollments by district.

Since grant activities began in 2007, the number of consortium career academies has increased by 464%. Consortium districts report that a total of 83 career academies were in place in the fall of 2007 and 468 are in operation in September 2011. Numbers by district are as listed in **Table 6**.

County	# Academies Fall 2007	# Academies Fall 2011
1. Lake	1	39
2. Manatee	17	(All high school students are in an academy.) 21
3. Orange	2	34
4. Hillsborough	37	283
5. Polk	16	37
6. Indian River	2	9
7. Pasco	4	17
8. Sumter	4	9
9. Osceola	0	19
TOTAL	83	468

Overall Grant Status

As of September 2011, Polk County consortium grant activities have proceeded essentially as expected. The challenges of uploading and ensuring accuracy of student records, experienced earlier in the grant cycle, have been addressed through two meetings with FDOE leadership:

- On January 19, 2011, consortium representatives met with FDOE personnel at Trade Winds to clarify students to be uploaded by each district and determine when uploads for the 2010-2011 school year were to occur. It was determined that two uploads were to be completed: the first during the week of January 31st through February 4th and the second during the week of February 28th through March 4th.
- Consortium representatives met with FDOE representatives again in June 2011 to review the draft of a VPSC reporting guideline document. During that meeting it was confirmed that each district will upload records twice during the 2011-2012 school year, in October 2011 and again in February 2012. Since that meeting, the reporting guideline document has been finalized and distributed.

While **Tables 2 and 3** report duplicated student counts, **Table 7** on page 15 lists the consortium districts and the actual number of students for whom records have been uploaded as of September 2011. These numbers were accessed through the FDOE website.

Table 7: Unduplicated County of Student Records uploaded by each Consortium District	
District	Number of Uploaded Student Records
Hillsborough	*4361
Indian River	915
Lake	*2,525
Manatee	6,008
Orange	*5,619
Osceola	10,454
Pasco	1,335
Polk	8,961
Sumter	*755
TOTAL	40,933

* Districts for which upload corrections have been made since July 2011

Table 8 lists the total number of district and consortium schools for which students have been reported. Please note that these numbers may not include schools in uploads submitted in September 2011.

Table 8: Number of Consortium Schools by District for which VPSC Records have been Uploaded	
District	Number of Schools Uploaded
1. Hillsborough	28
2. Indian River	12
3. Lake	47
4. Manatee	50
5. Orange	205
6. Osceola	20
7. Pasco	13
8. Polk	35
9. Sumter	8
TOTAL	418

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 9, 10, and 11** 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 end of year 4.

Table 9—Polk County's Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 1		
State Objective 1. In target public school districts, increase the number of families that exercise inter-district public school choice.		
<ul style="list-style-type: none"> • State Measure 1a. 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. • State Measure 1b. 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. 		
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
<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	Inter-district 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 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.
<u>1.3.b</u> 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 inter-district 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

Table 9—Polk County’s Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 1		
		higher performing schools through transfer. This impacts 450 students annually. 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 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 inter-district 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 inter-district agreement beginning January 2010.
State Objective 1. In target public school districts, increase the number of families that exercise inter-district public school choice. (continued) <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 has been reported on a quarterly basis and is found in the uploaded student records.
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	Since year two of the project, needs assessments have been conducted informally by choice option and have been addressed on a program-by-program basis.

Table 9—Polk County’s Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 1		
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 10—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 10—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 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. 		
<p>Polk Goal #1: 1b—Provide training to promote high quality-high yield choice schools.</p>		
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 May 2011, 25 consortium members participated in training tied to IB MYP. Forty-three participants at the June 2011 VPSC Conference

Table 10—Polk County's Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 2

		attended sessions focusing on curriculum and student achievement best practices in choice schools. Also, 53 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 (Take active roles in the central region of the FPSCC to include updates via the newsletter, presentations at meetings and serving in leadership roles.)	October 2008, 2009, 2010 and 2011	Best practices and training outcomes from Polk's consortium are 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 (Provide training for the north and south regions to share resources and provide tools and key learnings.)	June 2011 and 2012	Best practices and training outcomes from Polk's consortium are available through www.polk-fl.net .
1.c.1.c Agendas and sign-in sheets (Present at state and national conferences to disseminate information.)	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.
1.c.2.a A self evaluation and needs assessment (Share self evaluation and needs assessment materials developed and implemented through the project in summer workshops.)	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).
1.c.2.b Agendas, curriculum maps and models (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.)	June 2010	The June 2010 VPSC Conference agendas were included as attachments with the April through June 2010 quarterly report.
1.c.2.c Agendas (Focus training strands in years 4 and 5 on high yield strategies to recruit and retain students, particularly high need students.)	June 2011 and 2012	The agenda for the June 2011 VPSC Conference is included as Attachment 3 .
1.c.2.d Agendas (Continue workshops beyond proposal funding period.)	June 2013	Not yet applicable
1.c.3.a A web address and hard copy print material as applicable to site, training or material (Coordinate information and web based offerings.)	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.		

Table 10—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
<p><u>2.1.a</u> Implementation plan <i>(Create a detailed implementation plan for academies to include</i></p> <ul style="list-style-type: none"> • <i>Academy types</i> • <i>Locations</i> • <i>Recruitment of students</i> • <i>Development of intra and inter district choice options</i> • <i>An application system and process by district)</i> 	August 2009	<p>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.</p> <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.
<p><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></p>	June 2010	<p>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 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></p>
<p><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></p>	June 2011	<p>The 2011 three-day VPSC summer career academy conference activities focused on career academy concepts that align with Florida's CAPE model. These concepts have been developed since the project started and include curriculum integration, which is the focus of 2.1.c. Curriculum integration has been part of every summer career academy conference and of the Polk County Career Academy Conference held in the fall of each year. Summer 2011 responses from 5 of 9 consortium partners when asked about district approaches to integration and training most meaningful to district teams stated that:</p> <ul style="list-style-type: none"> • Three of five respondents are using curriculum mapping as one approach to integration. • They see academic integration as a priority, though not necessarily through a mapping workshop. • Training sessions they would like to see in future

Table 10—Polk County’s Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 2

		<p>conferences to support curriculum integration include:</p> <ul style="list-style-type: none"> ○ Additional cohort models that are working with districts that are similar in size and scheduling models. ○ Sessions for career academy teams to share integrated lessons with other teams. ○ Cross-curricular integration projects. ○ Opportunities to bring academy faculty together with each other and with outside experts on curriculum integration. ○ Sessions to show how other districts have accomplished integration.
2.1.d 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	See response to 2.1.c . The registration list for the career academy portion of the summer 2011 VPSC conference is included as worksheets 2 and 3 of Attachment 3 .
2.1.e 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
2.2.a List of participants for computer conference 2.2.b 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.
2.3 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 11—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 to provide technical assistance and guidance to parents on statewide school choice policies and issues that will be distributed at all SCPRC sites.
- **State Measure 3d.** 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 Third 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, Third Quarter

Overall Evaluation Activities

During the final quarter of year four, the external evaluator completed a comparison of the performance of Polk County career academy seniors with that of seniors in the high schools in which the academies are located. Comparisons focus on four performance targets:

- End-of-senior-year grade point average
- Number and percentage of end-of-year seniors scoring 3 or higher on FCAT reading.

- Number and percentage of end-of-year seniors scoring 3 or higher on FCAT math.
- Number and percentage of end-of-year seniors exiting school with specific withdrawal codes indicating graduation.

Results were distributed to district personnel in a written report. The full text of that report is included as **Attachment 1**, beginning on page 24.

The evaluator also collected participant evaluations of both the career academy and choice/charter strands of the VPSC Conference held in June 2011. Participant reviews of both strands were positive.

- The career academy evaluation template asked participants to rate each session attended as poor, below average, average, good or great. Participants recorded 389 ratings, and 298 or 77% of those ratings were good or great. Another 57 or 15% were average.
- Choice/charter attendees were asked to indicate whether they strongly agreed (SA), agreed (A), disagreed (DA), or strongly disagreed (SDA) with four statements:
 - Presenters were knowledgeable and prepared.
 - Adequate time was provided for collaboration and networking.
 - Information gained was valuable and replicable.
 - I would recommend this workshop to others.

A total of 129 responses were recorded. One hundred twenty-four (124) of 129 or 96% of responses indicated that attendees strongly agreed. Another five responses (4%) indicated that participants agreed. In other words, 100% of attendees each strongly agreed or agreed with all four statements listed above.

Evaluation results with participant comments are included as **Attachment 2** on page 42 and **Attachment 3** on page 44

Finally, during this quarter, the evaluator summarized district upload records and formatted information available through the FDOE for inclusion in this report.

Attachment 1: Performance of Polk County Career Academy and Host School Seniors in both 2009-2010 and 2010-2011

Introduction

Polk County career academies are small learning communities designed to advance high student achievement. Each academy is built around a college-prep curriculum with a career theme and can demonstrate strong partnerships with business, the community, and higher education.

Since career academies exist within traditional high schools, the assessment of an academy's effectiveness is largely based on the academic performance of its students and a comparison of the performance of academy students with that of the school as a whole.

Background and Performance Reports

In the summer of 2011, an analyst in Polk County Schools Data Processing Department generated reports to compare performance of both 2009-2010 and 2010-2011 seniors in Polk County career academies with that of seniors in the academies' host schools. Comparisons focus on the Florida Career and Technical Education Performance Targets, with specified criteria used for the purposes of this report:

- Average weighted grade point average (GPA) of all end-of-year seniors in the group
- Percentage of the group's end-of-year seniors scoring three or higher on FCAT reading
- Percentage of the group's end-of-year seniors scoring three or higher on FCAT math
- Percentage of the seniors in the group who ended the year with a withdrawal code indicating high school graduation

Career academies with senior enrollees were located in 15 high schools during both 2009-2010 and 2010-2011. Additionally, a few were members of Summerlin Academy, which is part of BHS. Academy students are identified by specific letter codes; and performance was examined by code. In both 2009-2010 and 2010-2011, a few academies were divided into parts, based on Department of Education specified letter codes. It is important to note that more academies were represented by multiple codes in 2010-2011 than in 2009-2010. In this report, the term "academy" typically means an individual academy code. Academy codes are listed in **Tables 3 through 9**, which begin on page 9 of this report.

In 2009-2010, seven academy codes were listed as having fewer than 20 students. Another 23 showed a senior enrollment ranging from 20 to 136. In 2010-2011, 17 academy codes showed fewer than 20 seniors, while 18 had a senior enrollment ranging from 21 to 149.

In addition to looking at all seniors, the analyst compared performance of seniors who are members of specific subgroups:

- Males and females
- Individuals categorized as black, white, and Hispanic
- Special populations students

Within this study, special populations students are enrollees who meet any one of three criteria:

- Individuals being served through exceptional student education (ESE), excluding those categorized as gifted
- Students listed as individuals whose primary language is one other than English and who are thus served through English for Speakers of Other Languages (ESOL) classes
- Students eligible for free or reduced lunch

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 students with academy codes were identified, the analyst removed any student who received one of the following withdrawal codes prior to 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

While reports examine four performance targets, reviewers will actually see 28 comparisons for each academy because performance has been compared for all seniors and for each subgroup (male, female, black, white, Hispanic, and special populations).

Once reports were generated, the external evaluator examined 2009-2010 and 2010-2011 results as tied to each target. This document presents the results of that examination and is divided into three parts:

- Part I, beginning on page 2, looks at performance of academy codes with 20 or more seniors in either 2009-2010 or 2010-2011.
- Part II, which starts on page 5, includes every academy code, regardless of enrollment, and compares overall academy performance with that of host schools on each performance target. It reports on all seniors and on each subgroup.
- Part III, with tables starting on page 9, lists each individual academy code and reports on whether that academy or the host school performed better on each of the four targets. Comparisons are included for all seniors and for each subgroup.

Part I: Performance of Academy Codes showing Enrollment of 20 or more Seniors

In order for career academies to be considered quality choice options for Polk County students, they must demonstrate that their enrollees can be expected to perform better than host school populations. When considering this issue, reviewers began by looking at academies with at least 20 seniors; they asked two questions:

- What percentage of academies, by code, performed better than host schools on at least three of four targets?
- On what percentage of the performance targets did academies, defined by code, perform better than host schools?

Figure 1, at the top of page 3, reports the answers to these questions for both 2009-2010 and 2010-2011. **Table 1**, also on page 3, lists both raw numbers and percentages for each comparison. Performance of academies was higher in 2010-2011 than in 2009-2010 for both questions.

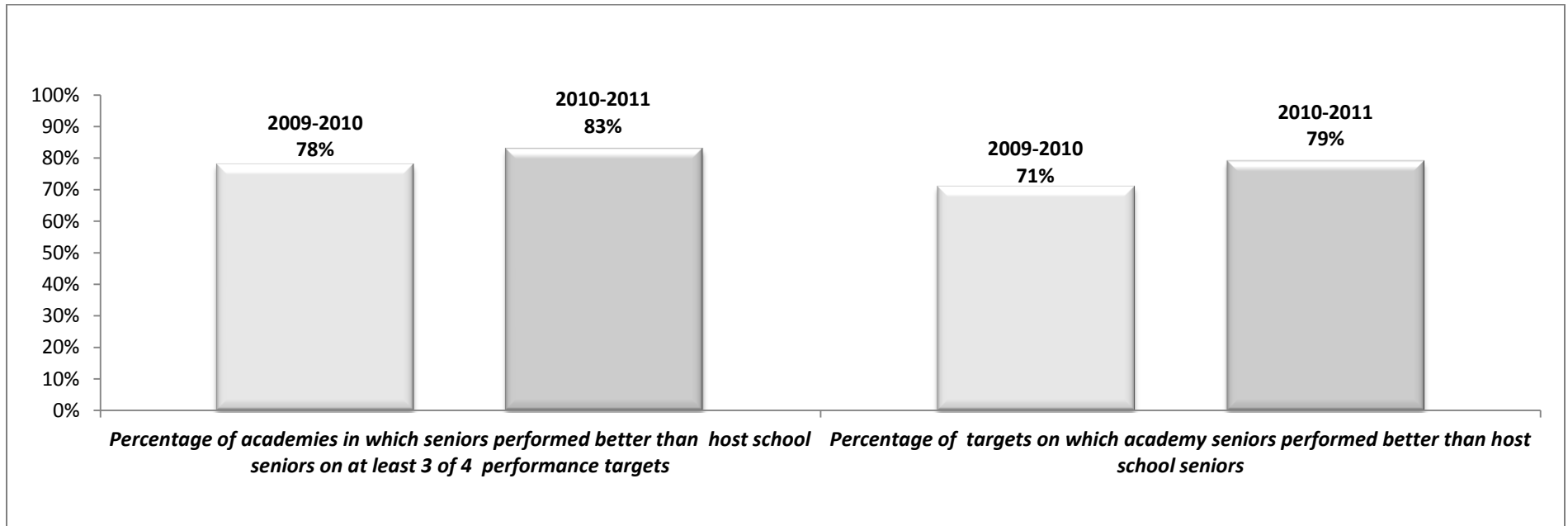


Figure 2: 2010 and 2011 performance of academies and host schools

Table 1: Comparison of Academy and Host School Performance	2009-2010	2010-2011	2009-2010	2010-2011
Percentage of academy codes in which all seniors performed better than the total seniors in the host school on at least three of four performance targets	78% (18 of 23)	83% (15 of 18)		
Percentage of targets on which academy seniors performed better than host school seniors.			71% (65 of 92)	79% (57 of 72)

In addition to comparing outcomes for all seniors in academies and host schools, reviewers looked at the performance of males, females, racial/ethnic subgroups, and special populations students. They found that overall performance of academy subgroups compared quite favorably to that of host schools. Specific subgroup comparisons for academy codes with 20 or more seniors are included in **Table 2**.

Table 2: Comparison of Performance of Academy and Host School Subgroups				
	2009-2010	2010-2011	2009-2010	2010-2011
Percentage of academies in which <u>male</u> seniors performed better than host school <u>male</u> seniors on at least three of four performance targets	68% (15 of 22*)	83% (15 of 18)		
Percent of targets on which academy <u>male</u> seniors performed better than the host school <u>male</u> seniors			75% (66 of 88)	82% (59 of 72)
Percentage of academies in which <u>female</u> seniors performed better than host school <u>female</u> seniors on at least three of four performance targets	68% (15 of 22*)	72% (13 of 18)		
Percent of the targets on which academy <u>female</u> seniors performed better than host school <u>female</u> seniors			73% (64 of 88)	75% (54 of 72)
Percentage of academies in which <u>black</u> seniors performed better than host school <u>black</u> seniors on at least three of four performance targets	86% (19 of 22*)	71% (12 of 17*)		
Percent of targets on which academy <u>black</u> seniors performed better than host school <u>black</u> seniors			83% (73 of 88)	68% (46 of 68)
Percentage of academies in which <u>white</u> seniors performed better than host school <u>white</u> seniors on at least three of four performance targets	43% **(10 of 23)	61% (11 of 18)		
Percent of the targets on which academy <u>white</u> seniors performed better than the host school <u>white</u> seniors			60% (55 of 92)	67% (48 of 72)
Percentage of academies in which <u>Hispanic</u> seniors performed better than host school <u>Hispanic</u> seniors on at least three of four performance targets.	53% (12 of 23)	89% (16 of 18)		
Percent of the targets on which an academy's <u>Hispanic</u> seniors performed better than host school <u>Hispanic</u> seniors			64% (59 of 92)	82% (59 of 72)
Percentage of academies in which <u>special populations</u> seniors performed better than host school <u>special populations</u> seniors on at least three of four performance targets	83% (19 of 23)	89% (16 of 18)		
Percent of the targets on which an academy's <u>special populations</u> seniors performed better than host school <u>special populations</u> seniors			82% (75 of 92)	82% (59 of 72)
TOTAL	67% (90 of 135)	78% (83 of 107)	73% (392 of 540)	76% (325 of 428)

* One academy had no students representing this subgroup.

**This is the only comparison in both 2009-2010 and 2010-2011 in which the performance of academies fell below 50%.

Part II: Comparison of Performance of all Academy Codes with that of Host Schools

While Part I of this report looks at performance of academy codes with 20 or more seniors, Part II focuses on performance of all academy codes, regardless of enrollment. When reviewers compared performance of all academy seniors and of academy subgroups with that of host schools, they found that:

- Over 70% of academies performed better than host schools on 37 of 56 or 66% of the comparisons.
- Another 17 of 56 or 30% of comparisons show a range of 50% to 69% of academies outperforming host schools.
- Only 2 of 56 comparisons or 4% show less than 50% of academies performing better than host schools.

These comparisons are included in **Figures 2 through 8** and list both 2009-2010 and 2010-2011 performance for all academies. For each performance target, the figure includes the percentage of individual academy codes that performed better than their host schools.

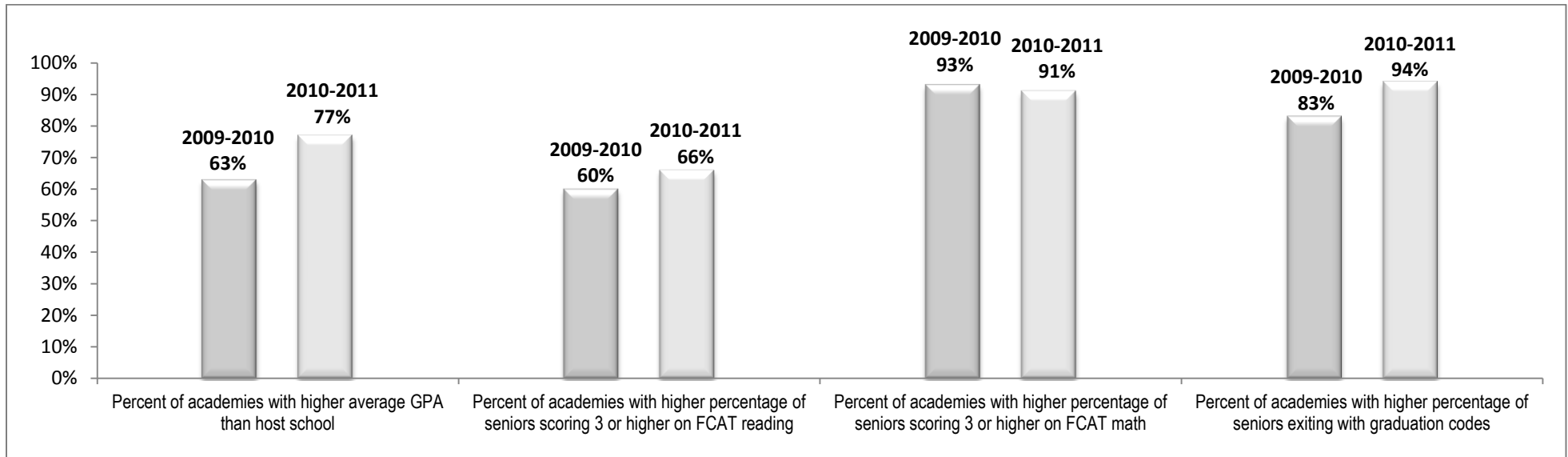


Figure 3: Comparing Performance of All Academy Seniors with All Host School Seniors

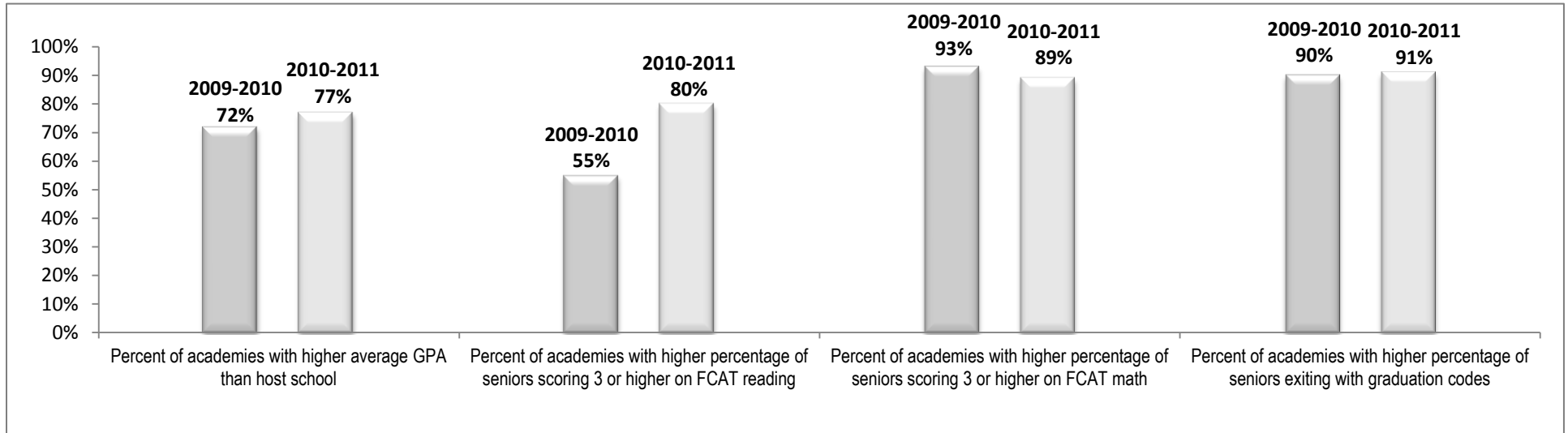


Figure 3: Comparing Performance of Male Academy Seniors with Male Host School Seniors

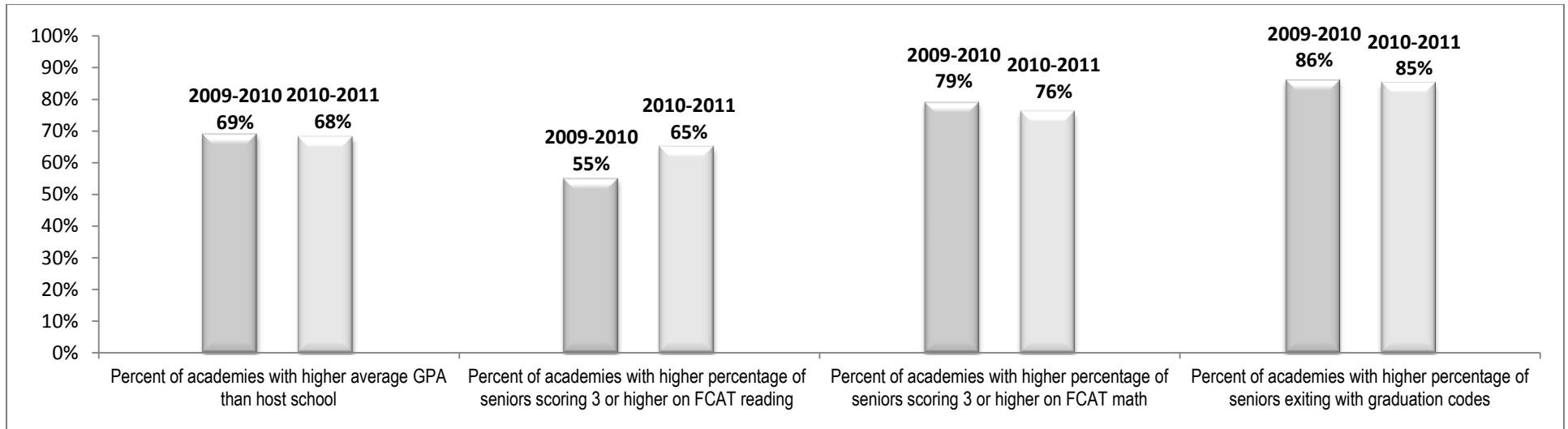


Figure 4: Comparing Performance of Female Academy Seniors with Female Host School Seniors

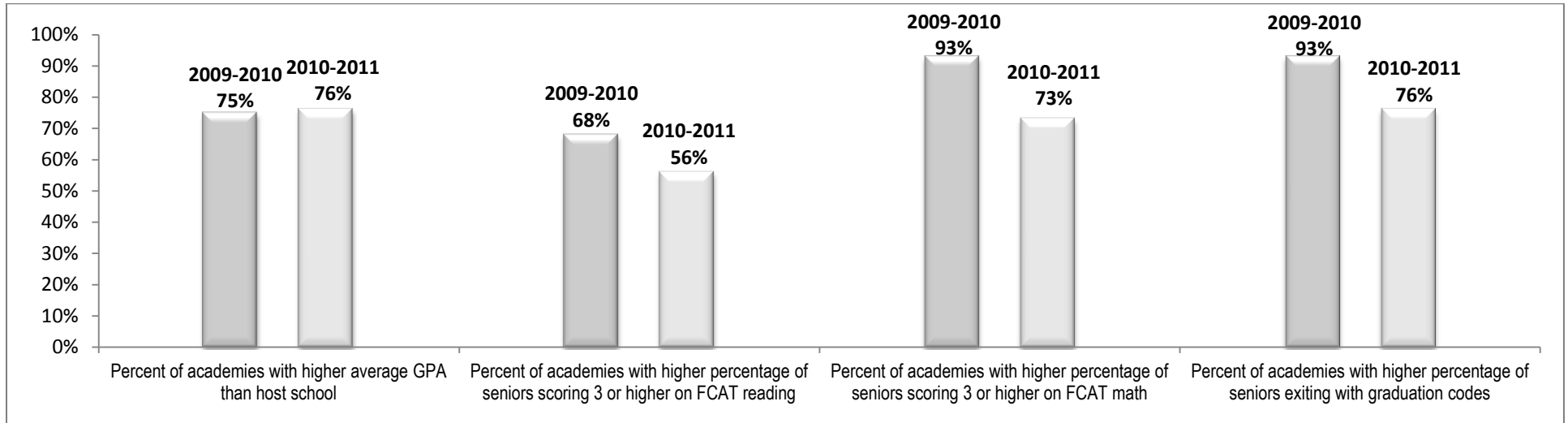


Figure 5: Comparing Performance of Black Academy Seniors with Black Host School Seniors

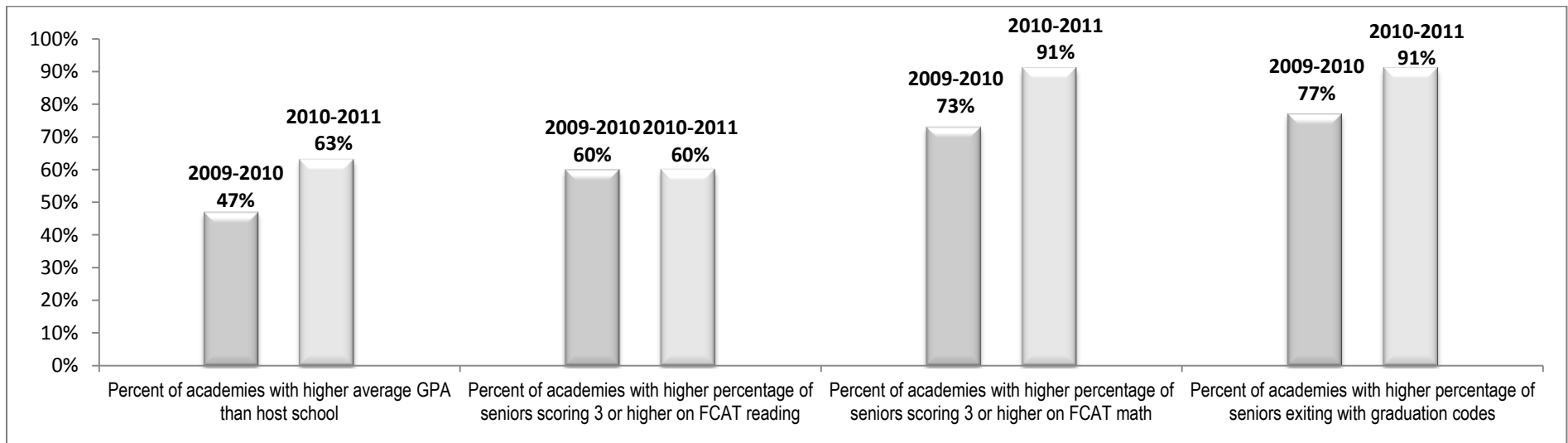


Figure 6: Comparing Performance of White Academy Seniors with White Host School Seniors

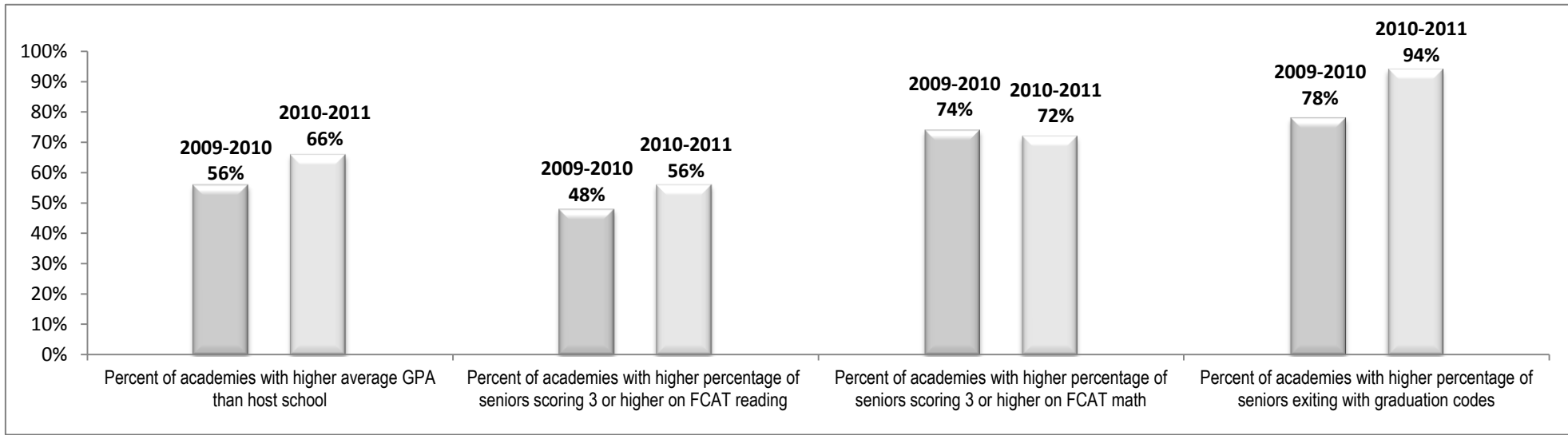


Figure 7: Comparing Performance of Hispanic Academy Seniors with Hispanic Host School Seniors

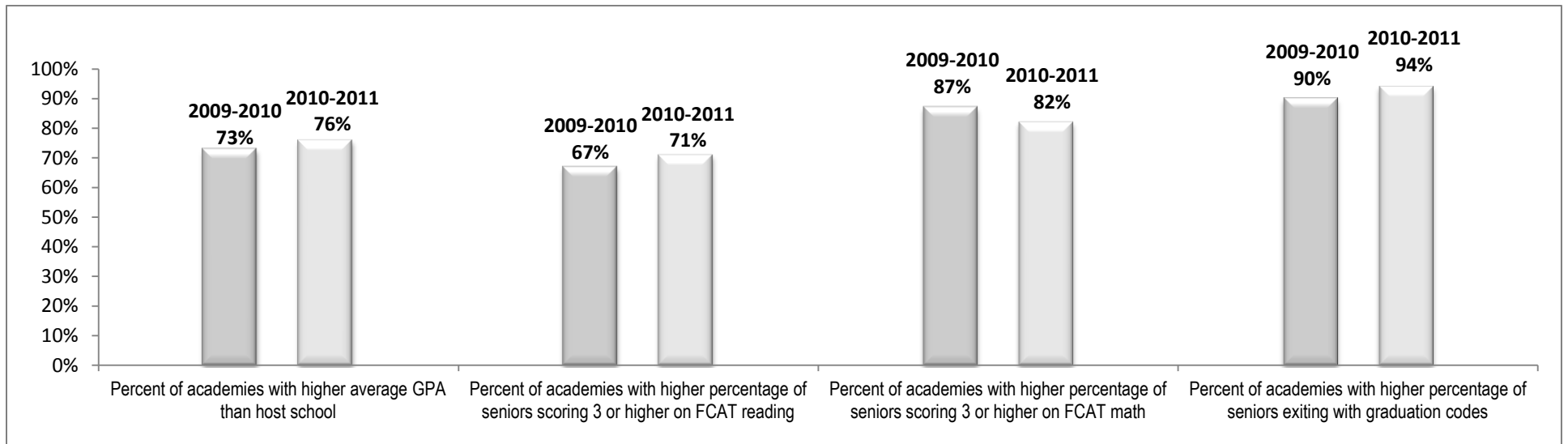


Figure 8: Comparing Performance of Special Populations Academy Seniors with Special Populations Host School Seniors

Part III: Comparison of Individual Academy Codes with that of Host Schools

Finally, reviewers focused on the performance of each academy code when compared to its host school. The last section of this report compares performance of academy codes and host schools as indicated by:

- **A** = academy performed better than school
- **S** = school performed better than academy
- **T** = identical performance of academy and school (tied)

Tables 3 and 4, beginning on pages 9 and 11, compare the 2009-2010 performance of individual academy codes with that of their host schools. **Tables 5 and 6**, beginning on pages 13 and 15, make the same comparisons for 2010-2011. **Tables 3** (2009-2010) and **5** (2010-2011) look at performance of all seniors and at both males and females. **Tables 4** (2009-2010) and **6** (2010-2011) examine performance of seniors categorized as black, white, Hispanic, and special populations. All comparisons are based on end-of-senior-year performance. Student groups are specified as follows:

- **All** = all end-of-year seniors
- **Male** = end-of-year seniors who are male
- **Fem** = end-of-year seniors who are female
- **Bl** = end-of-year seniors categorized as black
- **W** = end-of-year seniors categorized as white
- **H** = end-of-year seniors categorized as Hispanic
- **SP** = end-of-year seniors categorized as special populations

There are four performance comparisons listed for each group:

- **GPA** = overall grade point average
- **FR** = percentage scoring 3 or higher on FCAT reading
- **FM** = percentage scoring 3 or higher on FCAT math
- **GR** = graduation rate

2009-2010

Table 3: Whether Academy (A) or School (S) Out-Performed on Targeted Measures in 2009-10—All Students, Males, and Females																
Year	School_Name	CAP PC	Academy_Name	Seniors	All GPA	All FR	All FM	All GR	Male GPA	Male FR	Male FM	Male GR	Fem GPA	Fem FR	Fem FM	Fem GR
0910	George Jenkins	L	Academy of Legal Studies	4	A	A	A	S	A	A	A	A	A	A	A	S
0910	Lake Region	C	Imagination, Inc.	7	A	A	A	A	A	A	A	A	S	S	S	A
0910	Summerlin Acad.	H	Summerlin Academy	9	A	A	A	A	A	A	A	A	A	A	S	A
0910	Lake Region	O	Imagination, Inc.	10	A	A	A	A	A	A	A	A	A	A	A	A
0910	Winter Haven	I	Academy of Hospitality and Tourism	14	A	A	A	A	A	A	S	A	A	A	A	A
0910	Tenoroc	P	Lakeland Electric Power Academy	15	S	S	A	A	A	S	A	A	A	S	A	A
0910	Winter Haven	H	Winter Haven Medical Academy (09-10)	19	A	A	A	A	A	S	A	A	S	A	A	A

Table 3: Whether Academy (A) or School (S) Out-Performed on Targeted Measures in 2009-10—All Students, Males, and Females																
Year	School_Name	CAP PC	Academy_Name	Seniors	All GPA	All FR	All FM	All GR	Male GPA	Male FR	Male FM	Male GR	Fem GPA	Fem FR	Fem FM	Fem GR
0910	McKeel Academy	K	McKeel Academy of Web Design (09-10)	20	S	S	A	S	S	S	A	S	A	S	A	S
0910	Lake Gibson	K	Polk Academy of Business and Technology	24	S	A	A	A	S	A	A	S	A	A	A	A
0910	George Jenkins	K	Academy of Design and Technology	25	A	A	A	A	S	A	A	A	A	S	A	A
0910	Lake Region	P	Imagination, Inc.	25	A	A	A	A	A	A	A	A	A	A	A	A
0910	Auburndale	P	Bright House Communications Academy	28	S	A	A	A	A	A	A	A				
0910	Lakeland	A	Academy of Veterinary Science (09-10)	29	S	S	S	S	S	S	A	A	S	S	S	S
0910	Lakeland	K	IT Academy of Lakeland (09-10)	29	S	A	A	A	A	S	A	A	S	A	A	A
0910	Frostproof Middle/Sr	B	Bulldog Construction Academy	33	S	S	A	S	S	S	T	A	S	S	A	A
0910	Mulberry	Q	Automotive Technology Academy	36	S	S	A	S	S	S	A	S	A	S	A	A
0910	Auburndale	H	Auburndale Medical Academy	41	A	S	A	A	A	A	A	A	A	S	A	A
0910	Lake Wales	E	Early Childhood Teacher & Education Academy	43	A	S	A	A					A	S	A	A
0910	Lake Gibson	F	Academy of Finance	48	A	A	A	A	A	A	A	A	A	A	A	A
0910	Lake Region	H	Lake Region Medical Academy (09-10)	48	S	A	A	A	A	A	A	A	S	S	A	A
0910	Haines City	E	Academy of Children's and Educational Studies (ACES)	49	A	S	A	A	S	S	A	A	S	S	A	A
0910	Lake Gibson	H	Lake Gibson Medical Academy	49	A	S	A	A	A	S	A	A	T	S	A	A
0910	George Jenkins	H	George Jenkins Medical Academy	52	S	A	A	A	S	S	A	A	S	A	A	A
0910	Kathleen	L	Criminal Justice, Law and Career Academy	54	S	A	A	A	A	A	A	A	A	A	S	A
0910	Haines City	L	Academy of Criminology	55	A	A	A	A	A	A	A	A	A	A	A	A
0910	Bartow	H	Bartow Medical Academy	57	A	S	S	A	A	S	A	A	A	S	S	A

Table 3: Whether Academy (A) or School (S) Out-Performed on Targeted Measures in 2009-10—All Students, Males, and Females

Year	School_Name	CAP PC	Academy_Name	Seniors	All GPA	All FR	All FM	All GR	Male GPA	Male FR	Male FM	Male GR	Fem GPA	Fem FR	Fem FM	Fem GR
0910	Ridge Community	H	Ridge Community Medical Academy	60	A	S	A	A	A	S	A	A	A	A	S	S
0910	Ridge Community	P	Engineering Technology Career Academy	62	A	A	A	A	A	A	A	A	A	A	A	A
0910	Lakeland	C	Academy of Arts, Design, and Technology	129	A	A	A	A	A	A	A	A	A	A	A	A
0910	Lake Gibson	D	Polk Academy of Business and Technology	136	A	S	A	A	A	S	A	A	A	A	A	A

2009-2010

Table 4: Whether Academy (A) or School (S) Out-Performed on Targeted Measures in 2009-10—Students Categorized as Black, White, Hispanic, and Special Populations

Year	School_Name		Academy_Name	Srs	BI GPA	BI FR	BI FM	BI GR	W GPA	W FR	W FM	W GR	H GPA	H FR	H FM	H GR	SP GPA	SP FR	SP FM	SP GR
0910	George Jenkins	L	Academy of Legal Studies	4	A	A	A	A	A	A	A	A	S	S	A	S	A	A	A	S
0910	Lake Region	C	Imagination, Inc.	7					S	A	S	A	A	A	A	A	A	A	S	A
0910	Summerlin (BHS)	H	Summerlin Academy	9	A	S	A	T	A	A	A	A					A	A	A	A
0910	Lake Region	O	Imagination, Inc.	10	A	S	A	A	A	A	A	A					A	S	S	S
0910	Winter Haven	I	Academy of Hosp. and Tourism	14	A	S	A	A	A	A	A	A	A	S	S	A	A	S	A	A
0910	Tenoroc	P	Lakeland Elec Power Academy	15	S	A	A	A	S	S	A	A					S	S	A	A
0910	Winter Haven	H	Winter Haven Med. Academy (09-10)	19	S	A	A	A	A	A	S	A	S	A	A	A	A	A	A	A
0910	McKeel Academy	K	McKeel Academy of Web Des. (09-10)	20					S	S	S	S	A	A	A	A	S	S	A	A
0910	Lake Gibson	K	Polk Academy of Bus. & Technology	24	A	S	A	A	S	A	A	S	S	S	S	S	A	S	A	A
0910	George Jenkins	K	Academy of Design and Technology	25	A	A	A	A	S	A	S	A	A	S	S	A	A	A	S	A

Table 4: Whether Academy (A) or School (S) Out-Performed on Targeted Measures in 2009-10—Students Categorized as Black, White, Hispanic, and Special Populations

Year	School_Name		Academy_Name	Srs	BI GPA	BI FR	BI FM	BI GR	W GPA	W FR	W FM	W GR	H GPA	H FR	H FM	H GR	SP GPA	SP FR	SP FM	SP GR
0910	Lake Region	P	Imagination, Inc.	25	A	A	A	A	A	S	S	A	A	A	A	A	A	A	A	A
0910	Auburndale	P	Bright House Commun. Academy	28	A	S	A	A	S	A	A	S	A	S	A	A	S	A	A	A
0910	Lakeland	A	Academy of Vet Science (09-10)	29	A	A	S	A	S	S	S	S	S	A	S	S	A	S	S	A
0910	Lakeland	K	IT Academy of Lakeland (09-10)	29	S	A	A	A	A	A	A	A	S	S	S	A	S	A	A	A
0910	Frostproof Mid/Sr	B	Bulldog Construction Academy	33	S	S	S	A	S	S	A	S	S	A	A	A	S	S	A	A
0910	Mulberry	Q	Automotive Technology Academy	36	S	A	A	S	S	S	A	A	S	S	S	S	S	S	A	S
0910	Auburndale	H	Auburndale Medical Academy	41	A	S	A	A	S	S	A	A	A	A	A	A	A	A	A	A
0910	Lake Wales	E	Early Childhood Teacher/Ed. Acad.	43	A	A	A	A	A	S	A	A	A	S	A	A	A	A	A	A
0910	Lake Gibson	F	Academy of Finance	48	A	A	A	A	A	A	A	A	A	S	A	S	A	A	A	A
0910	Lake Region	H	Lake Region Med. Academy (09-10)	48	A	A	A	A	S	S	A	A	S	A	A	A	A	A	A	A
0910	Haines City	E	ACES	49	A	S	A	A	S	S	S	A	A	S	T	A	A	A	A	A
0910	Lake Gibson	H	Lake Gibson Medical Academy	49	S	S	A	A	A	A	A	A	S	A	S	A	A	S	A	A
0910	George Jenkins	H	George Jenkins Medical Academy	52	S	A	A	A	S	A	A	A	S	S	A	A	S	A	A	A
0910	Kathleen	L	Criminal Justice/Law/Career Academy	54	A	A	A	S	S	A	A	A	S	A	A	A	S	A	A	A
0910	Haines City	L	Academy of Criminology	55	A	A	A	A	S	A	A	S	A	A	A	A	A	A	A	A
0910	Bartow	H	Bartow Medical Academy	57	A	A	A	A	S	A	S	S	A	S	A	S	A	A	A	A
0910	Ridge Community	H	Ridge Community Medical Academy	60	A	A	A	A	A	S	A	A	A	A	A	A	A	A	A	A

Table 4: Whether Academy (A) or School (S) Out-Performed on Targeted Measures in 2009-10—Students Categorized as Black, White, Hispanic, and Special Populations

Year	School_Name		Academy_Name	Srs	BI GPA	BI FR	BI FM	BI GR	W GPA	W FR	W FM	W GR	H GPA	H FR	H FM	H GR	SP GPA	SP FR	SP FM	SP GR
0910	Ridge Community	P	Engineering Tech. Career Academy	62	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
0910	Lakeland	C	Academy of Arts/Design/Technology	129	A	A	A	A	A	A	A	A	A	S	A	A	A	A	A	A
0910	Lake Gibson	D	Polk Academy of Busi. & Technology	136	A	A	A	A	A	S	A	A	S	S	A	A	A	S	A	A

2010-2011

Table 5: Whether Academy (A) or School (S) Out-Performed on Targeted Measures in 2010-11—All Students, Males, and Females																	
Year	School_Name		CAP PC	Academy_Name	Srs	All GPA	All FR	All FM	All GR	Male GPA	Male FR	Male FM	Male GR	Fem GPA	Fem FR	Fem FM	Fem GR
1011	Lake Region Senior High	3	O	Imagination, Inc.	3	A	A	A	A	A	A	A	A	A	A	A	A
1011	Auburndale Senior High	2	K	Auburndale Communications Academy	7	S	S	S	S	S	S	S	S				
1011	Bartow Senior High	2	E	Future Educators Academy	7	S	A	A	A	A	A	A	A	S	A	A	S
1011	George Jenkins Senior High	2	C	Academy of Design and Technology	7	A	A	A	A	A	A	A	A	S	A	S	S
1011	Summerlin Academy	2	H	Summerlin Academy	9	A	S	A	A	A	A	A	A	S	S	S	A
1011	George Jenkins Senior High	2	D	Law	10	A	A	A	A	A	A	A	A	A	A	A	A
1011	Auburndale Senior High	2	P	Auburndale Communications Academy	11	S	A	A	A	S	A	A	A	S	S	S	A
1011	Kathleen Senior High	2	P	Central Florida Aerospace Academy	14	A	A	A	A	A	A	A	A	A	A	A	A
1011	Lake Region Senior High	2	P	Imagination, Inc.	15	A	A	A	A	A	A	A	A	A	A	A	A
1011	Mulberry Senior High	2	Q	Automotive Technology Academy	15	S	A	A	A	A	A	A	A	S	S	S	S
1011	George Jenkins Senior High	2	K	Academy of Design and Technology	17	A	A	A	A	A	A	A	A	A	A	A	A
1011	McKeel Academy	2	K	McKeel Academy of Web Design	17	A	A	A	A	S	A	S	A	A	A	A	A
1011	Tenoroc High School	2	P	Lakeland Electric Power Academy	17	A	A	A	A	A	A	A	A	A	A	A	A
1011	Lake Gibson Senior High	2	C	Polk Academy of Business and Technology	18	A	A	A	A	A	A	A	A	A	A	A	A
1011	Lake Gibson Senior High	2	K	Polk Academy of Business and Technology	18	A	A	A	A	S	A	A	A	A	A	A	A
1011	Auburndale Senior High	2	H	Auburndale Medical Academy	19	A	S	S	A	A	A	A	A	S	S	S	A
1011	Winter Haven Senior High	2	H	Winter Haven Medical Academy	19	A	A	A	A	S	A	A	A	A	A	A	A

Table 5: Whether Academy (A) or School (S) Out-Performed on Targeted Measures in 2010-11—All Students, Males, and Females																	
Year	School_Name		CAP PC	Academy_Name	Srs	All GPA	All FR	All FM	All GR	Male GPA	Male FR	Male FM	Male GR	Fem GPA	Fem FR	Fem FM	Fem GR
1011	Haines City Senior High	1	E	ACES	21	A	S	A	A	S	S	S	S	A	S	A	A
1011	Lakeland Senior High	1	K	IT Academy of Lakeland	22	S	A	A	A	A	A	A	A	S	S	S	A
1011	Lakeland Senior High	1	A	Academy of Veterinary Science	26	S	S	A	S	S	S	S	S	S	A	A	A
1011	Haines City Senior High	1	O	Academy of Media Production (AMP)	27	A	A	A	A	A	A	A	A	A	A	A	S
1011	Kathleen Senior High	1	L	Criminal Justice, Law and Career Academy	28	A	S	A	A	A	A	A	A	S	S	A	S
1011	Lake Wales Senior High	1	E	Early Childhood, Teacher, & Educ. Academy	30	A	S	S	A	S	S	A	A	A	S	S	A
1011	George Jenkins Senior High	1	H	George Jenkins Medical Academy	34	A	A	A	A	A	A	A	A	A	A	A	A
1011	Bartow Senior High	1	H	Bartow Medical Academy	43	A	S	A	A	A	S	A	A	A	A	A	A
1011	Haines City Senior High	1	C	Academy of Media Production (AMP)	43	A	A	A	A	A	A	A	A	A	S	A	A
1011	Lake Gibson Senior High	1	F	Academy of Finance	45	A	A	A	A	A	A	A	A	A	A	A	A
1011	Ridge Community High School	1	P	Engineering Technology Career Academy	49	S	A	A	A	A	A	A	A	A	A	A	A
1011	Kathleen Senior High	1	D	DiSTROTEK (sponsored by Rooms to Go)	50	A	S	A	A	A	S	A	A	A	A	A	A
1011	Lake Region Senior High	1	H	Lake Region Medical Academy	53	A	S	A	A	A	A	A	A	S	S	S	A
1011	Lake Gibson Senior High	1	H	Lake Gibson Medical Academy	66	A	A	A	A	A	A	A	A	A	A	A	A
1011	Ridge Community High School	1	H	Ridge Community Medical Academy	75	A	S	A	A	A	A	A	A	A	S	A	A
1011	Lake Gibson Senior High	1	D	Polk Academy of Business and Technology	101	S	S	A	A	A	S	A	A	S	S	A	A

Table 5: Whether Academy (A) or School (S) Out-Performed on Targeted Measures in 2010-11—All Students, Males, and Females																	
Year	School_Name		CAP PC	Academy_Name	Srs	All GPA	All FR	All FM	All GR	Male GPA	Male FR	Male FM	Male GR	Fem GPA	Fem FR	Fem FM	Fem GR
1011	Lakeland Senior High	1	C	Academy of Arts, Design, and Technology	112	A	A	A	A	A	A	A	A	A	A	A	A
1011	Winter Haven Senior High	1	I	Academy of Hospitality and Tourism	149	A	A	A	A	A	A	A	A	A	A	A	A

2010-2011

Table 6: Whether Academy (A) or School (S) Out-Performed on Targeted Measures in 2010-11—Students Categorized as Black, White, Hispanic, and Special Populations																					
Year	School_Name			Academy_Name	Srs	BI GPA	BI FR	BI FM	BI GR	W GPA	W FR	W FM	W GR	H GPA	H FR	H FM	H GR	SP GPA	SP FR	SP FM	SP GR
1011	Lake Region Senior High	3	O	Imagination, Inc.	3					A	A	A	A								
1011	Auburndale Senior High	2	K	Auburndale Communications Academy	7	A	A	S	A	S	S	A	S	S	S	S	S	S	A	S	A
1011	Bartow Senior High	2	E	Future Educators Academy	7	S	A	A	S	A	A	A	A	S	S	A	A	A	A	A	A
1011	George Jenkins Senior High	2	C	Academy of Design and Technology	7	A	S	S	S	A	A	A	A					S	S	S	S
1011	Summerlin Academy	2	H	Summerlin Academy	9	A	A	A	A	A	A	A	A	S	S	T	A	A	S	S	A
1011	George Jenkins Senior High	2	D	Law	10	A	S	A	A	A	A	A	A	A	A	A	A	A	A	A	A
1011	Auburndale Senior High	2	P	Auburndale Communications Academy	11	S	A	A	A	S	A	A	A	S	S	A	A	S	A	A	A
1011	Kathleen Senior High	2	P	Central Florida Aerospace Academy	14	A	A	A	A	A	A	A	A	S	A	S	A	A	A	A	A
1011	Lake Region Senior High	2	P	Imagination, Inc.	15	A	S	S	A	A	A	A	A	A	S	S	A	A	A	A	A
1011	Mulberry Senior High	2	Q	Automotive Technology Academy	15	A	A	A	A	S	A	A	A	S	A	S	A	S	A	S	A
1011	George Jenkins Senior High	2	K	Academy of Design and Technology	17	A	A	S	S	A	A	A	A	S	A	A	A	A	A	A	A
1011	McKeel Academy	2	K	McKeel Academy of Web Design	17	A	T	A	T	A	A	A	A	S	A	A	A	A	A	A	A

Table 6: Whether Academy (A) or School (S) Out-Performed on Targeted Measures in 2010-11—Students Categorized as Black, White, Hispanic, and Special Populations

Year	School_Name			Academy_Name	Srs	BI GPA	BI FR	BI FM	BI GR	W GPA	W FR	W FM	W GR	H GPA	H FR	H FM	H GR	SP GPA	SP FR	SP FM	SP GR
1011	Tenoroc High School	2	P	Lakeland Electric Power Academy	17	A	A	A	A	A	S	A	A	A	A	S	A	A	A	A	A
1011	Lake Gibson Senior High	2	C	Polk Academy of Business and Technology	18	S	S	A	A	A	A	A	A	A	A	A	A	A	A	A	A
1011	Lake Gibson Senior High	2	K	Polk Academy of Business and Technology	18	A	A	A	A	A	A	A	A	A	S	A	A	A	A	A	A
1011	Auburndale Senior High	2	H	Auburndale Medical Academy	19	A	A	S	A	A	S	A	A					A	S	S	A
1011	Winter Haven Senior High	2	H	Winter Haven Medical Academy	19	A	A	A	A	S	S	A	A	A	S	A	A	A	A	A	A
1011	Haines City Senior High	1	E	ACES	21	A	S	A	S	S	S	A	A	A	A	S	A	A	A	A	A
1011	Lakeland Senior High	1	K	IT Academy of Lakeland	22	S	A	A	A	S	A	A	A	S	A	A	A	S	A	A	A
1011	Lakeland Senior High	1	A	Academy of Veterinary Science	26	S	S	S	S	S	S	A	S	A	A	A	A	S	S	S	S
1011	Haines City Senior High	1	O	Academy of Media Production (AMP)	27	S	S	S	S	A	A	A	A	A	A	A	A	A	S	A	A
1011	Kathleen Senior High	1	L	Criminal Justice, Law and Career Academy	28	A	S	A	A	S	S	A	A	A	A	A	A	A	S	A	A
1011	Lake Wales Senior High	1	E	Early Childhood, Teacher, & Educ. Academy	30	A	S	A	A	S	S	S	A	A	S	S	A	A	S	A	A
1011	George Jenkins Senior High	1	H	George Jenkins Medical Academy	34					A	A	A	A	A	A	A	A	A	A	A	A
1011	Bartow Senior High	1	H	Bartow Medical Academy	43	A	A	A	A	A	S	A	A	S	S	S	S	A	A	A	A
1011	Haines City Senior High	1	C	Academy of Media Production (AMP)	43	A	A	A	A	S	S	A	A	A	A	A	A	A	A	A	A
1011	Lake Gibson Senior High	1	F	Academy of Finance	45	A	A	A	A	A	S	A	S	A	S	A	A	A	A	A	A
1011	Ridge Community High School	1	P	Engineering Technology Career Academy	49	A	A	A	A	S	A	A	A	S	A	A	A	S	A	A	A

Table 6: Whether Academy (A) or School (S) Out-Performed on Targeted Measures in 2010-11—Students Categorized as Black, White, Hispanic, and Special Populations

Year	School_Name			Academy_Name	Srs	BI GPA	BI FR	BI FM	BI GR	W GPA	W FR	W FM	W GR	H GPA	H FR	H FM	H GR	SP GPA	SP FR	SP FM	SP GR
1011	Kathleen Senior High	1	D	DiSTROTEK (Rooms to Go)	50	S	S	S	A	A	S	A	A	A	A	A	A	A	A	A	A
1011	Lake Region Senior High	1	H	Lake Region Medical Academy	53	A	A	A	A	S	S	S	A	A	S	A	A	A	A	A	A
1011	Lake Gibson Senior High	1	H	Lake Gibson Medical Academy	66	A	A	S	A	A	A	S	A	A	A	A	A	A	A	A	A
1011	Ridge Community High School	1	H	Ridge Community Medical Academy	75	A	S	A	A	A	S	A	A	A	A	A	A	A	S	A	A
1011	Lake Gibson Senior High	1	D	Polk Academy of Business and Technology	10 1	S	S	A	S	S	A	A	A	A	S	A	A	S	S	A	A
1011	Lakeland Senior High	1	C	Academy of Arts, Design, and Technology	11 2	A	A	A	A	A	A	A	A	A	S	A	A	A	A	A	A
1011	Winter Haven Senior High	1	I	Academy of Hospitality and Tourism	14 9	A	S	A	A	A	A	A	A	A	S	A	A	A	S	A	A

Attachment 2: Evaluation Results from Career Academy Strand at June 2011 Conference



Please select only one box per statement	Poor	Below Average	Average	Good	Great
	1	2	3	4	5
1. On average, how did you find the session rooms to be in terms of comfort and view?			2	16	13
2. How would you rate the effectiveness of the <u>opening</u> general session (<i>POWER UP!</i>)?		1	5	13	
3. How would you rate the effectiveness of the <u>second</u> general session (<i>Career Academies spanning across the globe, National Education Program (NEP)</i>)?	5	8	6	3	6
4. How would you rate the effectiveness of the <u>third</u> general session (<i>Legislative Updates</i>)?		3	11	8	2
5. Please rate the effectiveness of those breakout sessions <u>you attended</u>			1	2	1
a. Advisory Boards: Now that you have one, how do you make it work? (Orange County)			1	6	6
b. Career Academies 101 (Osceola County)	3	1	3	7	3
c. Evaluations and Assessments Panel Discussion (Multiple Counties)		2	4	3	1
d. Industry Certifications – Career Academies (Serena Peeler-Polk County)		1	2	7	6
e. Business Partners – Round Table Discussion – Sharing Best Practices – <i>Strategies to build a successful and sustainable Advisory Board (Polk District Advisory Board)</i>		2	1	4	2
f. “Keeping the Buzz” Marketing Awareness– Sharing Ideas to foster active business partners, community involvement, and student recruitment (Ashley Barnett/Wesley Barnett Polk County)			1	7	7
g. Integrating Curriculum through a Thematic Learning Unit: HPA C.A.R.E.S. (Orange County-Dwayne Buchanan, Milagros Bosch-Taylor, Ashley Stoner, Nicole Vaia, Dwana Dye)			1	7	6
h. Collaborations that work - Administration/Guidance/Lead Teachers in Academies (Spoto High School—Hillsborough, The Academy of Fashion Technology & Design)				3	10
i. Career Explorations “Fieldtrips on Steroids” (Chamberlain High School-Hillsborough, Culinary Operations Academy)			1	6	9

j.	NobleHour - Treetop Software, LLC— Creating free Databases to assist Schools with managing student internships/externships/Community Service (Wesley Barnett—Polk County Business Partner)		1	1	2	2
k.	Business Partners – Round Table Discussion – Sharing Best Practices (Multiple Counties)		1	1	5	2
l.	Articulation with Postsecondary Institutions (Chamberlain High School—Hillsborough)			1	6	5
m.	Certification/Professional Development (Spoto High School—Hillsborough)			1	4	5
6.	How would you rate the success of <i>District Strategic Planning</i> (Tuesday 2:00-4:30 and Wednesday 11:30)		1	3	15	10
7.	How would you rate the format of the conference?		2	4	12	14
8.	How would you rate the length of the conference?		1	4	9	17
9.	Overall, how would you rate the 2011 Annual VPSC Conference?		2	3	15	11

Are there any topics that you would like to have seen covered, but were not? Please list. Bring NCAC to conf.; Talk more about CAPE; Need a DOE rep for updates x2; Cohort scheduling tips x9 Shared planning time options where students can test for Industry Certification; examples of outstanding career academies; Application processes; Understanding how Perkins/OCPs/FEFP work related to academies; Define career academy x2;

Provide any additional comments or recommendations you believe would be valuable to plan for the 2012 VPSC Conference.

Reduce to 2 days; Excellent overall; Conflicting sessions; Need more help at check-in for conference; Rude man from NobleHour (not speaker); Poor sound system at most presentations; More examples of what schools are doing and making it work; Networking opportunities for academy teams across counties at conf.; Outline of topics needed; Session for Middle School Academy.

Attachment 3: Evaluation Results from Charter/Choice Strand at June 2011 Conference**Volunteer Public School Choice Collaborative Race to the Top**

Presenters were Knowledgeable and prepared	SA	A	DA	SDA
Comments: Presented great ideas for creative writing. The writing "Grab Bags" were great and gave us opportunity to experience writing as the children do. Rosewood Magnet writing program was wonderful. This writing plan truly has the goal of. Rosewood Magnet School did a fantastic interactive writing activity! Minneola did a nice job presenting and provided time for us to share with one another. All presenters were very knowledgeable and prepared. Very useful Ideas/Assessments/Rubrics. Teachers were well prepared to answer questions and provide examples. All presenters came prepared and gave plenty of examples. Great, Useful ideas!! Strong presenters. Very knowledgeable and prepared. All presenters shared best practices with proven support that it increases student achievement. Great job by all. Lot of new ideas I can bring back to my district. The slide shows were informative. Speakers were well informed. All presenters seem very knowledgeable and had excellent information! Very good presentations and practical hands on activities that can be used to include to increase student interest, motivation, and achievement. Will planned. The ideas are great and can be used as soon as school start. Rosewood I love the vertical plan and common language that is used school wide. Minneola vertical teaming to improve student performance. Lake County PBS School wide plan. Lake County:SA-Enjoyed learning about lesson study- need more detailed info on how it is actually implemented. Polk County- SA	33			
Adequate time provided for collaboration and networking	SA	A	DA	SDA
Comments: Useful websites, would like more time to discuss with others. I really enjoyed the time to collaborate with other schools. The time was sufficient and truly an enjoyable and informative time. The sharing during the Mascotte PBS presentations were very positive- lots of ideas shared. All activities allowed for time for collaboration between schools. Useful websites that you can use with your students. Wish we had more of this. Great networking opportunities to share ideas. This is desperately needed- keep up the good work. Yes that's the best part. The time allotted to each group was adequate. The networking was very beneficial. The groups and activities very productive. Yes, many opportunities to speak with fellow teachers. Just right- and it also helped to review each table after activities. Yes, more time with Chestnut would have been appreciated. At times there was too much collaboration/presenters did not adhere to their times. Lake County: SA-Great break up session- was able to meet & discuss with other educators. Polk County- SA-Enjoyed Collaboration activities.	29	4		
Information gained was valuable and replicable	SA	A	DA	SDA
Comments: Will be using many of the activities and sharing with other at school. Absolutley! All of the information is adaptable to our school. The writing activities were super! I love the teachnology websites in regards to writing. Love the CCC activities- the STEM tie in. Left with lots of new ideas. Rosewood writing program will prove beneficial to our school and writing schools. Absolutley! Items were shared among peers, Best practicing. Excited to share all that was learned with my colleagues. I have already included ideas into our practice! Strong research based. Using legos and making a catapult designing. Very much so. There were pieces in each presentation. Yes, ideas can be easily utilized contacts available. Great hands on activities that I can do with my grade leavel or any level. We gained some new and interesting ideas to use at our school to increase student achievement and attendance and teacher and staff development and affectiveness. These ideas can be replicatied easily. Information would be replicable if applicable to school focus. Great ideas to try and intergrate into school community if adapted. STEM projects will be useful. Vertical planning will assist in developing school plans and grades. Lake County: A-Need more info on how this is done/ implemented. Polk County- SA-Already in use at our school- loved the difference in use of PBS dollars- ie admin had different dollars	30	1		
I would recommend this workshop to others	SA	A	DA	SDA

Comments:	32			
<p>Yes. Loved the ideas for writing. Absolutely, all of the information presented/shared. I will be sharing with others. What a wonderful opportunity for educators! Thacker Ave-WOW! Great way to collaborate with other districts for a wider variety of ideas. This workshop is a valuable for all teachers. Schools shared their best ideas, so yea I would recommend it. Creative, useful ideas. Yes! Great time to encourage and enrich learning in the classroom. YES! Wonderful ideas! I can't wait to share knowledge gained with my home school team. I got so much from this conference. I look forward to attending each time. I think it is extremely important to collaborate with teachers from other counties. Yes, the size lends itself to have effective dialogue. The collaboration is wonderful. Having an opportunity to connect with others in our profession to share best procedures is great. Out teachers love the concept. YES! Very informational. All but the vertical planning and lesson study. Good practical, adaptable ideas and hands on. Sharing and discussing best practices as a group and with others from other districts is a very helpful experiment! It's great to network and collaborate with other teachers/administrators from other districts. Teachers should have opportunities for this type of professional development.</p>				
<p>Things that inspired me:</p>				

Enrichment clusters, Writing Plan, Acronyms for PBS, Rosewoods writing plan was very thorough and well planned I will definitely use their rubrics and checklist, The STEM projects really neat ideas to incorporate science tech and math in classroom, School Enrichment and model, Checklist of writing skills for all grade levels, vertical technology plan to improve student's technology skills, school wide behavior expectations and follow through. the a vision of k-12 students today video, the video shared by Thacker Ave, Great activities to drive the point home that students do not need worksheets (Thacker Ave), Walk through video (Thacker Ave), Skills checklist for writing shared by Rosewood Magnet, Vertical Teaming Activity, Behavior reflections report, Rosewood-liked giving us the websites for publishing student authors, Writing treasures was great! Minneola-great ideas for vertical teaming, Mascotte-great acronyms for implementing PBS rules, Writing program, Theme days for social Studies/Science, Engineering a house, Description of oranges, Grab bag activity by Rosewood Magnet, PBS ideas to motivate kids, STEM presentation/CCC/3 little pig house, 2D 3D 4D by Thacker, Using the paper bag, target skills, how to grade writing/rubrics, models with legos, Rosewood had great ideas to linking student learning and development to rubrics and progression k-5th, Minneola loved the way they used "houses" to vertically align teams. Diverse ways to stay abreast of what others were doing, Lesson study great for student engagement evaluation/feedback, Rosewood-writing treasures use with students and teachers-great implementation to share ideas, Minneola- inspired me to think how important vertical teaming is and how important it is to work together and share with each other ideas, Mascotte-inspired me to use the acronyms for areas of the school to keep students focused on positive behaviors, Leg up or set back cards, writing skills check list, vertical planning, vertical planning, hands-on, enrichment, writing web sites, legos, lego mind storm, flash mob celebration for FCAT, Skype video conferencing, enrichment clusters, writing plan, the acronyms for the PBS, collaborating with other true professionals, the grab bag activity was such a wonderful hands on activity, vertical teaming, share k-12 video clip (re: technology) with staff, vision-all grades know what other grades are doing in writing. check list- for checking to see if key writing components are included in writing, show and explain post cards, Rosewood writing plan, chest nut engineering activities, Thacker walls that talk, Different ways to look at vertical planning, the idea of incorporating the STEMS activities into our curriculum, the comments from others about our school wide writing plan and how they will use some of our ideas, Enrichment clusters, STEM projects, improving writing strategies, STEM interested me because I like how it causes the student to problem solve and be created. I really liked the skill list from writing, and the accompanying posters, I liked having the different ideas about PBS from other schools, The excitement for PBS amongst the group! Hands on activities from the "Stomologist", Hearing and sharing ideas with my "Vertical" group. Acronyms for rule following, clusters, STEM lab, Giving my students more time for discovery, open ended activities, inquiry, I collaborative learning, learning how others have found great success in increasing student achievement in writing, I learned several new websites that I am excited to take back and use, Ideas about increasing student and staff motivation, various technology sites/software to integrate tech, enrichment ideas-clusters based on student interest, PBS-add a star to the reward money to include with teachers, chestnut-add additional road blocks to activities to help problem solving, Rosewood-the scoring rubric for writing, Houses idea- teachers collaborate during school hours, Grab bag ideas for writing, Enrichment clusters for all students, Writing progression form kinder through, Enrichment clusters to enable opportunities for all learners, Vertical House clusters for collaboration and focused discussions for student, faculty and school betterment, Show and explain the begin kindergarten student writing, vertical teaming working with other grade levels to plan accordingly, grab bag writing a very interactive way for students to work together and create a narrative story, SEM, grab bags, House Clusters, Rosewood Grab Bag for writing, Minneola- neat idea of getting parents involved in the writing process-colored paper for editing, Lake County-area specific acronym,

Things I want to learn more about:

Vertical planning, How to plan enrichment clusters, "Special Days" for social studies core knowledge, School wide Rosewood writing plan, Publishing student writing online or with other technology, Incorporating engineering into my curriculum to increase student achievement, The theme days that Rosewood did at each grade level, Videos for PBS behavior, Royal lunches for good behavior, We are planning to form a committee to revisit our current PBS plan in order to update and revise our rewards, SEM- how to implement this into our program vertical teaming-again-how to schedule time for this with everything else, STEM, school wide writing plans, using 25,000 pyramid to study for exams, STEM, online science board, I would like to know more about engineering activities to put them in place next year, Also I would like to know more about the clusters group, Area specific acronyms (B.U.S., F.L.U.S.H), CCC: Choose, Create, Challenge, Implementing lesson studies-help each other to stay on task for the standards and holds accountability for higher learning, Using "set back" cards and how I can change the use of them for primary grades, Legos, Lesson Study, Technology, Brain Based Learning, writing web sites, Legos Mind storm, Engineering labs, Grade level "each", Vertical teaming, Enrichment clusters, I'd like to learn how to set up a schedule for departmentalizing, Hear an author Katie Woods or Ralph Fletcher for writer's workshop, Vertical Teaming, Writing Plan presented by Rosewood (maybe visit during a writing session), Cluster groups, Content Integrations through writing, Writing through math, Vertical planning, Consistency in writing plans, I would like to learn more about the STEM program and how the practices can more correlate to standards, Rosewood writing curriculum, Vertical teaming- Minneola, Technology, Clusters, Lesson study training- I've only had an evaluation from my principal and it would be interesting to get feedback from fellow teachers on student engagement, I would like to learn more about how other schools departmentalize successfully, I would also like to learn more about integrating science and technology, Student publishing options, Scheduling-vertical teams and enrichment, Preparing exciting presentation, Flexible scheduling, SEM- school wide enrichment model how to begin implementing, Vertical Teaming how to make them work! SEM-student enrichment model, Lesson studies, Lesson study teams, SEM- school wide enrichment, Houses across the grade levels, SEM (across grade level), PBS procedural acronyms, Lesson study- accountability for observe- specific things to look for (check list), Scheduling enrichment clusters and ensuring that academics do not loose time.

Things I shared:

Grading writing, How we correlate math and science based on standards, Vertical teaming/Houses- how it correlates to teacher, To increase student achievement I give students choices when sharing their knowledge (website, PowerPoint, poster, video), Wordle.com, Lesson study/vertical teams, As a result of my school attending this conference and collaborating with Rosewood regarding our vertical writing plan-this year 100% of my 4th grade students scored a 3 or better on FCAT writes J This networking has been very beneficial!!!, Lesson study, Our writing techniques and how we engage parent in evaluating and editing their child's work, How Lincoln implements Science and Social Studies and what types of projects our students work on, Alt. to worksheets, If walls could talk- great way to participate in leadership!, I shared our school wide enrichment model and our "talking walls", SEM clusters, Digital art, Knowledge of lesson study/PBS, 2 ways we vertical teaming to introduce writing and math team, I helped create the house that with stands wind, Highway man project/visual language arts/writing poetry book-end result, PBS-positive behavior support, Success of our school wide writing plan, Positive behavior support has become the culture of our school, we shared about our ne PBS system, we shared how we created it, how it has worked, and where we will go from here, Writing journals that borrow from good writing examples, writing plan & rubrics created, How my grade level at my school integrates science and social studies into our schedules and unit lesson plan, Different ways we integrate technology for kindergarten students, Our PDA writing program in small group, Choose-create-compete challenges that our school participates in as part of our STEM-ology curriculum! Strategies/concepts in engineering to elementary students, Engineering labs with primary students, design challenges/ engineering process, integrating the stem process cross curriculum.

Additional Comments:

I was disappointed with the amount of talking form certain tables while groups were presenting L

Rosewood: Writing through the Ages I enjoyed the brown bag activity. I only teach math, so I am thinking of many ways to adapt. All the teachers who presented were very knowledgeable! I enjoyed the info they shared (websites). Cute idea to get the students engaged. Helpful for them to stay on topic. I like the vertical planning of writing target skills. It allows all grade levels to have clear expectations. Shared their writing k-5 articulation...the websites suggestions were helpful. Websites for student writing were very intriguing. Skill rubric for each grade level is absolutely something we will want to implement. Video on technology in education was very inspirational... will definitely use. The writing plan was excellent. We can easily adapt their rubrics to match our district's/schools writing expectations. The ideas presented on writing will be incorporated in my class. I feel they will raise my student's achievement in writing. Loved the "show and explain," and kindergarten writing rubric. Presented a school wide writing plan that lead proven data and evidence of student success. This was evidence by the school being in the top 3 schools in writing scores and the success of Sebastian Elementary writing program and student success this year. Handouts are user friendly and will be a resource to other schools. Terrific uniform writing plan... promotes consistency and growth throughout grade levels... expectations are clear and there is support at all levels. DATA! Loved the tech. ideas and using the checklist to follow students. The video clip was very motivations and is a great reminder of the importance of technology in every subject! The grab-bag activity is something I can immediately take back and use to engage my students. Show and explain for kindergarten will help develop oral language and oral transitions to help achievement in writing. Examples of websites and digital publishing for student writing projects. Great ideas and easy to replicate in other schools. Presentation were excellent and complete explanations... great activity. Grab bag writing was excellent... a great way to get the kids thinking creatively. Show and explain- good idea for kids to be able to tell about themselves and begin structuring their speaking/writing. Great ideas for collaborative writing throughout a school community in order to all have the expectations be school-wide toward raising and maintaining student achievements in writing. Loved the idea of sharing school ideas. Show and explain to apply to kindergarten before students are able to explain their thinking with writing they are able to use their words. This is a great idea to begin the year with for the first 9 weeks. Grab bag writing use items to begin writing. Great idea to inspire creative writing for narratives. I enjoyed the grab bag activity. I could see using it as a collaborative brain storming activity or a pre-writing task. (although I don't teach writing, I do incorporate writing in the teaching of science) I also like the idea of the cross-grade level writing plan and writing the same prompt over years to see specific student progress. Grab bag activity Love It!!! Definitely look forward to implementing. Show and explain- first, next, then, last

Minneola: Vertical teaming & Lesson study I enjoyed having time to collaborate with my group & discuss a variety of ways to teach one topic. Presenters were to the point & very informative. Great reminders of how important vertical teaming is. Sharing and receiving ideas can spark other interesting topics. Discussed different ways for collaboration. It was great for opportunities to network and share ideas. Shared their vertical teaming... our group discussed vertical articulation of technology- I got some great ideas. They also presented lesson study which we also do at our school. Great Resources but could have used more explanation on how the vertical teaming works. I learned how other districts use vertical teaming in grading writing prompts getting different perspectives to avoid being subjective on grading. I love collaborating with teachers that are really high quality educators. This is a great concept i.e. Lesson study's and vertical planning Minneola gave good ideas to help us plan the how to liked the activity... nice presentation. Vertical Planning-good discussion Lesson Studies- activity with manipulative Great idea with the vertical teaming and the anatomy of a lesson. Great Job... Ideas used for vertical teaming will be shared with co workers and implemented into curriculum. Enjoyed the collaboration among peers, lesson studies was well presented and informative. I learned a lot from sharing/discussing ideas with teachers from other districts. Sharing a loud whole group as a recap was also very helpful to hear what other groups shared. Staff morale-ideas Using technology for writing helps studying engagement "publishing" from internet sites. The presentation about information was short and did not give examples- the lesson study activity was difficult to do as a group. The presentation were positive- there was little new knowledge. "Houses" idea- gives teachers time to collaborate within working hours JDeveloping house to team-up teachers for vertical discussions/planning is a wonderful idea. Lesson studies will definitely help in refining teacher delivery of lessons to facilitate greater student involvement and concept understanding. House- teachers from grad leaves are group (vertical teams) great idea for cross grade articulation. Lesson study- student engagement and learning not -teacher judgment The concept of the "Houses" is similar to our cluster grouping for out gifted and advanced students. We just don't get time to meet because our planning times are based on the horizontal (grade level) teams. Importance of talking across grade level and understanding what each grade level is doing. Teachers and staff need time together to communicate and discuss. Lesson study-benefits student achievement through better lessons.

Mascotte: PBSI loved the acronym posters that were "site specific". I also liked the graph to track tickets earned. PBS ideas was wonderful. Love the PBS ideas. Using acronyms for positive behavior is an excellent idea and perfect reminder for the students. Shared about PBS... we have this already implemented at our school we shared our PBS theme acronyms. Great PBS program. I really liked the acronyms for each area of the school. Great ideas to make students accountable for their behavior. Having students reflect on why and what caused the infraction. We are not a PBS school but found that we can add some of your acronyms for specific areas to help clarify expectations... good job. Like that they partnered with another school to learn P.B.S. System. Enjoyed acronyms for each specific area of school (rules). Enjoyed the video-student examples were great... thank you for providing behavior models. We will use your acronyms! - THANKS Love the "Eagle Buchs" Very helpful resources shared such as incident report, behavior reflections sheet, etc. PBS-front end loading with positive examples, expectations, reinforcement minimizes disruptions to student engagement from behavior problems, positive data for students, parents, staff and district people to look at. Great presentation the handouts were complete and helpful. The ideas shared are easily replicated in our school. Presentation was enthusiastic and knowledgeable. Acronyms for each area in school helps kids focus on specific expectations. Additional ideas to implement into our already established program to promote student behaviors that allow positive environments for learning. Develop school wide behavior plan come up with new acronyms for the school. We are a PBS school, so a lot of their ideas are directly applicable. I like how each of their acronyms spells a word related to the expectation location.

Chestnut: STEM ScienceI loved the 3 Little Pig house challenge. What a way to be creative & collaborate with others. The Duplo lego building would be a great, creative addition to the science curriculum. School activities were great/engaging/hands on FUN! I love the "leg-up" cards. Great idea to incorporate into the STEM process to change it up a bit. Set back cards. Great Hands-On opportunities. Shared STEM and what each grade level so to design projects to solve problems... we participated in a design challenge. I loved all the hands on lessons that encouraged team work and ideas. Using legos also were very interesting as haven't really used. I think 5th graders would love this too! STEM theme awesome engineering activities that would build student achievement in this area. These STEM activities have been done in our gifted classes. Sharing this activity with us gave my other teaches ideas as to how they can incorporate this info into their classrooms... great ideas. STEM- build a catapult build a house to withstand wind STEMology enrichment is a wonderful way to incorporate STEM every age level can participate. Loved the choose, create, compete activities will share with colleague. Great activity for parent night. Creative! Great activity for problem solving, hands-on activity collaborative learning. It is always great to do a hands on activity that the students would actually be able to do. I enjoyed working with a group to design a structure and work with materials given. Design challenges choose, create, compete Leg up cards- set back cards Wow! Great activities and explanations... I can't wait to share with our teachers Awesome hands-on presentation! Super presentation of ways to have students external thinking skills. Higher level thinking skills definitely in use of Chestnut. Design Change-CCC Choose create compete, Little pig house, Leg up card, Set back card The use of design challenges are an excellent way to utilize students critical thinking skills. Awesome hands-on activities going across curricular areas to enrich student learning and achievements.

Thacker: If walls could talk 2D vs 3D vs 4D There were so many inspirational ideas throughout the presentation. I loved the 2D,3D,4D activity. The PowerPoint was motivating & informative. I can hear the walls screaming! J (w/ authentic & creative student work!)(Interesting; engaging/creative/use a lot of technology) The clusters idea is excellent. Love the idea of enrichment clusters to provide all students opportunity for further interests. What we teach! How we teach! Common Language- so that all teachers are on the same page when discussing students Good point made on the importance of using models instead of worksheets Enrichment Cluster-similar to clubs Love this idea, Excellent presentation J The activities were very meaningful and can be easily used in the classroom. I thoroughly enjoyed the picture/quote activity which could be applied to students or faculty. I enjoyed interviewing a introducing each other. If walls could talk was an interesting way to showcase what students are doing in the classroom. Amazing enrichment activities for the entire school. These activities provide diversity and inclusion for all students. I can see where activities and displays that were talked about could and would increase the student's achievement. Great idea...Had done this at a previous school. Bring lost arts and skills back into focus. Enrichment clusters- very creative, inspiring We used the cluster ideas last year! They work great! We now have more ideas to take back! Liked learning about clusters. Will share ideas with colleagues/parents great presentation. Students will have memories of their clusters for years to come. I did this in high school and it was such a nice experience to add to my educational experience. High energy and creative- Your staff is dedicated! Great ideas for enrichment clubs and getting all students involved in engaging activities based on their interests. Student learning evident, students know mission statement brochures, websites, flyers to promote school events, effective strategies= achievement, engagement enrichment cluster-student interests The activities were well thought out. The information was good; I am taking away some great ideas. The presentations were enthusiastic and knowledgeable... Outstanding. SEM-great way to get all students involved in enrichment. I'd like to visit to see this in action J Great ways to provide students with opportunities they would not normally be exposed about fund to be enhancing to student learning. Love the SEM model, principal is very enthusiastic about the program, What we teach, Viable literacy program