

Dr. Steve Gallon III, Board Member

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**SUBJECT: STATUS UPDATE ON FRAGILE SCHOOLS**

**COMMITTEE: ACADEMICS, EVALUATION, AND TECHNOLOGY**

**LINK TO STRATEGIC BLUEPRINT: RELEVANT, RIGOROUS, AND INNOVATIVE ACADEMICS**

The Miami-Dade County Public Schools (M-DCPS), as a whole, has done well with respect to student learning and achievement. State and national awards, accolades, and recognitions have served to evidence M-DCPS' success in several areas related to educational achievement, innovation, and reform, and shone a bright, positive light on the school district. However, in certain sectors of the school district and community, there remain children who attend schools that consistently and persistently underperform based on mandated annual state assessments.

These pockets of persistent underperformance must continue to be included in the broader narrative and policy discourse of M-DCPS. This underperformance, historic in some cases, is a result of assessments that have consequences for students that impact promotion, graduation, and a student's overall realization of learning and life-long success. As such, it must continue to be a focal point of the Board and Superintendent's dialogue about school and student performance. } Revised

Research has concluded that the most critical function of a local school board is to set policy for improving the educational outcomes for its students. Consequently, the local school board serves a pivotal leadership role in ensuring that all students in the district have fair and equitable access to a quality education.

The School Board has a statutory, educational, social, and moral duty and responsibility to ensure that every student has an opportunity for learning and life-long success. It is held accountable for improving the academic performance of all students and for identifying and improving schools that fail to meet accountability standards. To that end, Pillar 1 of the District's Vision 20/20 Strategic Plan notes under Priority 2 its plan and intent to "decrease the number of low-performing schools as evidenced by Florida's School Accountability Program by at least 10 percent over the next five years", a critical metric which the School Board must monitor and measure on an ongoing basis. Although M-DCPS has made consistent strides in closing student achievement gaps, it remains vitally important that we continue to focus our efforts on all fragile schools.

In addition, the State Board of Education holds the School Board accountable for student performance. In doing so, it must maintain a system of school improvement and educational accountability, and annually approve and require the implementation of a new, amended, or continuation school improvement plan for each school in the district. This is especially requisite in cases where a school:

- Has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22; and
- Has not significantly increased the percentage of students passing statewide, standardized assessments; and
- Has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34 and as calculated under s. 1008.34(3)(b).

As the school year progresses and the annual state assessment cycle approaches, it is incumbent that the School Board continues to have a clear understanding of the status of its most consistently and persistently fragile schools, including those outlined in F.S. 1008.33. This understanding should include, but not be limited to:

- School improvement planning; and
- Intervention and support strategies; and
- School leadership quality improvement; and
- Educator quality improvement; and
- Professional development; and
- Curriculum alignment and pacing; and
- Continuous improvement and monitoring; and
- Resource allocation; and
- School climate and culture; and
- Parental, family, and community partnership/outreach.

**ACTION PROPOSED BY  
DR. STEVE GALLON III:**

That The School Board of Miami-Dade County, Florida, direct the Superintendent to:

1. Provide a status update on the District's fragile schools that includes information regarding school improvement planning, intervention and support, leadership, teacher quality and support, professional development, curriculum, resource allocation, technology, and parental and community partnerships no later than February 15, 2017; and
2. Provide a status update on fragile schools regarding same to the Board on a monthly basis; and
3. Explore the establishment of a District Advisory Board to provide input and support to fragile schools and present same no later than February 15, 2017.

} Revised