



# The S.T.A.R.S. Review



A Newsletter For and About Strategic Turnaround And Restructuring Schools  
Issue I, Volume 1 October 2008

## Thanks Principals and Staffs!!!

★ We salute our principals and staffs for a **GREAT** school opening. Tenacious efforts from principals, teachers, and support staff proved to be beneficial in helping schools get off to a productive start. Many of you returned early to jumpstart the year; planning, preparing, and engaging in professional growth activities. ★ School Improvement Plans were uploaded to the state for all 61 schools in the new Florida's Differentiated Accountability Model...on time! Some of you came to the STARS Support Center to work on your plans, and others had visits from members of the STARS Support Team at the school site...but regardless of the venue, all were welcoming and supportive of the opportunity to work together.... **THANKS!**



### What's STARS ALL About?

★ **STARS** is an acronym for Strategic Turnaround And Restructuring Schools. We think "STARS" is quite appropriate to describe the schools that serve our high-needs populations. ★ The Turnaround Schools have experienced challenges within the state grading system, and the Restructuring Schools have faced repeated challenges in making adequate yearly progress according to federal No Child Left Behind guidelines...but the principals and teachers selected to serve in these schools are skilled and talented professionals who are stars indeed! ★ The STARS Support Center has been established to provide strategic assistance to Turnaround and Restructuring schools. The center is located on the campus of Eugene Butler Middle School, Dr. Sylvia Johnson, principal...and most gracious host! The STARS Support Center houses the STARS Support Team, and will be your home, resource, and service center for study, research, statistical analyses, and other related practices that are deemed appropriate and viable in moving schools forward. ★ Next Issue---Meet the members of the STARS Support Team.



**Salome Thomas-EL**, author of the best-selling book, "I Choose to Stay" is principal at the Russell Byers Public Charter School in Philadelphia. The Walt Disney Company recently purchased the movie rights to "I Choose to Stay." His second book, "The Immortality of Influence" (foreword written by actor Will Smith), was released in May 2006 and stresses the importance of leadership, parenting, mentoring and service to others. Mr. Thomas-EL visited Duval County Public Schools, meeting with Rutledge Pearson Elementary on August 5<sup>th</sup> for an evening of celebration in recognition of their "three-letter" grade change. The next day he met with the faculties from the district's Turnaround Schools for a motivational message to start the 2008-2009 school year.



### Keeping an Eye on What's Ahead

- October, Ongoing** STARS Executive Directors Monitor and Provide Support
- October** STARS Support Team Meeting with Select Schools to Review the Differentiated Accountability Model Relative to Compliance
- October, Ongoing** State Cluster Executive Director, Leila Mousa, Will Visit Select Schools Regarding Compliance to Florida's Differentiated Accountability Model
- October 13<sup>th</sup>** STARS Leadership PLC 2:00 to 4:30 PM
- February 26<sup>th</sup>** Mid-year Progress Report due to DOE

Professional  
Development  
Spotlight

## RtI

### Response... to Instruction and Intervention

★RtI promotes practices and strategies, schoolwide, to ensure highest possible student achievement in both academic and behavioral pursuits. ★Response to Intervention is defined as the change in behavior or performance as a function of an intervention (Gresham, 1991). ★The RtI model is a multi-tiered approach to providing high quality instruction and intervention matched to student needs, and using learning rate over time and level of performance to inform instructional decisions. ★RtI involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. ★Response to Intervention is “data-based decision-making” applied to education. The essential components of RtI include (1) multiple tiers of evidence-based instruction service delivery, (2) a problem-solving method designed to inform the development of interventions, and (3) an integrated data collection/assessment system to inform decisions at each tier of service delivery.

#### ★RtI Tiers of Implementation★

**Tier 1** is the foundation and consists of scientific, research-based core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.

**Tier 2** consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.

**Tier 3** consists of intensive instructional or behavioral interventions provided in addition to and in alignment with effective core instruction with the goal of increasing an individual student’s rate of progress. Tier 3 interventions are developed for individual students using a problem-solving process.

Special Education is not a Tier.

For additional information on RtI, visit e-Library at [www.flbsi.org](http://www.flbsi.org).

#### Quote of the Month

*The world becomes a better place the moment you act on an intention to serve another.*

- Fish Tales (2002)

## Three Ways to Make AYP Safe Harbor and Growth

### Status Model

The AYP determination is based upon the following target measures;

- Participation: At least 95% of all Students enrolled in a school participate in the state assessment program
- Writing 1%: All schools must demonstrate a 1% improvement in the percentage of students in meeting state standards in Writing
- Grad Rate 1%: High school s must demonstrate a 1% improvement in its graduation rate
- Reading Proficiency: At least 65% of all students and each subgroup reading at the level of 3 or above
- Math Proficiency: At least 68% of all students and each subgroup scoring the level of 3 or above
- School Grade: If a school receives a D or F, that school does not make AYP

### Safe Harbor Model

The Safe Harbor provision can be applied only if a school has met all four of the requirements below:

- At least 95% of students in total and in each subgroup have participated in testing
- The school has met writing criteria
- The school has met graduation rate criteria
- The school grade is not D or F

### What are Requirements for Safe Harbor?

Safe Harbor requires that for each subgroup being evaluated:

- The percent of non-proficient students decrease by at least 10% from the preceding year
- Graduation Rate Criteria is met
- Writing Criteria is met

### Growth Model

The Growth Model provision can be applied only if a school has met all four of the requirements below:

- At least 95% of students in total and in each subgroup have participated in testing
- The school has met the writing criteria
- The school has met the graduation rate criteria
- The school grade is not D or F

### What are Requirements for the Growth Model?

The Growth Model requires that for each subgroup being evaluated:

- The percent of students "on track to be proficient" in three years or less is at least 65% in reading and 68% in math and
- The group has met the writing criterion (the increase in writing proficiency is at least 1% or the school has a writing proficiency rate of 90% or better) and
- The group has met the graduation rate criterion (the increase in graduation rate is at least 1% or the school has a graduation rate of 85% or better)