



Putnam County District School Board

General Assurances

The Department of Education has developed and implemented a document entitled, **General Terms, Assurances and Conditions for Participation in Federal and State Programs**, to comply with:

- A. 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;
- B. applicable regulations of other Federal agencies; and
- C. State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, applicants must have on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at <http://fldoe.org/comptroller/doc/gbsectiond.doc>

School Districts, Community Colleges, Universities and State Agencies

The certification of adherence, currently on file with the Department of Education Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition.

No Child Left Behind Assurances (Applicable to All Funded Programs)

By my signature on this application, I hereby certify that the **Putnam County District School Board** will comply with the following requirements of the Elementary and Secondary Education Act (ESEA) as reauthorized as No Child Left Behind (NCLB) Act of 2001:

☑The LEA assures that, under Sec. 9528, it will comply with a request by a military recruiter or an institution of higher education for secondary students' names, addresses, and telephone numbers, unless a parent has "opted out" of providing such information.

☑The LEA assures that, under Sec. 9528, it will provide military recruiters the same access to secondary school students as it generally provides to postsecondary institutions or prospective employers.

Persistently Dangerous Schools

☑The LEA hereby assures that, under Sec. 9532, if the State of Florida identifies any school within the LEA as "persistently dangerous," it will offer students attending that school, as well as students who are victims of a violent criminal offense while on school property, the opportunity to transfer to a safe school.

*These assurances are in addition to those previously signed by the Local Education Agency (LEA) maintained on file in the Florida Department of Education's Comptroller's Office.

Program Specific Assurances

Title VI Part B

☑Program funds will be used only for the intents and purposes of Title VI of the No Child Left Behind Act of 2001, and to supplement, and not supplant, any other Federal, State, or local education funds.

☑The local educational agency will annually administer an assessment that is consistent with section 1111(b)(3).

Strategies Determination

An LEA that receives Small, Rural School Achievement Program (SRSA) funds or Rural and Low-Income School Program (RLIS) funds under ESEA Sections 6213(b) and 6224(e) may use Title VI, Part B, Subpart 2 funds for defined authorized purposes. The funds must be used consistent with authorized use of federal funds and must be used to address the needs of disadvantaged students.

An LEA may implement the following strategies:

- Teacher recruitment and retention, including the use of signing bonuses and other financial incentives;
- Teacher professional development on the Common Core State Standards;
- Teacher professional development on the utilization of technology to improve teaching;
- Teacher professional development to support quality instruction for students with disabilities;
- Teacher professional development to support quality instruction for English language acquisition;
- Educational technology, including software and hardware, to support digital curriculum;
- Parental involvement activities;
- Activities authorized under the Safe and Drug-Free Schools program under part A of Title IV;
- Activities authorized under part A of Title I; and
- Activities authorized under Title III.

Response: *The Putnam County School District plans to utilize Title VI Funds to implement the following strategies to improve the academic performance of our disadvantaged students:*

- *Teacher professional development on the Common Core State Standards*
- *Teacher professional development on the utilization of technology to improve teaching;*
- *Educational technology, including software and hardware, to support digital curriculum;*

Web based curriculum and teachers to monitor labs after school hours to provide for credit recovery to enable students to earn credit for graduation.

Need Statements and Activities

Describe the need(s), data source(s), and the activities to be funded by this program to address the identified need. Describe how the activities are tied to line items in the Budget Narrative Form (DOE 101). The following information is required for each identified need.

1	<p>1. Identify the need to be addressed.</p> <p>Response: <i>Putnam County teachers need professional development on the Common Core State Standards.</i></p>
	<p>2. Provide the basis for the need and the data source(s) used to support the identified need.</p> <p>(Note: Access the following links: for School Accountability Reports, School Grades and Schools Report Cards.) http://schoolgrades.fldoe.org/; Graduation and Dropout Data: http://www.fldoe.org/eias/eiaspubs/)</p> <p>Response: <i>Data from FCAT 2012 indicates low proficiency in math and reading.</i></p> <p><i>FCAT 2012 data shows that 37.5% of Putnam County Students in grades 3-10 who took FCAT reading 2012 scored at or above level 3, while 44.3% Putnam County students in grades 3-8 who took FCAT math in 2012 scored at or above level 3.</i></p>
	<p>3. The activity(ies) to be implemented will address one or more of the following Title VI Performance Goal(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Goal 1 - Decrease the proportion of the cohort of students 4th -10th grade scoring non-proficient on FCAT reading, mathematics, and writing by 10 percent each school year through 2013-2014. <input checked="" type="checkbox"/> Goal 2 - Each participating LEA will decrease the proportion of all students scoring non-proficient on FCAT reading, mathematics, and writing by 10 percent each school year through 2013-2014. <input type="checkbox"/> Goal 3 - Cut the average gap between minority and non-minority 20 percent each school year through 2013-2014. <input type="checkbox"/> Goal 4 - Each participating LEA will decrease the proportion of high school students not earning a standard diploma by 10 percent each school year through 2013-2014.
	<p>4. Strategy Implementation. Provide a response to each field below.</p> <p>(a) Provide the name of each activity/strategy and describe how each will be implemented to address the identified need(s) and to support the Title VI Performance Goals indicated above.</p>

Response:

Utilize funds to provide substitute teachers to provide release time for teachers to participate in professional development where they will learn to deeply understand the Common Core Standards and work together to use student data to develop instructional strategies that will help students master the standards.

(b) Provide evidence-based research that supports the strategy/activity effectiveness in addressing the identified need.

Response:

The Common Core State Standards Initiative (CCSS) is a state-led effort to establish a shared set of clear educational standards for English/ language arts, and mathematics that states can voluntarily adopt. www.fldoe.org/schools/doc/439.doc. Marzano and Kendall (1996) agree that "performance standards are a critical component of a comprehensive, standards-based approach to schooling," and they point out that "performance standards identify the environments in which that knowledge and skill should be demonstrated" (p. 14). They recommend that schools and districts begin by developing content standards and then define a "complementary set of performance standards" or performance tasks (p. 14). These tasks will grow and evolve as students and teachers learn more about the knowledge and skills needed to complete the task or attain the standard.

(c) Provide the frequency and duration of each activity/strategy indicated.

Response:

Core teachers from Beasley Middle School, Browning Pearce Elementary, Crescent City JR SR High, Interlachen Elementary, Interlachen High School, James A Long Elementary, Jenkins Middle School, Kelley Smith Elementary, Mellon Elementary, Melrose Elementary, Middleton-Burney Elementary, Miller Intermediate, Moseley Elementary, Ochwilla Elementary, Palatka, High, Price Middle, and QI Roberts Teachers will participate in TIF sessions on a monthly basis. During these full day TIF sessions, teachers will work together to deeply understand the academic demands of the Common Core Standards. They will also plan lessons aligned with Marzano's principles that will engage students across subject areas in activities that will help students master the Common Core Standards. We use the term TIF to "name" these professional development sessions.

(d) Identify the school(s) in which the activity will be implemented and the population each activity/strategy will target to address the identified need.

Response:

Beasley Middle School, Browning Pearce Elementary, Crescent City JR SR High, Interlachen Elementary, Interlachen High School, James A Long Elementary, Jenkins Middle School, Kelley Smith Elementary, Mellon Elementary, Melrose

<p><i>Elementary, Middleton-Burney Elementary, Miller Intermediate, Moseley Elementary, Ochwilla Elementary, Palatka, High, Price Middle, and QI Roberts Teachers will participate in TIF Sessions.</i></p> <p>(e) From the DOE 101 - Budget Narrative Form, identify each line item that supports the need/activity indicated above. (Note: Do not include description here as that should be on budget)</p> <p>Response: <i>Line Item Activity Function Object 3 Medicare 5100 0221 5 Salary subs 5100 751 6 Retirement 5100 210 9 Social Security 5100 220</i></p>
<p>Describe how the LEA will monitor the implementation of each activity and provide follow-up to ensure fidelity. The response should include the review team member(s), frequency of monitor, and method(s) used for feedback.</p> <p>Response: <i>School Based Coaches, School Based Administrators, District Instructional Team members will monitor for implementation. School based coaches and administrators will monitor their sites daily. District Instructional Team members will insure that each school is monitored at least quarterly by a District Instructional team member. The "I Observation" tool will be used to provide feedback to teachers and to keep track of findings. This is a web based observation and feedback system that enables observers to enter data through an IPAD into a system which notifies the teachers of what the observer saw and offers guidance on improving strategy use. Face to face conferences for feedback will also be utilized.</i></p>
<p>6. Provide the anticipated outcomes based on the strategies used to address the identified needs. Each outcome should be Specific, Measurable, Achievable, Realistic, and Time-limited (SMART). For example, “By the end of 2012-2013 school year, all students participating in activities funded with Title VI, Part B funds will increase proficiency by at least 10% on the 2013 FCAT.”</p> <p>Response: <i>Students, taught by teachers receiving professional development funded with Title VI Part B funds, scores on FCAT Reading and Math 2013 will show at least a 10% increase from the FCAT 2012 results.</i></p> <p><i>By the end of the 2012-2013 school year, The percentage of teachers with a positive VAM score will increase by 5% from the percentage of teachers with a positive VAM score for the 2011-2012 school year.</i></p>
<p>7. Describe the process the LEA will use to evaluate the effectiveness of each activity/strategy implemented and to evaluate progress made toward meeting the targeted goals and objectives indicated for this need.</p>

	<p>Response: <i>The LEA will compare the number and % of students scoring in the proficient range on FCAT 2012 Reading and Math with the number and % of students scoring in the proficient range on FCAT Reading and Math 2013.</i></p> <p><i>The LEA will compare the number and percentage of teachers with positive VAM scores for 2012 FCAT with the number and percentage of teachers with positive VAM scores from 2013 FCAT.</i></p>
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2	<p>1. Identify the need to be addressed.</p> <p>Response: <i>FCAT Data 2012 indicates low proficiency in math and reading especially in the scores of secondary students. Secondary teachers need improved skills in engaging students in rigorous, engaging instruction and practices that have a high probability of improving student performance.</i></p>
	<p>2. Provide the basis for the need and the data source(s) used to support the identified need.</p> <p>(Note: Access the following links: for School Accountability Reports, School Grades and Schools Report Cards.) http://schoolgrades.fl DOE.org/; Graduation and Dropout Data: http://www.fl DOE.org/eias/eiaspubs/)</p> <p>Response: <i>Data from FCAT 2012 indicates low proficiency in math and reading.</i></p> <p><i>FCAT 2012 data shows that 37.5% of Putnam County Students in grades 3-10 who took FCAT reading 2012 scored at or above level 3, while 44.3% Putnam County students in grades 3-8 who took FCAT math in 2012 scored at or above level 3.</i></p>
	<p>3. The activity(ies) to be implemented will address one or more of the following Title VI Performance Goal(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Goal 1 - Decrease the proportion of the cohort of students 4th -10th grade scoring non-proficient on FCAT reading, mathematics, and writing by 10 percent each school year through 2013-2014. <input checked="" type="checkbox"/> Goal 2 - Each participating LEA will decrease the proportion of all students scoring non-proficient on FCAT reading, mathematics, and writing by 10 percent each school year through 2013-2014.

- Goal 3** - Cut the average gap between minority and non-minority 20 percent each school year through 2013-2014.
- Goal 4** - Each participating LEA will decrease the proportion of high school students not earning a standard diploma by 10 percent each school year through 2013-2014.

4. Strategy Implementation. Provide a response to each field below.

(a) Provide the name of each activity/strategy and describe how each will be implemented to address the identified need(s) and to support the Title VI Performance Goals indicated above.

Response:

The Southern Regional Education Board will partner with the PCSD to provide professional learning opportunities and site based monitoring and support to secondary schools to increase teachers` skills and improve students` academic performance. SREB is not a provider of direct services to students. It is an effort-based school improvement initiative that provides schools with a framework of Goals, Key Practices and Key Conditions for accelerating learning and setting higher standards. Through the implementation of the Key Practices, teachers provide direct services to students that are designed to improve student achievement. 2012 FCAT data showed a continued need to improve the quality of instruction provided to our students, especially in secondary grades, by increasing the pedagogical skills of our teachers through a systemic approach to providing professional learning through SREB, the Southern Regional Education Board. Teachers will be provided professional learning activities on best practices to improve the quality of instruction they deliver to students. Strategies will be utilized to establish relationships, increase the rigor and relevance of instruction to increase student performance and graduation rates.

(b) Provide evidence-based research that supports the strategy/activity effectiveness in addressing the identified need.

Response:

SREB has a long standing tradition of utilizing research based strategies to improve secondary school student performance. Evidence supporting the Making Middle Grades Work and High Schools that Work is available at <http://www.sreb.org/>.

(c) Provide the frequency and duration of each activity/strategy indicated.

Response:

SREB Coaches will provide coaching services and professional learning experiences designed to build the capacity of school based coaches, teachers and

administrators to provide an educational experience to secondary students that promotes rigor, relevance and relationships. 33 days of professional learning and coaching will be provided by SREB coaches to the secondary teachers and administrators in Putnam County through this project. District Coaches, and Curriculum and Instruction Staff will monitor the implementation at the schools. Coaches are assigned to specific schools and will report on progress at monthly meetings. Curriculum and Instruction Leadership Team will conduct observations at school sites for fidelity of implementation of SREB strategies a minimum of once a quarter. School based administrators will monitor on a daily basis. They will utilize I observation to record results and send feedback to teachers on observations electronically. They will also provide face to face feedback for formal observations and periodically as needed throughout the year.

(d) Identify the school(s) in which the activity will be implemented and the population each activity/strategy will target to address the identified need.

Response:

The following PCSD Middle and High Schools will implement the SREB Framework: Beasley Middle School, Jenkins Middle School, Price Middle School, Q.I. Roberts Middle School, Palatka High School, Interlachen High School, and Crescent City Jr-Sr High School. Putnam County secondary students in these schools will be impacted by the strategies that SREB teaches and coaches the teachers to utilize in planning and providing instruction that increases student engagement through the appropriate use of rigor, relevance, and the building of relationships.

(e) From the DOE 101 - Budget Narrative Form, identify each line item that supports the need/activity indicated above. (Note: Do not include description here as that should be on budget)

Response:

Line Item Activity Function Object 13 Prof/Tech Services 6400 0392 11 Travel 5100 0330 14 Stipends 6400 0392 15 Retirement 6400 0210 16 Social Security 6400 0220

Describe how the LEA will monitor the implementation of each activity and provide follow-up to ensure fidelity. The response should include the review team member(s), frequency of monitor, and method(s) used for feedback.

Response:

School based administrators, district coaches, and Curriculum and Instruction staff will monitor the implementation at the schools. Coaches are assigned to specific schools and will report on progress at monthly meetings. Curriculum and Instruction Leadership Team will conduct observations at school sites for fidelity of implementation of SREB strategies a minimum of once a quarter. School based

<p><i>administrators will monitor on a daily basis. They will utilize "I Observation". This is a web based observation and feedback system that enables observers to enter data through an IPAD into a system which notifies the teachers of what the observer saw and offers guidance on improving strategy use. They will also provide face to face feedback for formal observations and periodically as needed throughout the year.</i></p>
<p>6. Provide the anticipated outcomes based on the strategies used to address the identified needs. Each outcome should be Specific, Measurable, Achievable, Realistic, and Time-limited (SMART). For example, “By the end of 2012-2013 school year, all students participating in activities funded with Title VI, Part B funds will increase proficiency by at least 10% on the 2013 FCAT.”</p> <p>Response: <i>FCAT 2013 results in Reading and Math will show that an additional 10% of students participating in SREB activities provided with Title VI, Part B funds will score in the proficient range (level 3 and above) on FCAT Reading and Math as compared to FCAT 2012 results.</i></p> <p><i>Students from: Beasley Middle School, Jenkins Middle School, Price Middle School, Q.I. Roberts Middle School, Palatka High School, Interlachen High School, and Crescent City Jr-Sr High School in grades 6-10 who are taking FCAT will be included in the data collection. The number and percentage of students in each grade who score at level 3 or above on FCAT Reading and Math 2013 will be compared to the number and percentage of students who scored at level 3 or above on FCAT 2012.</i></p>
<p>7. Describe the process the LEA will use to evaluate the effectiveness of each activity/strategy implemented and to evaluate progress made toward meeting the targeted goals and objectives indicated for this need.</p> <p>Response: <i>The effectiveness of partnering with SREB will be evaluated by the outcome measures. We will compare the percentage of students scoring in the proficient range (Level 3 and above) on FCAT Math and Reading 2013 with the percentage scoring in the proficient range on FCAT 2012.</i></p> <p><i>FCAT 2012 MATH</i></p> <p><i>Grade 6 419 = 50%</i></p> <p><i>Grade 7 327 = 43%</i></p> <p><i>Grade 8 317 = 40%</i></p>

<p><i>FCAT READING 2012</i></p> <p><i>Grade 6 402 = 48%</i></p> <p><i>Grade 7 341 = 45%</i></p> <p><i>Grade 8 343 = 43%</i></p> <p><i>Grade 9 276 = 37%</i></p> <p><i>Grade 10 35 = 6%</i></p>
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3	<p>1. Identify the need to be addressed.</p> <p>Response: <i>The Putnam County School District needs to increase the graduation rate which will decrease the proportion of students not earning a standard diploma.</i></p>
	<p>2. Provide the basis for the need and the data source(s) used to support the identified need.</p> <p>(Note: Access the following links: for School Accountability Reports, School Grades and Schools Report Cards.) http://schoolgrades.fldoe.org/; Graduation and Dropout Data: http://www.fldoe.org/eias/eiaspubs/)</p> <p>Response: <i>NGA Graduation rates for 2010 -2011 show that PCSD has a rate of 75.5% which is below the state average of 80.1%.</i></p>
	<p>3. The activity(ies) to be implemented will address one or more of the following Title VI Performance Goal(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Goal 1 - Decrease the proportion of the cohort of students 4th -10th grade scoring non-proficient on FCAT reading, mathematics, and writing by 10 percent each school year through 2013-2014. <input type="checkbox"/> Goal 2 - Each participating LEA will decrease the proportion of all students scoring non-proficient on FCAT reading, mathematics, and writing by 10 percent each school year through 2013-2014. <input type="checkbox"/> Goal 3 - Cut the average gap between minority and non-minority 20 percent

each school year through 2013-2014.

- Goal 4** - Each participating LEA will decrease the proportion of high school students not earning a standard diploma by 10 percent each school year through 2013-2014.

4. Strategy Implementation. Provide a response to each field below.

(a) Provide the name of each activity/strategy and describe how each will be implemented to address the identified need(s) and to support the Title VI Performance Goals indicated above.

Response:

Provide Odysseyware, a web based instructional course work system that enables students to earn credit through remediating skills in courses that they did not pass. Teachers assign students who need to earn credits for coursework they took previously, but did not pass or earn credit for taking. Students work independently, and teachers release them to take assessments when they have completed learning activities in a section and are ready for assessment. At the successful completion of a course, the teacher sends the grade to the school's data clerk. The data clerk then places the recovered credit and grade in the student's record. The availability of credit recovery enables students to make up past failures to earn credit and enables students to graduate with their cohort.

(b) Provide evidence-based research that supports the strategy/activity effectiveness in addressing the identified need.

Response:

*Students who do not earn the required credits to earn a standard diploma, do not graduate. Credit recovery gives students the opportunity to remediate required coursework to earn credits and increases the probability of graduation. The North American Council for Online Learning describes online learning for credit recovery for At-Risk Students as a promising practice.
http://www.inacol.org/research/promisingpractices/NACOL_CreditRecovery_PromisingPractices.pdf*

(c) Provide the frequency and duration of each activity/strategy indicated.

Response:

The Odysseyware coursework is web based and available 24 hours a day 7 days a week. Students can access Odysseyware at school and at home if they have internet access. Students who are more than 3 credits behind their cohort are assigned a class period five days per week. The labs are also opened after school for 2-3 days per week for 2 hours a day. Title VI funds will be utilized to pay teachers to work with students after school to help them complete credits through Odysseyware

coursework.

(d) Identify the school(s) in which the activity will be implemented and the population each activity/strategy will target to address the identified need.

Response:

Palatka High School, Crescent City Jr Sr High School, Interlachen High School, Beasley Middle, Jenkins Middle, QI Roberts Middle, and Price Middle will offer the opportunity for credit recovery to students who have failed required course work

(e) From the DOE 101 - Budget Narrative Form, identify each line item that supports the need/activity indicated above. (Note: Do not include description here as that should be on budget)

Response:

Line Item Activity Function Object 4 noncapitalized 5100 0692 Software 1 Salary teachers 5100 0113 2 Medicare 5100 0221 7 Retirement 5100 210 8 Social Security 5100 220 12 Supplies 5100 590

Describe how the LEA will monitor the implementation of each activity and provide follow-up to ensure fidelity. The response should include the review team member(s), frequency of monitor, and method(s) used for feedback.

Response:

The Principals, Secondary Education Director and Title VI contact will monitor the use of OdysseyWare for credit recovery and remediation at least monthly. This will be documented by downloading a monthly usage report which will be kept on file in the Title VI office.

If students are not being successful at specific sites, the principals will work with the teachers and offer support to make necessary changes to help students be successful in recovering credits.

6. Provide the anticipated outcomes based on the strategies used to address the identified needs. Each outcome should be Specific, Measurable, Achievable, Realistic, and Time-limited (SMART). For example, "By the end of 2012-2013 school year, all students participating in activities funded with Title VI, Part B funds will increase proficiency by at least 10% on the 2013 FCAT."

Response:

By the end of the 2012-2013 school year graduation rates will show a 10% decrease in the percentage of students not earning a standard diploma as compared to the graduation data for 2011-2012.

7. Describe the process the LEA will use to evaluate the effectiveness of each activity/strategy implemented and to evaluate progress made toward meeting the

targeted goals and objectives indicated for this need.

Response:

Graduation rates for 2012-2013 school year will be reviewed to see if the percentage of students not receiving a standard diploma decreased from the percentage not receiving a standard diploma for 2011-2012.

Coordination and Collaboration

If other sources besides Title VI, Part B, Subpart 2 are being used to fund the activities/strategies identified, describe the programs and partners involved and the resources being provided.

Response: *Title VI coordinates with Title I, Title II, IDEA, TIF (Teacher Incentive Fund, a competitive federal grant awarded to PCSD from 2010-2013), RTTT and PCSD General Funds to meet the needs of our students. Representatives from these partners meet regularly to ensure that our collaboration is productive and that services are not duplicated, but supportive. While Title VI funds from this project provide professional development to improve the quality of instruction provided to our secondary students, General Funds support our coaches who help ensure that strategies are implemented with fidelity and provide modeling and support as needed. Title I and Title II provide additional professional learning activities that are targeted at improving instruction and student achievement. TIF provides pay for performance to financially reward teachers who improve student performance and provides Data Driven Instructors (the district label for professional development personnel) who lead and coach teachers to deeply understand and teach the standards during professional development sessions and through in class monitoring with coaching support. Together these partners create a systematic approach to improving teacher performance and student achievement.*

Support for Reading/Strategic Imperatives

Incorporate one or more of the Areas of Focus included in Florida's Next Generation PreK-20 Education Strategic Plan.

URL: http://www.fldoe.org/Strategic_Plan/pdfs/StrategicPlanApproved.pdf

Describe how the proposed project will incorporate reading initiatives and one or more of the Florida State Board of Education (SBE) Next Generation Strategic Areas of Focus.

URL: http://www.fldoe.org/Strategic_Plan/

Response: *This proposed project is strongly aligned with the strategic area of focus TO IMPROVE QUALITY OF TEACHING IN THE EDUCATION SYSTEM. Professional learning activities provided through this project will improve the quality of teaching in Putnam County.*

TIF professional learning sessions are designed to help teachers deeply understand the NGSSS and the Common Core State Standards which will enable them to ensure they are teaching what the students need to know and be able to do to be successful in our standards based assessment system. This project will pay for the substitutes who will teach students while the teachers are attending professional development activities.

TIF professional learning sessions utilize materials provided by Just Read Florida to ensure that teachers are helping students develop the skills to read and write throughout the content areas which are essential to mastering Common Core Standards.

SREB coordinates the professional development they offer with the reading professional development provided through the Success for All Foundation. SREB encourages challenging students to interact with text in reading to learn which is strongly promoted by JRF.

The OdysseyWare software mandates close reading for students to be able to answer questions about the content they are working on in credit recovery.

Florida's reading initiatives are infused throughout the activities of this project.

Dissemination/Marketing and Reporting Student Outcomes

1. Describe the methods/strategies the LEA will use to disseminate and market information about the project (application) to appropriate populations. The LEA should include in their description the following:

Methods used for	Population(s)	Frequency/duration	Lang
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disseminating/marketing information regarding project application	addressed	of dissemination	made available
<i>Posting on Website</i>	<i>Community, teachers, students</i>	<i>Available 24/7 after approval</i>	<i>English</i>
<i>Providing Copy to each school site</i>	<i>Parents, teachers, staff</i>	<i>daily after approval</i>	<i>English, translated on request</i>
<i>Discuss with School and District Leadership</i>	<i>School and district leadership</i>	<i>Beginning of year</i>	<i>English</i>

2. Describe the methods/strategies the LEA will use to disseminate and/or report students' outcomes to appropriate populations. The LEA should include in their description the following:

Methods used for disseminating/marketing information regarding students' outcomes	Population(s) addressed	Frequency/duration of dissemination	Lang made :
<i>FCAT Results Posted on District website</i>	<i>Community, Teachers, Students</i>	<i>Available 24/7 throughout the year</i>	<i>English, upon req</i>
<i>SPAR Reports sent home at beginning of year</i>	<i>Parents, students</i>	<i>once a year</i>	<i>English, and any</i>
<i>Individual student`s data on Parent Portal</i>	<i>Parents</i>	<i>available 24/7</i>	<i>English, Translat request</i>

3. Describe the methods /strategies the LEA will use to disseminate and/or report on program outcomes to appropriate populations. The LEA should include in their description the following:

Methods used for disseminating/marketing information regarding program outcomes	Population(s) addressed	Frequency/duration of dissemination	Lang made a
<i>Reporting to Principals</i>	<i>Administration</i>	<i>Before the beginning of next year</i>	<i>English</i>
<i>Post on Website</i>	<i>Community, parents, teachers</i>	<i>before beginning of school year</i>	<i>English, w translate i</i>

			<i>request</i>
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Evaluation of Previous Years' Title VI Project

The LEA will need to address the outcomes of the activities implemented in the previous year's Title VI application. In your response please identify each need statements, anticipated outcome statements, and the actual outcome results. (Note: Do not address anticipated outcomes for the current year.)

Data sources available:

Graduation and Dropout Data: <http://www.fldoe.org/eias/eiaspubs/>

School Accountability Reports, School Grades and Schools Report Cards:

<http://schoolgrades.fldoe.org/>

Describe the outcomes of students' academic achievement that resulted from implementation of strategies described in the LEA's previous year's Title VI application.

Identify 2011-2012 Need Statements:

Response:

Putnam County identified the following needs in the 2011-2012 Title VI Project:

- 1. FCAT Data (2011) indicates low proficiency in math and reading especially in secondary students. Teachers need improved skills in engaging students in the secondary level.*
- 2. Students need to pass the End of Course Algebra tests to earn credit in Algebra.*
- 3. The Putnam county school District needs to increase the graduation rate which will decrease the proportion of students not earning a standard diploma.*

Identify 2011-2012 Anticipated Outcome Statements:

Response:

- 1. By the end of the 2011 – 2012 school year, and additional 10% of students participating in SREB activities funded with Title VI, Part B will score in the proficient range (level 3 and above) on FCAT Reading and Math as compared to FCAT 2011 results.*

All students in grades 6-10 who are taking FCAT will be included in the data collection. The number and percentage of students in each grade who score at level 3 or above on FCAT Reading and Math 2012 will be compared to the number and percentage of students who scored at level 3 or above on FCAT 2011.

2. By the end of the 2011 – 2012 school year, Algebra I EOC results will show that the percentage of students scoring in the lowest third of Algebra I EOC will decrease by 10%.

3. By the end of the 2011 – 2012 school year, graduation rates will show a 10% decrease in the percentage of students not earning a standard diploma as compared to the graduation data for 2010 – 2011.

Identify 2011-2012 Actual Outcome Statements: (include results of activities implemented and progress made in meeting the Title VI Performance Goal(s) indicated.

Response:

1. Results from FCAT 2012 showed that 1063 of 2392 assessed students scored Level 3 or above in Math. This represents 44.4% of the students in grades 6 - 8. 2011 records showed that 49.6% of students were proficient on FCAT Math 2011. The results show a 5.2% decrease in proficiency.

Results from FCAT Reading 2012 show that 1397 of 3718 students who took FCAT Reading 2012 scored in the proficient range. This represents 37.5% of students in grades 6-10. This represents a 6.8% decrease in proficiency.

2. Algebra I EOC from 2011 showed that 37% of Putnam County 9th grade Algebra I students scored in the bottom third, while results from 2012 showed that 25% scored in the bottom third. This represents a 12% decrease in the percentage of students scoring in the bottom third.

3. NGA graduation rates for 2010 - 2011 were 75.5% while 2010 - 2011 were 74.6%. This is a .9% decrease in the percentage of students not earning a standard diploma.

Based on students' academic achievement results, what contributed to the LEA's success or failure in meeting the Title VI Goals identified in the previous year's Title VI application?

Success in meeting goals:

Response:

The PCSD met the goal of reducing the percentage of students scoring in the bottom third of the Algebra I EOC with the support of teachers tutoring students after school.

Failure in meeting goals::

Response:

The PCSD did not meet our goal in Math. Student performance on FCAT Math decreased by 5.2% and in reading by 6.8%.

Math scores were influenced by 2 conditions. This year ESE and ESOL students were part of the calculations.

The PCSD did not meet the goal in Reading. Student performance in reading decreased by 6.8% Reading scores were also influenced by the inclusion of ESE and ESOL students in the calculations.

Additional comments:

Response:

The district did provide extensive professional development and coaching support through SREB. Teachers were monitored and are utilizing strategies which have a high probability of increasing student academic achievement.

If applicable, describe the outcomes of the activities implemented to address graduation and student dropout issues described in the LEA's previous year's Title VI application.

Identify 2011-2012 Need Statements:

Response:

The Putnam county school District needs to increase the graduation rate which will decrease the proportion of students not earning a standard diploma.

Identify 2011-2012 Anticipated Outcome Statements:

Response:

By the end of the 2011 – 2012 school year, graduation rates will show a 10% decrease in the percentage of students not earning a standard diploma as compared to the graduation data for 2010 – 2011.

Identify 2011-2012 Actual Outcome Statements: (include results of activities implemented and progress made in meeting the Title VI Performance Goal(s) indicated.

Response:

NGA graduation rates for 2010 - 2011 were 75.5% while 2009 -2010 were 74.6%. This is a .9% decrease in the percentage of students not earning a standard diploma.

If applicable, based on the 2010-2011 or the most current Florida Public High School Graduation Data, what contributed to the success or failure in meeting the Title VI Goals identified in the previous year's Title VI application?

Success in meeting goals:

Response:

The PCSD made progress towards the Title VI goal of decreasing the proportion of students not earning a standard diploma. NGA graduation rates for 2011 showed 75.5% while 2010 showed 74.6% graduation rate. Students had access to credit recovery online which helped them earn credits toward graduation.

Failure in meeting goals::**Response:**

N/A

Additional comments:**Response:**

N/A

If applicable, based on the results of the 2010-2011 or the most current Florida Public High School Dropout Data, what contributed to the success or failure in meeting the Title VI Goals identified in the previous year's Title VI application?

Identify 2011-2012 Need Statements:**Response:**

Putnam County's Graduation rate for the most recent year available 2009-2010 NCLB Graduation Rate is 71.2% (source:2009-2010 FL DOE cohort graduation data as of 10/27/10). We need to increase the graduation rate which will decrease the proportion of students not earning a standard diploma.

Identify 2011-2012 Anticipated Outcome Statements:**Response:**

By the end of the 2011-2012 school year graduation rates will show a 10% decrease in the percentage of students not earning a standard diploma as compared to the graduation data for 2010-2011.

Identify 2011-2012 Actual Outcome Statements: (include results of activities implemented and progress made in meeting the Title VI Performance Goal(s) indicated.**Response:**

Graduation rates for 2010 - 2011 showed 75.5% of students earning a standard diploma. Graduation rates for 2009 - 2010 was 74.6%.

Students had access to credit recovery through online curriculum which helped improve the graduation rate.

General Education Provisions Act

In accordance with the requirements of Section 427 of the General Education Provisions Act (GEPA) Public Law 103-382, each applicant must ensure equitable access to, and participation in, its program for students, teachers, and other program beneficiaries with special needs.

For details refer to URL:

<http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>