

Accountability and Systemwide Performance  
Dr. Kriner Cash, Chief

**SUBJECT:       REQUEST THAT THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA, RECEIVE THE COMPENDIUM REPORT TITLED, "LESSONS LEARNED: REMARKABLE TRANSFORMATION STORIES IN THE MIAMI-DADE COUNTY PUBLIC SCHOOLS"**

**COMMITTEE:   INNOVATION, EFFICIENCY & GOVERNMENTAL RELATIONS**

Since 1998, Miami-Dade County Public Schools has participated in the state of Florida's A+ Plan for school accountability, receiving annual performance grades based upon student achievement on the FCAT. While many schools have improved during this period of time, 29 elementary schools have grown from a performance grade of "F" or "D" to their current grade of "A." These schools, which are located in each of the District's six regions, include: Avocado Elementary School, Bent Tree Elementary School, Crestview Elementary School, Marjory Stoneman Douglass Elementary School, Amelia Earhart Elementary School, Lillie C. Evans Elementary School, Fulford Elementary School, Ernest R Graham Elementary School, Zora Neale Hurston Elementary School, Madie Ives Elementary School, Miami Heights Elementary School, Miami Shores Elementary School, Phyllis R. Miller Elementary School, North Twin Lakes Elementary School, Norwood Elementary School, Olinda Elementary School, Palm Lakes Elementary School, Palm Springs Elementary School, Pine Lakes Elementary School, Redland Elementary School, Redondo Elementary School, Ben Sheppard Elementary School, Silver Bluff Elementary School, South Hialeah Elementary School, South Miami Heights Elementary School, South Pointe Elementary School, Southside Elementary School, Treasure Island Elementary School, and Mae E. Walters Elementary School. All of these schools deserve special recognition and congratulations. {Revised}

It is of primary importance to learn as much as possible about the story behind the school grade so that other educators can benefit from these lessons in performance improvement. To achieve this aim, we continue to build our organizational schema for describing school system best practices. The "new science of learning" literature, as well as internal and external benchmarking, have culled five themes consistently identified in high-performing schools and districts across the nation as the critical variables that differentiate school performance. These organizing themes are:

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- Curriculum rigor and enrichment;
- Staff selection, leadership, and capacity building;
- Instructional programs, practices and arrangements;
- Monitoring: compilation, analysis' and use of data; and
- Recognition, interventions, and adjustments.

To begin to capture some of the specific practices related to the themes, staff members from the Office of Accountability and Systemwide Performance visited each of the 29 schools, interviewed the leadership teams, reviewed supporting documents, and summarized the influences and programs responsible for their success. While there is substantial variety among the schools, common characteristics include strong teamwork, high expectations for all students, and individualized instruction.

Copies of the compendium report, which includes a definition of the themes; associated District, school, and classroom level best practices aligned to the themes; and a synthesis of lessons learned for each school, will be transmitted to School Board Members under separate cover and will be placed on file in the Office of the Recording Secretary and in the Citizen Information Center.

**RECOMMENDED:** That The School Board of Miami-Dade County, Florida, receive the compendium report titled, "Lessons Learned: Remarkable Transformation Stories in the Miami-Dade County Public Schools."

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