

Polk County
Voluntary Public School Choice (VPSC) Grant

Performance Report
June 2011

(Performance April through June 2011)

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

Table 1 below shows actual expenditures by category as of June 30, 2011, for the fourth year of Polk County's VPSC grant.

Table 1: Year Four Budget with Expenditures through the Third 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	60,728.00	56,741.96	
6400	360	Instructional Staff Training Rentals	42,300.00	41,630.00	
6400	510	Instructional Staff Training Supplies	19,779.00	16,335.11	
6400	642	Instructional Staff - Capital Equipment/Non Capital Equipment	-	-	
6400	751	Instructional Staff Substitutes	8,527.00	7,042.32	
6400	752	Instructional Staff TempEmployees	-	-	
7800	160	Transportation Salary	2,290.48	512.40	
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	190.77	
7800	220	Transportation Social Security	1,786.00	196.11	
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	558.46	
7800	350	Transportation Repairs and Maintenance	550.00	224.00	

7800	450	Transportation Gasoline	-	-	
7800	460	Transportation Diesel Fuel	18,700.00	13,494.21	
7800	510	Transportation Supplies	29.00	7.34	
7800	540	Transportation Oil and Grease	171.00	69.85	
7800	550	Transportation Repair Parts	750.00	518.34	
7800	560	Transportation	420.00	277.74	
7800	752	Transportation Non Instructional Temporary Employee	7,800.00	4,497.61	
7700	140	Central Services Temp Salary	16,150.00	10,393.54	
7700	210	Central Services Retirement	1,950.00	1,119.40	
7700	220	Central Services Social Security	1,385.00	795.09	
7700	240	Central Services Worker's Comp	228.00	95.88	
7700	310	Central Services Professional/Technical Consultative Services	36,898.00	27,329.21	
7700	330	Central Services Travel	2,400.00	1,679.70	
7700	331	Central Services Travel Training	54,726.00	49,569.62	
7700	360	Central Services Rentals	-	-	
7700	370	Central Services Postage	-	-	
7700	390	Central Services Other Purchased Services (Printing)	-	-	
7700	510	Central Services Supleis	5,689.00	3,755.96	
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	6,381.90	
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	30,657.00	17,600.23	
5300	510	Vocational Supplies	5,800.00	285.00	
5300	622	Vocational Non Capital AV	2,000.00	-	
5300	643	Vocational Non Capital Computer Equip	24,050.00	4,062.54	
5300	644	Vocational Non Capital Computer Equip	16,036.00	-	
Year-Four Budget and Expenses through June 30,2011			535,944.00	*313,838.91	
* Expenditures are as reflected in the system through June 30, 2011.					

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

Overview

Polk County's VPSC grant proposal lists two goals:

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

The focus of grant activities is stated in the project abstract of the grant proposal: *This project will create and maintain a powerful coalition of school districts which will share resources and best practices to intensely focus on increasing choice options for all students with an emphasis on low performing, disengaged and disenfranchised secondary school students. This project includes primary partnerships with Polk, Osceola and Hillsborough Counties as well as expanded partnerships to also include Indian River, Lake, Manatee, Orange, Pasco and Sumter Counties.*

Since beginning grant activities in the summer of 2008, Polk County has correlated its goals and outcomes to Florida's Performance Measures. At the end of each quarter, the Polk County consortium reports performance in relation to every outcome that should have been met to date based on the proposal timeline. **Tables 4, 5, and 6**, beginning on page 13, provide an update of performance from beginning of grant through the end of June 2011. Grant outcomes have been met to date.

A Summary of Goal-Related Performance

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

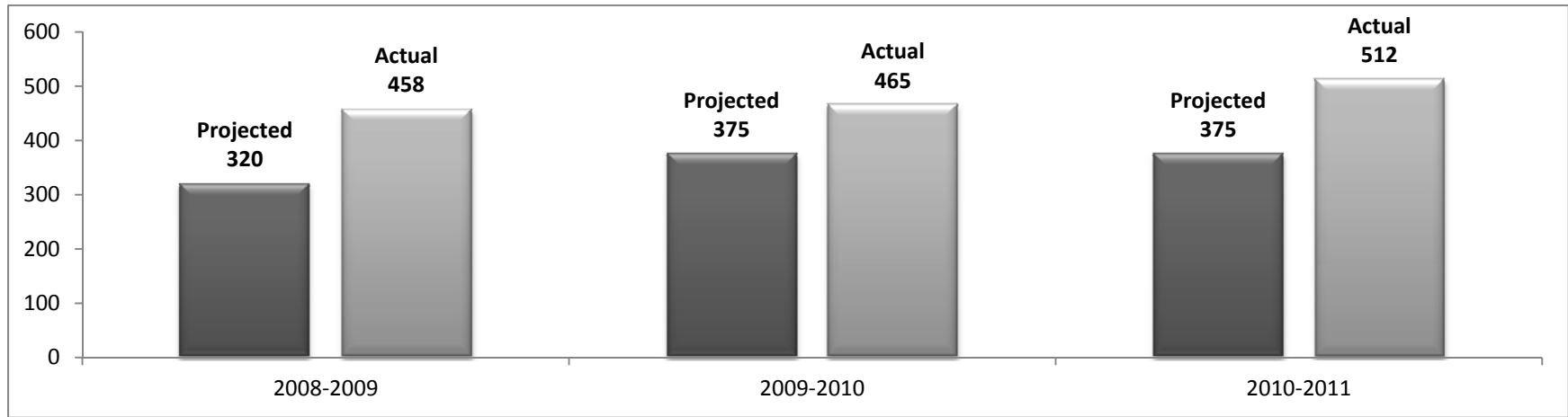
1. Goal 1 addresses all inter- and intra-district choice options other than career academies. Inter-district agreements are in place to allow students to transfer between Polk and Osceola and between Polk and Hillsborough Counties to access choice. These are the three primary grant partners. There are 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.

Figure 1 on page 7 shows the expected versus actual number of students transferring from Polk County to either Four Corners or New Dimensions during both 2008-2009 and 2009-2010 school years and to date for 2010-2011.

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



Other students accessing inter-district choice during 2010-2011 to move between Osceola and Polk Counties include 6 transferring from Osceola to Polk and 2 transferring from Polk to Osceola. Additionally, 11 students used the inter-district choice option to move from Hillsborough to Polk County, while 101 went from Polk to Hillsborough.

A needs assessment initiated in the Polk VPSC project in July 2008 asked consortium districts to rank barriers to choice. Transportation was a major barrier. A key accomplishment of this grant has been the development of the transportation plan created for students going from Polk County to Four Corners Charter School in Osceola County. Four Corners began transportation as of the second semester of the 2009-2010 school year. The school runs two bus routes that fill the bus both times. All students transported on the bus are Polk County students attending the charter school through an inter-district agreement. The bus holds 77 students; therefore, approximately 150 students are transported each day. The students on the first bus route are the furthest from the school and participate in a before-school program that offers breakfast and supervision by a school staff member. The students on the second bus route are closer to the school and arrive before school begins. Four hundred thirty-nine students from Polk County exercised inter-district choice in order to attend Four Corners during this reporting quarter.

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

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

In Polk County, Lakeland Montessori Middle was awarded a new charter contract that followed the template developed through the VPSC grant. At the beginning of the 2010-2011 school year, 42 new seats were reported at Lakeland Montessori Middle.

Additionally, the following charter schools were awarded charter renewal contracts in the summer of 2010:

- Academic and Communication Excellence (ACE) preschool with 17 enrollees
- Compass, serving 165 at-risk middle school enrollees
- Life Skills East with 194 dropout-retrieval students
- McKeel Elementary with 348 students

Lawton Chiles Middle School teachers continue to participate in grant-sponsored training and curriculum development for implementing an IB MYP (middle years program). During this reporting period, 634 students at this magnet school benefited from the school's rigorous academic program.

Furthermore, grant activities have touched a significant number of students throughout the consortium. Each year consortium districts have uploaded lists of students touched by both charter and choice grant training activities. In 2010 alone, consortium districts uploaded 5,923 magnet/choice students and 10,715 charter students.

Attendance at grant-sponsored training events related to Goal 1 has been as listed in **Table 2**.

Table 2: Number of Participants at Charter and Choice Training Events by Year and District			
	Charter	Choice	IB MYP (Choice)
2008	20	17	0
2009 Winter	23	0	0
2009 Spring	34	11	19
2009 Summer	27	18	0
2010 Fall	35	0	0
2010 Winter	28	9	19
2010 Spring	19	22	38
2010 Summer	0	29	0
2011 January	28	33	17
2011 February	0	0	39

Table 2: Number of Participants at Charter and Choice Training Events by Year and District			
	Charter	Choice	IB MYP (Choice)
2011 Spring	19	14	19
2011 Summer	0	43	0
Duplicated Total by Category*	233	196	151

* Since some individuals attended multiple trainings, this is a duplicated count of total participants over the grant cycle.

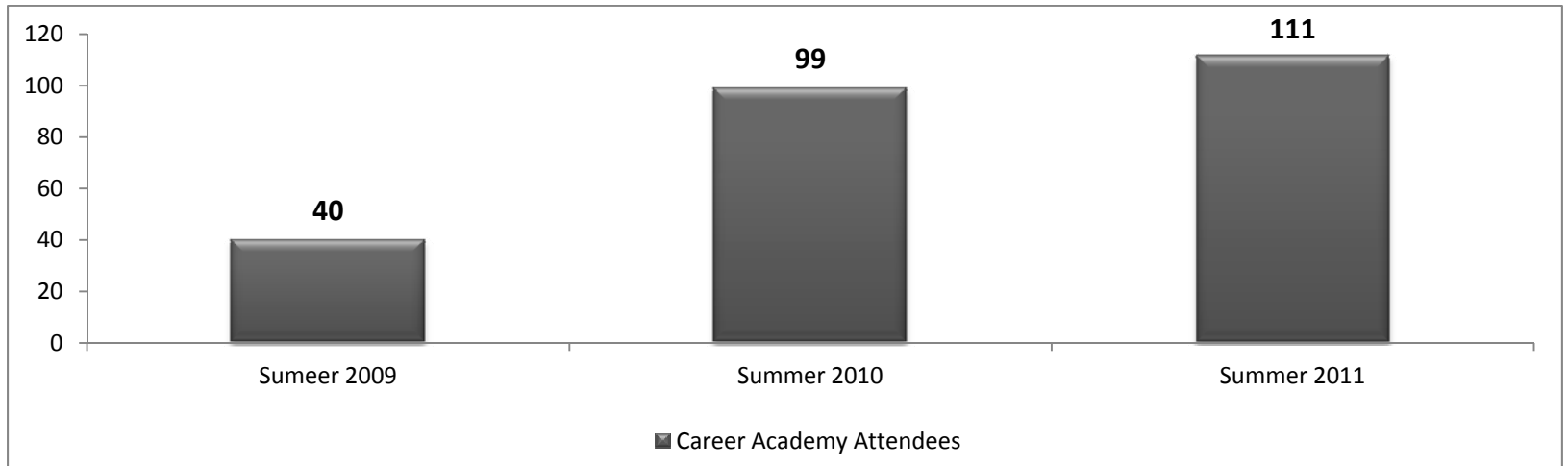
Participant evaluations from the three-day May 2011 conference that focused on IB MYP implementation is included as **Attachment 1** to this report. Twenty-five instructional staff members from Lawton Chiles MYP attended the training.

Forty-three (43) representatives from nine districts registered to attend the choice portion of the five-day VPSC June Training Conference (June 25th through July 1st). The list of choice attendees is provided as the first worksheet in **Attachment 2**, while the overall agenda for the conference is included as **Attachment 3**.

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 seven 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. The attendee list is provided as worksheets 2 and 3 of **Attachment 2**. 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.

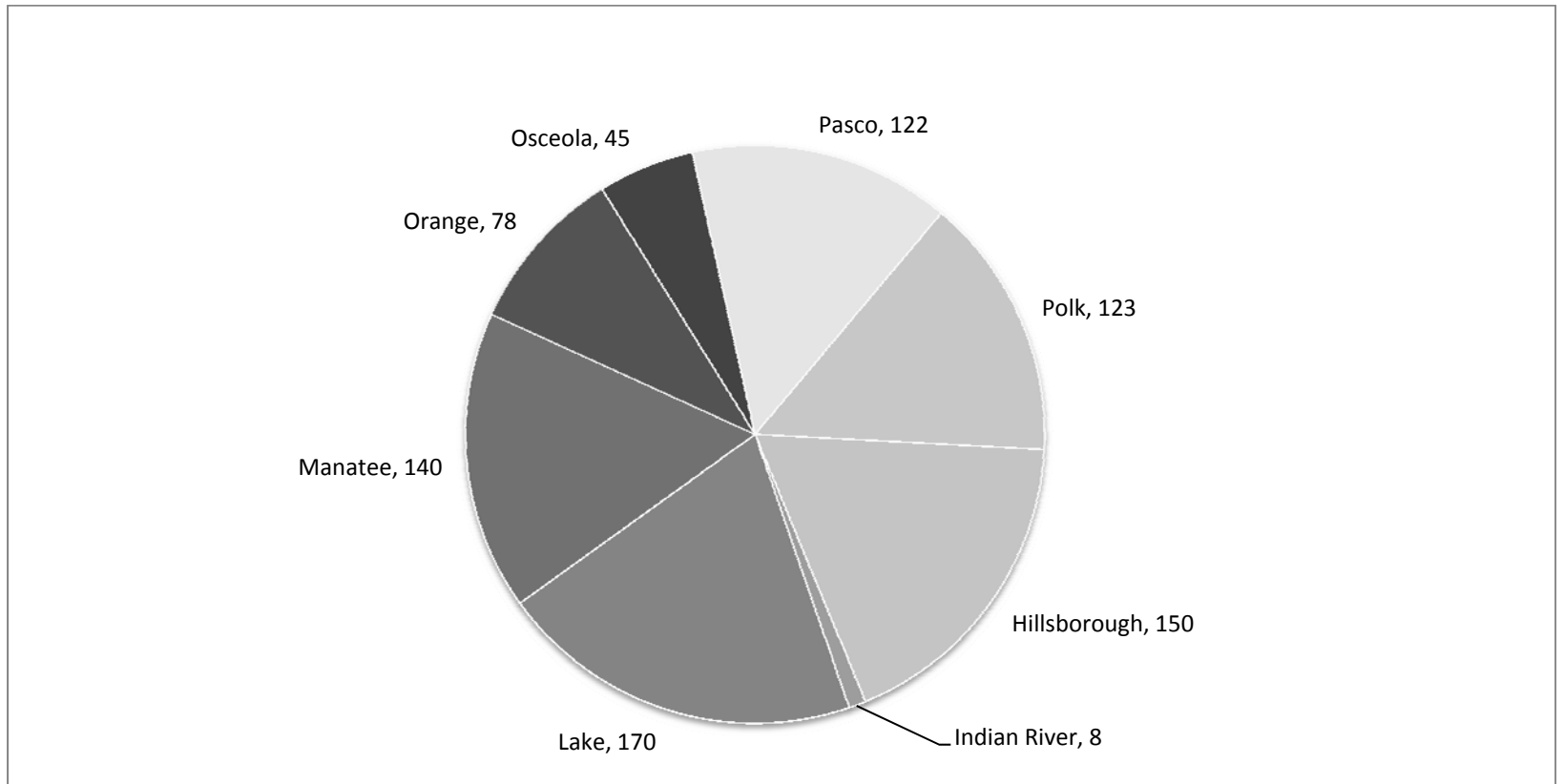
Attendance at the career academy portion of the VPSC summer conference in 2009, 2010, and 2011 is reflected in **Figure 2** on page 10.

Figure 2: 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 shared in the 2011 conference. It is included as **Attachment 4**.
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 2010 show a tally of business partners as listed in **Figure 3** on page 11.

Figure 3: 2009-2010 Academy business Partners by Consortium District



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.

Overall Grant Status

As of June 2011, Polk County consortium grant activities have proceeded essentially as expected. The only major challenges have been:

3. Identifying student data to be uploaded from all nine consortium districts.

4. Completing accurate and complete uploads as requested by the FDOE.

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.

Table 3 lists the consortium districts and the number of uploaded student records from each as of June 2011 to indicate the total number of students impacted through the consortium.

Table 3: Student Records uploaded by each Consortium District	
District	Number of Uploaded Student Records
Hillsborough	757
Indian River	915
Lake	7,178
Manatee	6,008
Orange	13,563
Osceola	10,454
Pasco	1,335
Polk	8,961
Sumter	4,565
TOTAL	53,736

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

Polk County’s VPSC grant narrative presents specific outcomes to be achieved in relation to each of its two goals. *Tables 4, 5, and 6* correlate Polk County’s goals and related outcomes to the State’s Performance Measures. The status statements included within each table represent activities reported for Year 1 through the second quarter of Year 4 on page 13.

Table 4—Polk County’s Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 1

<p>State Objective 1. In target public school districts, increase the number of families that exercise inter-district public school choice.</p> <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. 		
<p>Polk Goal #1: 1a—Review current choice offerings and transfer policies</p>		
<p>Anticipated Outcomes in Polk County’s VPSC Grant</p>		<p>Status in Polk County’s VPSC Grant</p>
<p><u>1.1.a</u> Contract to Marie Sneed (<i>Hire a consultant to review practices and make recommendations.</i>)</p>	<p>September 2008</p>	<p>All contract work has been completed with recommendations received.</p>
<p><u>1.1.b</u> Model inter-local agreement (Develop a comprehensive master plan to move students among districts.)</p>	<p>May 2009</p>	<p>Interdistrict agreements are in place to allow student transfers as follows:</p> <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
<p><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>)</p>	<p>October 2009, 2010 and 2011</p>	<p>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.</p>
<p><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>)</p>	<p>August 2009</p>	<p>Polk has established contractual interdistrict agreements with New Dimensions High School and Four Corners Charter School in Osceola County. Students from low performing schools have the opportunity to attend these higher performing schools through transfer. This impacts 450 students annually. Furthermore, informal interdistrict agreements have been signed with Hillsborough County allowing students to transfer over district lines. These interdistrict transfer policies and practices were discussed in terms of best practice at the summer training. Over 20 participants were at the session to discuss choice transfer options for students. Polk, Orange, Hillsborough, Manatee,</p>

Table 4—Polk County’s Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 1

		Duval, Lake and Osceola County participated. Additionally, evaluators from USF and the DOE interacted as districts discussed the benefits and challenges to choice.
<u>1.1.c</u> District transportation plans with regards to choice, charter and Title I options <i>(Develop a transportation plan in each district to assure that transportation is not a barrier to choice enrollment.)</i>	March 2009	Polk County and Osceola County have worked together with the Four Corners Charter School to formalize an interdistrict transportation plan to transport Polk County students to Four Corners Charter School. Through VPSC funds, Polk County purchased a bus and is working closely with Four Corners Charter School to ensure transportation is not a barrier to Polk students attending this school through the interdistrict agreement beginning January 2010.
<p>State Objective 1. In target public school districts, increase the number of families that exercise inter-district public school choice. (continued)</p> <ul style="list-style-type: none"> • State Measure 1c. Increase the number of families that exercise public school choice via the inter-districts models by 2% each year after models’ implementation in August 2009, thus increasing overall number of student transfers by 6% at end of grant period. 		
Polk Goal #1: 1a—Review current choice offerings and transfer policies. (continued)		
Anticipated Outcomes in Polk County’s VPSC Grant		Status in Polk County’s VPSC Grant
<u>1.2.a</u> 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 have been reported on a quarterly basis and are found in the uploaded student records.
<u>1.2.b</u> 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.
<u>1.2.c</u> 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.
<u>1.2.d</u> 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.
<u>1.2.e</u> 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).
<u>1.3.c</u> Brochures, videos and other marketing tools <i>(Provide coalition members with brochures, videos and other marketing tools developed via this grant.)</i>	June 2009, 2010 and 2011	Brochure templates have been developed with input from the nine partnering districts marketing inter-district transfers and career academies.

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

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

- **State Measure 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.

Polk Goal: No Polk County VPSC goal addresses State measures 2a, 2b or 2c.

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

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

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

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

Anticipated Outcomes in Polk County's VPSC Grant		Status in Polk County's VPSC Grant
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 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 <i>(Take active roles in the central region of the FPSCC to include updates via the newsletter, presentations at meetings and serving in leadership roles.)</i>	October 2008, 2009, 2010 and 2011	Best practices and training outcomes from Polk's consortium are available through www.polk-fl.net .

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

1.c.1.b Training for the north and south regions of the state to share online resources, tools and key learnings <i>(Provide training for the north and south regions to share resources and provide tools and key learnings.)</i>	June 2011 and 2012	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 <i>(Present at state and national conferences to disseminate information.)</i>	March 2010, 2011, and 2012	The June 2010 VPSC Conference agendas were included as attachments with the April through June 2010 quarterly report. On July 20, 2010, project staff made a presentation regarding best practices at the School Choice Parent Advisory Council meeting in Orlando.
1.c.2.a A self evaluation and needs assessment <i>(Share self evaluation and needs assessment materials developed and implemented through the project in summer workshops.)</i>	March 2009 and 2010	A self evaluation and needs assessment occurred April 23-24, 2009. Data from the districts were shared through a collaborative forum. Partnering districts were surveyed about the types of choice and common barriers to choice in their respective districts. 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 <i>(Focus workshop strands during years 3 and 4 on teacher training resources available via the career academy model and implementation of inter-district transfer agreements, transportation options and solutions as well as authorizer intervention plans.)</i>	June 2010	The June 2010 VPSC Conference agendas were included as attachments with the April through June 2010 quarterly report.
1.c.2.c Agendas <i>(Focus training strands in years 4 and 5 on high yield strategies to recruit and retain students, particularly high need students.)</i>	June 2011 and 2012	The agenda for the June 2011 VPSC Conference is included as Attachment 3 .
1.c.2.d Agendas <i>(Continue workshops beyond proposal funding period.)</i>	June 2013	Not yet applicable
1.c.3.a A web address and hard copy print material as applicable to site, training or material <i>(Coordinate information and web based offerings.)</i>	December 2008, 2009, 2010, 2011, and 2012	Best practices and training outcomes from Polk's consortium are available through www.polk-fl.net .
Polk Goal #2: 2—Create a comprehensive, sequential model for the development and implementation of career academies.		
Anticipated Outcomes in Polk County's VPSC Grant		Status in Polk County's VPSC Grant
2.1.a Implementation plan <i>(Create a detailed implementation plan for academies to include</i> <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	The June 2009 Conference was used to initiate the discussion required to create a career academy implementation plan. Thirty-six participants from five consortium districts participated in career academy sessions. <ul style="list-style-type: none"> • Presentations were made from representatives of multiple program areas (academy types). • Attendees heard strategies for establishing academies. • Polk County also presented its recruitment strategies and the online application process being piloted in the county. • Intra district application have been formalized in Polk

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

		County and were shared with other districts at the June 2010 Conference.
<u>2.1.b</u> Participant roster for career academy staff attending a week-long summer curriculum mapping workshop <i>(Send career academy teachers to a summer curriculum mapping workshop.)</i>	June 2010	As described earlier in the this document, 94 career academy attendees at the June 2010 VPSC Conference took part in general sessions, break-out sessions, and strategic planning sessions designed to strengthen career academies across the consortium. Sessions were based on needs voiced by career academy personnel. Three of the sessions directly addressed curriculum development, and one focused on the creation of curriculum maps. <i>(List of participants and representative districts are available upon requests.)</i>
<u>2.1.c</u> Participant roster for career academy staff attending a week-long summer curriculum mapping workshop <i>(Schedule an additional summer institute to refine curriculum maps and focus on additional career academy models lacking maps or training.)</i>	June 2011	<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 conferences to support curriculum integration include: <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.

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

		<ul style="list-style-type: none"> ○ 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, FACSAs 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.fpcc.net/vpsc/index.htm contains Voluntary Public School Choice data and print material from summer trainings and presenters. Additional information is available at http://www.polk-fl.net/districtinfo/departments/schoolbased/schoolchoice/default.htm

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

<p>State Objective 3. Increase the methods to improve capacity, parental involvement and academic significance for choice public school initiatives.</p> <ul style="list-style-type: none"> ● 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.
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Table 6—Polk County’s Voluntary Public Schools Choice (VPSC) Grant Actual and Anticipated Outcomes as Related to State Objective 3

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

- The grant evaluator and representatives from consortium districts attended a meeting at Trade Winds on June 27, 2011, to:
 - Review and modify the draft of a VPSC reporting guideline document.
 - Specify students to be uploaded by each district.
 - Determine when uploads for the 2011-2012 school year are to occur.
- Representatives confirmed that students to be included in district uploads are those who have been “touched” by training conducted through this grant. In other words, training activities supported through the grant have in some way changed or modified the learning environment in which these students are enrolled.
- It was agreed that two uploads will be completed by each district during 2011-2012, the first during the last week of October 2011 and the second during the last week of February 2012.

Also, during the third quarter, the external evaluator finalized the *Polk County Career Academy/Pre-Academy Continuous Improvement and Evaluation Process 2011-2012*. That document was distributed to attendees from seven consortium districts during the June 2011 VPSC Conference and is included as Attachment 4.

Attachment 1—IB MYP conference Evaluation May 2011

IB MYP Implementation Workshop #6 Evaluation

Objective: to provide teachers in the IB Middle Years Programme knowledge regarding MYP assessment

Note: the responses repeated frequently are in bold

1. What are two things you enjoyed about the workshop?
 - a. **Opportunity to work with & accomplish tasks w/ our department was invaluable.**
 - b. **Vertical & horizontal planning time with all the different departments/interaction with people I rarely see.**
 - c. **The fact that we had time to complete the tasks we were assigned.**
 - d. A better understanding of the assessment component of MYP.
 - e. Learning about rubrics; , their purpose & breaking them down in depts.
 - f. Whole group discussions
 - g. Working with a good trainer – Nicole
 - h. Task poster
 - i. AtL alignment

2. Which aspects of the workshop were most beneficial?
 - **Time to work with our department**
 - Creating the moderation task charts
 - **The work time – I accomplished a lot!**
 - Rubric progression painted a big picture.
 - Discussions – the fog lifted somewhat!
 - Seeing how another school changed the rubrics
 - Applying the Approaches to Learning (AtL) skills to lesson plans – I really get this now!
 - Hashing out ways for all admin/teachers to be on the “same page” with discipline
 - The time was well-coordinated with the tasks.

Attachment 1—IB MYP conference Evaluation May 2011 (continued)

3. Which part was of the least use to you? Standardized grading
4. Provide a suggestion to improve the workshop.
 - Continue to allow enough time to finish tasks
 - Encourage input from all participants.
 - **More cookies ☺**
5. What is one thing that **you** could do or change in order to help our school implement the IB MYP successfully?
 - We have to have consistency w/in departments
 - Become more familiar with MYP terminology
 - Keep revising, modifying – understand it's a work in progress
 - Higher level thinking; improving the rigor in my classroom
 - Be a team-player.
 - I am going to meet with two tech teachers to work on units for next year.
 - Plan together with my department – discuss lesson plans that are highly effective & ones that are not.
 - Actually teaching more IB units
 - **Pass this assessment information on to our peers** and get their input
 - Ideas for units, assessments, help to “sell” the program to parents & teachers
6. What questions, concerns or anxieties do you have about implementing MYP assessment?
 - Being sure everyone is on board
 - **Time** – although the horizontal and vertical planning days and unit planning time should help
 - Aligning everything up
 - That all grade level teachers will not assess the same or want to work together so that all students receive the same opportunities.
 - I feel pretty good but still have reservations about trying to be and do exactly like others.

Attachment 1—IB MYP conference Evaluation May 2011 (continued)

- As long as I am a member of a team, I don't stress.
- Changing the mindset of A-F grading; making the rubrics workable
- Changing over to MYP assessment rubrics.
- Consistency in grading, assessment & rigor
- Ensuring parents are educated about rubrics before we actually use them.

7. Identify the overriding feelings you'll leave the workshop with.

- I feel good about the conversations we were able to have as a department and as a staff.
- A sense of all of us in it together; that we can use each other's unit questions as jumping off points to make interdisciplinary connections.
- I really feel that I accomplished a lot during this workshop!
- Understanding this is a work in progress helps alleviate stress of having it perfect the first time.
- Most informative workshop yet – very productive!
- Little anxious that I can meet expectations.
- Less stressed
- Satisfaction re: MYP but concerned with teacher expectations.
- I am excited to continue implementing IB plans!
- I am far less intimidated about using the MYP rubrics after having worked through the modifications.
- A feeling of accomplishing important items – like rubrics!
- I have a better understanding of the big picture of MYP!
- Greater understanding of assessment (its purpose & how to implement) and significant concepts

Attachment 2—VPSC June 2011 Conference Attendees (3 Worksheets)

See Excel document attached.



2011 VPSC June Conference

Hosted by Polk County Schools through the VSPC Program Award

TradeWinds Island Resort
 St. Petersburg Beach, FL
 June 27-29, 2011

(Amended with room changes)

Monday, June 27, 2011

Time	Session	Presenter(s)	Room
12:00 pm - 1:00 pm	Registration	Polk County	Grand Colonnade
OPENING GENERAL SESSION			
1:00 pm - 2:30 pm	POWER UP! Engaging the energy industry for student and program success	Jennifer Grove, Gulf Power, Workforce Development Coordinator	Tarpon
BREAK			
2:30 pm - 2:45 pm	Meet and Greet Conference Attendees		
BREAKOUT SESSIONS			
2:45 pm - 3:35 pm	Advisory Boards Now that you have one, how do you make it work?	Orange County	Royal Tern
2:45 pm - 3:35 pm	Career Academies 101	Osceola County	Blue Heron
3:40 pm - 4:30 pm	Evaluations and Assessments Panel Discussion	Multiple Counties	Tarpon
4:30 pm - 5:30 pm			
5:30 pm - 6:30 pm			
6:30 pm - 7:30 pm			
7:30 pm - 8:30 pm			

Attachment 3—VPSC June 2011 Conference Agenda (continued)

Tuesday, June 28, 2011

8:00 am - 9:00 am	Breakfast		Grand Colonnade
	General Session		
9:00 am - 9:50 am	Webinar/Streamed - Career Academies spanning across the globe, National Education Program (NEP)	Mark Thompson, Director NEP (Eshan - Special Guest via Skype)	Tarpon

BREAKOUT SESSIONS

10:00 am . 10:50 am	Industry Certifications — Career Academies	Serena Peeler — Polk County	Royal Tern
10:00 am . 10:50 am	Business Partners — Round Table Discussion — Sharing Best Practices — <i>Strategies to build a successful and sustainable Advisory Board</i>	Polk Academy District Advisory Board Representatives	Jasmine
10:00 am . 10:50 am	" Keeping the Buzz" Marketing Awareness— Sharing Ideas to foster active business partners, community involvement, and student recruitment	Ashley Barnett/ Wesley Barnett — Polk County	Glades
10:00 am . 10:50 am	Integrating Curriculum through a Thematic Learning Unit: HPA C.A.R.E.S.	Orange County - Dwayne Buchanan, Milagros Bosch-Taylor, Ashley Stoner, Nicole Vaia and Dwana Dve	Blue Heron

BREAKOUT SESSIONS

Attachment 3—VPSC June 2011 Conference Agenda (continued)

11:00 am - 11:50 am	Integrating Curriculum through a Thematic Learning Unit — Orange County HPA	Royal Tern Jasmine
11:00 am - 11:50 am	Business Partners — Round Table Discussion — Sharing Best Multiple counties Practices	Glades
11:00 am - 11:50 am	Advisory Boards — Now that you have one, how do you make it work?	Orange County Tarpon

LUNCH

June 2011 Conference Agenda (continued)

<p>1:10 pm - 2:00 pm</p> <p>1:10 pm - 2:00 pm</p> <p>1:10 pm - 2:00 pm</p>	<p>BREAKOUT SESSIONS</p> <p>Collaborations that work - Administration/Guidance/Lead Teachers in Academies</p> <p>Career Explorations "Fieldtrips on Steroids"</p> <p>NobleHour - Treetop Software, LLC— Creating free Databases to assist Schools with managing student internships/externships/Community Service</p>	<p>Royal</p> <p>Tern</p> <p>Blue</p> <p>Heron</p>
<p>2:00 pm - 3:00 pm</p> <p>2:00 pm - 3:00 pm</p> <p>2:00 pm - 3:00 pm</p> <p>2:00 pm - 3:00 pm</p>	<p>BREAKOUT SESSIONS</p> <p>Articulation with Postsecondary Institutions</p> <p>Certification/Professional Development</p> <p>District Strategic Planning (optional)</p> <p>District Strategic Planning (optional)</p> <p>BREAK</p> <p>7th Inning Stretch</p>	<p>Glades</p> <p>Blue</p> <p>Heron</p> <p>Royal</p>
<p>3:00 pm - 3:25pm</p> <p>3:30 pm - 4:30 pm</p> <p>3:30 pm - 4:30 pm</p> <p>4:30 pm - 4:30 pm</p>	<p>DISTRICT STRATEGIC PLANNING</p> <p>District Strategic Planning</p> <p>District Strategic Planning</p> <p>District Strategic Planning</p> <p>District Strategic Planning</p>	<p>Tern</p> <p>Glades</p> <p>Jasmine</p> <p>Fover Area</p>

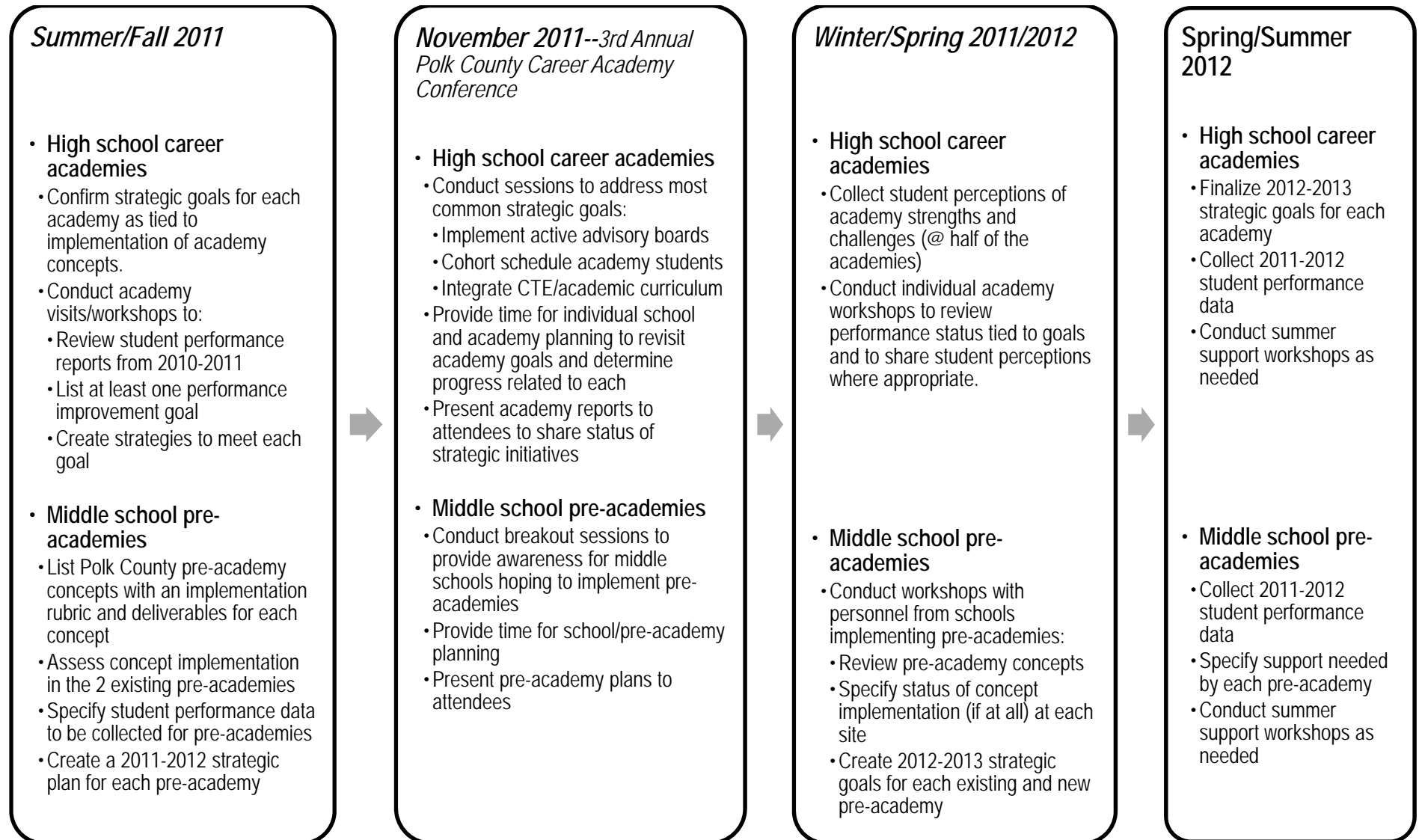
Attachment 3—VPSC June 2011 Conference Agenda (continued)**Wednesday, June 29, 2011**

8:00 am - 8:30 am	Coffee		Grand Colonnade
8:30 am - 9:30 am	General Session — Legislative Updates	TB D	Tarpon
BREAKOUT SESSIONS			
9:30 am - 10:15 am	District Roundtable — CTE Issues and Concerns, Middle School Academies, etc.	All	Tarpon
10:15 am - 10:30 am	Checkout Time	All	
10:30 am - 11:30 am	Brunch		Tarpon/Sawyer
BREAKOUT SESSIONS			
11:30 am - 12:30 pm	District Strategic Planning		Blue Heron
11:30 am - 12:30 pm	District Strategic Planning		Royal Tern
CLOSING			
12:30 pm - 1:00 pm	Closing Comments and Evaluation		Tarpon

Thank you for your participation!

Enjoy the remainder of your summer!

Best wishes for the 2011-2012 school year!

Attachment 4--Polk County Career Academy/Pre-Academy Continuous Improvement & Evaluation Process 2011-2012

Attachment 4--Polk County Career Academy/Pre-Academy Continuous Improvement & Evaluation Process 2011-2012 (continued)**Data Used to Support Polk County Career Academy Continuous Improvement & Evaluation Process 2011-2012**

Polk County compares performance of seniors in individual academies and in their host schools as tied to four Florida Career and Technical Education Performance Targets:

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

The evaluator, academy leadership, and community stakeholders currently examine performance of academy and host school seniors and of special populations (free/reduced lunch students, students whose primary language is one other than English, and exceptional student education enrollees) seniors. Existing data can also be used to compare performance by gender and by race/ethnicity.

Furthermore, as of the spring of 2011, report templates have been created to compare behaviors of academy enrollees with host school students in regard to both attendance and discipline indicators that include:

- Number and percentage of students enrolled at least 90% of year (162 out of 180 Days) who had 10 or more absences
- Number and percentage of students enrolled at least 90% of year (162 out of 180 Days) with at least three discipline referrals
- Number and percentage of students enrolled at least 90% of year (162 out of 180 Days) with at least one in-school suspension
- Number and percentage of students enrolled at least 90% of year (162 out of 180 Days) with at least one out-of-school suspension.
- Number and percentage of individuals enrolled as academy or host school students during the year who transferred to either of the district's disciplinary schools, Bill Duncan or Don Woods, with no academy or school between enrollment at the host school and the disciplinary site.

Also, in the fall of 2011, Polk County Schools will submit a list of 2010 academy graduates (sorted by academy) to the Florida Department of Education and will request a copy of the High School Feedback Report. Academy performance will be compared to that of each academy's host school and will show performance on both pre and post-graduation indicators to include:

- Eligibility for Bright Futures
- Completion of postsecondary credit prior to high school graduation
- Completion of PSAT, PLAN, ACT, SAT, and PERT
- Enrollment in public or private postsecondary institutions following high school graduation
- Performance (in terms of GPA and successful completion of specified math and English courses) during fall term and/or first year of postsecondary education.

Moreover, as of the spring of 2011, Polk County academy leadership has initiated conversation regarding reports to be generated during the 2011-2012 school year to examine financial impact of academy implementation in the district. Reports will:

- Examine performance of each academy as tied to specified financial indicators.
- Compare individual academies with the host schools in which they are located.
- Project host school impact if performance of each of its academies were to be mirrored in the host school.
- Emphasize the potential financial outcome if the school's highest performing academy's results were duplicated school-wide.

Attachment 4--Polk County Career Academy/Pre-Academy Continuous Improvement & Evaluation Process 2011-2012 (continued)

Topics and questions to be addressed through these reports have been drafted and will include but not be limited to the following:

- Financial payoff of FTE attendance to school system
 - *What percentage of academy students and what percentage of host school enrollees were in attendance as required to be counted during the October FTE cycle of the designated year?*
 - *What percentage of academy students and what percentage of host school enrollees were in attendance as required to be counted during the February FTE cycle of the designated year?*
 - *If the academy attendance had been mirrored in the host school, how many additional or fewer students would have earned FTE in the designated cycle?*
 - *What increase or loss in funding would this have represented to the district?*
 - *If the attendance in the highest performing academy (based on attendance during designated FTE cycle) in each host school were reflected in the host school, what would have been the overall increase or loss to the host school and to the district during the designated FTE cycle and during the entire school year?*
- Financial benefit of student retention to school system
 - *What number and percentage of 10th grade academy students and of 10th grade host school students during a designated school year show a withdrawal code during each of the next three school years to indicate that they are school dropouts?*
 - *If those students had been retained and in attendance during the first FTE cycle following their withdrawal from school, what additional income would have been earned by the district during the specified FTE cycle?*
 - *If the academy retention rate had been mirrored in the host school, what would have been potential increase in the school's FTE earnings?*
 - *If the retention rate in the highest performing academy in each host school were reflected in the host school, what would have been potential increase in the school's FTE earnings?*
- Taxpayer profit from high school retention through graduation—*If the incarceration rate of Polk County male dropouts mirrors that presented in a 2009 New York Times article (1 in 10 male dropouts vs. 1 in 35 male high school graduates), what could financial savings to the community be if the retention rate of the highest performing academy in each host school were reflected in the host school? What would overall community savings be district-wide?*
- Individual student benefit from staying in school through graduation
 - *What number and percentage of 10th grade academy students and of 10th grade host school students during a designated school year show a withdrawal code during any of the next three school years to indicate that they are high school graduates?*
 - *If the graduation rate in each academy had been reflected in the host school, what would be the overall potential increase in first-year income earnings for the school's high school graduating class? (A February 2010 report from the U.S. Census Bureau states that in 1999, average annual earnings ranged from \$18,900 for high school dropouts to \$25,900 for high school graduates.)*
 - *If the graduation rate in a school's highest performing academy had been reflected in the host school, what would be the overall potential increase in first-year income earnings for that school's high school graduating class? (A February 2010 report from the U.S. Census Bureau states that in 1999, average annual earnings ranged from \$18,900 for high school dropouts to \$25,900 for high school graduates.)*

Finally, the answers to the questions listed above (and additional ones as generated during the planning process), will be used to project the financial impact to the county as academy enrollments increase. An overall projection will answer the following: ***If attendance rates and graduation rates within the entire district were to mirror that of the top five performing academies, what would be the measurable financial impact within Polk County in terms of the school system's FTE earnings, taxpayer savings through lower incarceration rates, and individual earnings of students leaving high school as graduates rather than dropouts.***

Attachment 4--Polk County Career Academy/Pre-Academy Continuous Improvement & Evaluation Process 2011-2012 (continued)

Polk County Career Academy Rubric 2010-2011

School Name:		
Academy Name:		
Academy CTE Teacher Contact:	Phone	Email
Academy Academic Teacher Contact:	Phone	Email
Academy Administrative Contact:	Phone	Email
Academy Guidance Counselor Contact:	Phone	Email

#	CATEGORY	0- No Evidence	1- Evidence of Planning	2- Evidence of Initial Implementation	3- Evidence of Completed Implementation	4- Evidence of Exemplary Implementation
1	Integrate Academic and CTE Curricula	There is no evidence that school-based personnel have integrated curricula.	There is evidence of one academic teacher as a member of the academy team, and evidence of planning is provided.	There is evidence of one academic teacher as a member of the academy team, and evidence of implementing a plan to integrate curricula is provided.	There is evidence of one academic teacher as a member of the academy team, and evidence shows that no less than 20% of student time is spent working on integrated projects	There is evidence of more than one academic teacher as members of the academy team, and evidence shows that no less than 20% of student time in each class is spent working on integrated projects
2	Implement Strategies to Address Learning Styles	There is no evidence that academy personnel have addressed learning styles.	There is evidence of CTE/academic team planning regarding learning styles and challenges of individual students.	There is evidence of CTE/academic team activities/lesson plans used to address learning styles and challenges of individual students.	There is evidence of CTE/academic team activities/lesson plans used to address learning styles and challenges of individual students by using all levels of Bloom's Taxonomy.	There is evidence of CTE/academic team-developed strategies to deal with learning styles as part of integrated plans created for concept #1.
3	Partner With Postsecondary Education	There is no evidence that the academy has partnerships with postsecondary education.	There is evidence that the academy has a program-of-study that includes a postsecondary program for each of its program areas.	There is evidence that at least one indicator (articulation agreement or either dual enrollment (DE) or AP coursework) is being offered in the academy.	There is evidence that a minimum of 80% of academy program completers have obtained articulated credit <u>or</u> a minimum of 75% of academy students in a DE course successfully completed the course <u>or</u> if in an AP course, scored a 3, 4 or 5 on the AP test	There is evidence that a minimum of 90% of academy program completers have obtained articulated credit <u>or</u> a minimum of 80% of academy students in a DE course successfully completed the course <u>or</u> if in an AP course, scored a 3, 4 or 5 on the AP test. Articulation is evident with > one postsecondary institution.

#	CATEGORY	0- No Evidence	1- Evidence of Planning	2- Evidence of Initial Implementation	3- Evidence of Completed Implementation	4- Evidence of Exemplary Implementation
4	Partner with Business and community	There is no evidence that there are partnerships with business and the community.	There is evidence that the academy has made connections with business and community organizations.	There is evidence of a business or community organization partnership to enhance student opportunities and learning.	There is evidence of business or community organization partnerships that are providing learning opportunities such as job shadowing, on-the-job-training (OJT), and field experiences.	There is evidence that business and community partners have a daily influence on academy activities. Partners will have participated in advisory and provided learning experiences that enhance career preparation.
5	Implement an Advisory council	There is no evidence of direction provided by an Advisory Council.	Advisory members including parents, administrators, guidance, students, teachers, <u>and</u> business/community partners have indicated willingness to participate.	Advisory members have been confirmed, and a meeting is scheduled. Individual members have begun interaction by visiting the academy.	At least two Advisory Council meetings have taken place in the past year, and minutes of the meeting have been recorded. Recommendations and meeting minutes are on file.	Advisory Council meetings have taken place at least twice annually for the past two years, and minutes of the meeting have been recorded. Recommendations have been made and implemented. Meeting minutes are on file.
6	Engage students in Work-based Learning	Work-based learning is not currently part of the curriculum.	Curriculum has correlation to work-based learning, and personnel can show how meaningful experiences are planned throughout the program. However, there is no implementation.	Work-based learning has been achieved on a limited basis but without sustainability. Participation is limited.	Work-based learning is being practiced with sustainable industry partners. A significant number of workplace hours (60-90) can be demonstrated for at least 90% of recent program completers.	Work-based learning is an integral part of the curriculum. At least 90% of program completers have had multiple work-based experiences including job shadowing and internships. Students have also taken part in a senior project connected to their career plans. As part of that experience, they have created projects and have presented to a panel of community members.
7	Include Industry Certification as part of the Academy	There is no evidence of industry certification exams even though they are available.	The academy can show plans to administer industry certification exams though none have been done to date.	The academy has administered one or more industry certification exams to a few students.	There is evidence that at least 75% of academy program completers from the prior year attempted the available certification exam(s) and that at least 80% of those tested passed the exam(s).	There is evidence that 90% or of academy program completers from the prior year attempted the available certification exam(s) and that at least 90% of those tested passed the exam(s).
8	Implement PersonAL Student Advisement with parents	There is no evidence that student advisement with parents is offered for academy students.	There is evidence that the academy is planning advisement activities to include participation of students and parents.	There is evidence that the academy holds at least one parent workshop or some other comparable activity annually to inform parents and students about the course curriculum and activities to include information about Gold Seal.	There is evidence that the academy holds at least once annually an academy parent/student workshop or comparable activity and maintains documentation of attendees. Additionally, information from that workshop shows that parents and students receive information regarding Gold Seal and programs of study to include postsecondary programs and degrees. The academy team at the meeting includes at minimum an administrator, one counselor, one CTE teacher, and one academic teacher.	There is evidence that as part of the parent workshop or comparable activity, the academy and the school provide for follow-up individualized advising sessions for students and parents as appropriate. Additionally, the academy can demonstrate website offerings that include links to postsecondary sites and to FL Gold Seal as well as quarterly postings for parents and students about career opportunities.

#	CATEGORY	0- No Evidence	1- Evidence of Planning	2- Evidence of Initial Implementation	3- Evidence of Completed Implementation	4- Evidence of Exemplary Implementation
9	Familiarize Students with Florida Gold Seal	There is no evidence of materials and or reference to Gold Seal .	There is evidence that the academy has planned activities that will provide for student advisement with parents and that will provide them with Gold Seal information.	There is evidence that the academy holds at least one parent workshop annually to inform parents and students about the course curriculum and activities to include information about Gold Seal. There are Gold Seal posters observable in academy classes	There is evidence that the academy holds at least once annually a parent workshop for academy students and maintains documentation of attendees. The workshop agenda shows that Gold Seal is addressed. The academy website has a link to the Florida Gold Seal site. Gold Seal posters are observable in the academy.	Evidence shows that the percentage of academy completers registering and qualifying for Gold Seal has increased over the past three years.
10	Align the Academy with High Growth/High Pay Careers	School-based personnel cannot provide a list of careers with which the academy's program-of-study is aligned.	School-based personnel provide a list of careers, salary information for each, and both secondary and postsecondary programs to position academy students for career entry.	School-based personnel show activities and strategies used to familiarize students with careers and with the education programs to prepare students for career entry.	School-based personnel show how the career and education information (as provided for initial implementation) is integrated into student advisement activities with parents (to include workshops).	School-based personnel provide evidence that students have individualized plans that include the career goals and education requirements.
11	Demonstrate Intensive Reading and Math Intervention	There is no evidence of reading and math intervention.	Teachers and administrators demonstrate knowledge of concepts but little or no evidence of implementation.	Both academic and CTE teachers demonstrate the use of isolated strategies and can provide documentation to show planning for further implementation.	Both academic and CTE teachers use numerous strategies to build reading and math skills, but academy teachers have not yet completed CAR-PD or CATER.	Lesson plans show that CTE and academic teachers use numerous strategies to build reading and math skills. Academy teachers have completed CAR-PD and CATER.
12	Include Credentials in Workplace Learning to include SCANS Competencies	There is no evidence that academy personnel are addressing workplace competencies outside required curriculum.	Teachers show that they plan to infuse activities to require students to examine SCANS competencies to include resources, interpersonal skills, information, systems, and technology.	There is evidence that students are participating in activities to address one or more of the abilities to: <ul style="list-style-type: none"> • Allocate resources. • Demonstrate interpersonal skills (teamwork, negotiating, serving customer, etc). • Acquire, analyze, organize and process information. • Understand, correct and/or design social, organizational and technological systems. • Select, apply and troubleshoot technology. 	All categories of SCANS competencies are clearly evident in academy teachers' plans. Performance-based assessments are also used to confirm students' ability to perform in each category.	The academy environment mirrors that of the workplace to the degree that the SCANS competencies are required for student success. There is evidence that these requirements are infused throughout the academy experience.
13	Implement Continuous Improvement Component	There is no evidence that school-based personnel can provide evidence of concept implementation.	Administration, guidance, and teachers demonstrate knowledge of concepts but little or no evidence of implementation.	Academy demonstrates completed implementation of at least 10 of the competencies and has specific plans for implementing the others.	All 14 concepts are demonstrated as fully implemented, and the academy has specific goals and plans for continuous improvement.	Exemplary implementation is demonstrated for all 14 concepts; and the academy has goals, strategies and an action plan for maintaining excellence.

#	CATEGORY	0- No Evidence	1- Evidence of Planning	2- Evidence of Initial Implementation	3- Evidence of Completed Implementation	4- Evidence of Exemplary Implementation
14	Implement Cohort Scheduling	There is no evidence that academy students are scheduled together outside their CTE classes for the purpose of cohort scheduling.	At least 25 students or 80% of cohort are scheduled with one non-academy teacher but are not scheduled together; there is little evidence of modified curriculum in the cohort class.	At least 25 students or 80% of cohort are scheduled together with one non-academy teacher but without meaningful demonstration that instruction is integrated.	At least 25 students or 80% of the academy cohort are scheduled together with one non-academy teacher, teachers plan together, and curriculum is clearly integrated.	Full implementation is evident. There is extensive proof that classes are integrated and that students see the non-academy class as an integral part of the academy experience.

Attachment 4--Polk County Career Academy/Pre-Academy Continuous Improvement & Evaluation Process 2011-2012 (continued)

Academy Concepts to be Assessed with Documentation Needed for Each (Administrator Meeting)

#*	Academy Concept*	Documentation**
3	<i>Partner with Postsecondary Education</i>	<ul style="list-style-type: none"> • Program(s)-of-study for academy with postsecondary degree(s) and related institutions listed • Articulation agreement(s) offering postsecondary credit for academy enrollees • Dual enrollment (DE) and/or advanced placement (AP) courses available to academy students • Description of how and when these options are communicated to academy students and their parents • Number and percentage of 2010 academy graduates who <u>received</u> postsecondary credit by option (articulation, DE, and/or AP) • Number and percentage of 2010 academy graduates who <u>attempted</u> postsecondary credits by option (articulation, DE, and/or AP)
5	<i>Implement an Advisory Council</i>	<ul style="list-style-type: none"> • List of advisory council members with evidence of membership by at least one parent, administrator, guidance counselor, student, teacher, and business/community partner • Name of council president/chairperson • Agendas and notes from council meetings held during the past calendar year (to include attendees) • Attachments to meeting notes to show action(s) taken in response to recommendations made in council meetings
8	<i>Implement Personal Student Advisement with Parents</i>	<ul style="list-style-type: none"> • Agendas, attendance, materials etc. from academy advisement activities held during the past year to include workshops with students and parents • Materials given to students and parents during individualized advisement activities to show a focus on career planning • Website information including academy programs-of-study and other advisement information • Career opportunity postings • Evidence of any additional strategies used to familiarize students and parents about career offerings, postsecondary degrees, opportunities for students to earn college credit while in high school, etc.
9	<i>Familiarize Students with Florida Gold Seal</i>	<ul style="list-style-type: none"> • Evidence that Gold Seal information has been included in advisement activities documented for concept #8 • Other strategies used to familiarize students with Gold Seal • The number and percentage of academy graduates who registered for and qualified for Gold Seal in 2008, 2009, and 2010
10	<i>Align the Academy with High Growth/High Wage Careers</i>	<ul style="list-style-type: none"> • Programs-of-study, including postsecondary programs leading to specific careers with salary range for each • Indication of whether each career is listed on Polk County's 2010-2011 regional targeted occupations list • For those that are listed, a further indication of whether the career is designated at high skill/high wage
13	<i>Implement Continuous Improvement Component</i>	All documentation as listed for other concepts <i>(Participation in the full assessment process along with the strategic planning to occur in the spring and summer of 2011 will satisfy concept 13.)</i>
14	<i>Implement cohort scheduling</i>	<ul style="list-style-type: none"> • List of non-CTE course(s) and section(s) in which academy students are scheduled as part of the academy cohort (with teacher name(s)) • Specifications regarding grade level(s) and associated academy course(s) and sections with which the non-CTE teacher(s) create(s) integrated curriculum units • A list of students in each of the non-CTE course sections with a designation of those students who are academy enrollees <i>(Academy students in the non-CTE academy course(s)/section(s) will be matched with a district list of students with academy flags in order to confirm the number and percentage of academy students participating in cohort scheduling.)</i>

* Note that this table lists 7 of 14 Polk County career academy concepts. The other 7 concepts will be addressed by Workforce Education TRSTs in separate meetings with academy instructors.

** Documentation will be examined for each academy separately. Items listed for a concept represent types of evidence that will show full concept implementation. Individual academies may have other forms of verification.

Attachment 4--Polk County Career Academy/Pre-Academy Continuous Improvement & Evaluation Process 2011-2012 (continued)

Academy Concepts to be Assessed with Documentation Needed for Each (Teacher Meeting)

#*	Academy Concept*	Documentation**		
1	<i>Integrate Academic and CTE Curricula</i>	<ul style="list-style-type: none"> Names of non-CTE teacher(s) working as part of the academy team Courses taught by these non-CTE teacher(s), which are integrated with academy CTE courses CTE courses with which each non-CTE course is integrated List of integrated units, themes, topics, etc. that have been used during the current school year Instructional materials, student products, etc. to show how CTE and non-CTE coursework was integrated in the integrated activities 		
2	<i>Implement Strategies to Address Learning Styles</i>	<ul style="list-style-type: none"> List of instructional strategies used to address specified learning styles in academy courses Specification of strategies used for each level of Bloom's Taxonomy Multiple examples to show how and where learning style strategies are incorporated into integrated instructional units 		
4	<i>Partner with Business and Community</i>	<ul style="list-style-type: none"> List of business and community partners with indication of the business, organization or community role represented by each Specifics regarding the role of each partner <u>within the current school year</u> to include but not be limited to: <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> o Advisory council participation o Financial support o Equipment and supplies o Facility tours o Student scholarships </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> o Teacher/student internships o Professional and curriculum development o In-kind donations o Guest speaker o Work-based learning for students </td> </tr> </table> 	<ul style="list-style-type: none"> o Advisory council participation o Financial support o Equipment and supplies o Facility tours o Student scholarships 	<ul style="list-style-type: none"> o Teacher/student internships o Professional and curriculum development o In-kind donations o Guest speaker o Work-based learning for students
<ul style="list-style-type: none"> o Advisory council participation o Financial support o Equipment and supplies o Facility tours o Student scholarships 	<ul style="list-style-type: none"> o Teacher/student internships o Professional and curriculum development o In-kind donations o Guest speaker o Work-based learning for students 			
6	<i>Engage Students in Work-Based Learning</i>	<ul style="list-style-type: none"> List of 2010 academy graduates with an indication of: <ul style="list-style-type: none"> Whether students participated in work-based learning (WBL) Type of WBL activity(ies) completed by an individual as appropriate Cumulative number of WBL hours completed by each academy graduate Same information projected for 2011 academy seniors 		
7	<i>Include Industry Certification as Part of the Academy</i>	<ul style="list-style-type: none"> Names of industry certification exams available for academy enrollees Names of 2010 academy graduates with: <ul style="list-style-type: none"> Industry certification(s) attempted by each Industry certification(s) earned by each Same information to date for 2011 academy seniors 		
11	<i>Demonstrate Intensive Reading and Math</i>	<ul style="list-style-type: none"> List of instructional strategies used by both CTE and non-CTE academy teachers to build students' reading and math skills Samples of student work and/or instructional strategies/units demonstrating use of listed strategies in CTE and non-CTE classes Specification of academy teacher status in terms of completing both CAR-PD and CATER 		
12	<i>Include Credentials in Workplace Learning to Include SCANS Competencies</i>	<ul style="list-style-type: none"> Evidence from current year to show activities that require students to: <ul style="list-style-type: none"> Allocate resources Demonstrate interpersonal skills (teamwork, negotiating, serving customer, etc.) Acquire, analyze, organize and process information Understand, correct and/or design social, organizational and technological systems Select, apply and troubleshoot technology Examples of performance-based assessments used to confirm student ability to perform in activities as evidenced above. 		

* Note that this table lists 7 of 14 Polk County career academy concepts. The other 7 concepts will be addressed in meetings with school administrators and guidance counselors.

** Documentation will be examined for each academy separately. Items listed for a concept represent types of evidence that will show full concept implementation. Individual academies may have other forms of verification.

Attachment 4--Polk County Career Academy/Pre-Academy Continuous Improvement & Evaluation Process 2011-2012 (continued)**Academy Review Report Winter 2011**

The Review Process: In the winter of 2011, Polk County workforce education staff members visited every Polk County high school that houses a career academy in order to review academy compliance with each of the 14 Polk County career academy concepts. The Senior Director of Workforce Education (WE) and two consultants met with administrators and, in some cases, guidance counselors at each school to review concepts 3, 5, 8, 9, 10, 13 and 14. Teacher Resource Specialist Trainers (TRSTs) from workforce education met with academy lead teachers to review concepts 1, 2, 4, 6, 7, 11, and 12.

At the November 2010 Polk County Career Academy Conference, attendees were given a rubric detailing academy characteristics related to multiple levels of concept implementation, ranging from "0" (no evidence) to "4" (evidence of exemplary implementation). Additionally, in preparation for the academy visits, both administrators and academy lead teachers were provided with a list of the requested documentation for each concept to be reviewed during the site visit.

On March 11, 2011, district personnel and consultants involved in the site visit process met in a retreat setting to review the documentation and observations collected during each visit. They then completed the document below for each academy to record:

- Academy strengths.
- Recommended strategic goals.
- Support to be provided as part of the academy's improvement process.

Individual Academy Report**School:****Academy:****School Personnel Participating in Meetings:**

- Administrative:
- Academy Staff:

District Personnel and Consultants Participating In Meetings:

- Administrative:
- Academy Staff:

Overall Observations and Academy Strengths:**Recommended Strategic Goals:****Support to be Provided in Meeting These Goals:**