Mid-Year Evaluation Report / 2017

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PCS / Departments of Assessment, Accountability, and Research & Title I

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The Transformation Zone (TZ) initiative supports eight Pinellas County elementary schools and was created for the 2016-17 school year as an expansion of the Scale Up for Success initiative. The Scale Up initiative was first implemented in 2014-15 in support of five of the district's neediest schools, including Campbell Park, Fairmount Park, Lakewood, Maximo and Melrose elementary schools. Three additional schools, High Point, Midtown Academy and Sandy Lane, were added this school year under the TZ. Both initiatives are designed around a series of research-based interventions and resources that have shown success in supporting similar schools across the country. The initiatives have focused on supporting the schools through additional classroom assistance, enhanced learning opportunities for children, behavior management systems, ongoing professional development, comprehensive mental and social counseling, enhanced family engagement, frequent district monitoring, preferential human resource supports, and comprehensive wraparound services.

The interventions and resources are closely aligned to those outlined within the 5Essentials framework that was developed through research conducted by The University of Chicago. The 5Essentials are **effective leadership, collaborative teachers, supportive environment, involved families, and ambitious instruction**. Rooted in the 5Essentials framework, a theory of change was developed that aligned the work of the TZ around five pillars of school turnaround: ***Teaching and Learning***; ***Aligned Staff***; ***Culture and Climate***; ***Leadership***; ***and Systems and Operations.***

Goals

- Immediate: Build the capacity and effectiveness of school leaders and instructional staff to increase student achievement at each of the eight TZ schools.
- Long-term: Apply a transference of best practices in the eight TZ schools to other school sites in the district to support a widespread increase in student achievement.

Transformation Zone Interventions

The Transformation Zone is staffed by a director, an assistant director of school transformation, an assistant director of human resources and professional development, an evaluator/researcher, and five instructional staff developers (coaches) to support the growth of teachers across multiple subject areas and grade levels. The Transformation Team is provided a great deal of autonomy to implement the required interventions and reports directly to the Superintendent of Schools to impact turnaround school initiatives in a direct and timely manner.

For the purposes of this mid-year report, implementation monitoring (process) data will be presented for the first four pillars, Teaching and Learning; Aligned Staff; Culture and Climate; and Leadership. The fifth pillar, Systems and Operations, will be combined with Leadership for evaluation purposes. This pillar emphasizes the ways in which processes support the goals of the school and students in multiple areas and, therefore, was not evaluated separately from the others.

Key implementation evaluation methods and outcome measures for this Formative Mid-Year Evaluation Report include outcome data on reading and math growth from the Fall to Winter cycles (using the NWEA MAP assessment); science proficiency growth (for 5th grade only, using district Cycle I and Cycle II assessments); the number of disciplinary referrals; the number of out of school suspensions (OSS); and the percentage of students absent 10% or more days; qualitative analyses of interviews with all eight of the school principals and the TZ team; faculty and staff surveys, as well as additional walkthrough data and survey data.

Priority Conclusions and Recommendations

Commendations / Conclusions:

Teaching and Learning

- ✓ An analysis of fall to winter assessments (MAP) in reading and math indicate academic growth across all grade levels. High Point demonstrated the highest performance and strongest growth. Melrose also showed higher levels of growth in reading and math. This compares favorably with positive academic indicators from last year's FSA scores and strong student learning gains in most schools.

- ✓ All of the schools showed growth in the percentage of 5th grade students scoring proficient on the district's science cycle assessment. This is encouraging in light of some of the lower than expected science scores on the previous year's state assessment.
- ✓ Paraprofessionals continue to be recognized as key assets to support student achievement and behavior in the classroom according to an analysis of survey data.
- ✓ An increased focus on data monitoring to support student achievement is evident and additional real-time data is now available from new assessments being administered in the schools.

Aligned Staff

- ✓ Stronger recruitment and retention efforts around minority hiring and additional resources have been provided by the district in support of hiring and improved staff stability in the schools.
- ✓ The financial incentives were a motivating factor for more than half of the teachers at the schools, and a similar number of teachers stated that it may motivate them to stay.
- ✓ Strong attendance at the Transformation Zone collaborative meetings / trainings was evident and a majority of teachers believe the academic training they received enhanced their instructional practice and improved student learning.
- ✓ Instructional coaching and improved leadership in the schools appears to be resulting in improved instruction and more students on task as evidenced by classroom observations.

Culture and Climate

- ✓ There is strong evidence to show that the culture and climate has improved in the schools as evidenced by a dramatic decrease in referrals and suspensions as compared to last year and previous years.
- ✓ Attendance in the schools has also improved as all schools have seen a reduction in the percentage of students with 10% or more days absent compared to last year. Maximo had the fewest percentage of students with 10% or more days absent and continues to be an example of a school with very promising academic and climate trends.
- ✓ PBIS implementation at the schools continues to show improvement, though some schools are advancing quicker than others. According to the PBIS Implementation Checklist data, Melrose was by far the highest at 99% implementation of a schoolwide PBIS program. Fairmount Park, High Point, and Maximo also exhibited high levels of implementation (87%, 78%, and 80%, respectively) of a schoolwide PBIS program.

- ✓ The number of family engagement activities linked to student learning have increased and all schools participated in the Family Engagement workshop series modeled after the work of Dr. Karen Mapp, Harvard University. Survey data indicated that parents and staff believe that these events have been beneficial to student achievement.

Leadership/Systems and Operations

- ✓ The establishment of dedicated and systematic resources under the heading of a "Transformation Zone" is having positive results based on academic growth data and improved culture and climate.
- ✓ The Transformation Zone Team is providing foundational supports for school leaders to create a shared vision for instructional leadership in turnaround schools and that has provided evidence of improved leadership in the schools.
- ✓ The monthly leadership meetings and related data meetings have been viewed as a useful resource as described by the principals via their interview data.
- ✓ The opportunity for school leaders and teachers to travel to Memphis to observe successful turnaround school models provided additional support for building a shared vision of turnaround instructional leadership and high expectations.

Recommendations for Growth:

Teaching and Learning

- ✓ Increase communication and cross-training among the Area Superintendents, Teaching and Learning, Transformation Zone leadership, and content specialists regarding the emerging vision for the Transformation Zone and the systems needed to support efficient operations.
- ✓ Infuse culturally relevant instructional practices into each classroom and ensure all teachers are trained in these methods across the Transformation Zone schools.
- ✓ Ensure that a common, research-based instructional model is implemented with fidelity in keeping with the Transformation Zone's vision for aligned practices across the schools. Ensure lesson planning includes evidence of the gradual release model, including explicit instruction and checks for understanding.

- ✓ Increase the opportunities for teachers to share best practices in professional learning communities (PLCs) in order to build a grass-roots, professional community who understands what is required to teach in turnaround settings.
- ✓ Ensure that extended learning opportunities and Saturday academies are focused on the most pressing student growth areas (such as science for 5th grade students) as the data from student growth measures should drive ELP opportunities.
- ✓ Develop a district expectation for best practices for paraprofessionals created from the recent findings of the current model in the Transformation Zone schools. Develop monitoring and accountability systems to ensure fidelity to that model.

Aligned Staff

- ✓ Although recruitment efforts have been expanded, there is a need to implement more intensive strategies to go beyond our local borders and pursue non-traditional candidates to ensure the hiring of diverse, highly qualified teachers.
- ✓ Partner with external organizations as needed and target recruitment efforts in high-minority cities such as Chicago and Philadelphia as a way of finding highly qualified minority candidates who understand the challenges of school turnaround.
- ✓ Improve alignment and training of the embedded instructional coaches with the Transformation Zone coaches around expectations that are specific to supporting teachers in a turnaround setting. Establish a coaching academy specific to supporting teachers in turnaround schools as a way of providing professional development and a way of work for coaches and staff related to school turnaround.

Culture and Climate

- ✓ Provide continued professional development related to Positive Behavioral Intervention Supports (PBIS) and restorative practices, including cultural responsiveness, high expectations and consistent staff and student celebrations.
- ✓ Ensure full implementation of Positive Behavioral Intervention Supports (PBIS), including restorative practices. Intervention should be tiered based on the needs of the school.
- ✓ Provide a common framework and feedback expectation for informing teachers as to the culture and climate in their classrooms specific to turnaround competencies and culturally relevant practices.

- ✓ Establish regular systems for the side-by-side coaching of teachers around positive behavior methods, including respectful discipline and creating a positive climate for learning.
- ✓ Monitor and prioritize implementation fidelity of the morning meetings to build community as this is a critical step to ensure that all students are ready to learn.
- ✓ Foster more opportunities for principals to share best practices related to culture and climate, including successes around morning meetings, door contests, and a variety of extracurricular activities.
- ✓ Assign a staff member the role of district PBIS Facilitator to oversee the system of district-wide support at the administrative level. This support should include communication, professional development, implementation, monitoring and feedback.
- ✓ Increase accountability for family engagement activities that are linked to learning through cross-departmental partnerships, including Area Superintendents, Teaching and Learning, Strategic Partnerships, Title I and TZ Leadership.

Leadership/Systems and Processes

- ✓ Develop specific roles and responsibilities for district personnel on when and how to support the new Transformation Zone and its emerging vision for school turnaround. For example, outline when a department should push in and help the schools and when the help is not required because it overlaps with Transformation Zone roles and responsibilities.
- ✓ Partner with national leadership training academies for turnaround leaders (such as Harvard Institute for Turnaround, UVA Turnaround Program) to focus current and future leaders on transformational change and to create a deeper leadership bench.
- ✓ Expand opportunities for district and school leadership visits to successful turnaround institutions in the state and country.
- ✓ Ensure that a great degree of uniformity is present in all Transformation Zone schools connected to the key tenets of school turnaround that are outlined in evidence-based research. The tenets should then inform the structure with consistent policies and procedures that will build capacity for the transformational process moving forward.

Introduction

Overview of the Transformation Zone Initiative

The Transformation Zone (TZ) initiative supports eight Pinellas County elementary schools and was created for the 2016-17 school year as an expansion of the Scale Up for Success initiative. The Scale Up initiative was first implemented in 2014-15 in support of five of the district's neediest schools, including Campbell Park, Fairmount Park, Lakewood, Maximo and Melrose elementary schools. Three additional schools, High Point, Midtown Academy and Sandy Lane, were added this school year under the Transformation Zone. Both initiatives are designed around a series of research-based interventions and resources that have shown success in supporting similar schools across the country. The initiatives have focused on supporting the schools through additional classroom assistance, enhanced learning opportunities for children, behavior management systems, ongoing professional development, comprehensive mental and social counseling, enhanced family engagement, frequent district monitoring, preferential human resource supports, and comprehensive wraparound services.

In the spring of 2016, the Transformation Zone initiative was launched and was aimed at increasing student achievement through a multi-pronged approach based on school turnaround research and evidenced-based practices. Intensive school turnaround supports for the five Scale Up For Success schools (Campbell Park, Fairmount Park, Lakewood, Maximo, and Melrose) were maintained. These intensive supports included an extended instructional day and paraprofessionals as part of the staffing models. The additional three elementary schools (High Point, Midtown, and Sandy Lane) receive similar but less intensive supports. They have a slightly longer instructional day, leadership guidance, and supports for curriculum and instruction.

Goals

- **Immediate**: Build the capacity and effectiveness of school leaders and instructional staff to increase student achievement at each of the eight TZ schools.
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Transformation Zone Interventions

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levels. The Transformation Team is provided a great deal of autonomy to implement the required interventions and reports directly to the Superintendent of Schools to impact turnaround school initiatives in a direct and timely manner.

For 2016-17, the interventions implemented at the eight TZ schools were developed based on extensive literature review around best practices in turnaround schools, previous years' Scale Up for Success evaluation report findings, and Director of School Transformation and PCS Strategic Team recommendations. The interventions and resources are closely aligned to those outlined via the 5Essentials framework that was developed through research conducted by The University of Chicago. The 5Essentials are **effective leadership, collaborative teachers, supportive environment, involved families, and ambitious instruction**. Rooted in the 5Essentials framework, a theory of change was developed that aligned the work of the Transformation Zone around five pillars of school turnaround: *Teaching and Learning*; *Aligned Staff*; *Culture and Climate*; *Leadership*; *and Systems and Operations*. Organized by pillar, the interventions of the Transformation Zone are encapsulated into the following strategic action statements:

- Teaching and Learning: All instructional staff will provide high quality instruction aligned to the complexity of the standards and consistently use data to inform instruction to meet the needs of all learners.

- Aligned Staff: All staff will maintain a highly effective professional learning environment that fosters collaboration and celebrates success. Teachers consistently reflect and refine their craft to achieve continuous growth.

- Culture and Climate: All TZ schools will implement an effective PBIS program to provide a learning environment that is safe and fosters positive relationships between students, teachers, and families.

- Leadership: All school leaders will consistently engage in problem-solving using a continuous improvement model to increase academic achievement of all learners.

- Systems and Operations: All school leaders will develop and communicate efficient systems and processes that align and support the components of the five pillars and the School Improvement Plan.

For the purposes of this mid-year report, implementation monitoring (process) data will be presented for the first four pillars, Teaching and Learning; Aligned Staff; Culture and Climate; and Leadership. The fifth pillar, Systems and Operations, will be combined with leadership for

evaluation purposes. This pillar emphasizes the ways in which processes support the goals of the school and the MTSS process as a means to support students in multiple areas.

Evaluation Design

The evaluation design is collaborative and involves mixed methods—both quantitative and qualitative. This allows for triangulation of information sources, and to provide a more in-depth understanding of the initiative as well as the strength of its implementation. The mid-year formative report serves as a checkpoint for the initiative, with a focus on recommendations on how to enhance implementation. These recommendations are aligned to a recurring set of best practices and recommendations that have been revisited during the past three years, beginning with the Scale Up initiative. In addition, this mid-year report provides an overview of information that can be used to help support decision-making and planning for the remainder of this year and the 2017-2018 school year. The evaluation process has been guided by the Program Evaluation Standards developed by the Joint Committee on Standards for Educational Evaluation[1].

This evaluation follows the Model for Collaborative Evaluation[2] to address the continued growth of the initiative. In this way, data are analyzed frequently with key stakeholders throughout the school year to provide information for continuous improvement. The summative report will provide a final comprehensive evaluation and review of outcomes.

The Transformation Zone Formative Mid-Year Evaluation Report is an internal evaluation conducted in partnership between Pinellas County School's Title I office and the Assessment, Accountability, and Research (AAR) office. This evaluation provides baseline data for the Transformation Zone initiative and monitoring of the process (implementation and outputs) and product measures (outcomes data) which occur throughout the school year. As such, the model enables evaluators to provide regular feedback to promote ongoing learning in the project, as well as accountability for implementing the project as designed within a formative evaluation process. Furthermore, the model assists the evaluation team by providing this mid-year review to examine the initiative's effectiveness in achieving its established benchmarks and outcomes related to its goals.

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[1] Yarbrough, D. B., Shulha, L. M., Hopson, R. K., and Caruthers, F. A. (2011*). The program evaluation standards: A guide for evaluators and evaluation users* (3rd ed.). Thousand Oaks, CA: Sage.
[2] "The Model for Collaborative Evaluation (MCE) is a comprehensive framework for guiding collaborative evaluations in a precise, realistic, and useful manner." Rodríguez-Campos, L., & Rincones-Gómez, R. (2012). *Collaborative evaluations: Step-by-step*. Stanford, CA: Stanford Business Books.

Key implementation evaluation methods and outcome measures for this Formative Mid-Year Evaluation Report include outcome data on reading and math growth from the Fall to Winter cycles (using the NWEA MAP assessment); science proficiency growth (for 5th grade only, using district Cycle I and Cycle II assessments); the number of disciplinary referrals; the number of out of school suspensions (OSS); and the percentage of students absent 10% or more days; qualitative analyses of interviews with all eight of the school principals and the TZ team; faculty and staff surveys, as well as additional walkthrough data and survey data.

Focus Areas of the Initiative and Implementation Monitoring

Pillar 1

Teaching and Learning Strategic Action Statement: All instructional staff will provide high quality instruction aligned to the complexity of the standards and consistently use data to inform instruction to meet the needs of all learners.

Teaching and Learning Goal(s): Increase the percentage of students scoring as proficient to 40% in ELA, 50% in Math, and 40% in Science for grades 3-5.

Focus Areas for Evaluation:
- Longer instructional day for the five Transformation Zone schools that receive more intensive supports
- Evidence of utilization of paraprofessionals in the five Transformation Zone schools that receive more intensive supports
- Increased capacity of school-based staff to implement high quality instruction
- Increased use of data-based decision-making (DBDM) and monitoring of student progress

Pillar 2

Aligned Staff Strategic Action Statement: All staff will maintain a highly effective professional learning environment that fosters collaboration and celebrates success. Teachers consistently reflect and refine their craft to achieve continuous growth.

Aligned Staff Goal(s): Ensure a common vision and way of work for all Transformation Zone staff for highly effective instructional model and best practices to support student engagement in learning as evidenced by an increase in the retention of all effective staff members to 75%.

Focus Areas for Evaluation:
- Increased recruitment of experienced and highly effective teachers
- Increased retention of highly effective instructional staff members
- Evidence of how financial incentives and other factors are helping to recruit and retain highly effective staff

Pillar 3

Culture and Climate Strategic Action Statement: Implement an effective PBIS program to provide a learning environment that is safe and fosters positive relationships between students, teachers, and families.

Culture and Climate Goal(s): Reduce the number of office referrals, ISS, and OSS by 50% to close the gap between Transformation Zone schools and the district average. Increase the number of family engagement activities linked to learning.

Focus Areas for Evaluation:
- Reduction in the number of discipline infractions and the disparity in discipline infractions between Transformation Zone schools and the district
- Reduction in the percentage of students missing 10% or more days of school
- Increase in the amount of high quality family engagement activities linked to learning

Pillar 4

Leadership Strategic Action Statement: All school leaders will consistently engage in problem-solving through the use of a continuous improvement model to increase academic achievement of all learners.

Leadership Goal(s): Increase the capacity of school leaders to drive dramatic academic gains at all schools. Each individual school will improve academic performance, and have a school grade of at least a C.

Focus Areas for Evaluation:
- Evidence of how ongoing coaching monthly PLCs support school leaders
- Evidence of how principal norms have been established around evidence of instructional best practices

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<tr><td colspan="2" align="center">Pillar 5</td></tr>
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Systems and Operations Strategic Action Statement: All school leaders will develop and communicate efficient systems and processes that align and support the components of the five pillars and the School Improvement Plan.
Systems and Operations Goal(s): Increase the efficiency of all daily activities in all Transformation Zone schools as evidenced by an increase in staff and student attendance and a reduction in student behavior referrals.

<u>Focus Areas for Evaluation:</u>
Note: This is primarily aligned with effective leadership and will be combined with leadership for evaluation purposes. This pillar emphasizes the ways in which processes support the goals of the school and the MTSS process as a means to support students in multiple areas.

Evaluation Methods and Outcome Measures

The following table lists the key evaluation methods and indicators for the current formative report and those that will be used for the end of year summative report. Following the table, a more detailed description of district-specific instruments and methods that were used within multiple sections of the evaluation is provided. Additional information on instruments and methodology used are provided in each corresponding section throughout the document.

Pillars	Key Evaluation Methods and Outcome Measures
Teaching and Learning	**Formative (Mid-Year) include:** ■ Reading baseline data and mid-year growth (Measures of Academic Progress – MAP - assessment data) ■ Math baseline data and mid-year growth (MAP data) ■ Science proficiency (District cycle data) ■ Principal interview data ■ Staff survey results **Summative (End of Year) will include:** ■ Reading and math proficiency (SAT-10 for 1st and 2nd grade and FSA for 3rd-5th grade) ■ Reading and math gains (SAT-10 for 1st and 2nd grade and FSA for 3rd-5th grade) ■ Reading growth end of year data (MAP data) ■ Math growth end of year data (MAP data) ■ Science proficiency (5th grade Science FCAT) ■ Staff survey results
Aligned Staff	**Formative (Mid-Year) include:** ■ Staff survey results ■ Principal interview data ■ TZ collaborative meetings summary ■ Supplemental coaching summary **Summative (End of Year) will include:** ■ Number of average years of teaching experience compared year to year ■ Retention data reflecting retention of teachers rated as "effective" or "highly effective" over multiple years ■ Evidence of increased capacity of school-based staff to implement high quality instruction through teacher evaluation data ■ AdvancED teacher climate survey data
Culture and Climate	**Formative (Mid-Year) include:** ■ Staff survey results ■ Principal interview data ■ Parent survey results

	▪ PBIS checklist (PIC) self-reported data ▪ Number of disciplinary referrals/repeated misbehaviors ▪ Number of Out of School Suspensions (OSS) ▪ Attendance at family engagement activities **Summative (End of Year) will include:** ▪ Number of disciplinary referrals/repeated misbehaviors ▪ Number of In-School Suspensions (ISS) ▪ Number of Out of School Suspensions (OSS) ▪ Percentage of students absent 10% or more days ▪ Trend data from the 2015-2016 school year in comparison to the current year for student discipline, attendance, and staff survey results
Leadership Supports	**Formative (Mid-Year) include:** ▪ Principal interviews ▪ Staff survey results **Summative (End of Year) will include:** ▪ Trend data from the 2015-2016 school year in comparison to the current school year based on the AdvancED survey ▪ Improvement of school grade and other academic and behavioral indicators listed above
Systems and Operations	**Summative (End of Year) will include:** ▪ This is primarily linked to effective leadership and will be combined with leadership for evaluation purposes

Description of Methodology and Instruments Used

The following is a detailed description of specific instruments and methodologies used as part of the mid-year formative evaluation. Again, it is important to note that the instruments and methods used have been formative in nature, and an end of year summative report will be conducted in the summer of 2017.

Principal Interviews

Individual principal interviews were conducted with each TZ school principal by the lead evaluator and the executive manager of evaluation for Pinellas County Schools. The interviews were meant to provide information on how the various components of the TZ initiative are working to support school leaders and the goals of the schools in regards to the pillars of school transformation. Each interview followed a specified interview protocol and guiding questions. Principals completed statements within in each pillar to rate the degree (to a large extent; moderately; minimally; not at all) supports positively impacted the school's ability to achieve its goals. Themes from these interviews were combined, and are presented within each section of this evaluation report as it relates to the school turnaround pillars. The process of developing themes employed dual evaluation, in which two members of the evaluation team reviewed themes to enhance validity.

Staff Surveys

Electronic surveys were administered through Survey Monkey to staff members at each school site. Questions included a combination of likert scale and extended response items. Of the 374 survey participants, 71% identified themselves as teachers, 9% as paraprofessionals, 6% specialists (behavior, media, etc.), 5% coaches (reading, math, science, MTSS, etc.), 5% instructional support, 3% administrators, and 1% other (social worker, school psychologists, guidance).

Campbell Park and Fairmount Park each accounted for 17% (n = 63) of the survey responses, High Point 15% (n = 57) Maximo 14% (n = 53), Sandy Lane 12% (n = 43) and Melrose 9% (n = 35). Lakewood and Midtown each accounted for 8% (n = 30) of the survey responses.

Parent and Family Surveys

Paper and pencil surveys were distributed to parents at each school site and electronic surveys were available to parents through Survey Monkey with links posted to each school's website. Paper/pencil surveys were collected at each site and sent to the evaluation office for scanning and analyzing. All survey questions were multiple choice, instructing parents to indicate "Yes" or "No" in agreement/disagreement to each statement. Surveys were provided in English and Spanish.

Combined results from electronic and paper/pencil surveys yielded 737 responses. High Point accounted for 29% (n = 217) of the survey responses, Melrose 21% (n = 157), Campbell Park 13% (n = 93), Sandy Lane 11% (n = 82) and Midtown 5% (n = 36). Fairmount Park, Lakewood, and Maximo each accounted for 7% (n = 47, n = 51, and n = 54, respectively) of the survey responses.

Mid-Year Academic Assessment Data

Reading and Math assessments used at the TZ schools are provided by Northwest Evaluation Association (NWEA). The NWEA's Measures of Academic Progress (MAP) assessments, provided to students in Kindergarten through fifth grade, are research-based and computer adaptive. MAP results are provided as a numerical Rasch Unit (RIT) score. This score is used to measure a student's achievement level at different times of the school year and compute growth. Teachers can see the progress of individual students and of their classes as a whole. MAP also provides data (norm-referenced) around the typical growth for students who are in the same grade, subject, and have the same starting achievement level (A Parent's Guide to MAP, 2017).

Science assessments are written in-house by the Pinellas County School District's science specialists at the elementary level. These tests are criterion referenced tests which provide teachers

data on which standards students are performing proficient and non-proficient. Predetermined cut-scores are used to identify students' levels of proficiency.

Mid-Year Student Discipline and Attendance Data

Student discipline and attendance data are obtained from the PCS FOCUS student system. To ensure equitable comparisons, discipline data for the 2015-2016 and 2016-2017 school years were extracted from the 84-day count tables. Average percentages of students with 10 percent or more days absent were calculated by school for the months of August, September, October, November, and December and compared to the 2015-16 end of year average percent of students with 10 percent or more days absent.

PBIS Implementation Checklist Data

For students to experience maximum benefit from implementation of a PBIS schoolwide program, structures and systems should be in place to ensure that each evidence-based practice is implemented with the highest degree of fidelity. Continuous assessment of implementation fidelity and monitoring of student responsiveness to intervention are necessary to program success. School based Multi-Tiered System of Support (MTSS) Coaches conduct periodic walkthroughs to document fidelity of implementation of the critical elements of a schoolwide PBIS program. A STOIC walkthrough checklist is the tool used to document essential elements of PBIS and the use of CHAMPS as the classroom management vehicle in the classroom. Schools self-assess bi-yearly using the PBIS Implementation Checklist (PIC) and then, annually using the PBIS Benchmarks of Quality (BoQ) instrument.

The purpose of the PBIS checklist is to examine the extent to which teams are accurately implementing PBS systems and practices, allowing teams to determine the extent to which targeted student outcomes are being achieved and to ascertain if teams are accurately and consistently implementing activities and practices as specified in their individualized action plan (OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports, 2017).

Development of Recommendations

The evaluation team met with representatives from the school district and from the TZ team to refine and make additions to the recommendations. This collaborative process is in place to support the utilization of the evaluation recommendations in this report. These recommendations were further

vetted through AAR, district leadership, and the Director of School Transformation to align recommendations with best practices in school turnaround.

Limitations

Due to the complex nature of organizations and the school improvement processes, a mixed methods approach was used. In terms of quantitative data that has been used, the quality of the data sources and consistency with data entry can potentially be a limitation. As such, the evaluation team worked closely with district personnel and schools to support data accuracy. Progress monitoring used by the district had changes to the format of the test from last school year to this school year. Therefore, interpretations of comparative data from last year is unfeasible.

In addition, survey data are limited in interpretation when sample sizes are small or an adequate cross section of individuals do not respond to the survey. Since survey data is self-reported, errors related to missing data and interpretation may exist.

The qualitative data are an important component to the overall evaluation, especially in addressing individual perceptions of change in the schools and recommendations for how to continue to enhance the initiative. More summative conclusions will be provided in the end of year summative report once survey and state assessment data are available.

Teaching and Learning

Mid-Year Academic Findings

Reading and Math assessments used at the TZ schools are provided by Northwest Evaluation Association (NWEA). The NWEA's Measures of Academic Progress (MAP) assessments administered to students in kindergarten through fifth grade, are research-based and computer adaptive. MAP results are provided as a numerical Rasch Unit (RIT) score.

Science assessments are crafted in-house by the Pinellas County School District's science specialists at the elementary level. These tests are criterion referenced tests which provide teachers data on which standards students are performing as proficient or non-proficient. Predetermined cut-scores are used to identify students' levels of proficiency.

Guiding Evaluation Focus Areas for Teaching and Learning

- Longer instructional day for the five Transformation Zone schools that receive more intensive supports

- Evidence of utilization of paraprofessionals in the five Transformation Zone schools that receive more intensive supports

- Increased capacity of school-based staff to implement high quality instruction

- Increased use of data-based decision-making (DBDM) and monitoring of student progress

Instruments and Evaluation Methods Used for the Mid-Year Formative Evaluation

- Reading baseline data and mid-year growth (MAP data)
- Math baseline data and mid-year growth (MAP data)
- Science proficiency (District cycle data)
- Principal interview data
- Staff survey results

Summary of Teaching and Learning Data

This section provides a summary of how the TZ schools are progressing toward increased student achievement in the areas of reading, math, and science. In addition, it provides a norm-referenced comparison of student scores in reading and math. NWEA provides growth norms that enable comparisons of a student's observed growth relative to a nationally representative comparison group. The norms provide a context for knowing how much growth is typical or atypical for students over a school year or between varying time intervals within a school year. However, each student's expected growth is unique, based on their initial assessment. For example, while eight points of growth in math might be typical for the third grader who has a fall RIT score of 190, it's not typical for all third graders (depending on their baseline scores).

A "year's worth of growth" (as defined by mean normative values) will vary across students of

The main academic outcome indicators used for the formative evaluation are the fall-to-winter growth comparisons for all TZ schools as they relate to national norm-reference growth. Based on the data, it appears that the strategies employed are potentially making a difference in reading and math achievement at the TZ schools as a whole.

differing initial achievement. Comparisons should be made with caution, as the national norm group may not be representative of the TZ schools. The graphs below display the Fall to Winter average MAP score, for each Transformation Zone school. The growth is graphically displayed for Reading (left) and Math (right) by school. The school average growth is displayed within each school's bar graph. The median expected, or projected, growth for all TZ schools is displayed in a text box at the top for each grade level.

Looking across grade levels and schools, in Math, seven of the eight schools met or exceeded Fall to Winter growth projections in most of the grades tested. Four of the eight schools (Campbell Park, High Point, Melrose, and Sandy Lane) exceeded their growth projections at the majority of the grade levels. In Reading, only two schools (High Point and Melrose) generally exceeded Fall to Winter projections for the majority of the grades.

Below each graph, a table is provided that shows, for each school, the percentage of students at that grade level who were meeting their projected growth target from Fall to Winter on the MAP assessments. For example, 54% of the kindergarten students at High Point met or exceeded their projected reading growth. Additionally, the second row in the table shows the median achievement level in National Percentiles (NP). For example, the average achievement level for the Fall baseline

assessment at High Point was the 46th NP, which means the middle student at High Point reads at or above 46% of the students nationally.

Generally, the achievement level data in the table show students on average rank between the 25th and 50th National Percentile. This is often considered the low average range. Some outliers are evident at some schools and grades, but not in any consistent manner at any one school. On average, the achievement levels of the students attending the TZ schools do not differ greatly from one another. Additionally, achievement levels differ across grade levels within the same school. This is typical within elementary schools with small numbers of students per grade and because populations commonly vary from one year to the next. This year's data indicate kindergarten reading and second grade math having higher performances for most schools than we see at other grade levels.

The table represents the percent of students meeting their individual growth targets on the Winter assessment when compared to their score on the Fall test. These percentages generally ranged from 30% to the high 50% range. To link the individual growth percentages with the school's average growth indicators shown in the graphs, it would be helpful to note that schools whose average growth for the entire grade level met or exceeded their expected growth value, tended to show at least half, 50%, or more of their students meeting their individual growth targets.

You will note that the average achievement level of the group does not dictate the group's ability to show adequate or above average growth. Furthermore, in some cases, higher performing schools had lower growth percentages and the reverse was also true, lower performing schools tended to show greater growth.

2016-17 NWEA MAP Results
Kindergarten Reading & Math
Fall to Winter Growth Comparison

Reading

Math

Median Projected Growth for all TZ Schools 6.55

Median Projected Growth for all TZ Schools 7.55

Mean RIT Score

Bold numerals indicate projected growth was met or exceeded.

Reading data:
- Campbell Park (N = 94): 144.4 / 140.1, growth 4.3
- Fairmount Park (N = 62): 145.9 / 141.0, growth 4.9
- High Point (N = 95): 149.3 / 141.3, growth **8.0**
- Lakewood (N = 79): 144.8 / 140.4, growth 4.4
- Maximo (N = 56): 149.8 / 143.6, growth 6.2
- Melrose (N = 78): 145.6 / 138.7, growth **6.9**
- Midtown (N = 23): 145.3 / 142.7, growth 2.6
- Sandy Lane (N = 50): 142.9 / 141.4, growth 1.5

Math data:
- Campbell Park (N = 92): 143.4 / 134.7, growth **8.7**
- Fairmount Park (N = 61): 142.4 / 136.2, growth 6.2
- High Point (N = 96): 146.1 / 139.8, growth 6.3
- Lakewood (N = 79): 139.5 / 134.7, growth 4.8
- Maximo (N = 55): 148.1 / 137.3, growth **10.8**
- Melrose (N = 78): 144.4 / 135.6, growth **8.8**
- Midtown (N = 24): 141.9 / 135.3, growth 6.6
- Sandy Lane (N = 49): 143.9 / 138.0, growth 5.9

	Campbell Park (N=94)	Fairmount Park (N=62)	High Point (N=95)	Lakewood (N=79)	Maximo (N=56)	Melrose (N=78)	Midtown (N=23)	Sandy Lane (N=50)	Campbell Park (N=92)	Fairmount Park (N=61)	High Point (N=96)	Lakewood (N=79)	Maximo (N=55)	Melrose (N=78)	Midtown (N=24)	Sandy Lane (N=49)
Percent of students who met targeted growth	39%	40%	54%	34%	52%	51%	35%	26%	57%	43%	54%	34%	69%	63%	50%	41%
Fall Median Student National Percentile	46NP	49NP	46NP	43NP	52NP	37NP	55NP	43NP	33NP	33NP	38NP	27NP	35NP	33NP	33NP	38NP

PCS/AAR/NWEA MAP Data/01-10-17

2016-17 NWEA MAP Results
First Grade Reading & Math
Fall to Winter Growth Comparison

Median Projected Growth for all TZ Schools 6.8

Reading

Math

Median Projected Growth for all TZ Schools 7.3

Mean RIT Score

Bold numerals indicate projected growth was met or exceeded.

Reading:
- Campbell Park (N = 92): 160.8 / 155.7, growth 5.1
- Fairmount Park (N = 80): 161.6 / 157.3, growth 4.3
- High Point (N = 98): 163.6 / 155.6, growth **8.0**
- Lakewood (N = 61): 158.1 / 156.1, growth 2.0
- Maximo (N = 68): 162.5 / 157.9, growth 4.6
- Melrose (N = 62): 157.6 / 151.6, growth 6.0
- Midtown (N = 44): 164.2 / 160.9, growth 3.3
- Sandy Lane (N = 64): 160.4 / 152.3, growth **8.1**

Math:
- Campbell Park (N = 95): 165.5 / 157.7, growth **7.8**
- Fairmount Park (N = 76): 165.1 / 159.4, growth 5.7
- High Point (N = 92): 164.6 / 157.6, growth 7.0
- Lakewood (N = 57): 163.1 / 155.3, growth **7.8**
- Maximo (N = 58): 164.1 / 156.7, growth **7.4**
- Melrose (N = 62): 158.9 / 150.1, growth **8.8**
- Midtown (N = 43): 165.3 / 160.0, growth 5.3
- Sandy Lane (N = 58): 165.2 / 155.6, growth **9.6**

	Campbell Park (N = 92)	Fairmount Park (N = 80)	High Point (N = 98)	Lakewood (N = 61)	Maximo (N = 68)	Melrose (N = 62)	Midtown (N = 44)	Sandy Lane (N = 64)	Campbell Park (N = 95)	Fairmount Park (N = 76)	High Point (N = 92)	Lakewood (N = 57)	Maximo (N = 58)	Melrose (N = 62)	Midtown (N = 43)	Sandy Lane (N = 58)
Percent of students who met targeted growth	40%	38%	56%	28%	46%	45%	39%	47%	57%	39%	49%	51%	52%	53%	44%	57%
Fall Median Student National Percentile	32NP	38.5NP	37NP	29NP	37NP	24NP	40NP	19NP	36.5NP	42.5NP	41NP	27NP	35NP	17NP	39.5NP	24NP

PCS/AAR/NWEA MAP Data/01-10-17

2016-17 NWEA MAP Results
Second Grade Reading & Math
Fall to Winter Growth Comparison

Median Projected Growth for all TZ Schools 6.1

Reading

Math

Median Projected Growth for all TZ Schools 6.0

Mean RIT Score

Bold numerals indicate projected growth was met or exceeded.

	Campbell Park (N = 87)	Fairmount Park (N = 68)	High Point (N = 99)	Lakewood (N = 55)	Maximo (N = 58)	Melrose (N = 56)	Midtown (N = 42)	Sandy Lane (N = 61)	Campbell Park (N = 88)	Fairmount Park (N = 71)	High Point (N = 99)	Lakewood (N = 55)	Maximo (N = 44)	Melrose (N = 56)	Midtown (N = 43)	Sandy Lane (N = 65)
Percent of students who met targeted growth	46%	47%	55%	38%	22%	30%	10%	36%	57%	63%	70%	47%	50%	46%	28%	55%
Fall Median Student National Percentile	30NP	31NP	36NP	34NP	45NP	31NP	34NP	31NP	43NP	52NP	43NP	52NP	43NP	37NP	36NP	43NP

PCS/AAR/NWEA MAP Data/01-10-17

2016-17 NWEA MAP Results
Third Grade Reading & Math
Fall to Winter Growth Comparison

Median Projected Growth for all TZ Schools 4.9

Reading

Math

Median Projected Growth for all TZ Schools 4.8

Mean RIT Score

Bold numerals indicate projected growth was met or exceeded.

	Campbell Park (N = 110)	Fairmount Park (N = 87)	High Point (N = 122)	Lakewood (N = 83)	Maximo (N = 55)	Melrose (N = 64)	Midtown (N = 38)	Sandy Lane (N = 71)	Campbell Park (N = 111)	Fairmount Park (N = 83)	High Point (N = 122)	Lakewood (N = 84)	Maximo (N = 50)	Melrose (N = 66)	Midtown (N = 39)	Sandy Lane (N = 70)
Percent of students who met targeted growth	60%	46%	66%	46%	62%	45%	45%	44%	50%	46%	58%	56%	54%	48%	41%	66%
Fall Median Student National Percentile	18NP	26.5NP	26NP	33NP	49NP	27NP	32NP	34NP	34NP	32.5NP	37NP	41.5NP	40NP	34NP	34NP	40NP

PCS/AAR/NWEA MAP Data/01-10-17

2016-17 NWEA MAP Results
Fourth Grade Reading & Math
Fall to Winter Growth Comparison

Reading   **Math**

Median Projected Growth for all TZ Schools 3.6

Median Projected Growth for all TZ Schools 4.05

Mean RIT Score

Bold numerals indicate projected growth was met or exceeded.

Reading

- Campbell Park (N = 76): 189.7 / 186.1, growth **3.6**
- Fairmount Park (N = 72): 191.6 / 188.8, growth **2.8**
- High Point (N = 102): 199.3 / 191.4, growth **7.9**
- Lakewood (N = 54): 191.8 / 191.5, growth 0.3
- Maximo (N = 47): 197.2 / 195.9, growth **1.3**
- Melrose (N = 41): 194.6 / 190.1, growth **4.5**
- Midtown (N = 31): 190.8 / 190.3, growth 0.5
- Sandy Lane (N = 54): 195.6 / 192.9, growth **2.7**

Math

- Campbell Park (N = 78): 198.6 / 194.2, growth **4.4**
- Fairmount Park (N = 69): 201.1 / 195.0, growth **6.1**
- High Point (N = 103): 205.7 / 199.6, growth **6.1**
- Lakewood (N = 54): 202.2 / 197.6, growth **4.6**
- Maximo (N = 48): 200.1 / 197.3, growth **2.8**
- Melrose (N = 41): 201.1 / 195.2, growth **5.9**
- Midtown (N = 33): 196.7 / 193.9, growth **2.8**
- Sandy Lane (N = 54): 201.7 / 198.1, growth **3.6**

	Campbell Park (N=76)	Fairmount Park (N=72)	High Point (N=102)	Lakewood (N=54)	Maximo (N=47)	Melrose (N=41)	Midtown (N=31)	Sandy Lane (N=54)	Campbell Park (N=78)	Fairmount Park (N=69)	High Point (N=103)	Lakewood (N=54)	Maximo (N=48)	Melrose (N=41)	Midtown (N=33)	Sandy Lane (N=54)
Percent of students who met targeted growth	51%	50%	75%	30%	34%	56%	35%	48%	54%	58%	67%	48%	46%	51%	42%	43%
Fall Median Student National Percentile	20NP	33NP	35NP	30NP	42NP	35NP	31.5NP	35NP	26NP	31NP	45NP	34NP	34NP	39NP	26NP	39NP

PCS/AAR/NWEA MAP Data/01-10-17

2016-17 NWEA MAP Results
Fifth Grade Reading & Math
Fall to Winter Growth Comparison

Mean RIT Score

Reading

Math

Median Projected Growth for all TZ Schools 2.8

Median Projected Growth for all TZ Schools 3.2

Bold numerals indicate projected growth was met or exceeded.

Reading:
- Campbell Park (N = 59): 196.4 – 199.3, **2.9**
- Fairmount Park (N = 69): 194.3 – 197.6, **3.3**
- High Point (N = 100): 200.6 – 207.4, **6.8**
- Lakewood (N = 66): 201.0 – 201.0
- Maximo (N = 41): 195.9 – 199.8, **3.9**
- Melrose (N = 38): 190.7 – 195.2, **4.5**
- Midtown (N = 24): 193.3 – 193.9
- Sandy Lane (N = 72): 195.5 – 198.0, **2.5**

Math:
- Campbell Park (N = 60): 204.7 – 207.7, **3.0**
- Fairmount Park (N = 68): 200.6 – 204.3, **3.7**
- High Point (N = 100): 208.6 – 213.6, **5.0**
- Lakewood (N = 66): 206.8 – 208.6, **1.8**
- Maximo (N = 45): 202.7 – 205.7, **3.0**
- Melrose (N = 38): 200.0 – 204.8, **4.8**
- Midtown (N = 24): 199.7 – 203.3, **3.6**
- Sandy Lane (N = 70): 200.6 – 203.9, **3.3**

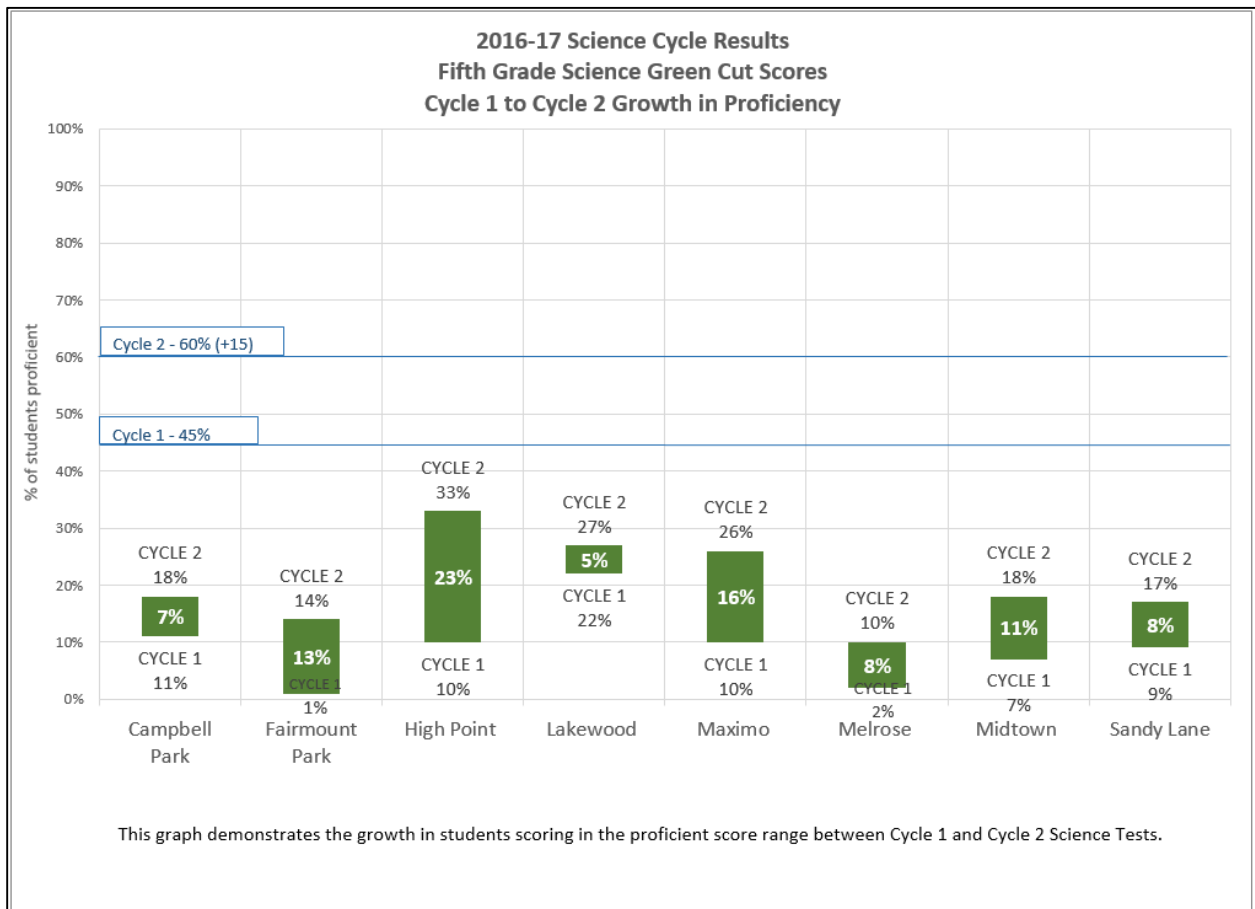|	Campbell Park (N=59)	Fairmount Park (N=69)	High Point (N=100)	Lakewood (N=66)	Maximo (N=41)	Melrose (N=38)	Midtown (N=24)	Sandy Lane (N=72)	Campbell Park (N=60)	Fairmount Park (N=68)	High Point (N=100)	Lakewood (N=66)	Maximo (N=45)	Melrose (N=38)	Midtown (N=24)	Sandy Lane (N=70)
Percent of students who met targeted growth	53%	55%	71%	42%	54%	58%	29%	54%	47%	49%	57%	41%	40%	58%	54%	47%
Fall Median Student National Percentile	31NP	21NP	36NP	34NP	26NP	13NP	26NP	29NP	31NP	22NP	41NP	36NP	20NP	19NP	20NP	24NP

PCS/AAR/NWEA MAP Data/01-10-17

Growth in 5th grade science proficiency from Cycle 1 to Cycle 2 is reported in the chart below. High Point (23%) and Maximo (16%) had the largest increases in student proficiency. Of the eight TZ schools, High Point had the greatest percentage of proficient students (33%), but all TZ schools remain below the district Cycle 2 percentage of student proficiency (60%).   More comprehensive data will be included in the end of year summative evaluation report. This will include results from FSA, SAT-10, and FCAT Science assessment.

Research Spotlight: Highlighting What's Working

- High Point Elementary has demonstrated the highest performance and the strongest growth across grades. Some of this early success can be attributed to strong systems and processes that are in place related to the professional learning communities at the school and aligned staff.
- Instructional and operational leadership is also evident at High Point as well as a strong connection of data to instructional decision-making.

2016-17 Science Cycle Results
Fifth Grade Science Green Cut Scores
Cycle 1 to Cycle 2 Growth in Proficiency

This graph demonstrates the growth in students scoring in the proficient score range between Cycle 1 and Cycle 2 Science Tests.

Teacher and Principal Perceptions of Teaching and Learning

The following information is based on staff survey results as well as individual principal interviews held at each school[3][4]. The responses suggest that teachers and principals perceive there are incremental improvements in student academic achievement for students. However, additional intensive supports are needed to accelerate growth and strengthen achievement.

Longer instructional day

Surveyed staff members were asked to indicate a level of agreement to the statement, "The extended school day is helping to support student achievement at my school site." The extended day model varies from an additional 30 minutes at High Point, Midtown and Sandy Lane to an additional 90 minutes at Campbell Park, Fairmount Park, Lakewood, Maximo, and Melrose. Combined results indicate 56% of survey participants agreed the extended day supported student achievement. Agreement rates ranged from 89% (High Point) in agreement to 38% (Campbell Park) agreement on whether the extended day supported student achievement. Variances in agreement may have been influenced by the two different models for extended day at the TZ schools. A detailed graph appears in Appendix A (Figure 1A).

Principals' responses varied when asked to rate the effectiveness of the extended day. Principals reported positively on the additional time for morning meetings and content blocks, but expressed concern about the longer hours for teachers and the need for intentional training for the extra hour. The principals also mentioned that staff and student fatigue may be a concern.

Evidence of utilization of paraprofessionals / model at the five original Transformation Zone schools

Utilization of paraprofessionals is intended to support the goal of improved academic and behavioral outcomes across the five targeted schools. There were various models at each school for utilization of paraprofessionals to support academics and behavior. Teachers from these five TZ schools were asked to indicate the extent of their agreement to a series of statements relating to paraprofessional support. Ninety-four percent (94%) of the teachers agreed that paraprofessional support positively impacted student achievement and 90% agreed that the support positively impacted student behavior in the classroom. These results compared favorably with results of staff surveys

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[3] Hour-long principal interviews were conducted with each of the eight principals. Additional details on this process are provide in the section entitled *Description of Methodology and Instrument Used*.
[4] Note: A faculty survey will be conducted in Spring 2017 as part of the end of year summative evaluation.

conducted in the previous two years of the Scale Up for Success initiative. Teachers at schools that had paraprofessionals as teaching partners agreed (87 % in Year 1 and 91% in Year 2) that paraprofessionals support student learning and agreed (87% in Year 2) that having a paraprofessional as a teaching partner positively impacted student behavior.

When asked about professional development provided to paraprofessionals, 77% of the teachers agreed that the paraprofessional trainings positively impacted instructional practice and 72% agreed the trainings positively impacted the teacher's ability to address student behavior.

Principals at the five schools were asked to rate paraprofessional support for student achievement. Principals noted that paraprofessionals allow for increased small group instruction and help to support classroom management for new teachers. Concerns included the training of the paraprofessionals to work effectively and high expectations that they attend work regularly.

Increased capacity of school-based staff to implement high quality instruction

When aggregated, staff survey results concerning supports from the TZ team revealed slightly more than half (54%) believed TZ instructional supports positively impacted the school. Responses differed related to academic and behavior supports. Specifically, 66% believe trainings conducted by the staff have positively impacted instructional practice, 63% believe the work of the TZ team has positively impacted student learning, while 46% believe supports positively impacted teachers' ability to address student behavior and 43% believe the support has had a positive impact on student behavior within the school.

Principals reported positively on the availability of personalized support for teachers from TZ staff and support and feedback TZ schools received. Several principals expressed concerns around district and TZ alignment, particularly in the areas of curricula from various academic areas, including reading, math, and science.

Increased use of data-based decision-making (DBDM) and monitoring of student progress

There has been an increased focus on the use of data-based decision-making and monitoring of student progress. Specifically, student progress was monitored more regularly this year through the use of bi-weekly mini-assessments and MAP cycle assessments. Surveyed staff members were asked to indicate a level of agreement to the statement, "The increased monitoring of student progress is helping to support student achievement at my school site." Combined results reveal 77% of survey participants believe increased monitoring supported student achievement. Agreement rates ranged from 87% (High

Point, Maximo) in agreement to 61% (Fairmount Park) that increased monitoring helps support student achievement. A detailed graph appears in Appendix A (Figure 2A).

Principals reported positively on the use of progress monitoring and data to inform lesson planning.   They indicated that bi-weekly assessments and MAP data are reviewed regularly and school staff are moving in the right direction with monitoring for learning.   The validity and reliability of the bi-weekly assessment data and the time to write the assessments were identified as concerns.

Summary for Teaching and Learning

Teaching and Learning Strategic Action Statement: All instructional staff will provide high quality instruction aligned to the complexity of the standards and consistently use data to inform instruction to meet the needs of all learners.

<u>**Outcome Indicators:**</u> (1) MAP fall/winter reading and math results, (2) Science common assessment results

- ✓ MAP results indicate that the interventions are showing promise in supporting increased academic achievement overall.
- ✓ High Point demonstrated highest performance and had the greatest growth across grades.
- ✓ Three (Fairmount Park, Melrose, and Sandy Lane) of the eight schools averaged more growth than the others.
- ✓ Though the additional supports appear to have some positive impact on the learning environment overall, stronger support may be needed to see more significant learning gains.

▪ **Process Evaluation:** Longer instructional day for the five Transformation Zone schools that receive more intensive supports

- ✓ Slightly more than half of the staff believe the longer instructional day supports student achievement.
- ✓ Principals indicate staff and student fatigue is a concern.
- ✓ Principal recommendations included shortening the extended day by 30 minutes.

▪ **Process Evaluation:** Evidence of utilization of paraprofessionals in the five Transformation Zone schools that receive more intensive supports

- ✓ Paraprofessionals appear to have a positive impact on student achievement and behavior in the classroom.
- ✓ Improvements to paraprofessional professional development is needed.
- ✓ Principals recommend gradually reducing paraprofessionals if retention and experience of teachers improves.

▪ **Process Evaluation:** Increased capacity of school-based staff to implement high quality instruction

- ✓ TZ coaches add an extra layer of support for professional development for teachers, but concerns around district and TZ alignment of the instructional model in TZ schools is creating a lack of clarity and mixed messages for administrators and teachers.
- ✓ Principals recommended that better alignment between district and TZ instructional models is needed.

Process Evaluation: Increased use of data-based decision-making (DBDM) and monitoring of student progress

- ✓ Principals reported positively on the use of progress monitoring and data to inform lesson planning.
- ✓ Recommendations from principals included examining other research-based formative assessment for progress monitoring to drive instruction.

Aligned Staff

To provide high quality instruction aligned to the complexity of the standards and meet the needs of all learners, academic coaching is provided to instructional staff at each school site. Coaching in reading, math, and science occurs and is delivered throughout the school year by embedded district coaches and TZ coaches. Additionally, monthly collaborative meetings are scheduled for PD and focus on specific content areas in specific grade levels.

Guiding Evaluation Focus Areas for Aligned Staff

- Increased recruitment of experienced and highly effective teachers

- Increased retention of highly effective instructional staff members

- Evidence of how financial incentives and other factors are helping to recruit and retain highly effective staff

Instruments and Evaluation Methods Used for the Mid-Year Formative Evaluation

- Staff survey results

- Principal interview data

- TZ collaborative meetings summary

- Supplemental coaching summary

Summary of Aligned Staff Data

This section provides a summary of how the TZ schools are progressing toward consistently reflecting and refining their craft to achieve continuous growth. The Transformation Team provides substantial opportunities for instructional staff to enhance their skills to support student learning and school

academic climate through intensive, targeted professional development and coaching. The TZ team ensures that instructional staff receive scaffolded, job-embedded coaching and actionable and specific feedback for continuous improvement of their instructional practices, and ensures that there are ongoing, enriching opportunities for staff to collaborate to support staff implementation of educational best practices and to build staff culture, including a process for conducting Professional Learning Communities.

To enhance a positive climate and morale, the TZ team, in collaboration with the district, developed a plan to provide incentives and recognize successes throughout multiple levels of the TZ. This includes the implementation of a competitive compensation package and strategic recruitment efforts to actively recruit and retain the most effective teachers. (Note: a more rigorous recruitment package is being implemented at the five TZ schools that receive more intensive supports, along with additional pay for the longer work/school day.)

The main outcome indicators used for the formative evaluation are summaries of the implementation of collaborative staff meetings, staff sentiment regarding incentives, and staff sentiment regarding other supports for maintaining a highly effective professional learning environment. Based on the data, it appears that the strategies employed are potentially making a difference in aligning the staff at the TZ schools as a whole.

Increased recruitment and retention of experienced and highly effective teachers

The TZ team is staffed with a full-time assistant director for Human Resources/Professional Development who is responsible for recruiting, interviewing, and hiring the best candidates for all positions to maximize student achievement. A recruitment/retention bonus ($5000) is offered to the teachers at select targeted schools. At the time of this report, there were no vacancies at five of the eight schools. Maximo had three vacancies, Lakewood had one 4th grade vacancy, and Midtown did not have an embedded ELA/Reading coach. Teacher turnover varied at the eight schools. Five of the eight schools have had fewer than five teachers leave the schools sites, with the exception of Maximo (n = 6), Fairmount Park (n = 7) and Melrose (n = 8). Turnover was defined as any instructional personnel who has left the school, even if they were placed somewhere else in the district. Recruiting a diverse staff has also been a major focus for the district.   TZ school staffs continue to lack staff diversity representative of the student population. Overall, the majority of the TZ staff are white (75%). Specifically, half of the schools (Campbell Park, Fairmount Park, High Point and Sandy Lane) have 80% or more white staff members. Maximo (43%) and Midtown (40%) have higher percentages of instructional staff who are black.

Staff members participated in the Transformation Zone Staff Survey. Surveyed staff members were asked to indicate a level of agreement to the statement, "The financial incentives and bonuses teachers receive motivated me to work here." Combined results indicate 55% of survey participants agreed the financial incentives motivated them to work at their schools and 51% agreed the financial incentives may motivate them to stay at their schools. Agreement rates ranged from 82% (High Point) in agreement to 41% (Melrose) regarding motivation by incentive pay. The chart in Appendix B (Figure 1B) displays staff results to the incentive questions. Principal survey data revealed that support from coaches was of value to teachers as an incentive for recruitment and retention. Principals did not view the current financial incentives adequate enough to retain teachers.

Evidence of how other factors are helping to recruit and retain highly effective staff

The TZ Team provides increased tiered coaching support to the eight schools, depending on their needs. This supplemental professional development support is provided at monthly Collaborative Meetings and through weekly site-based coaching at school sites. Collaborative Meetings are conducted by the TZ Team instructional coaches monthly. Topics for monthly professional development are determined by the TZ Team based on needs identified during school walk-throughs. Additionally, instructional focus calendars (IFCs) are reviewed to focus timely coaching support for critical curriculum content.

There were three collaborative meetings held in the first semester. Participants included teachers from all grade levels and content areas, including Art, Music and PE instructional personnel. Monthly attendance ranged from 243 (65%) to 312 (84%) staff members. The table found in Appendix B (Figure 2B) summarizes teacher attendance combined from all the TZ schools by month and subject area.

Supplemental coaching is scheduled for the Transformation Zone schools on a weekly basis. Coaching is provided by a TZ coaching team: Math Coach K-2, Reading Coach K-2, Science Coach K-5, Math Coach 3-5, and Reading Coach 3-5. The TZ coaches support an additional layer of professional development for site-based embedded coaches and teachers at each of the TZ schools. Coaching support is framed around the needs identified during school walk-throughs and specific requests made by school principals and embedded school coaches.

The amount of time TZ coaches spend at each of the schools is tiered based on the differentiated needs of the school. The detailed charts in Appendix B (Figure 3B) and Appendix B (Figure 4B) indicate the number of school coaching sessions and focus of coaching support at each of the TZ

schools, as of mid-January. The TZ team tended to spend most of its time at Campbell Park (16%) and Lakewood (16%) and spent the least amount of time at High Point (4%). This is based on a combination of identified school needs and the school leader's preference. The areas of focus tended to vary. The top three areas of focus included support related to explicit instruction (13%), planning (12%) and checks for understanding (12%).

Staff were surveyed about their beliefs relating to academic and behavior coaching sessions; whether they believed these sessions enhanced their instructional practice and student learning. A moderately high percentage of staff (76%) indicated they believe reading coaching enhanced their practice and student learning, 82% believed math coaching enhanced instruction, and 74% indicated science coaching sessions enhanced instruction and student learning. Fewer staff (57%) agreed that behavioral coaching enhanced their ability to increase student achievement. A graph of these survey results is included in Appendix B (Figures 6B and 7B, respectively).

In addition, staff were also asked about their beliefs relating to the TZ support of their academic learning and student behavior. Overall, the staff indicated that the TZ training positively impacted their instructional practice (68%) and the TZ training had an overall positive impact on student learning (64%). A smaller percentage of the staff agreed that the TZ training positively impacted their ability to address behavior (47%) and that the TZ trainings had an overall positive impact on student behavior at the school site (43%). Detailed graphs of these results are included in Appendix B (Figures 5B and 8B, respectively). Currently, the TZ team's primary role is academic and instructional coaching.

Summary for Aligned Staff

Aligned Staff Strategic Action Statement: All staff will maintain a highly effective professional learning environment that fosters collaboration and celebrates success. Teachers consistently reflect and refine their craft to achieve continuous growth.

Outcome Indicators: Frequency and content of Collaborative Meetings and Supplemental Coaching

- ✓ High attendance at collaborative meetings was evident across each month.
- ✓ The five schools with the most intensive supports had the most coaching sessions at their respective schools.
- ✓ High numbers of sessions centered on explicit teaching and planning.
- ✓ On average, 55% of teachers surveyed agreed the financial incentives motivated them to work at their schools and 51% agreed that financial incentives may motivate them to stay at their schools. Principals were concerned that current financial incentives were not adequate to retain teachers.

> **Process Evaluation:** Increased recruitment and retention of experienced and highly effective teachers
>
> ✓ An overarching theme for this pillar was a renewed focus on recruitment and retention of teachers. Recommendations from the principals included recruitment of teachers with a culturally proficient perspective, sending administrators with a passion for the settings to recruit teachers, a more significant retention bonus, and regular acknowledgement of the work of administrators and staff at TZ schools.

> **Process Evaluation:** Evidence of how other factors are helping to recruit and retain highly effective staff
>
> ✓ A moderately high percentage of teachers believe academic training enhances instructional practice and student learning.

Culture and Climate

Focus Areas of Culture and Climate

- Reduction in the number of discipline infractions and the disparity in discipline infractions between Transformation Zone schools and the district

- Reduction in the percentage of students missing 10% or more days of school

- Increase in the amount of high quality family engagement activities linked to learning

Instruments and Evaluation Methods Used for Mid-Year Formative Evaluation

- Number of disciplinary referrals/repeated misbehaviors

- Number of Out of School Suspensions (OSS)

- Evidence of Positive Behavior Intervention Support (PBIS) through walkthroughs

- Principal interview data

- Staff and parent survey results
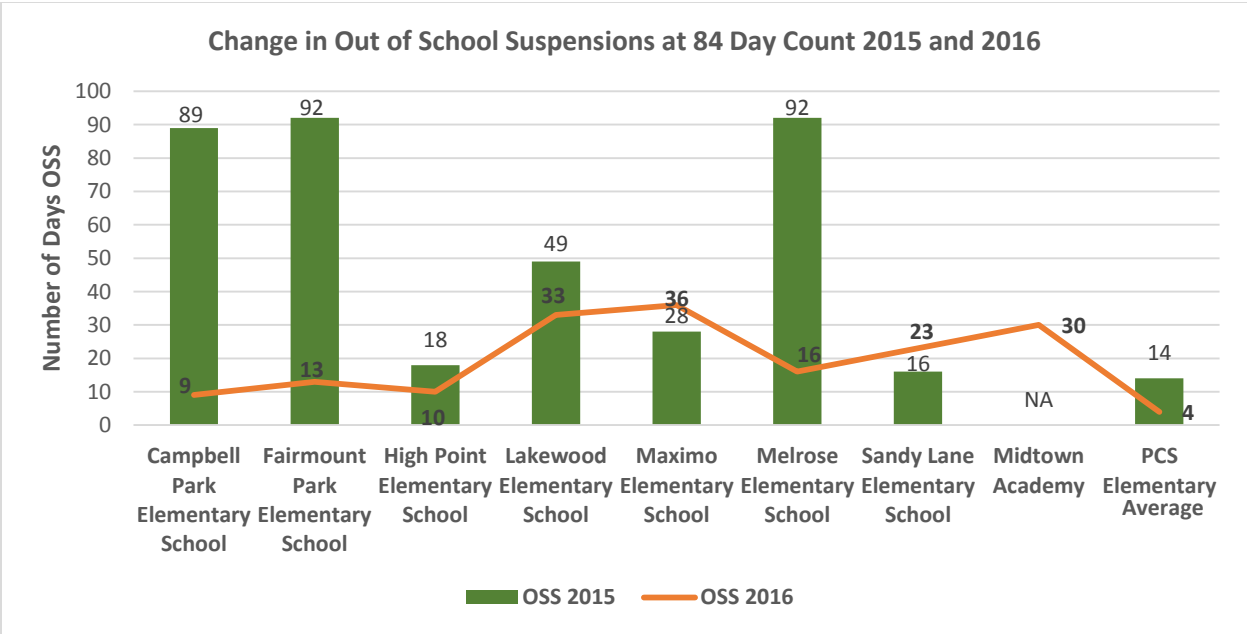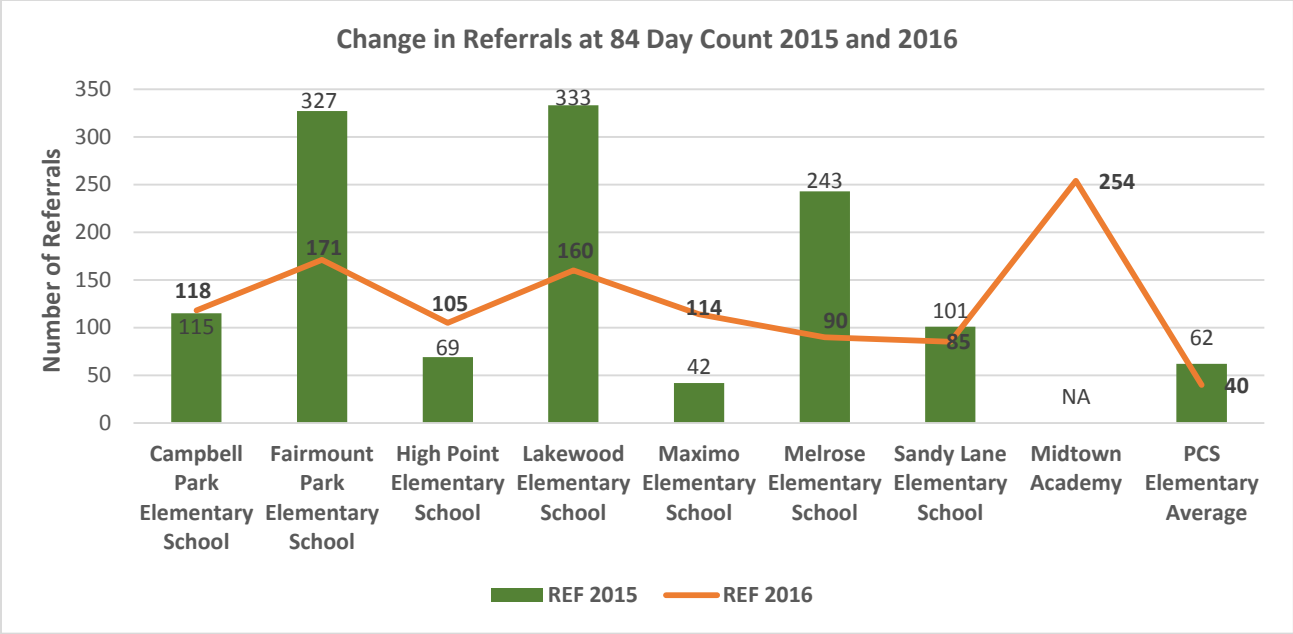
Summary of School Climate and Culture Data

Reduction in the number of discipline infractions and the disparity in discipline infractions between Transformation Zone schools and the district
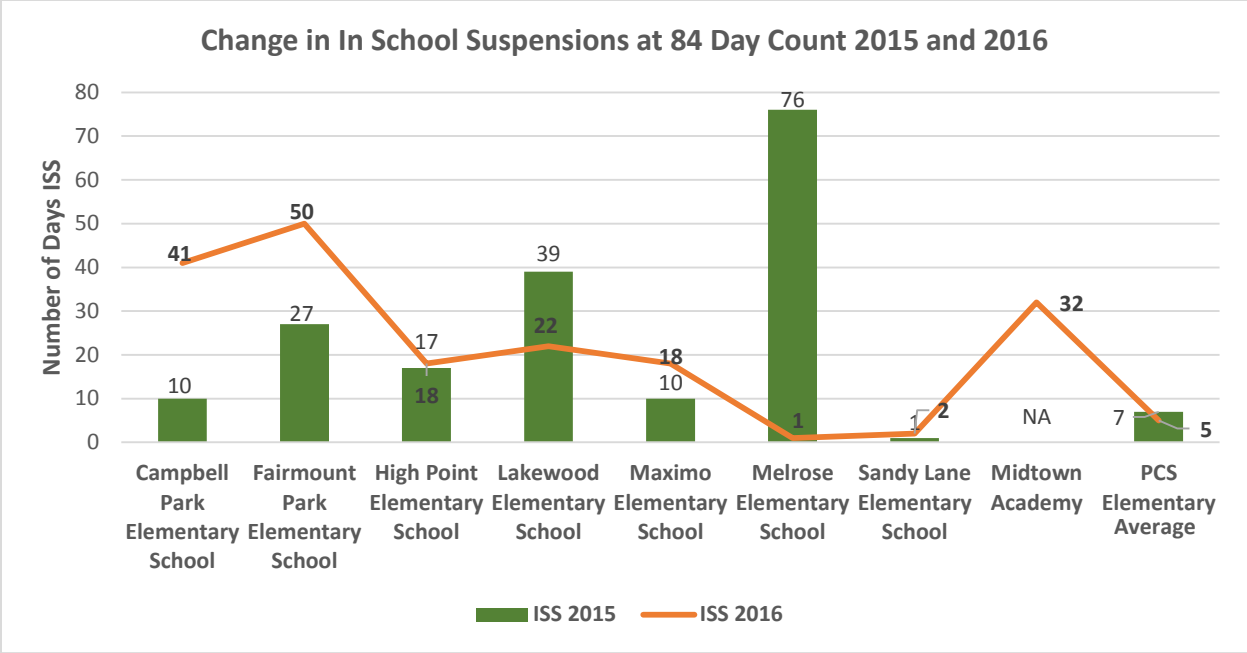
The number of referrals were reduced (approximately 12%) when looking at the same time point this year compared to last year (end of December), with 1,292 referrals in 2015 and 1137 referrals in 2016. Out of school suspensions have also gone down from 398 at this same time point during the 2015-2016 school year to 174 in the current 2016-2017 school year (a 64% reduction). This mirrors a

similar reduction from the previous year and supports a promising trend in improved school culture as evidenced by a reduction of referrals and suspensions. One factor contributing to the reduction is a stronger foundation in developing a schoolwide behavior system at each of the school sites. It should also be noted that several policy and practice changes related to out of school suspensions have been instituted. These changes may also play a pivotal role in the reduction in suspensions at the school sites.

Instructional staff have received additional trainings and strategies to appropriately address student behaviors prior to the point of a student receiving a referral. This support and implementation has varied by school and is dependent in part on school leadership. During the principal interviews, the district's and the TZ team's support to achieve goals around school culture and climate were classified into two categories. Principal responses focused on the ability to access support related to student behavior and the quality of support received. Qualitative data analysis revealed positive feelings around the availability of support accessed through various district offices. The support received from the TZ team was rated as minimal, though this was expected given that the current model does not have a behavior support member as part of the TZ team.

The main behavior indicators used for the formative evaluation are the number of referrals, out of school suspensions, and in school suspension comparisons for all TZ schools as they relate to last years' numbers and district. Based on the data, it appears that the strategies employed are potentially making a difference in the reduction of discipline referrals and out of school suspensions at the TZ schools as a whole.

Change in Referrals at 84 Day Count 2015 and 2016

School	REF 2015	REF 2016
Campbell Park Elementary School	115	118
Fairmount Park Elementary School	327	171
High Point Elementary School	69	105
Lakewood Elementary School	333	160
Maximo Elementary School	42	114
Melrose Elementary School	243	90
Sandy Lane Elementary School	101	85
Midtown Academy	NA	254
PCS Elementary Average	62	40

Y-axis: Number of Referrals

Change in Out of School Suspensions at 84 Day Count 2015 and 2016

School	OSS 2015	OSS 2016
Campbell Park Elementary School	89	9
Fairmount Park Elementary School	92	13
High Point Elementary School	18	10
Lakewood Elementary School	49	33
Maximo Elementary School	28	36
Melrose Elementary School	92	16
Sandy Lane Elementary School	16	23
Midtown Academy	NA	30
PCS Elementary Average	14	4

Y-axis: Number of Days OSS

Change in In School Suspensions at 84 Day Count 2015 and 2016

Implementation of schoolwide Positive Behavior Intervention System (PBIS)

The purpose of implementing an effective Positive Behavior Intervention Support (PBIS) program is to provide a learning environment that is safe and fosters positive relationships between students, teachers, and families which are central to school turnaround. Reducing the number of office referrals, in school suspensions (ISS), and out of school suspensions (OSS) to close the gap between TZ schools and the district average is another key goal of school turnaround.

The district supports effective training in the implementation of Positive Behavioral Interventions and Supports (PBIS) which provide the foundation for a more positive school and classroom culture. The TZ team helps in establishing schoolwide behavior systems and protocols, arrival and dismissal procedures, and incentive programs. In addition, the team conducts training and support for Culturally Responsive Pedagogy (i.e., teaching practices) to enhance the learning environment for students and maximize student learning.

Surveyed staff members were asked to indicate a level of agreement to the statement, "Positive Behavioral Interventions and Supports (PBIS) are used widely throughout the school." Combined results indicate 76% of survey participants indicated PBIS was used widely throughout their school. Staff from Maximo, Melrose, and Sandy Lane yielded the highest percentages (88%) of staff reporting widespread use of PBIS. Staff results are displayed in Appendix C (Figure 1C).

School based Multi-Tiered Systems of Support (MTSS) Coaches conduct walkthroughs, as needed, at their site to document fidelity of implementation of the critical elements of a schoolwide PBIS program using a PBIS walkthrough tool. Establishing these elements is crucial to successful implementation of a schoolwide program.
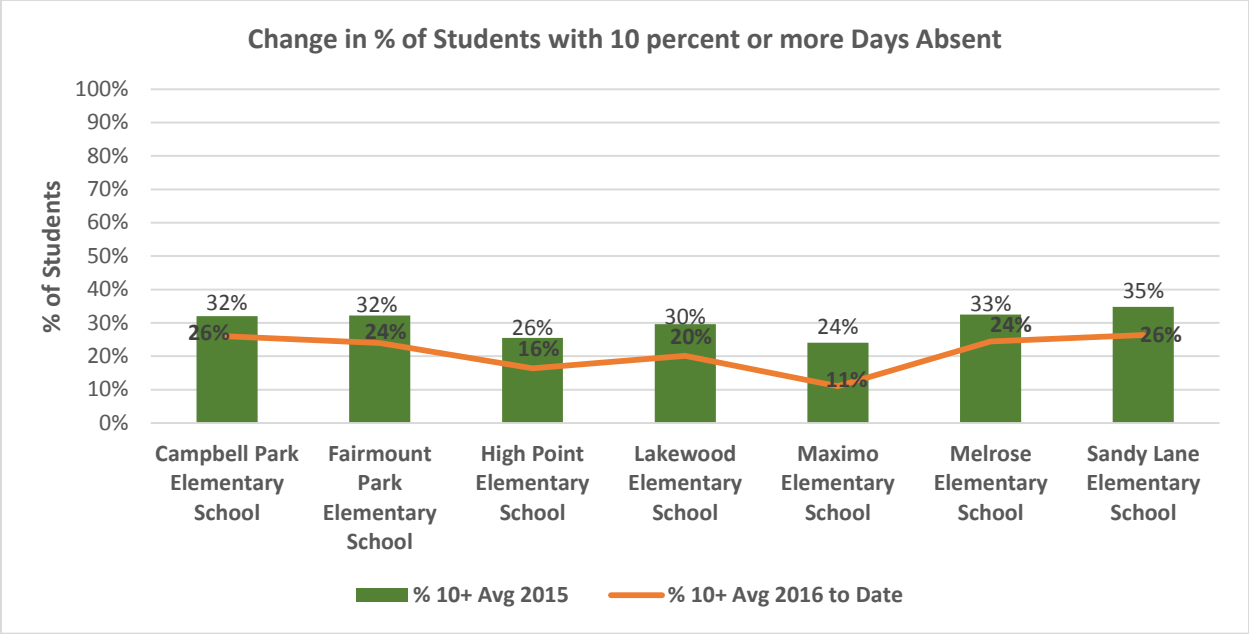
Schools self-assess bi-annually using the PBIS Implementation Checklist (PIC) and annually, with the Benchmarks of Quality (BoQ). Results of the PIC corroborate staff survey results. Based on PIC data, Melrose has established 99% of the critical elements of a successful PBIS program and Maximo has established 72%. A table displaying critical elements PIC data by school appears in Appendix C (Figure 2C).

Research Spotlight: Highlighting What's Working

- Melrose Elementary has demonstrated dramatic reductions in referrals and suspensions. Staff survey data and self-reported data (using the PIC instrument) shows a vastly improved culture at Melrose.
- Some of this improvement can be attributed to strong community and family engagement activities.
- Maximo Elementary has also seen dramatic reductions in disciplinary infractions and improved academic results this year and over the past two years.
- The positive change in culture and climate can be attributed to the school's leadership and the consistent use of PBIS strategies.

Reduction in the percentage of students missing 10 Percent or more days of school

Student absences is another indicator that is important to examine when considering how to enhance climate and culture of a school. All TZ schools show a reduction in the percentage of students with 10% or more days absent compared to last year. Maximo stands out as having the lowest percentage of students (11%) who have been absent 10% or more days of school. Examining best practices and strategic ways to address absenteeism are currently being explored district-wide by a cross-departmental committee.

Change in % of Students with 10 percent or more Days Absent

% of Students

School	% 10+ Avg 2015	% 10+ Avg 2016 to Date
Campbell Park Elementary School	32%	26%
Fairmount Park Elementary School	32%	24%
High Point Elementary School	26%	16%
Lakewood Elementary School	30%	20%
Maximo Elementary School	24%	11%
Melrose Elementary School	33%	24%
Sandy Lane Elementary School	35%	26%

Legend: █ % 10+ Avg 2015 ── % 10+ Avg 2016 to Date

Increase in the amount of high quality family engagement activities linked to learning

The ultimate goal within the family engagement component was to intentionally link family engagement activities to learning and school improvement by developing learning support systems, systems alignment, family and community engagement opportunities and trainings/workshops. The family engagement focus for the TZ schools was to utilize Dr. Karen Mapp's Dual-Capacity Framework to cultivate and sustain effective family-school partnerships that support student and school improvement. The district's Title I and Strategic Partnership departments worked with schools to increase the amount and quality of family engagement activities to support a more positive schoolwide and classroom culture. Schools participated in Parent Academy sessions and Dual Capacity Workshops based on the work of Dr. Karen Mapp, Harvard University. This year, TZ schools identified teams to participate in Dual Capacity Workshop training to increase efforts to link family engagement events to learning. Research indicates that linking family engagement to learning fosters a more positive school-wide and classroom culture.

Each TZ school hosted family engagement events beginning at the start of the school year. A variety of events linked to learning, including workshops on reading, math, science, and writing have been offered at each school site. Principals reported positively on the family engagement trainings. School staff and parents were surveyed at each site and asked to select "Yes" or "No" to statements

concerning school based family engagement activities linked to student learning. Aggregated results indicated that 84% of staff and 88% of parents believe the family engagement events are linked to learning and overall beneficial to student achievement. Detailed graphs by school can be found in the Appendix C (Figure 3C). Additionally, 184 parents completed a pilot Family Engagement Linked to Learning survey after each event. Initial data indicated a positive perception (97%) that the family engagement events are providing tools, strategies and information to help parents support their child's learning needs at home. Parents agreed (76%) that opportunities to share with teachers what they know about their children were available at these events.

Summary for Climate and Culture

Strategic Action Statement: Implement an effective PBIS program to provide a learning environment that is safe and fosters positive relationships between students, teachers, and families.

Outcome Indicator: Referrals, Suspensions, and Attendance

- ✓ Overall, behavior indicators suggest that the TZ initiative is helping to enhance student behavior and school climate at the majority of the schools when comparing referral and suspension data from the previous year.
- ✓ The number of in school suspensions, out of school suspensions, and discipline referrals have decreased considerably from last year for almost all of the TZ schools.
- ✓ Melrose shows a marked reduction in discipline offenses from last year.
- ✓ Campbell Park and Fairmount Park show substantial decreases in out of school suspensions from last year.
- ✓ Fairmount Park and Lakewood show large reductions in the number of discipline referrals when compared to last year.
- ✓ Compared to the attendance last year, there is a reduction in the percentage of students who have been absent 10% or more days this year at all schools.

- ▪ **Process Evaluation:** Evidence of additional training and schoolwide supports of PBIS practices, including lessons in the classroom, an implementation process, and ongoing monitoring process

- ✓ There is evidence that schoolwide behavior plans and reward systems are in place at most school sites.
- ✓ According to PIC data, Melrose is at 99% implementation of a schoolwide PBIS program.
- ✓ Fairmount Park, High Point, and Maximo also exhibit high levels of implementation (87%, 78%, and 80% respectively) of a schoolwide PBIS program.
- ✓ Principals recommend making PBIS more of a priority in the district.
- ✓ An overarching theme from principal interviews is to increase opportunities for more collaboration and support from TZ in the work around culture and climate.

> - **Process Evaluation:** Evidence of implementation of family engagement activities linked to learning and attendance at these events
>
> ✓ Principals reported positively on the Dr. Karen Mapp family engagement trainings.
> ✓ Recommendations from principals included the need for more professional development, such as having principals attend the Harvard Institute related to turnaround culture and climate.
> ✓ According to staff and parent survey results, 84% of staff and 88% of parents believe family engagement events to be beneficial to student achievement.

Leadership

Focus Areas of Leadership

- Evidence of how ongoing coaching monthly PLCs support school leaders.

- Evidence of how principal norms have been established around evidence of instructional best practices.

- Evidence of principals developing their Roadmap to Success and ongoing monitoring.

Instruments and Evaluation Methods Used for Mid-Year Formative Evaluation

- Principal interview data

- Staff survey results

Leadership Overview

All school leaders consistently engage in problem-solving using a continuous improvement model to increase academic achievement of all learners. Increased capacity of school leaders will drive dramatic academic gains at all schools and improve overall academic performance. The TZ team provides ongoing coaching and support to school leaders. In addition, monthly PLCs are conducted for all TZ principals.

Mid-Year Formative Evaluation Methods Used to Address Leadership

The evaluation questions for leadership were primarily addressed through the principal interviews for the current mid-year formative evaluation report. One-on-one principal interviews were conducted with each TZ school principal by the lead evaluator and the executive manager of evaluation for PCS[5]. Themes from these interviews were combined and are presented below. The summative

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[5] For more detailed information on the interview methodology, please refer to the Methodology section of this report.

Transformation Zone evaluation will be more comprehensive, and will examine additional measures and indicators, including AdvancED Survey indicators from the 2015-2016 school year compared to the 2016-2017 school year.

Principal Perceptions of How Transformation Zone Supports Help to Enhance the School Leadership

The principals were all interviewed by the evaluation team. Each principal was asked about their perception related to the district and TZ supports. Specifically, the responses related to district and TZ leadership supports for principals and leadership teams to achieve goals were classified into two categories. Principal responses focused on the quality of activities provided and the alignment between district and TZ support at the school level. Qualitative analysis revealed that principals felt positively about leadership meetings with other TZ principals, but had mixed opinions on the value of the CompStat (data) meetings, though the newness of these processes might be contributing to a lack of understanding of their import. Principals described the need for additional side-by-side support from TZ, especially for novice staff members.

Another overarching theme for this pillar centered on a need to bring alignment between district and TZ team support.   Principals expressed a lack of clarity between district leadership and TZ leadership that sometimes led to confusion around vision and direction. Recommendations from the principals included increasing the amount of side-by-side support to build leadership and teacher capacity and increasing alignment between district and TZ team support to strengthen organizational flow within and around the Transformation Zone.

School staff were surveyed at each site and asked to indicate "Yes" or "No" in agreement to the following statements in comparison to the previous school year. Survey respondents selected "Not Applicable" if this was their first year at their school. It should be noted that approximately 50% of respondents selected "Not Applicable" to these questions. The table below provides the percentage of teacher agreement at each school for respondents who answered "Yes" or "No" to these questions. Across all of the areas, there appears to be an increased level of improvement, indicating that the staff perceptions across the schools is moving in a positive direction.

In comparison to last year (2015-2016), the following areas have improved:	% Agreement by School							
	Campbell Park	Fairmount Park	High Point	Lakewood	Maximo	Melrose	Midtown Academy	Sandy Lane
Quality of family engagement activities linked to learning	78%	50%	88%	76%	58%	100%	67%	63%
Overall school climate (student safety, students' relationship with each other and adults in the school)	42%	48%	93%	28%	75%	90%	77%	44%
Student behavior in my classroom	48%	42%	64%	33%	60%	89%	83%	50%
Student learning (academic achievement) across the school	77%	56%	98%	42%	72%	100%	67%	61%
Student learning (academic achievement) in my classroom	76%	67%	96%	73%	87%	100%	92%	69%
Administrative support to better meet the needs of the school staff and students	69%	69%	96%	47%	78%	90%	83%	55%
Overall Improvement across all areas	65%	56%	89%	50%	72%	95%	79%	57%

Systems and Processes Related to School leadership

The TZ team conducted the first round of walkthroughs in October to examine growth stages for TZ schools. A growth stages rubric was used to assess how district and the TZ team support school turnaround.   Points of strength and opportunities for growth and refinement were identified. Initial observations indicated leaders at TZ schools would benefit from additional training and alignment from district departments, such as Teaching and Learning and Professional Development. Additionally, school leaders continue to need district support in MTSS and PBIS implementation. A more complete analysis of walkthrough data will be presented in the end of year summative evaluation.

The district invested in professional development opportunities for school-based TZ teams along with district leadership to visit the city of Memphis and observe that district's Innovation Zone (iZone). The iZone is one of the nation's leading examples of successful school turnaround. PCS staff were able to examine firsthand schools with high minority/low performing populations that have successfully

transformed their sites.   The goal of the visit was for staff to examine successful strategies for turnaround and consider local improvement for PCS's neediest schools. Overall, the teams reported that they found the trip to be transformational, as the visits shifted their own reflections of their teaching practices and the school turnaround process. Specifically, members of the team noted that their own perspectives of the key tenets to successful school turnaround related to a common vision, key leadership and staff personnel, intentional lesson plans, culturally responsive environment, systems and processes, and a culture of excellence for all students. Some next steps include developing local plans to incorporate some of these practices at their respective school sites and building a cadre of teacher leaders who know and understand the challenges of teaching in a turnaround setting.

Summary for Leadership

Strategic action statement: All school leaders will consistently engage in problem-solving using a continuous improvement model to increase academic achievement of all learners.

Process Evaluation: District and TZ Supports

- ✓ The TZ team has provided foundational supports to school leaders to help them have a shared vision for instructional leadership.
- ✓ The principals felt positively about leadership meetings with other TZ principals, but had mixed opinions on the value of the CompStat (data) meetings (a new concept for this school year).
- ✓ Principals noted challenges due to a lack of alignment and direction from the district and TZ.
- ✓ Walkthrough data indicated that principals would benefit from additional training and alignment from district departments.
- ✓ Some suggestions from principals for enhancing the initiative included increasing the amount of side-by-side support to build leadership capacity and greater district and TZ alignment.
- ✓ The Memphis school visits reinforced for school-based teams the evidence-based strategies related to school transformation.

Research Spotlight: Highlighting What's Working

There is evidence to indicate that the TZ team has provided foundational supports to school leaders to help them develop a shared vision for instructional leadership in turnaround settings.

This was enhanced with a recent trip to Memphis, TN, to visit successful turnaround schools.

Principals and staff shared having a greater understanding of:

- Schoolwide Staff buy-in to the "Culture of Excellence" / High Expectations
- Greater Accountability
- Culturally Responsive Teaching and Environment
- Collaborative Effort and Planning
- Pedagogical / Teaching Knowledge
- Strong Systems and Processes

Priority Conclusions and Recommendations

Commendations / Conclusions:

<u>Teaching and Learning</u>

- ✓ An analysis of fall to winter assessments (MAP) in reading and math indicate academic growth across all grade levels. High Point demonstrated the highest performance and strongest growth. Melrose also showed higher levels of growth in reading and math. This compares favorably with positive academic indicators from last year's FSA scores and strong student learning gains in most schools.
- ✓ All of the schools showed growth in the percentage of 5th grade students scoring proficient on the district's science cycle assessment. This is encouraging in light of some of the lower than expected science scores on the previous year's state assessment.
- ✓ Paraprofessionals continue to be recognized as key assets to support student achievement and behavior in the classroom according to an analysis of survey data.
- ✓ An increased focus on data monitoring to support student achievement is evident and additional real-time data is now available from new assessments being administered in the schools.

Aligned Staff

- ✓ Stronger recruitment and retention efforts around minority hiring and additional resources have been provided by the district in support of hiring and improved staff stability in the schools.
- ✓ The financial incentives were a motivating factor for more than half of the teachers at the schools, and a similar number of teachers stated that it may motivate them to stay.
- ✓ Strong attendance at the Transformation Zone collaborative meetings / trainings was evident and a majority of teachers believe the academic training they received enhanced their instructional practice and improved student learning.
- ✓ Instructional coaching and improved leadership in the schools appears to be resulting in improved instruction and more students on task as evidenced by classroom observations.

Culture and Climate

- ✓ There is strong evidence to show that the culture and climate has improved in the schools as evidenced by a dramatic decrease in referrals and suspensions as compared to last year and previous years.
- ✓ Attendance in the schools has also improved as all schools have seen a reduction in the percentage of students with 10% or more days absent compared to last year. Maximo had the fewest percentage of students with 10% or more days absent and continues to be an example of a school with very promising academic and climate trends.
- ✓ PBIS implementation at the schools continues to show improvement, though some schools are advancing quicker than others. According to the PBIS Implementation Checklist data, Melrose was by far the highest at 99% implementation of a schoolwide PBIS program. Fairmount Park, High Point, and Maximo also exhibited high levels of implementation (87%, 78%, and 80%, respectively) of a schoolwide PBIS program.
- ✓ The number of family engagement activities linked to student learning have increased and all schools participated in the Family Engagement workshop series modeled after the work of Dr. Karen Mapp, Harvard University. Survey data indicated that parents and staff believe that these events have been beneficial to student achievement.

<u>Leadership/Systems and Operations</u>

- ✓ The establishment of dedicated and systematic resources under the heading of a "Transformation Zone" is having positive results based on academic growth data and improved culture and climate.
- ✓ The Transformation Zone Team is providing foundational supports for school leaders to create a shared vision for instructional leadership in turnaround schools and that has provided evidence of improved leadership in the schools.
- ✓ The monthly leadership meetings and related data meetings have been viewed as a useful resource as described by the principals via their interview data.
- ✓ The opportunity for school leaders and teachers to travel to Memphis to observe successful turnaround school models provided additional support for building a shared vision of turnaround instructional leadership and high expectations.

Recommendations for Growth:

<u>Teaching and Learning</u>

- ✓ Increase communication and cross-training among the Area Superintendents, Teaching and Learning, Transformation Zone leadership, and content specialists regarding the emerging vision for the Transformation Zone and the systems needed to support efficient operations.
- ✓ Infuse culturally relevant instructional practices into each classroom and ensure all teachers are trained across the Transformation Zone schools.
- ✓ Ensure that a common, research-based instructional model is implemented with fidelity in keeping with the Transformation Zone's vision for aligned practices across the schools. Ensure lesson planning includes evidence of the gradual release model, including explicit instruction and checks for understanding.
- ✓ Increase the opportunities for teachers to share best practices in professional learning communities (PLCs) in order to build a grass-roots, professional community who understands what is required to teach in turnaround settings.

✓ Ensure that extended learning opportunities and Saturday academies are focused on the most pressing student growth areas (such as science for 5th grade students) as the data from student growth measures should drive ELP opportunities.

✓ Develop a district expectation for best practices for paraprofessionals created from the recent findings of the current model in the Transformation Zone schools. Develop monitoring and accountability systems to ensure fidelity to that model.

Aligned Staff

✓ Although recruitment efforts have been expanded, there is a need to implement more intensive strategies to go beyond our local borders and pursue non-traditional candidates to ensure the hiring of diverse, highly qualified teachers.

✓ Partner with external organizations as needed and target recruitment efforts in high-minority cities such as Chicago and Philadelphia as a way of finding highly qualified minority candidates who understand the challenges of school turnaround.

✓ Improve alignment and training of the embedded instructional coaches with the Transformation Zone coaches around expectations that are specific to supporting teachers in a turnaround setting. Establish a coaching academy specific to supporting teachers in turnaround schools as a way of providing professional development and a way of work for coaches and staff related to school turnaround.

Culture and Climate

✓ Provide continued professional development related to Positive Behavioral Intervention Supports (PBIS) and restorative practices, including cultural responsiveness, high expectations and consistent staff and student celebrations.

✓ Ensure full implementation of Positive Behavioral Intervention Supports (PBIS), including restorative practices. Intervention should be tiered based on the needs of the school.

✓ Provide a common framework and feedback expectation for informing teachers as to the culture and climate in their classrooms specific to turnaround competencies and culturally relevant practices.

✓ Establish regular systems for the side-by-side coaching of teachers around positive behavior methods, including respectful discipline and creating a positive climate for learning.

- ✓ Monitor and prioritize implementation fidelity of the morning meetings to build community as this is a critical step to ensure that all students are ready to learn.
- ✓ Foster more opportunities for principals to share best practices related to culture and climate, including successes around morning meetings, door contests, and a variety of extracurricular activities.
- ✓ Assign a staff member the role of district PBIS Facilitator to oversee the system of district-wide support at the administrative level. This support should include communication, professional development, implementation, monitoring and feedback.
- ✓ Increase accountability for family engagement activities that are linked to learning through cross-departmental partnerships, including Area Superintendents, Teaching and Learning, Strategic Partnerships, Title I and TZ Leadership.

Leadership/Systems and Processes

- ✓ Develop specific roles and responsibilities for district personnel on when and how to support the new Transformation Zone and its emerging vision for school turnaround. For example, outline when a department should push in and help the schools and when the help is not required because it overlaps with Transformation Zone roles and responsibilities.
- ✓ Partner with national leadership training academies for turnaround leaders (such as Harvard Institute for Turnaround, UVA Turnaround Program) to focus current and future leaders on transformational change and to create a deeper leadership bench.
- ✓ Expand opportunities for district and school leadership visits to successful turnaround institutions in the state and country.
- ✓ Ensure that a great degree of uniformity is present in all Transformation Zone schools connected to the key tenets of school turnaround that are outlined in evidence-based research. The tenets should then inform the structure with consistent policies and procedures that will build capacity for the transformational process moving forward.
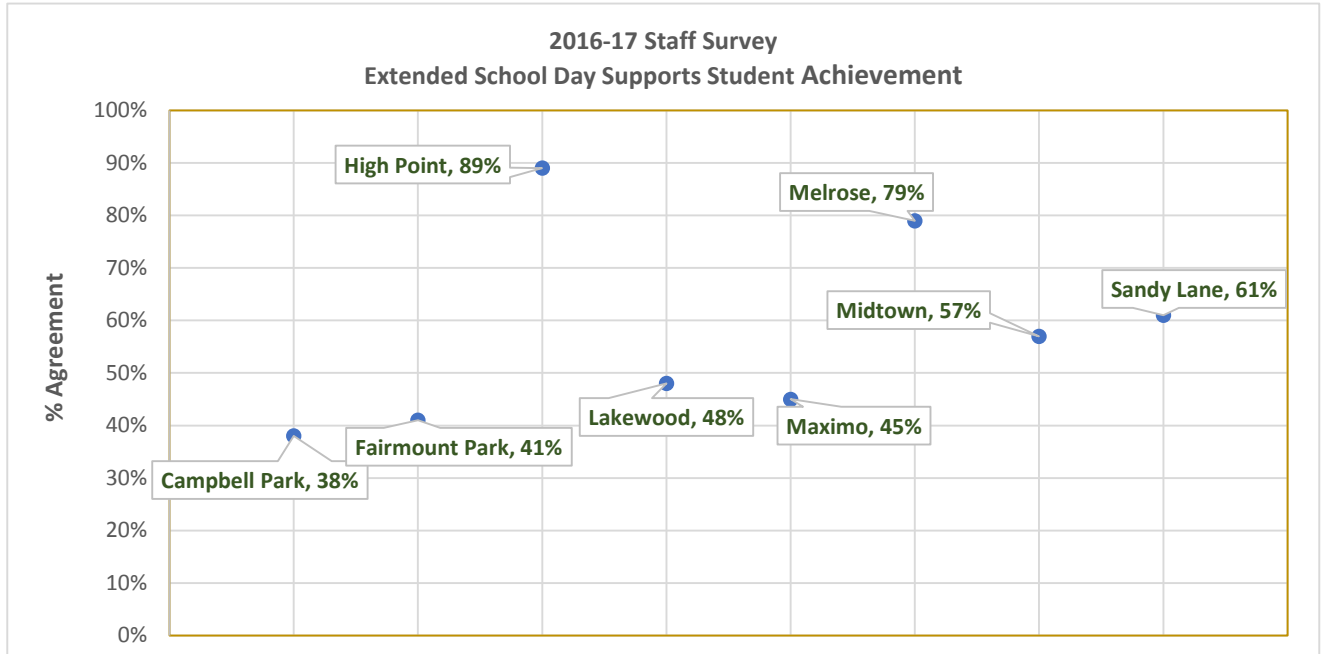
Appendix A: Teaching and Learning

2016-17 Staff Survey
Extended School Day Supports Student Achievement

- High Point, 89%
- Melrose, 79%
- Sandy Lane, 61%
- Midtown, 57%
- Lakewood, 48%
- Maximo, 45%
- Fairmount Park, 41%
- Campbell Park, 38%

Figure 1A. Staff were asked to respond to the following item: "The extended school day is helping to support student achievement at my school site."

2016-17 Staff Survey
Increased Progress Monitoring Supports Student Achievement

- Maximo, 87%
- High Point, 87%
- Campbell Park, 82%
- Melrose, 82%
- Sandy Lane, 78%
- Average Agreement, 77%
- Lakewood, 68%
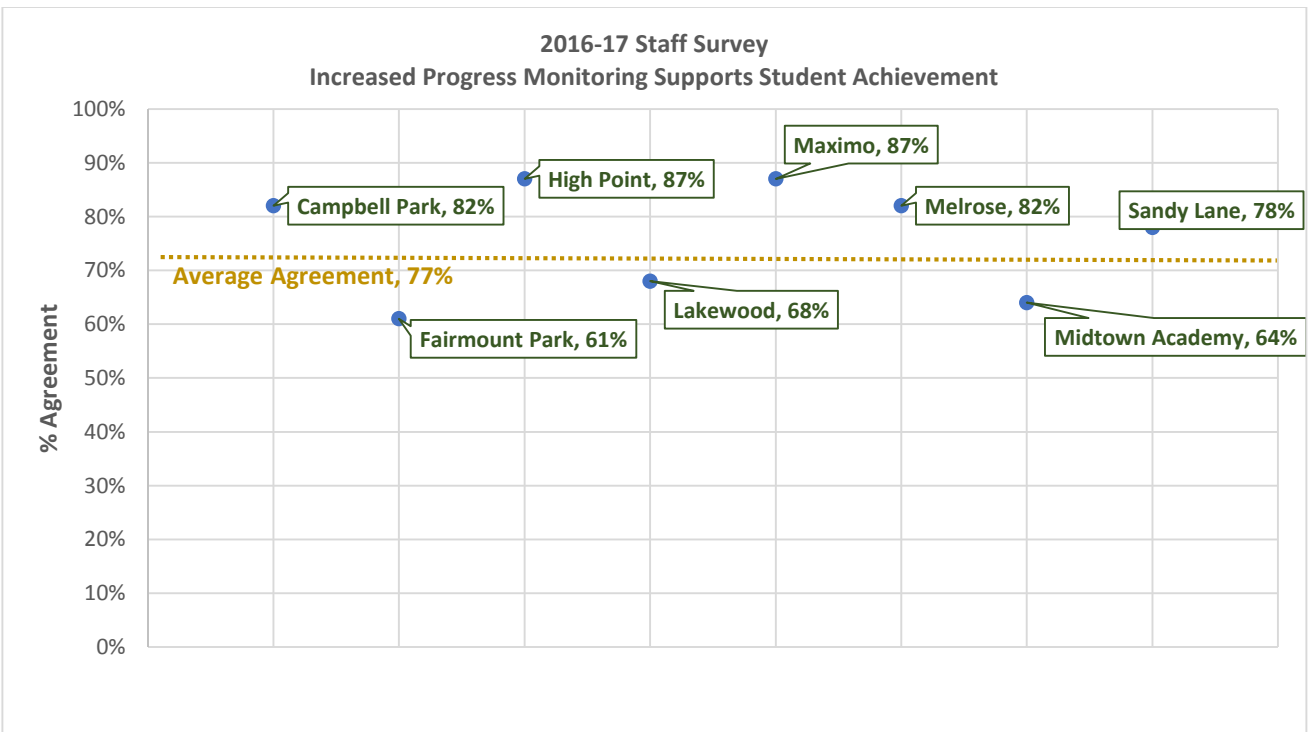- Midtown Academy, 64%
- Fairmount Park, 61%

Figure 2A. Staff were asked to respond to the following item: "The increased monitoring of student progress is helping to support student achievement at my school site."
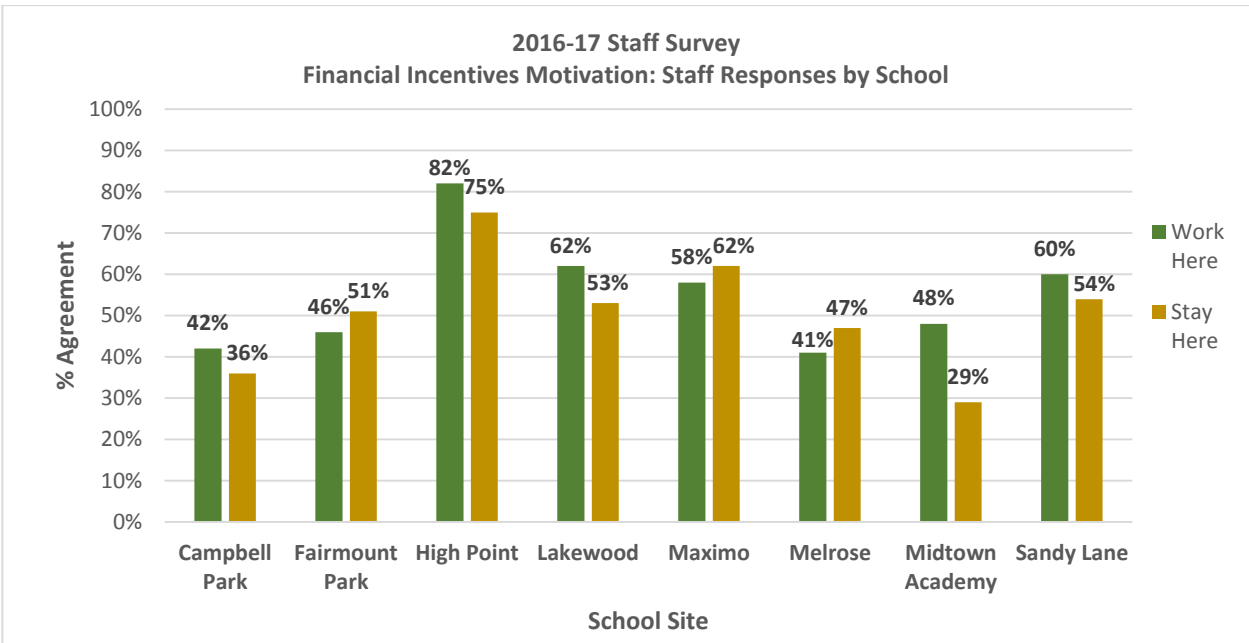
Appendix B: Aligned Staff

Figure 1B. Staff were asked to respond to the following items: "Financial incentives and bonuses teachers receive motivated me to work here" and "Financial incentives and bonuses teachers receive motivated me to stay here."

Teacher Attendance at TZ Collaborative Meetings			
	Sept	**Oct**	**Nov**
Subject Area	**Number of Teachers Attending**	**Number of Teachers Attending**	**Number of Teachers Attending**
Art	7	7	8
ELA K-2	81	55	43
ELA 3-5	53	39	38
ESE (all)	40	NA	NA
ESE: B	NA	15	25
ESE: PreK	NA	25	23
ESE: IVE/SVE/VE	NA	16	20
Math K-2	51	33	34
Math 3-5	33	32	25
Media	NA	5	6
MTSS	16	6	NA
Music	7	8	5
PE	NA	11	10
Science	24	16	9
Total	**312 (84%)**	**268 (72%)**	**243 (65%)**

Figure 2B. Teacher attendance at TZ Collaborative Meetings as reported by TZ team.

2016-2017 TZ Coaching Sessions by School Based on Coach Logs as of January 20,2017

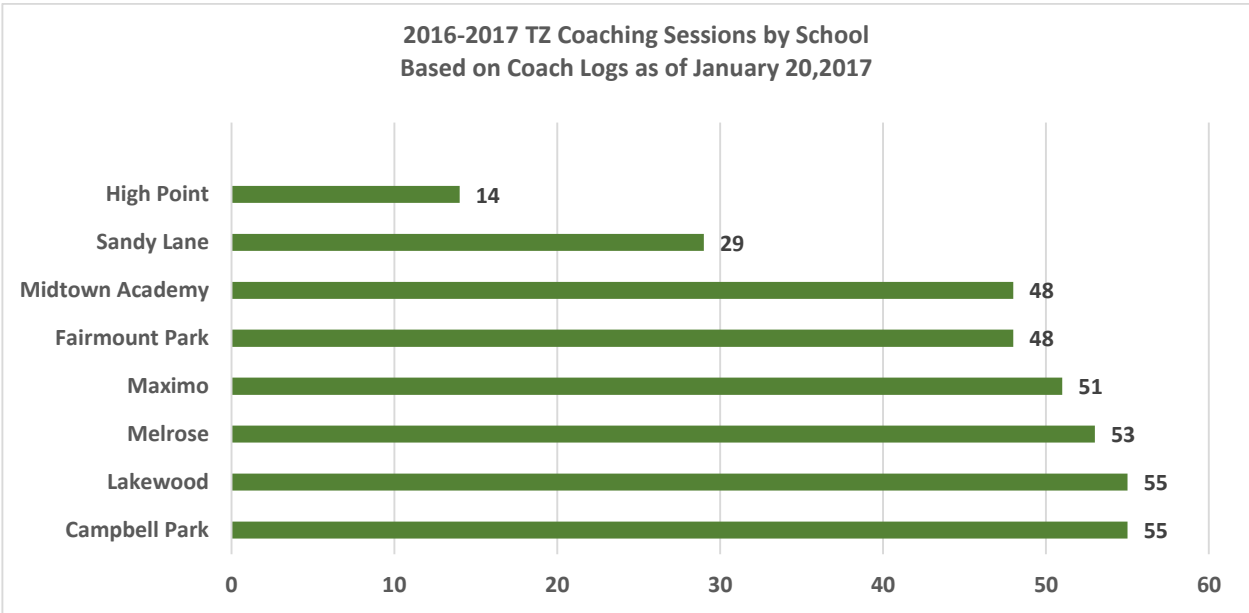| School	Sessions
High Point	14
Sandy Lane	29
Midtown Academy	48
Fairmount Park	48
Maximo	51
Melrose	53
Lakewood	55
Campbell Park	55

Figure 3B. TZ Coaching Sessions as reported weekly (total) on TZ coaching logs as of January 20, 2017

2016-2017 TZ Coaching Areas of Focus

Area of Focus	Number of Coaching Sessions
Explicit Vocabulary	11
Independent Practice	13
Guided Practice	16
Pacing	19
Morning Meeting	26
Higher Order Questioning	26
Accountable Talk	27
Modeling	32
Work Stations	37
Checks for Understanding	38
Planning	39
Explicit Instruction	42
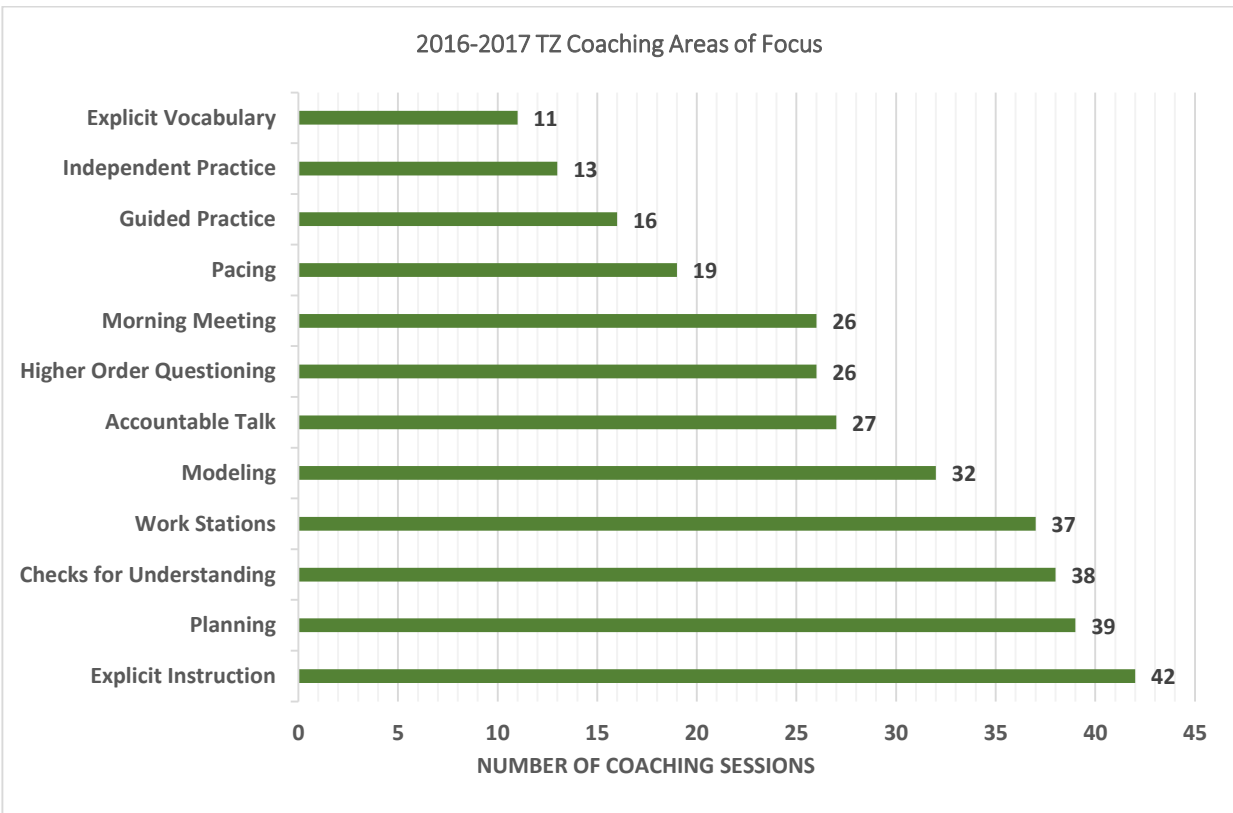
Figure 4B. TZ Coaching areas of focus as reported weekly (total) on TZ coaching logs as of January 20, 2017.

2016-17 Staff Survey
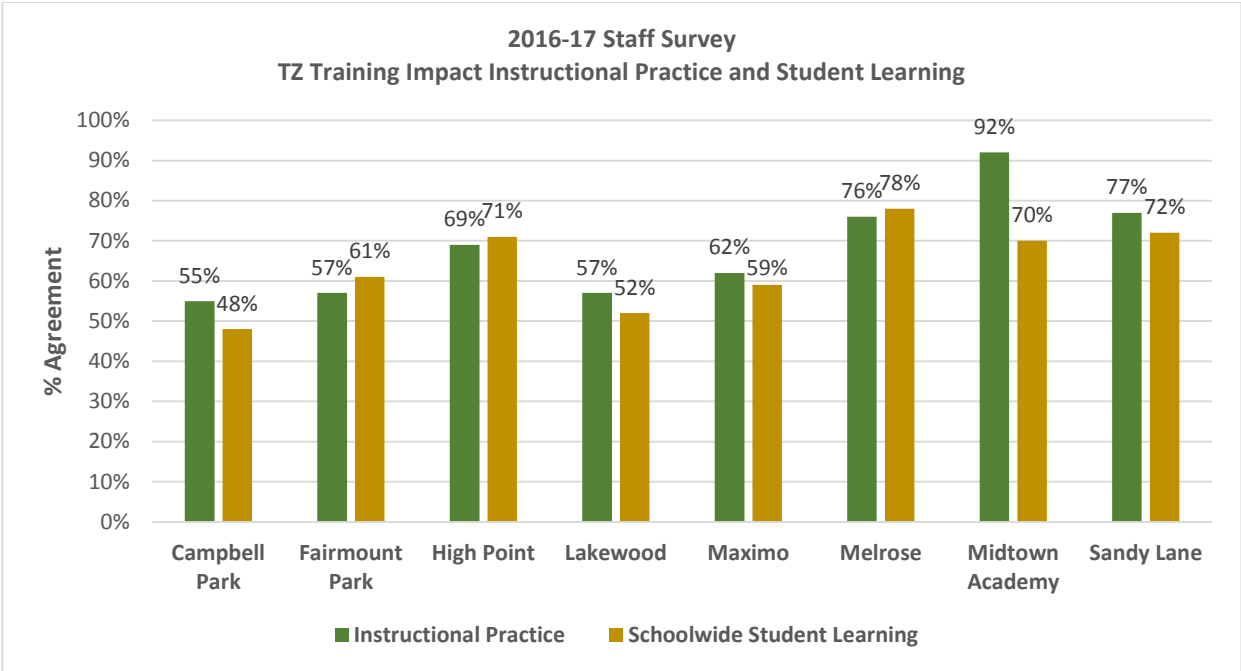**TZ Training Impact Instructional Practice and Student Learning**

Figure 5B. Staff were asked to respond to the following items: "The trainings led by Transformation Zone staff have positively impacted my instructional practice" and "The work of the Transformation Zone team has had an overall positive impact on student learning at the school."
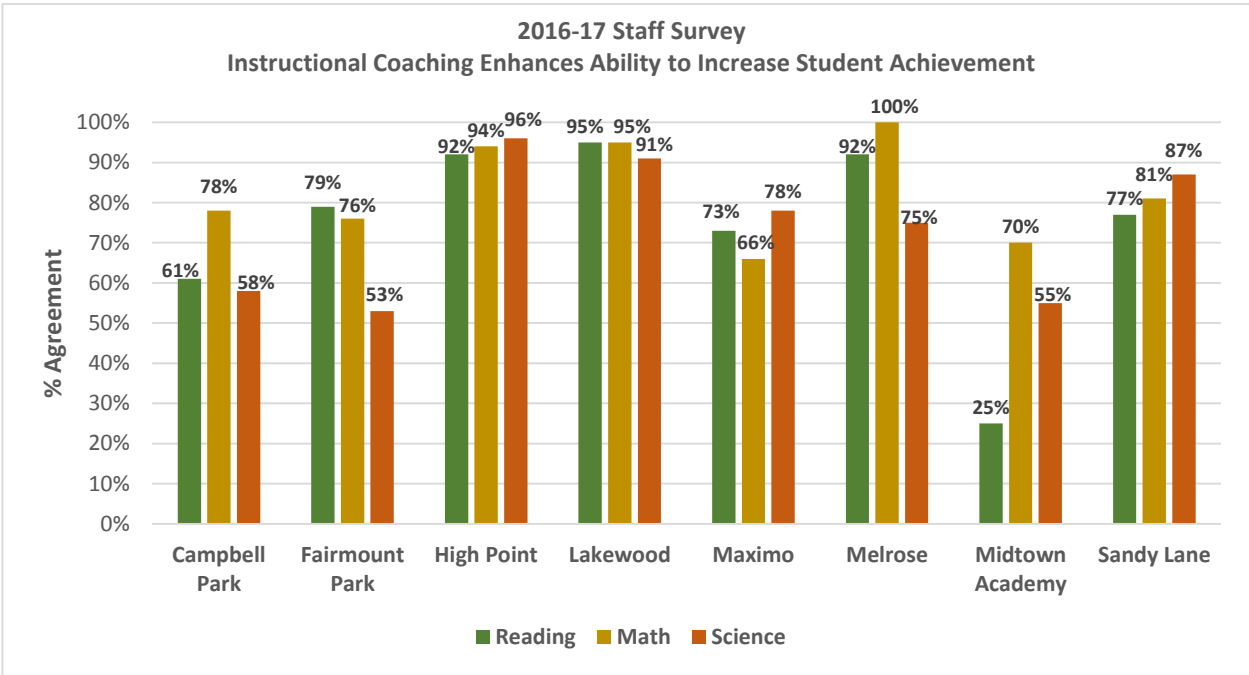
2016-17 Staff Survey
Instructional Coaching Enhances Ability to Increase Student Achievement

Figure 6B. Staff were asked to respond to the following items: "I receive instructional reading coaching at my school site that enhances my ability to increase students' academic achievement"; "I receive instructional math coaching at my school site that enhances my ability to increase students' academic achievement"; and "I receive instructional science coaching at my school site that enhances my ability to increase students' academic achievement."

2016-17 Staff Survey
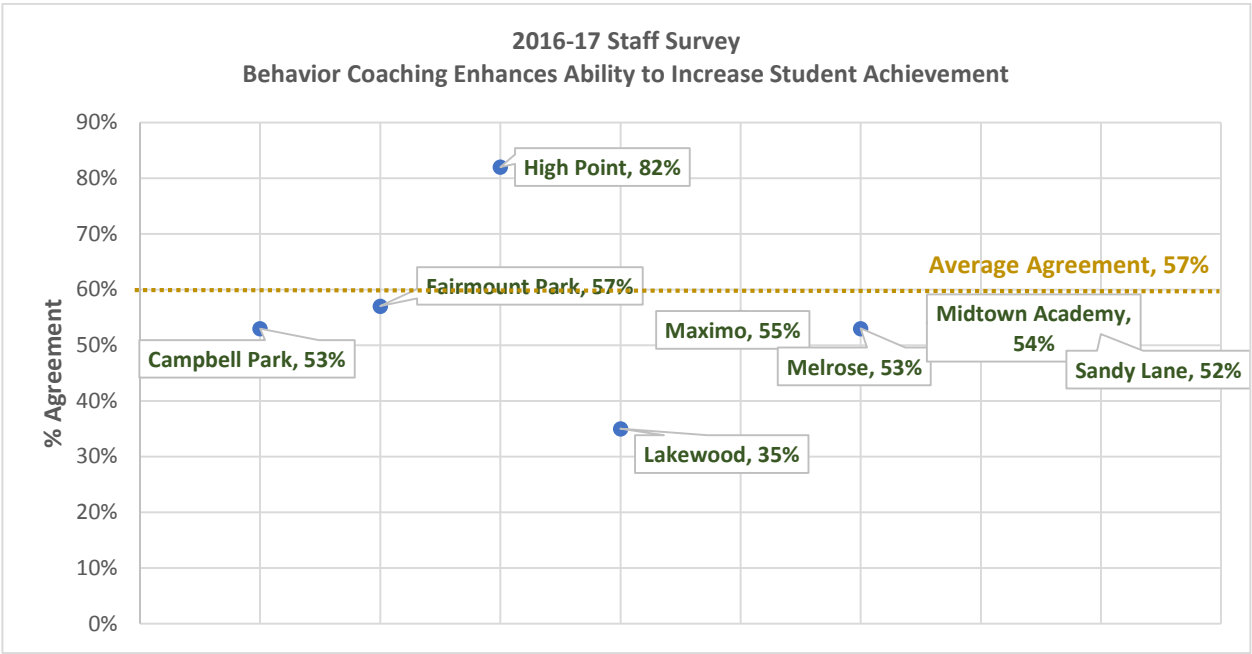**Behavior Coaching Enhances Ability to Increase Student Achievement**

Figure 7B. Staff were asked to respond to the following item: "I receive instructional behavioral coaching at my school site that enhances my ability to increase students' academic achievement."

2016-17 Staff Survey
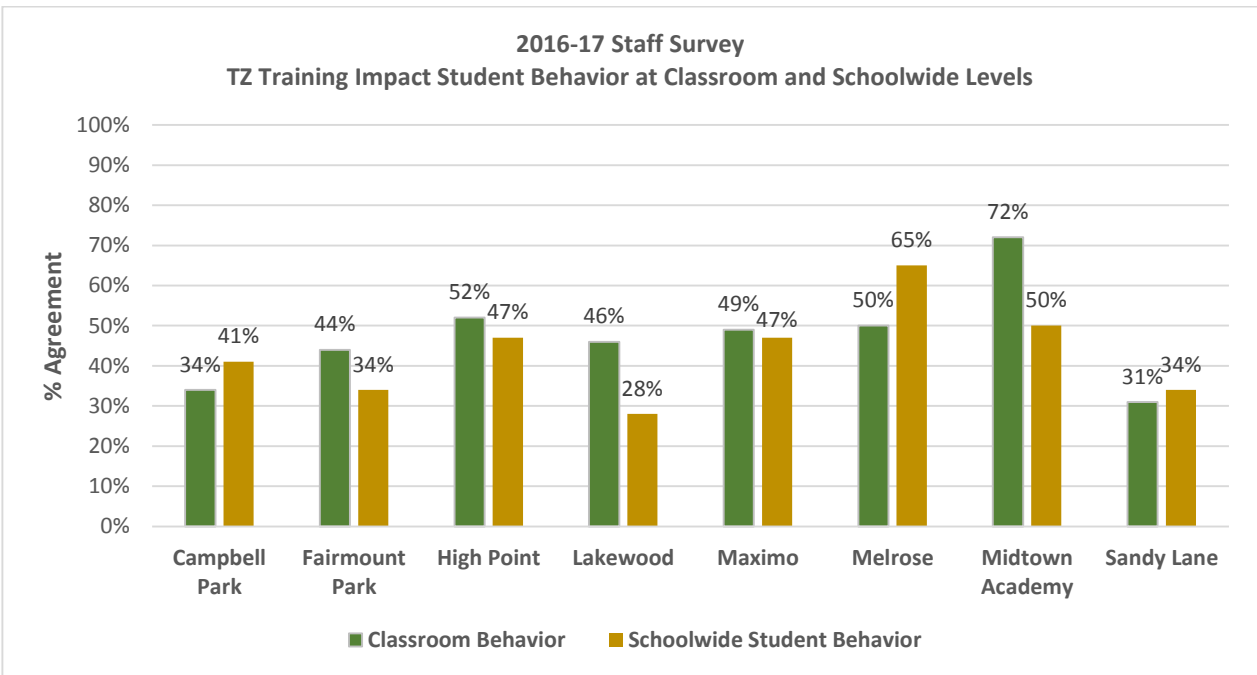**TZ Training Impact Student Behavior at Classroom and Schoolwide Levels**

Figure 8B. Staff were asked to respond to the following items: "The trainings led by Transformation Zone staff have positively impacted my ability to address student behavior" and "The work of the Transformation Zone team has had an overall positive impact on student behavior at the school."

Appendix C: Climate and Culture

2016-17 Staff Survey
PBIS Used Widely Throughout the School

- Maximo, 89%
- Melrose, 88%
- Sandy Lane, 88%
- Fairmount Park, 77%
- High Point, 84%
- Average Agreement, 76%
- Campbell Park, 70%
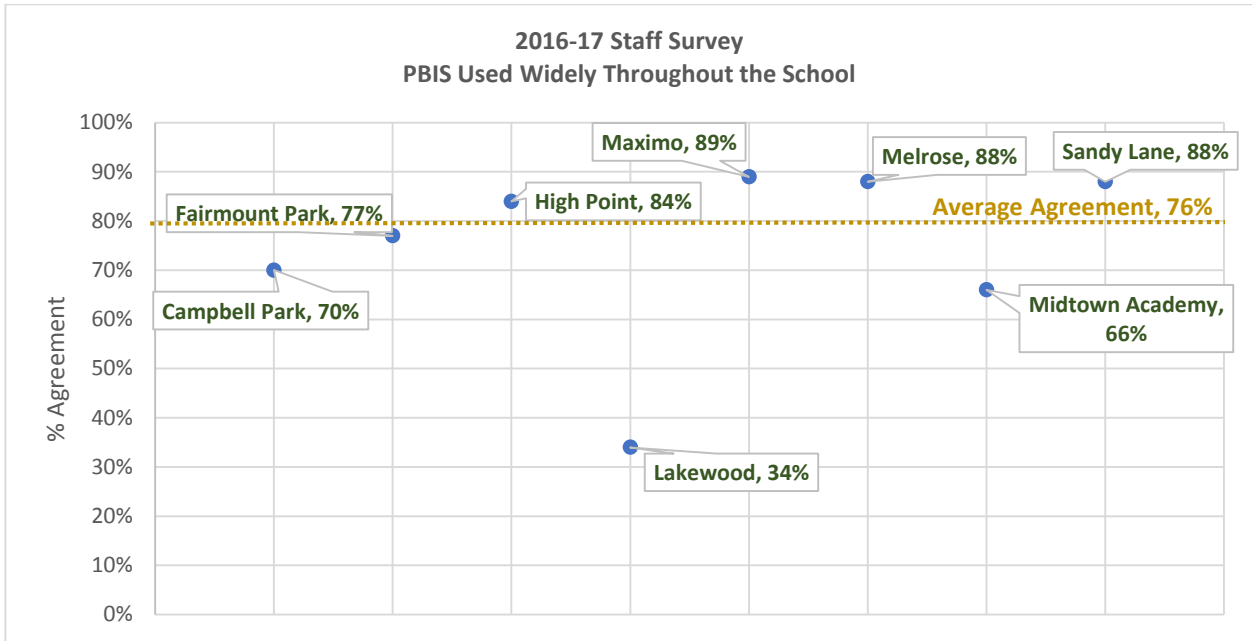- Midtown Academy, 66%
- Lakewood, 34%

Figure 1C. Staff were asked to respond to the following item: "Positive Behavior Interventions and Supports (PBIS) are used widely throughout the school."

Critical Elements	% Critical Element Established						
	Campbell Park	Fairmount Park	High Point	Lakewood	Maximo	Melrose	Sandy Lane
Coach and team collaboration	71%	92%	71%	28%	64%	92%	21%
Faculty buy-in	60%	60%	60%	20%	80%	100%	40%
Expectations	62%	87%	75%	50%	100%	100%	62%
Reward system	62%	87%	62%	50%	75%	100%	75%
Discipline referral process	40%	90%	80%	40%	60%	100%	70%
Data-based decision making system	40%	90%	70%	20%	70%	100%	30%
Introduction to parents/community	50%	75%	50%	25%	58%	100%	8%
Trainings	66%	83%	61%	27%	72%	100%	8%
AVG Establish Critical Elements	56%	83%	66%	33%	72%	99%	40%

Figure 2C. PBIS Implementation Checklist data as self-reported by TZ schools.
Note: Midtown did not have any PIC data at the time of this report.

2016-17 Parent/Staff Survey
% Agreement Family Engagement Activities Linked to Learning Beneficial by Stakeholder/School

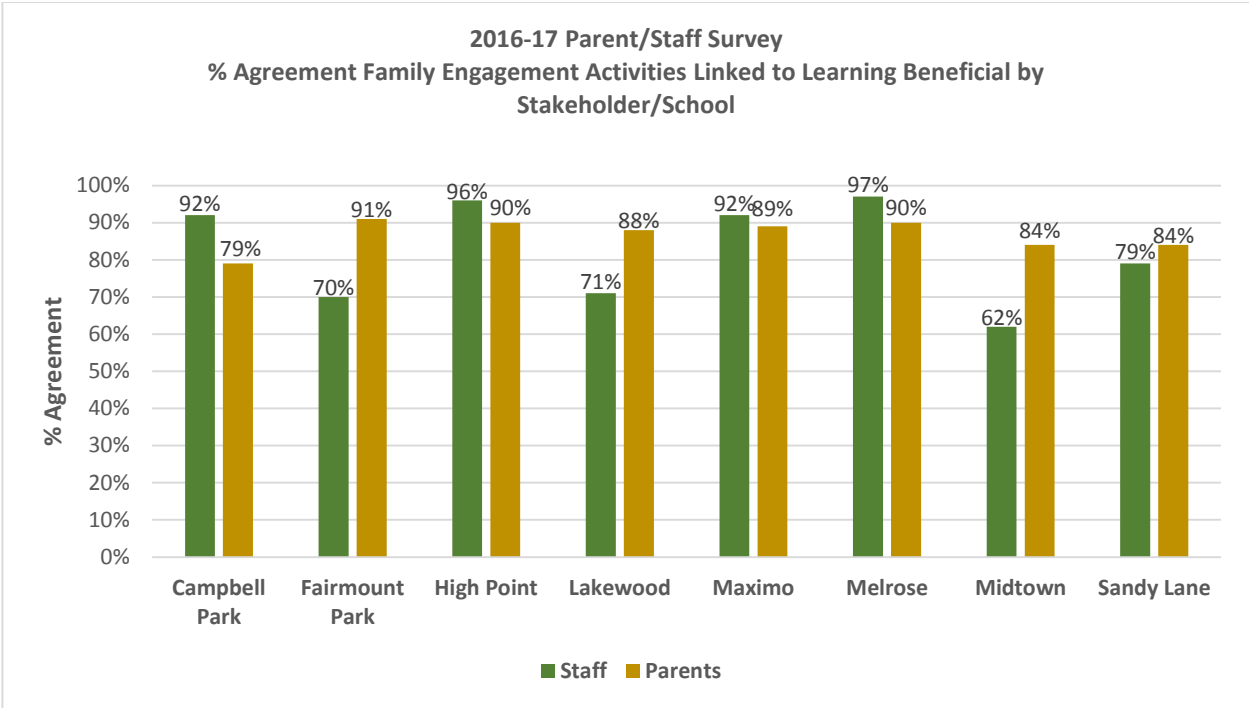| School	Staff	Parents
Campbell Park	92%	79%
Fairmount Park	70%	91%
High Point	96%	90%
Lakewood	71%	88%
Maximo	92%	89%
Melrose	97%	90%
Midtown	62%	84%
Sandy Lane	79%	84%

% Agreement (y-axis, 0%–100%)

■ Staff ■ Parents

Figure 3C. Staff and Parents were asked to respond to the following item: "Family Engagement activities linked to learning are beneficial to student achievement."