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History

School accountability at the national and state level has become the catalyst for identifying low performing schools in public school districts all across the nation. Duval County Public Schools, like other districts across the country, are not exempt and also fall under the mandates of the No Child Left Behind (NCLB) Act and the state of Florida’s Comprehensive Assessment Test (FCAT).

In June 2007, 17 schools were identified as Turnaround (TA) Schools (15 district and 2 charters) and were defined as schools that received a state school grade designation of F as measured by the FCAT, or whose school performance had dropped dramatically in one or more targeted areas during the previous school year. These schools were provided random resources to support academic instruction, budgetary needs and teacher training. Without a systematic way of identifying these schools, several schools that also needed support were not included as TA Schools and, as a result, found themselves still struggling for success during the 2007-08 school year. There was clearly a need to create or develop a plan that adequately identified criteria for receiving the Turnaround designation and that provided equitable support and resources to these schools.

In response to the concerns of School Board members, school principals and the school community at large, the decision was made to expand Turnaround schools from 15 to 30. Criteria was developed to make the selection of schools equitable and to capture those that were most in need. In reviewing schools for consideration of Turnaround status, it became apparent that many of the designated Turnaround schools were also schools that had failed to meet Adequate Yearly Progress (AYP) and were also part of the district’s Restructuring Plan.

- [Click here to read the Office of School Improvement Newsletter](#)

District Resources and Financial Support

A portion of the state revenues the district receives based upon the full time enrollment (FTE) of students has been allocated to Turnaround Schools. These funds are managed at the district level by the Deputy Superintendent’s Office and are divided proportionately among the Turnaround Schools to cover the costs of the following programs and services:

- **Early Return** – Three days of professional development held a week earlier than the normal district teacher return to school for **only** the Turnaround Schools core content areas teachers in Reading, English Language Arts (ELA), Mathematics, Science and Social Studies.
- **School Tutoring Services** – Funds to cover the cost of tutorial services that will be available to students during the school year either before, during (e.g., small group pull-outs), or after school hours. These funds may also be used to cover the cost of tutorial services on Saturdays or over holiday and other breaks.
- **Business Partner Volunteer Liaison** – Funds to cover the cost of a member of their school-based staff acting as a dedicated contact person for all the Business and Faith-based Partnerships, volunteers and student mentors that are established for their school by the Office of Community and Family Engagement and other entities on a part-time basis.
- **Other Requested Materials and/or Services** – Turnaround Schools may requests materials and/or services beyond their original TAS funding allocation.
- [Click here](#) to view all district resources available to Turn Around Schools