

Transformation Zone / Summative Evaluation Report

FINAL VERSION



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



Executive Summary

Overview of the Transformation Zone Initiative

The Transformation Zone (TZ) initiative supported eight Pinellas County elementary schools and was created in 2016-17 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 in the 2016-17 school year under the TZ. Both initiatives were 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 hiring supports and comprehensive wraparound services.

The interventions and resources were 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***.

Focused formative and summative evaluations were conducted annually to review the effectiveness of the specific targeted interventions for the Scale Up and Transformation Zone initiatives. As a result, the district has taken what was learned from three years of research on the Scale Up / Transformation Zone schools to inform some enduring understandings around what works in our neediest schools. Moving forward, the evaluation will not be specific to these schools but will be broader in scope and focus on district initiatives for school turnaround and minority achievement found within the district's Bridging the Gap Plan.

Priority Conclusions and Recommendations

Teaching and Learning

- ✓ **The school grades across the Transformation Zone schools improved steadily over the past three years.** Of the 8 schools in the Transformation Zone (TZ), six improved their school grades and only two (Fairmount Park and Midtown Academy) still have an F grade. Of the 5 elementary schools who were part of the Scale Up for Success Initiative, only one school still has an F grade (Fairmount Park). It is important to note that Midtown Academy is a former charter school that received three consecutive F grades and that the district took over as a district

public school for the first time this year. As such, Midtown has no history of district support and interventions like the other schools. **See table below.**

Pinellas County Schools	2017 Grades	2016 Grade	2015 Grade
Transformation Zone / Elementary Schools			
Melrose Elementary	C	F	F
Campbell Park Elementary	C	F	F
Fairmount Park Elementary	F	D	F
Lakewood Elementary	D	D	F
Maximo Elementary	D	C	F
High Point Elementary	B	D	F
Sandy Lane Elementary	D	C	F
Midtown Academy	F	----	----
Total / # D / # F schools	6 Ds, 3 Fs	9 Ds, 2 Fs	10 Ds, 7 Fs
All Pinellas Schools TOTAL D, F Schools	9*	11	17

***Note:** This total includes Midtown Academy, though the school is not represented in previous years because it was a new district school in 2017 does not have a three-year trend. These numbers only reflect traditional, non-charter schools.

- ✓ **All schools showed improvement in students reaching proficiency in reading (now called ELA – English, Language Arts) and mathematics when compared to those percentages from 2015 (a three-year trend).**
 - High Point (+13 in ELA and +23 in math), Melrose (+12 in ELA and +24 in math), and Maximo (+14 in ELA and +19 in math) have seen the most dramatic increases in ELA and math proficiency over the past three years, with Sandy Lane showing more modest or inconsistent increases.
 - Four of the Transformation Zone schools ranked in the top ten for improvement in proficiency as compared to all district elementary schools (78 total). **See table below.**

FSA Proficiency Improvement / Levels 3 and Above / By Subject and Grade Level / 2015 – 2017									
Transformation Zone Schools	RANK	FSA ELA			FSA Math			Science	
	Improvement RANK among all district elementary schools (78 total)	ELA 3rd Grade Change	ELA 4th Grade Change	ELA 5th Grade Change	MATH 3rd Grade Change	MATH 4th Grade Change	MATH 5th Grade Change	SCIENCE 5th Grade Change	
High Point Elem	1	10	29	7	6	39	37	14	
Melrose Elem	3	7	20	10	26	31	11	-2	
Maximo Elem	4	19	6	11	10	14	25	17	
Campbell Park Elem	7	12	13	4	14	20	13	6	
Fairmount Park Elem	14	0	8	12	6	12	11	4	
Lakewood Elem	24	4	1	3	6	16	6	-2	
Sandy Lane Elem	49	10	4	9	-5	-1	-9	-6	

- ✓ **Student learning gains in these schools continued to outpace most schools across the district and state.**
 - High Point showed dramatic learning gains across the board and Melrose and Campbell Park had strong learning gains among their most struggling students (the bottom quartile in reading and math), with each school improving from an F to a C grade in 2017. Though Maximo slipped from a C to a D in 2017, the school’s gains continued to outpace most schools in the state and the school was within one percentage point of having a C grade again. High Point, Melrose, Campbell Park and Maximo ranked among the top 20 percent of all elementary schools in Florida for their total learning gains (as compared to 1,650 elementary school statewide). **See table below.**

PCS / Student Learning Gains / Comparison to All Elementary Schools in Florida / 2016-17				
	ELA Gains All students	ELA Gains Lowest 25% of students	Math Gains All students	Math Gains Lowest 25% of students
High Point Elementary	49	56	74	72
Campbell Park Elementary	45	72	58	55
Fairmount Park Elementary	36	36	36	35
Lakewood Elementary	28	37	48	47
Maximo Elementary	39	59	49	42
Melrose Elementary	49	55	61	73
Sandy Lane Elementary	44	48	34	24
	= Top 20% in learning gains among all elementary schools in Florida (1,650+ schools).			
	= Top 50% in learning gains among all elementary schools in Florida (1,650+ schools).			

Aligned Staff

- ✓ **Stronger instruction and improving school climates have contributed to improved student behavior and to the academic results stated above,** as evidenced by school discipline data, classroom observations and improved teacher evaluations.
 - The teacher evaluation data related to the instructional practice portion of the end-of-year appraisal showed the teachers in the TZ schools were being rated by their principals similarly to teachers in other schools. The school-based administrators walkthroughs related to instructional practice revealed that approximately 86% (n = 216) of the teachers were effective or highly effective. These data reflected the district trends which showed approximately 87% (n = 6,546) of the teachers in the district were effective or highly effective. Additionally, instructional coaching and improved leadership in the schools appeared to be resulting in improved instruction.

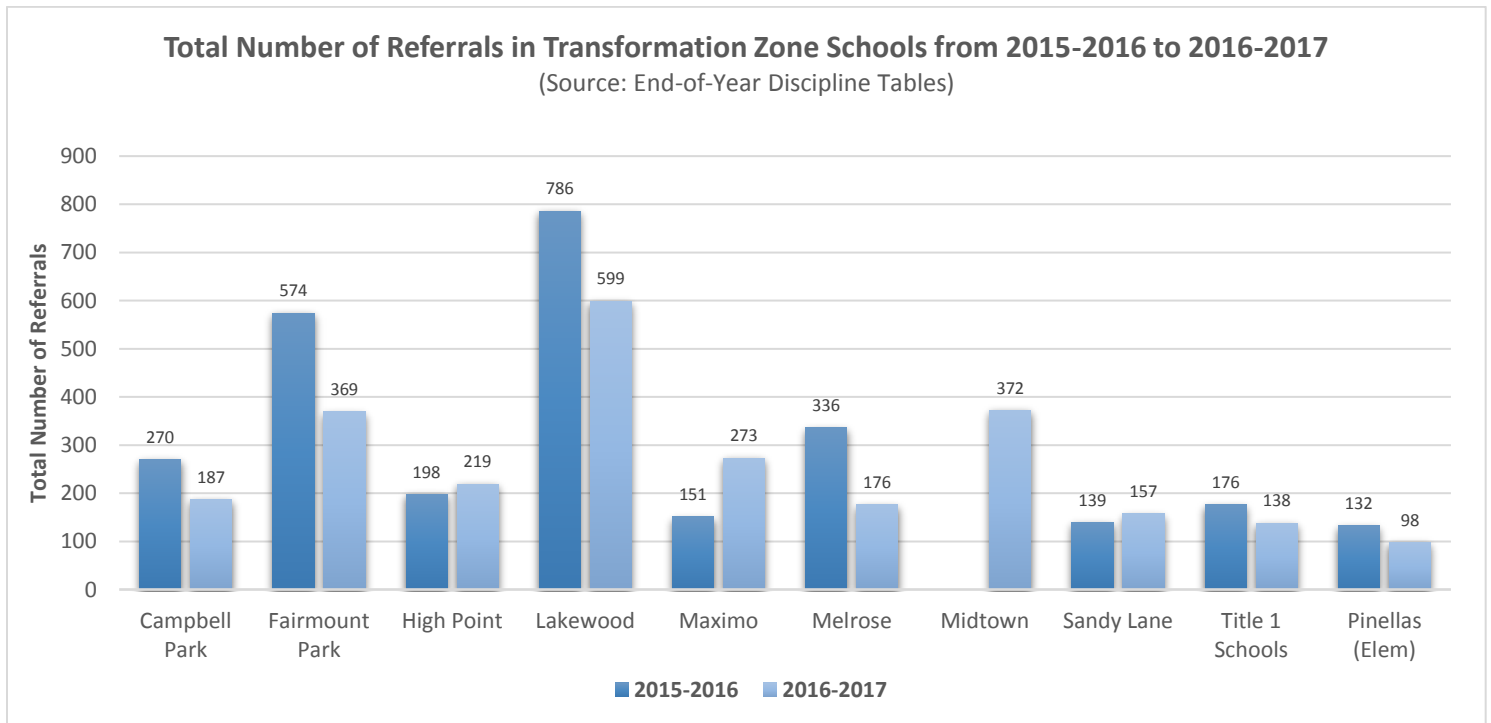
- ✓ **Improving school climates, academic indicators and school leadership contributed to increased staff stability.**

Approximately 75% of the instructional staff across the TZ schools were retained for the 2017-18 school year,

with High Point returning the greatest percentage (97%) and Lakewood returning the lowest percentage (59%). District financial incentives were a motivating factor for more than half of the teachers at the schools.

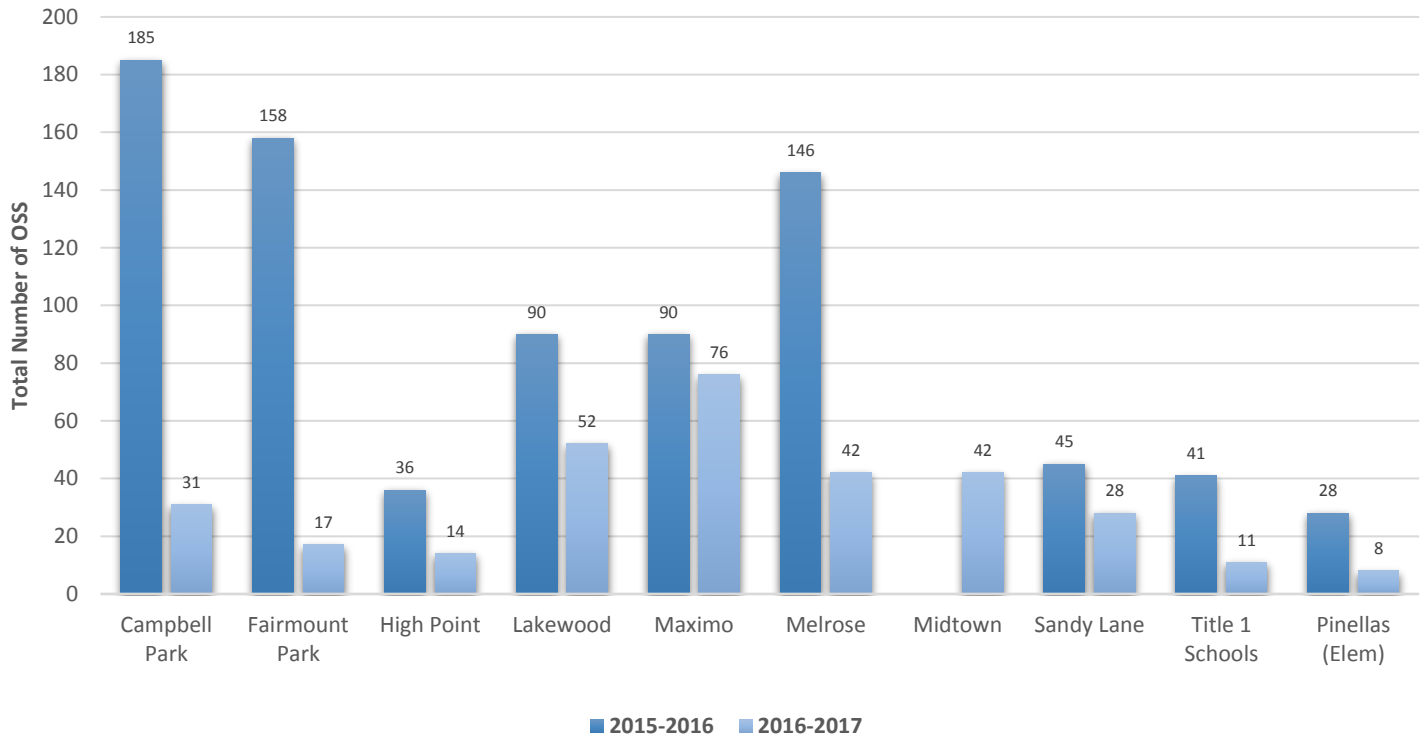
Culture and Climate

- ✓ **There is strong evidence to show that the culture and climate have improved in the schools as evidenced by a decrease in referrals and out-of-school suspensions (OSS) as compared to last year and previous years.**
 - The use of restorative practices and improved implementation of PBIS at the schools contributed to stronger school climates, though some schools were advancing quicker than others. According to the PBIS Implementation Checklist (PIC) data, Melrose was the highest at 99% implementation of a schoolwide PBIS program. Fairmount Park, Maximo, High Point also exhibited high levels of implementation (83%, 72%, and 66% respectively) of a schoolwide PBIS program. The end-of-year Benchmark of Quality (BOQ) measure of PBIS implementation indicated that the schools tended to be stronger in the areas of effective procedures and expectations.



Total Number of Out-of-School-Suspensions (OSS) in Transformation Zone Schools from 2015-2016 to 2016-2017

(Source: End-of-Year Discipline Tables)



Leadership/Systems and Operations

- ✓ **The establishment of dedicated and systematic resources under the heading of a “Transformation Zone” showed positive results based on academic growth data, improved school culture and climate, and stronger instructional leadership.**
 - The Transformation Zone Team provided foundational supports for school leaders in turnaround competencies and data analyses. The schools showing the strongest academic improvements (High Point, Melrose and Maximo) also had stronger culture and climate results and positive leadership support indicators.
 - The monthly leadership meetings and related data meetings were viewed as useful resources 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.

Priority Recommendations for Growth:

Teaching and Learning

- ✓ Increase communication and cross-training among the Area Superintendents, Teaching and Learning Division, and Transformation Zone leadership regarding the emerging vision for the Transformation_Zone and the systems needed to support efficient operations.
- ✓ Closely monitor the implementation and fidelity of the instructional model to ensure that lesson planning includes evidence of gradual release (including explicit instruction and checks for understanding) and culturally relevant instructional practices.
- ✓ Enhance the professional learning community (PLC) options for teachers across the turnaround schools. Build a grass-roots, professional community of teacher leaders who understand what is required to teach in turnaround settings. Empower those teachers who took part in the trip to Memphis and who better understand what is required to support minority learners.

Aligned Staff

- ✓ Provide more intensive strategies to go beyond our local boundaries to pursue the most talented minority teaching candidates (as well as non-traditional candidates) to ensure the hiring of a diverse, highly qualified workforce.
- ✓ 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.
- ✓ Enhance the district's instructional 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

- ✓ Closely align the professional development related to Positive Behavioral Intervention Supports (PBIS), restorative practices and cultural responsiveness to provide school staff with clear expectations on what is needed to support students in turnaround schools.
- ✓ Establish regular systems to utilize the district's common framework for monitoring the culture and climate in 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.
- ✓ Continue collaborative meetings among Transformation Zone leaders and provide opportunities for principals to share best practices related to culture and climate and successes related to strategies like morning meetings and

restorative circles. Ensure opportunities for TZ leaders to attend trainings that are differentiated per their unique needs.

Leadership/Systems and Processes

- ✓ Improve the alignment of the roles and responsibilities for district-level personnel regarding when and how they are to support the 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.
- ✓ Establish a dedicated training regime for aspiring turnaround leaders to ensure that the district's most skilled leaders are placed at its neediest schools.
- ✓ Provide continued implementation monitoring and evaluation for continuous improvement across the Transformation Zone. Ensure that a strong degree of uniformity is present in all 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. Continue to document what is working well and opportunities for growth throughout the district and connect that evaluation to the broader initiatives outlined in the Bridging the Gap Plan.

Methodology and Instruments Used

Principal Interviews: Individual principal interviews were conducted with each Transformation Zone school principal by the lead evaluator and the executive manager of evaluation for Pinellas County Schools. Each interview followed a specified interview protocol and guiding questions.

School Staff Surveys: Electronic surveys were administered mid-year to staff members at each school site. Approximately 80% of the teachers and staff across the schools completed the survey. Of the 374 survey participants, 71% identified themselves as teachers. Additionally, schools conducted a spring survey of staff, students and parents using the AdvancED instrument.

State Assessment Data / School Discipline and Attendance Data were also analyzed.

Development of Recommendations

The evaluation team met with representatives from the schools, the Transformation Zone team, and district leadership to refine and make additions to the recommendations. This collaborative process was 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. The full report is provide below.

Full Evaluation Report

Introduction

Overview of the Transformation Zone Initiative

The Transformation Zone (TZ) initiative supported eight Pinellas County elementary schools and was created in 2016-17 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 in the 2016-17 school year under the TZ. Both initiatives were 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 hiring supports and comprehensive wraparound services.

The interventions and resources were 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.***

Focused formative and summative evaluations have been conducted annually to review the effectiveness of the specific targeted interventions for the Scale Up and Transformation Zone initiatives. As a result, the district has taken

what was learned from three years of research on the Scale Up / Transformation Zone schools to inform some enduring understandings around what works in our neediest schools. Moving forward, the evaluation will not be specific to these schools but will be broader in scope and focus on district initiatives for school turnaround and minority achievement found within the district's Bridging the Gap Plan.

Transformation Zone 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 was 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 was provided a great deal of autonomy to implement the required interventions and reported directly to the Superintendent of Schools to impact turnaround school initiatives in a direct and timely manner.

For the purposes of this report, outcome monitoring (both processes and product) 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 Summative Evaluation Report include outcome data on reading and math proficiency (3rd-5th grade Florida state assessment, FSA); reading and math learning gains; science proficiency (5th grade only); teaching experience and retention data; the number of disciplinary referrals; the number of in-school suspensions (ISS) and out-of-school suspensions (OSS); the percentage of students absent 10% or more days; principal interview data; faculty and staff surveys, as well as additional walkthrough data and survey data.

Focus Areas, Implementation Monitoring, and Outcome Measures

The following table lists the key evaluation methods and indicators for the current 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.

Process and Product (Outputs and Outcomes for Evaluation)	
<p>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.</p> <p>Focus Areas for Evaluation:</p> <ul style="list-style-type: none"> 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 	
<p>Implementation Monitoring (Process):</p> <ul style="list-style-type: none"> Evidence of the implementation and effectiveness of key activities via staff and family survey data as well as principal interviews Evidence of staff trainings on the instructional model through the professional development tracking system Evidence of DBDM as measured by the AdvancED faculty survey Evidence of increased capacity of school-based staff to implement highly quality instruction through teacher evaluation data 	<p>Outcomes Monitoring (Product):</p> <ul style="list-style-type: none"> Reading and math proficiency (3rd-5th grade FSA) Reading and math learning gains Science proficiency (5th grade NGSSS)
<p>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%.</p> <p>Focus Areas for Evaluation:</p> <ul style="list-style-type: none"> 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 	
<p>Implementation Monitoring (Process):</p> <ul style="list-style-type: none"> Evidence of the implementation and effectiveness of key activities via staff and family survey data as well as principal interviews Evidence of increased and enhanced instructional coaching cycles through Coaching Cycle Documentation Logs Evidence of increased capacity of school-based staff to implement highly quality instruction through teacher evaluation data Evidence of support for resources and support systems for instructional growth as measured by the AdvancED Teacher Climate Survey responses 	<p>Outcomes Monitoring (Product):</p> <ul style="list-style-type: none"> Number of median years of teaching experience Retention data on the retention of teachers rated
<p>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.</p> <p>Focus Areas for Evaluation:</p> <ul style="list-style-type: none"> 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 	
<p>Implementation Monitoring (Process):</p> <ul style="list-style-type: none"> Evidence of additional schoolwide supports of PBIS practices through school walkthroughs, staff and family survey data, and principal interviews Evidence of Positive Behavior Interventions and Supports (PBIS) through the Schoolwide Benchmarks of Quality (BOQ) Instrument Evidence of implementation of family engagement activities linked to learning and attendance at these events through ongoing monitoring 	<p>Outcomes Monitoring (Product):</p> <ul style="list-style-type: none"> Number of disciplinary referrals/repeated misbehaviors Number of In-School Suspension (ISS) Number of Out of School Suspensions (OSS) Percentage of students absent 10% or more days

<p>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.</p> <p><u>Focus Areas for Evaluation:</u></p> <ul style="list-style-type: none"> Evidence of how ongoing coaching monthly PLCs support school leaders Evidence of how principal norms have been established around instructional best practices Evidence of principals developing their Roadmap to Success and ongoing monitoring processes 	
<p><u>Implementation Monitoring (Process):</u></p> <ul style="list-style-type: none"> Evidence of the implementation and effectiveness of key activities via staff survey data as well as principal interviews Evidence from school walkthroughs 	<p><u>Outcomes Monitoring (Product):</u></p> <ul style="list-style-type: none"> AdvancED Teacher Climate Survey Responses Improvement of school grade and other academic and behavioral indicators listed above
<p>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.</p> <p><u>Focus Areas for Evaluation:</u></p> <p>Note: This is primarily linked to 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.</p>	

Description of Methodology and Instruments Used

The following is a detailed description of specific instruments and methodologies used as part of the end-of-year summative evaluation.

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 first conducted in the fall and were meant to provide information on how the various components of the TZ initiative were 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 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. A follow-up phone interview with each of the principals was conducted at the end of the year to discuss areas of success and opportunities for growth for the 2017-18 school year and beyond.

Staff Surveys

Electronic surveys were administered mid-year through Survey Monkey to staff members at each school site. Questions included a combination of Likert scale and extended response items. A total of 374 survey participants across all schools represented a response rate of more than 80%, with 71% identifying 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% of the total surveys completed (n = 63 at each school), High Point 15% of all surveys (n = 57), Maximo 14% (n = 53), Sandy Lane 12% (n = 43) and Melrose 9% (n = 35). Lakewood and Midtown each accounted for 8% of all survey responses (n = 30 at each school).

AdvancED Survey

Additionally, schools conducted a spring survey of staff, students and parents using the AdvancED instrument. The AdvancED survey measures the Standards for Quality, which require each school to be reviewed in a way that is appropriate to its mission and purpose. These Standards are research-based, comprehensive quality statements that describe conditions and factors that contribute to a quality educational experience and operational effectiveness: stable governance, management, and leadership; a coherent course of study; a reliable system by which to assess students' progress; instructors who have a clear understanding of what they aim to teach, how, and why; and access to the resources they need (source: <http://www.advanc-ed.org/services/advanced-standards-quality>). Response values ranged from 0 to 5: Not Applicable/NA (0), Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), or Strongly Agree (5). NA responses were omitted from the analysis, thus making the range of scores for this analysis 1 to 5.

Response values for students ranged from 1-3: No (1), Maybe (2), or Yes (3).

State Assessment Data and School Grades

The Florida state assessment (FSA) data for reading and math was used in this report to assess academic progress across the TZ schools. The science assessment was aligned to the Next Generation Sunshine State Standards (NGSSS). Specifically, proficiency rates (the percentage of students who scored a level 3 or above) and learning gains (as evidenced by the state) were compared across the eight schools. Additionally, school grades data were analyzed to measure overall growth at each of the TZ schools.

End Of Year Student Discipline and Attendance Data

Student discipline and attendance data were obtained from the PCS FOCUS student system. To ensure equitable comparisons, discipline data for the 2015-2016 and 2016-2017 school years were extracted. Average percentages of students with ten percent or more days absent were calculated by school for the 2015-16 school year and compared to the 2016-17 end of year average percent of students with ten percent or more days absent.

PBIS Implementation Checklist Data and Benchmarks of Quality Data

For students to experience maximum benefit from implementation of a PBIS school wide 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 conducted periodic walkthroughs to document fidelity of implementation of the critical elements of a schoolwide PBIS program. A STOIC

walkthrough checklist was 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 was to examine the extent to which teams are accurately implementing PBIS systems and practices, allowing teams to determine the extent to which targeted student outcomes were being achieved and to ascertain if teams were 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 schools, the TZ team, and district leadership to refine and make additions to the recommendations. This collaborative process was 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 was used, comparisons to previous years were made only when the quality and type of the data sources was consistent. For example, the progress monitoring tests used by the district saw changes to the format of the test from 2016 to 2017. Therefore, interpretations of comparative data from the previous year were 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 are 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. As such, these data were given adequate weight in reaching final conclusions.

FINDINGS: Teaching and Learning

End of Year Academic Findings

This section outlines the outcomes for the end of the year across the TZ schools as assessed by the state assessments. Additionally, the level of implementation for the key interventions for the Transformation Zone is discussed below.

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 proficiency rate and learning gains (Florida State Assessment, FSA)
- Math proficiency rate and learning gains (Florida State Assessment, FSA)
- Science proficiency (Next Generation Sunshine State Standards, NGSSS)
- Principal interview data (Fall and End of Year)
- Staff survey results

Summary of Teaching and Learning Data

This section provides a summary of how the TZ schools progressed toward increased student achievement in the areas of ELA-reading, math, and science as evidenced by the state assessments. The first chart shows the school grade trends for each school, though a 3-year trend for Midtown Academy is not included because (as a new school)

The main academic outcome indicators used for the summative evaluation are the end-of-year state assessment data. High Point noted the greatest percentage of students scoring Level 3 and above. Additionally, Campbell Park, Maximo and Melrose ranked among the highest in the state for making gains with students at the bottom quartile.

there is no such data from previous years. Of the eight schools in the Transformation Zone (TZ), six improved their school grades and only two (Fairmount Park and Midtown Academy) still had an F grade. Of the 5 elementary schools who were part of the Scale Up for Success Initiative, only one school still had an F grade (Fairmount Park). It is important

to note that Midtown Academy is a former charter school that received three consecutive F grades that the district took over as a district public school for the first time this year. As such, Midtown has no history of district support and interventions like the other schools.

High Point Elementary had the greatest increase in 2017 in the percentage of students scoring Satisfactory (previously called “proficiency”) (Level 3) on the state assessments and raised its grade from an F in 2015 to a B this year. High Point also showed strong gains in reading and math scores, even for those students who are not yet showing as “proficient.” Melrose and Campbell Park also had strong gains among their most struggling students (the bottom quartile in reading and math) and each improved to a C grade in 2017. Though Maximo slipped from a C to a D in 2017, the school’s gains continue to outpace most schools in the state and the school was within one percentage point of having a C grade again. High Point, Melrose, Campbell Park and Maximo ranked among the top 20 percent of all elementary schools in Florida for their learning gains (as compared to 1,650 elementary school statewide).

The growth in the TZ schools can be attributed to growth for over half (>50%) of the students in the lowest quartile (L25) and consistent school grade improvements tied to “gains” for the most struggling students at each school. Additionally, the impressive increases at High Point (ie. well over half of the students (57%) scored at proficiency (Level 3) or higher in math when only a third (34%) of students scored at that level in 2015) can be attributed in part to the increased focus at that school on using data specific to each child to ensure that students were receiving targeted interventions.

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*Note: This total includes Midtown Academy, though the school is not represented in previous years because it is a new district school this year and does not have a three-year trend. These numbers only reflect traditional, non-charter schools.			

Figure 1. The percentage of students scoring at proficient or above when compared to last year across the eight TZ schools.

The next chart shows the FSA proficiency for English Language Arts (ELA) across the eight schools. Six of the eight schools (with the exception of Fairmount Park and Midtown) met or exceeded the district’s growth. Specifically, High Point had the greatest increase in the percentage of students (12%) scoring at least Satisfactory (previously called

“proficient” / Level 3) and above compared to Fairmount Park that showed a slight decrease in the percentage of students (-1%).

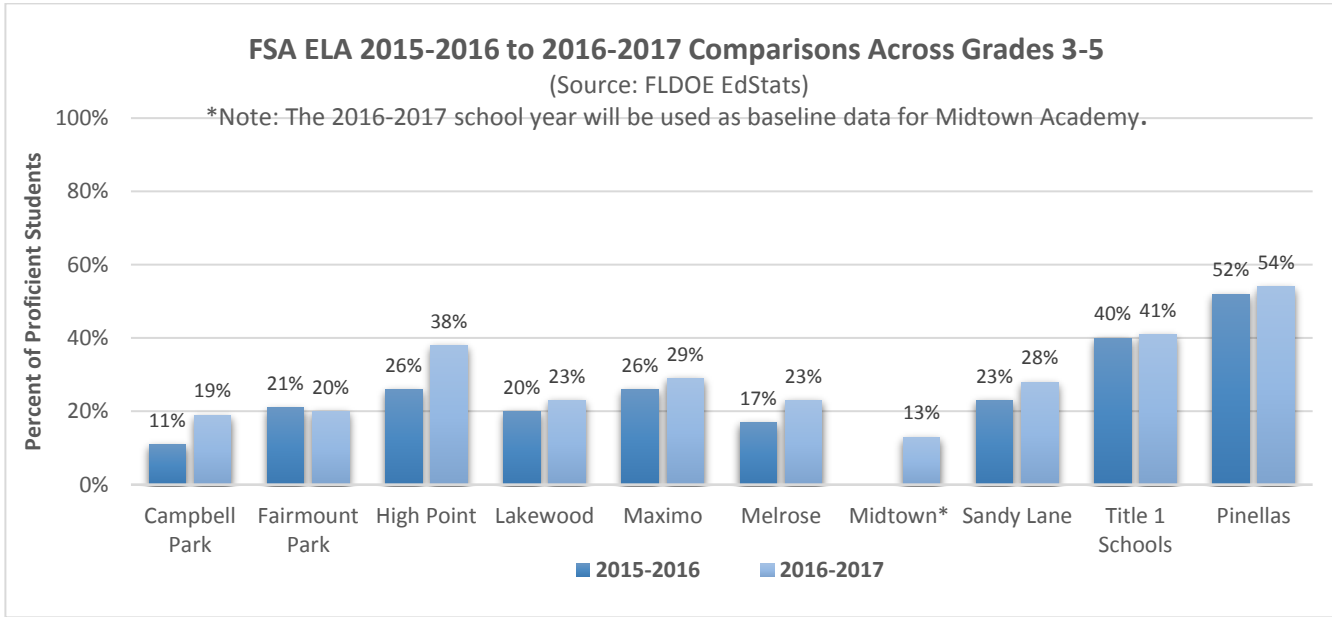


Figure 2. The percentage of students scoring at proficient or above when compared to last year across the eight TZ schools.

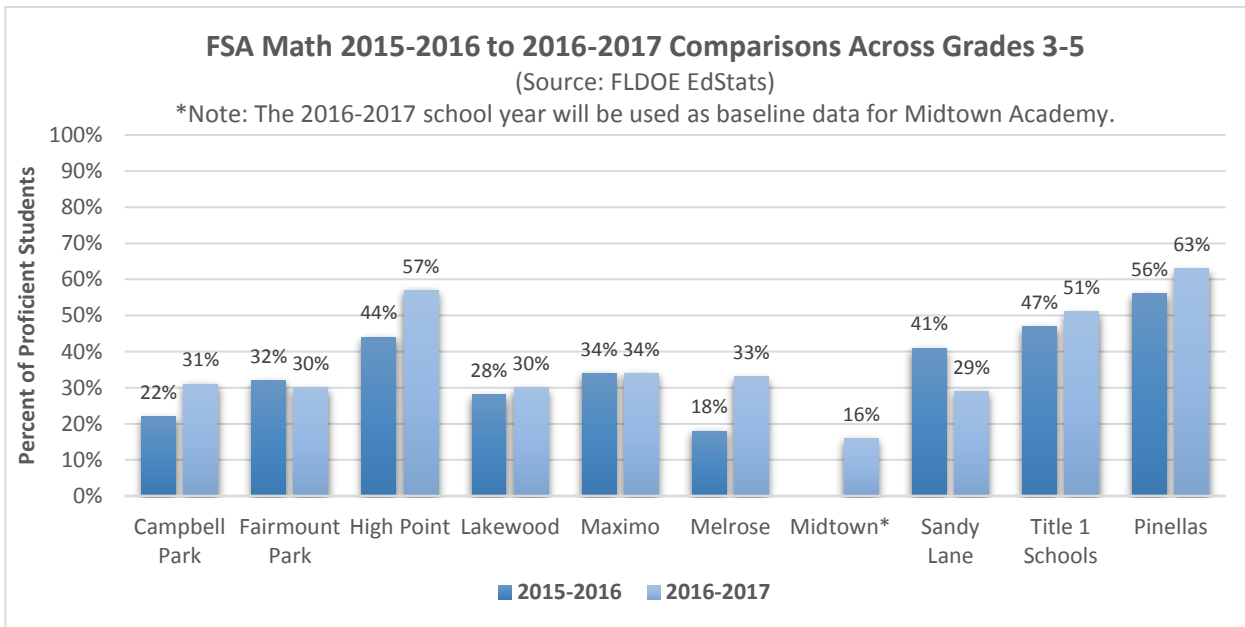


Figure 3. The percentage of students scoring at proficient or above when compared to last year across the eight TZ schools.

The FSA math results showed similar trends when compared to last year’s scores. Four of the eight schools (Campbell Park, High Point, Lakewood, Melrose) demonstrated growth on the FSA math assessment. Specifically,

Melrose showed the greatest growth in the percentage of students scoring at least a Level 3 or above (15%), conversely Sandy Lane had the greatest decline in the percentage of students satisfactory (-12%).

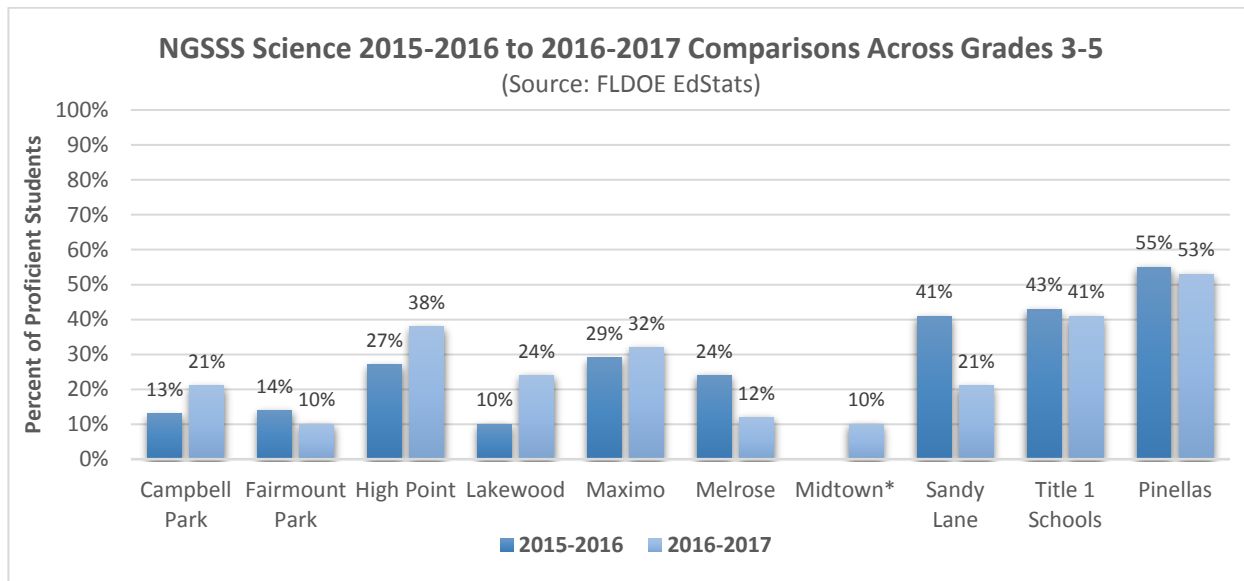


Figure 4. The percentage of students scoring at proficient or above when compared to last year across the eight TZ schools.

The 5th grade Next Generation Sunshine State Standards (NGSSS) assessment for Science revealed that four of the eight schools (Campbell Park, High Point, Lakewood and Maximo) showed an increase in the percentage of students scoring proficiency and above. Moreover, Lakewood demonstrated the greatest growth (+14%), conversely the greatest decline in the percentage of students was noted for Melrose (-12%). The district also saw a slight decline in the overall percentage of students (-2%) scoring proficient or above, while state scores remained constant.

Similar results were also noted for the students in Grades 1 and 2 as evidenced by their SAT-10 performance in 2015-16 when compared to the MAP (Spring) assessment in 2016-17, though some caution is required when comparing different assessments. The majority of the schools showed improved performance for Grades 1 and 2 as evidenced by the increased percentage of students who scored average and above on the MAP assessment (Spring 2017). Specifically, in reading, for Grade 1, six of the eight schools reported greater percentage of students in the acceptable ranges. In 2nd grade, all of the schools showed improvement in the percentage of students who scored average and above in reading.

The Grade 1 and 2 results tended to vary greatly in math. Some of the TZ schools showed consistent improvement in the percentage of students who scored average and above on the MAP assessments. Please note that this was the district’s first year using the MAP data. A more valid and reliable comparison could be made in future years after multiple years of the same platform.

Learning Gains Across the Schools / Ranking in State

Student learning gains in these schools continued to outpace most schools across the district and state. Four of the schools showed impressive learning gains for students in a comparison of student gains across all elementary schools in Florida (more than 1,650 schools). Campbell Park, High Point, Maximo, and Melrose demonstrated gains that in some categories were among the Top 20% of all elementary schools in Florida. High Point showed the most dramatic learning gains across the board and Melrose and Campbell Park had strong learning gains among their most struggling students (the bottom quartile in reading and math), with each school improving from an F to a C grade in 2017.

PCS / Student Learning Gains / Comparison to All Elementary Schools in Florida / 2016-17				
	ELA Gains All students	ELA Gains Lowest 25% of students	Math Gains All students	Math Gains Lowest 25% of students
High Point Elementary	49	56	74	72
Campbell Park Elementary	45	72	58	55
Fairmount Park Elementary	36	36	36	35
Lakewood Elementary	28	37	48	47
Maximo Elementary	39	59	49	42
Melrose Elementary	49	55	61	73
Sandy Lane Elementary	44	48	34	24
	= Top 20% in learning gains among all elementary schools in Florida (1,650+ schools).			
	= Top 50% in learning gains among all elementary schools in Florida (1,650+ schools).			

Figure 5. TZ school learning gains in ELA and Math, ranked against all elementary schools in the state.

FINDINGS CONTINUED: Teaching and Learning

Teacher and Principal Perceptions of Teaching and Learning

The following information was based on staff survey results as well as individual principal interviews held at each school^{1 2}. The responses suggested that teachers and principals perceived that there were incremental improvements in student academic achievement for students. End of the year interview data also revealed that principals felt that many of the TZ interventions were moving in the right direction. However, additional supports were still needed. Specifically, greater alignment in the areas of school leadership development and curriculum support was necessary between the TZ staff and the school's staff to accelerate academic growth.

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 that 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 in the fall 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. End of the year interview data showed that although there were some levels of fatigue, the principals did see the

¹ 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*.

² Note: The AdvancED survey was conducted in Spring 2017 as part of the end of year summative evaluation.

value in the additional time with the students to implement longer intervention blocks, morning meetings and recess.

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

Utilization of paraprofessionals was 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 the five TZ schools that implemented the paraprofessional model 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 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. End of the year data also reflected similar findings. Concerns included training paraprofessionals to work effectively and attend work regularly.

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

When aggregated, staff survey results related to the supports from the TZ team showed more than half (54%) believed TZ instructional supports positively impacted the school, though the staffs were not always aware of the specific interventions tied to the TZ team. Responses differed related to academic and behavior supports. Specifically, 66% believe trainings conducted by the staff positively impacted instructional practice, 63% believe the work of the TZ team positively impacted student learning, while 46% believe supports positively impacted teachers' ability to address student behavior and 43% believe the support 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. End-of-year data also reported that there was an increased need for the collaborative planning sessions. Several principals expressed concerns around district and TZ alignment and messaging, particularly in the areas of curricula from various academic areas, including reading, math, and science. Additionally, some principals reported that the monthly trainings sometimes conflicted with many of the teachers other duties, such as afterschool duty and extended learning programs. One additional suggestion was to incorporate more teacher voice into the topics for the coaching sessions. The Transformation Zone, school-based leadership and staff also reported that much more training was needed across the sites related to culturally responsive instruction and practices.

The teacher evaluation data related to the instructional practice portion of the end-of-year appraisal showed the teachers in the TZ schools were being rated by their principals similarly to teachers in other schools. The school-based administrators walkthroughs related to instructional practice revealed that approximately 86% (n = 216) of the teachers were effective or highly effective. These data reflected the district trends which showed approximately 87% (n = 6546) of the teachers in the district were effective or highly effective.

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 student progress. Specifically, students' progress was monitored more regularly using bi-weekly assessments and the 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 revealed 77% of survey participants believe increased monitoring supported student achievement. Agreement rates ranged from 87% (High Point and 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 were reviewed regularly and school staff were moving in the right direction with monitoring for learning. The principal data was also supported by the AdvancED staff survey data (see Appendix A, Figure 3A) which indicated a more positive perception in this area. Specifically, staffs at High Point, Maximo, and Melrose all indicated

growth in the area of Teaching and Assessing for Learning. This standard encompassed how the school's curriculum, instructional design, and assessment practices guide to ensure success for all students. This data also support the increased learning gains (High Point and Melrose) and proficiency rates (High Point and Maximo) as evidenced by state assessments at the particular school sites.

The principals also noted some initial areas for concerns which included the validity of the bi-weekly assessment data and the time it took to write the assessments. However, end-of-year interviews indicated that the bi-weekly assessments became less of a barrier as the year finished out. Still, there was an expressed need to work on some of the logistics, including the length and timing of the assessments.

Research Spotlight Highlighting What's Working

- High Point Elementary has demonstrated the highest performance and the strongest growth across grades. Some of this success can be attributed to some strong systems and processes that are in place related to the professional learning communities at the school and aligned staff.
- Three of the schools saw an improvement in the school grades, due to an increased focus on data-based decision making and ensuring that students are receiving appropriate interventions.
- Staffs at High Point, Maximo, and Melrose all indicated growth in the area of Teaching and Assessing for Learning.
- Instructional and operational leadership is apparent in several schools as well as a strong connection of data to instructional decision-making. High Point, Maximo and Melrose have shown impressive growth in these areas.

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.

Outcome Indicators: (1) Florida State Assessments ELA and math results, (2) NGSSS Science Assessment

- ✓ Six of the eight schools no longer have an F grade and three of the schools have a C or higher. Only Fairmount Park and Midtown have F grades and neither school has yet shown sustained growth.

- ✓ Four of the eight schools (Campbell Park, High Point, Lakewood, and Melrose) demonstrated growth on the FSA math assessment. Specifically, Melrose showed the greatest growth in the percentage of students scoring at least a Level 3 or above.
- ✓ The NGSSS Science assessment revealed that three of the eight schools (Campbell Park, High Point, and Maximo) showed an increase in the percentage of students scoring proficiency and above.

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

- ✓ Slightly more than half of the staff believed the longer instructional day supports student achievement.
- ✓ Principals indicated staff and student fatigue was a concern initially, though end-of-year data indicates that systems were improved and will continue to improve to better support staff and students.
- ✓ 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 appeared to have a positive impact on student achievement and behavior in the classrooms.
- ✓ Improvements to paraprofessional professional development is needed.
- ✓ Principals recommend gradually scaling back paraprofessionals as retention and experience of teachers improves.

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

- ✓ TZ coaches added an extra layer of support for professional development for teachers, but concerns around district and TZ alignment of the instructional model in TZ schools sometimes creates a lack of clarity and mixed messages for administrators and teachers.
- ✓ Principals recommended that better alignment between district and TZ instructional models is needed.
- ✓ Teacher evaluation data revealed trends similar to the district, indicating that fewer than 15% of the teachers were marked *needs improvement*.

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 assessments for progress monitoring to drive instruction.
- ✓ Staffs at High Point, Maximo, and Melrose all indicated growth in the area of Teaching and Assessing for Learning as evidenced by the AdvancED survey.

NOTE: Priority Findings and Recommendations for each section are found in the Executive Summary.

FINDINGS: Aligned Staff

Supplemental incentives and supports to ensure a common vision and way of work for all Transformation Zone staff were implemented to support student engagement in learning and to increase retention of effective staff members. Increasing capacity of school based staff to implement high quality instruction was enhanced through coaching in reading, math, and science delivered throughout the school year by embedded district coaches and TZ coaches. Additionally, monthly collaborative meetings were scheduled for PD to 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 incentives and other factors supported recruitment and retention of highly effective staff

Instruments and Evaluation Methods Used for the Summative Evaluation

- Recruitment and retention of teacher data
- TZ collaborative meetings summary
- TZ coaching cycle documentation logs
- AdvancED Teacher Climate Survey data

Summary of Aligned Staff Data

For the TZ schools to consistently reflect and refine their craft and achieve continuous growth, the Transformation Team provided 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 provided instructional staff with scaffolded, job-embedded coaching and actionable and specific feedback for continuous improvement of their instructional practices. Collaborative meetings were held monthly to provide ongoing professional development opportunities for staff to support implementation of educational best practices and to build staff culture, including a process for conducting Professional Learning Communities (PLCs).

To enhance a positive climate, the TZ team developed a plan to provide incentives and recognize successes throughout multiple levels of the TZ. This included 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 summative evaluation are summaries of the implementation of collaborative staff meetings, human resources data related to recruitment and years of experience, 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.

Increased recruitment and retention of experienced and highly effective teachers

The TZ team was staffed with a full-time assistant director for Human Resources/Professional Development who was responsible for recruiting, interviewing, and hiring the best candidates for all positions to maximize student achievement. A recruitment/retention bonus (\$5000) was offered to the teachers at select targeted schools.

As reported mid-year, 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 indicated 55% of survey participants agreed the financial incentives motivated them to work at their schools and 51% agreed the financial incentives motivated 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 interviews revealed that the financial incentives were a great resource for recruitment, however were not considered to be a strong tool to retain teachers. Additionally, principals revealed that the dedication of the full-time HR specialist on the team was invaluable. Specifically, the position’s ability to look for candidates year-round and be a primary contact related to the hiring process.

The retention rate of teachers for the 2017-18 school year was calculated at the end of the 2017 school year after the teacher transfer window ended and teacher “opt outs” were complete. The retention data from the TZ schools varied from a 97% retention rate at High Point to a 59% retention rate at Lakewood. The median years of teaching experience ranged from 7.5 years at High Point to 2 years at Sandy Lane. The overall district median years of teaching was 12. Teacher experience also

tended to vary by school with the highest percentages of teachers with 4 or less years of teaching experience.

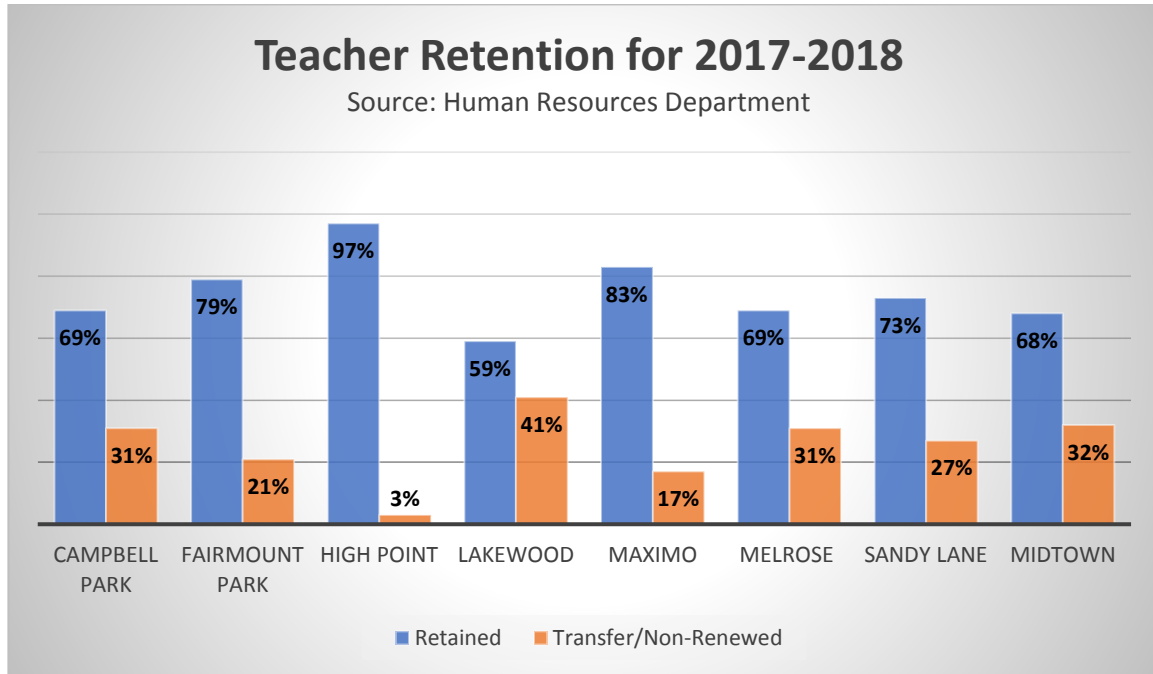


Figure 6. Teacher Retention Data / June 2017 / Compiled From Teacher Transfer Process. Note: These data represent the number of teachers in place when the 2017 school year ended, not when the 2017-18 school year began.

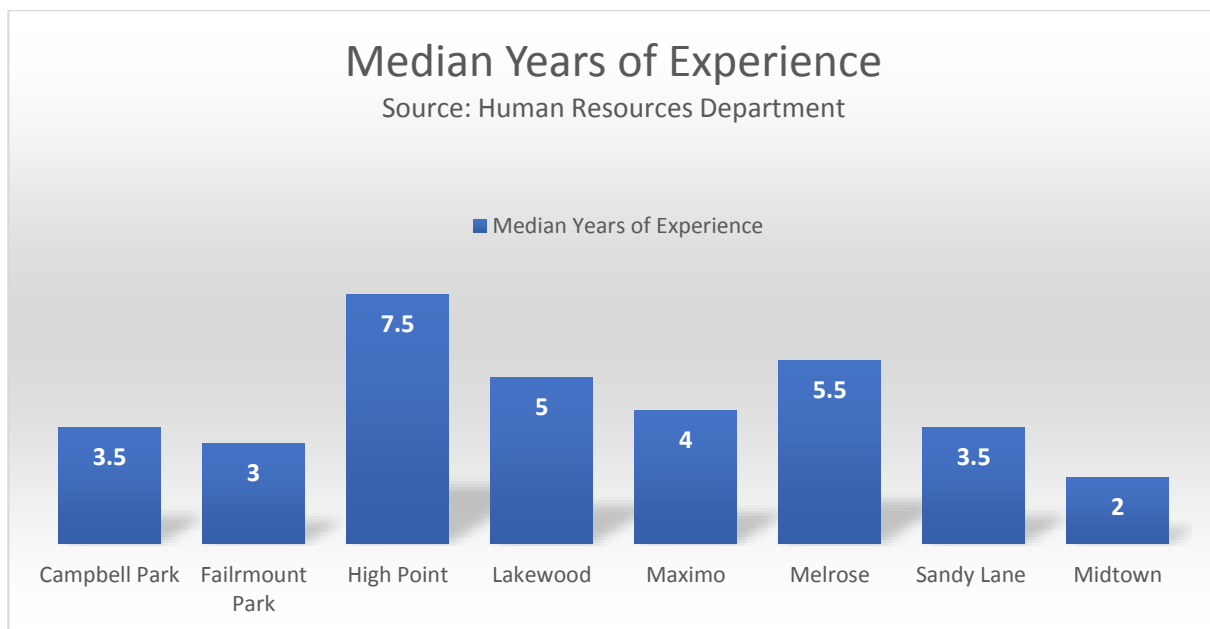


Figure 7. Median years of experience across the TZ schools as of June 2017.

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

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

There were six collaborative meetings held during the school year. Participants included teachers from all grade levels and content areas, including Art, Music and PE instructional personnel. Monthly attendance ranged from 218 (58%) 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 was scheduled for the Transformation Zone schools on a weekly basis. Coaching was 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 supported an additional layer of professional development for site-based embedded coaches and teachers at each of the TZ schools. Coaching support was 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 spent at each of the schools was 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 for 2016-2017. The TZ team tended to spend most of their time at Campbell Park (21.8%) and Lakewood (20.7%) and spent the least amount of time at High Point (5%). This was based on a combination of identified school needs and school leader's preference. The areas of focus tended to vary. The top three areas of focus included support related to explicit instruction (43.9%), checks for understanding (43.9%), and higher order questioning (30.5%).

In the fall, staff members were surveyed about their beliefs regarding Transformation Zone interventions and supports provided by the TZ team. 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).

Staff were also asked about their belief 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.

Additionally, an analysis of staff comments was also compiled for the summative evaluation. Based on qualitative staff survey data, when asked "*what interventions made a positive difference in student learning,*" staff most frequently noted academic interventions, such as extended intervention time and the "Magic Hour"[a structured hour in the morning for the reading intervention], an increased use of data analysis, and professional development provided by academic coaches.

Support for resources and support systems for instructional growth was further measured in the AdvancED Survey, Standard 4: Resources and Support Systems. This standard included instructional materials to support student learning, technological supports, enrichment activities and school facilities that contribute to a safe learning environment. Staff results indicated that three (Fairmount Park, Maximo, and Melrose) of the seven participating TZ schools improved in their score over last year's results indicating that staffs believe that there was increased support for resources and systems at their school sites (see Appendix D).

Note: Midtown does not have AdvancED data, due to being a new school in the district.

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 number of sessions centered on explicit teaching and high order questioning.
- ✓ High Point (97%) and Maximo (83%) retained the highest percentage of teachers for the 2017-18 school year.
- ✓ Staffs at three of the TZ sites indicated that there was increased staff support and resources at their schools.

Process Evaluation: Increased recruitment and retention of experienced and highly effective teachers

- ✓ An overarching theme for this pillar was a continued focus on increasing staff behavior training and strengthening behavior systems. Recommendations from staff members included more instructional support and planning time, and improved communication between TZ staff, school administration, and teachers.

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

- ✓ A moderately high percentage of teachers believe the academic training enhanced instructional practice and student learning.

NOTE: Priority Findings and Recommendations for each section are found in the Executive Summary.

FINDINGS: 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 across the schools were reduced (approximately 19%) when looking at the end-of-year data with 2,454 referrals in 2015-16 and 1,980 referrals in 2016-17. **Note:** Midtown was not included in the total referrals for 2017. Out of school suspensions also decreased from 750 during the 2015-2016 school year to 260 in the 2016-2017 school year (a 65% reduction). The number and use of in-school suspensions tended to vary by school. This mirrors a similar trend 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 was a stronger foundation in developing a school-wide behavior system at each of the school sites this academic year. It should also be noted that several policy and practice changes related to out-of-school suspensions have been instituted, especially for elementary students. These changes may have also played 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 on school leadership. During the principal interviews, district and

TZ team support to achieve goals around school culture and climate was 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 in this area from the TZ team

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

was rated as minimal by school leadership and staff. This should be expected given that the current model does not have a behavior support member as part of the TZ team. In the follow-up interviews, principals continued to emphasize the need for more support related to PBIS, restorative circles, and culturally responsiveness. Staff qualitative survey responses also indicated that staffs still had concerns related to student behavior.

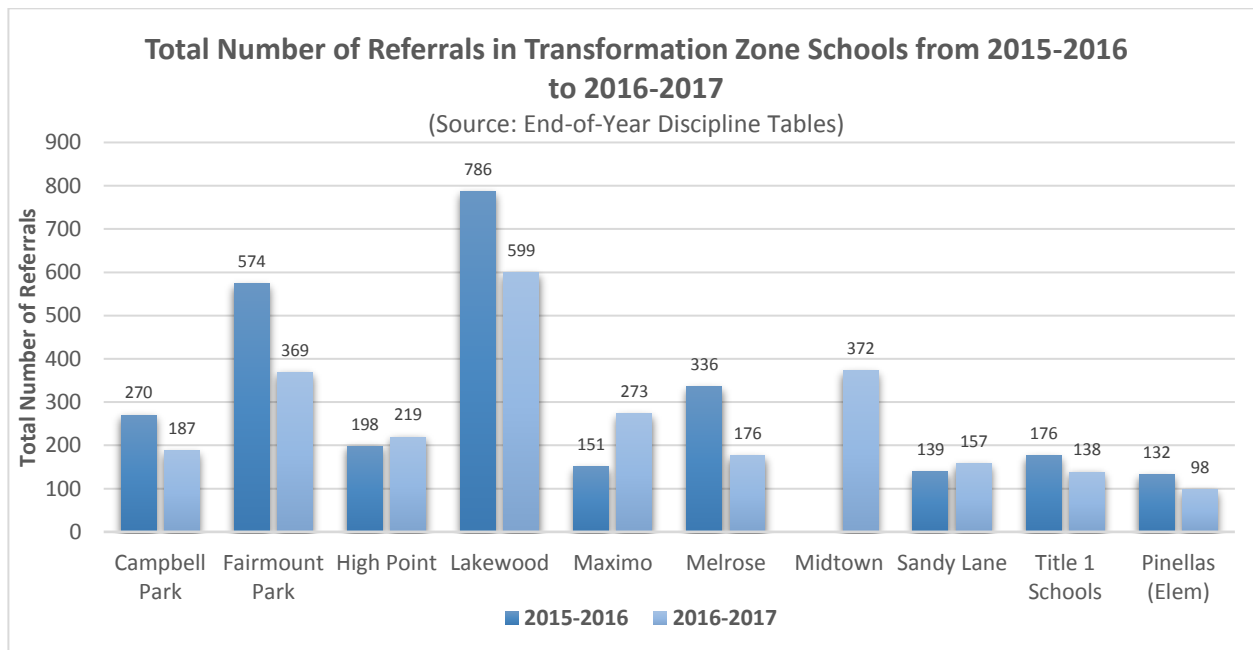


Figure 8. The total number of referrals across the TZ schools, Title I schools (Average), and all Elementary Schools (Average).

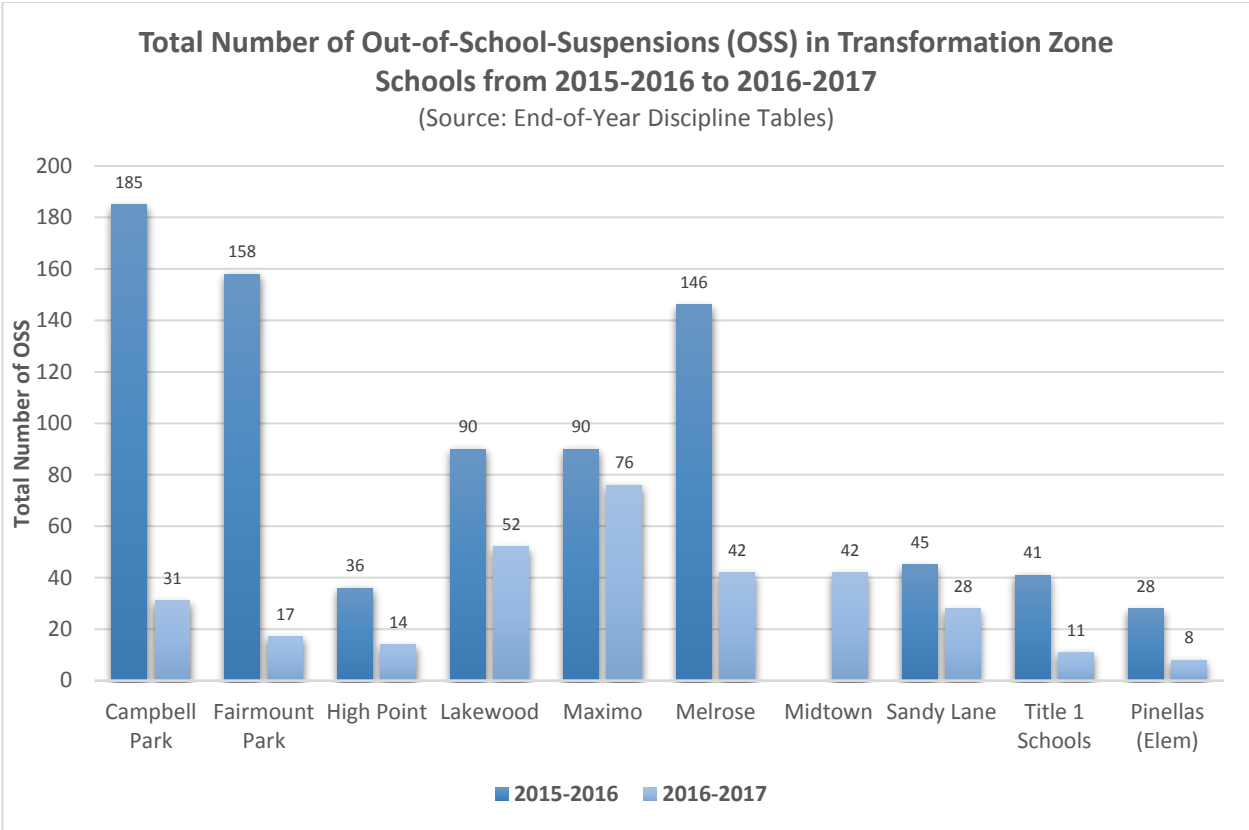


Figure 9. The total number of referrals across the TZ schools, Title I schools (Average), and all Elementary Schools (Average).

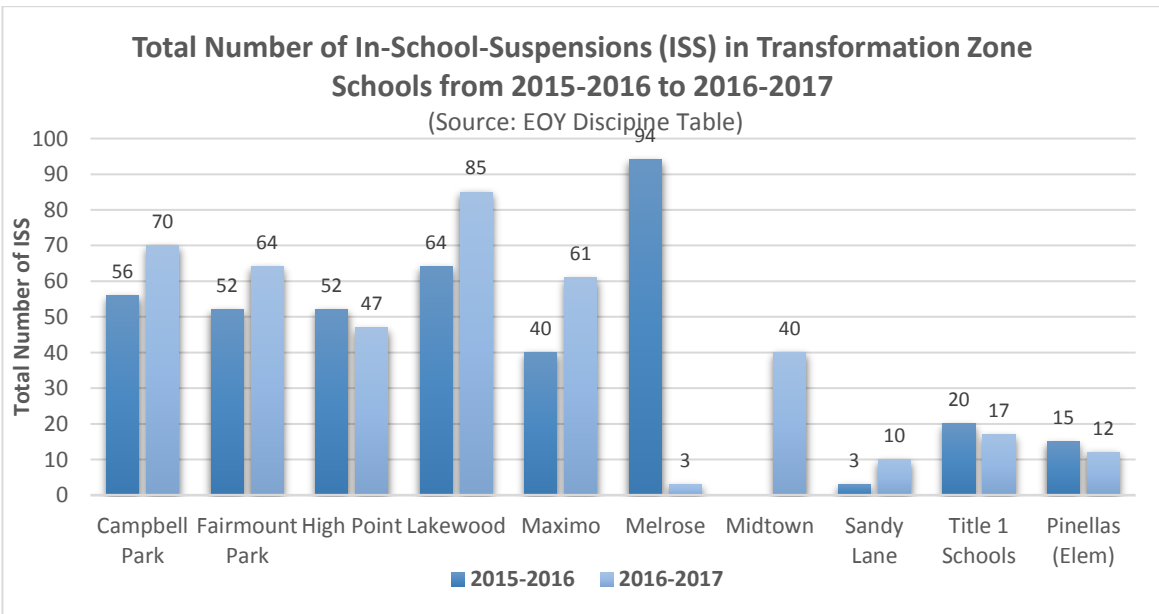


Figure 10. The total number of ISS across the TZ schools, Title I schools (Average), and all Elementary Schools (Average).

Implementation of school-wide Positive Behavior Intervention and Support (PBIS)

The purpose of implementing an effective Positive Behavioral Interventions and Supports (PBIS) program was to provide a learning environment that is safe and fosters positive relationships between students, teachers, and families that 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. 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). The principals also indicated that there was a need for more tiered support related to climate and culture at the TZ schools. Specifically, principals indicated that although there were several strong components of PBIS in place, this was still an area that needed more TZ and district support. They also mentioned the need for specific strategies that were culturally relevant to the TZ schools.

School based Multi-Tiered Systems of Support (MTSS) Coaches conducted walkthroughs, as needed, at school sites to document fidelity of implementation of the critical elements of a school-wide PBIS program using a PBIS walkthrough tool. Establishing these elements was 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

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.

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).

Each of the schools was also charged with completing the Benchmarks of Quality³ (BOQ) for School-wide PBS self-assessment during the Spring of 2016. The BOQ data is a self-reported research-based instrument to measure the schools' implementation of PBIS. Overall, only two of the schools scored above 80%, indicating that the TZ schools could benefit from more focused support of their implementation of PBIS practices. At the end of each year, the BoQ data indicated higher scores in the areas of having a PBS Team, Effective Procedures, and Expectations. Conversely, the schools tended to be lower in the domains related to faculty commitment, behavioral lesson plans, and implementation plan.

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

Student absences is another indicator that was important to examine when considering how to enhance climate and culture of a school. All TZ schools showed 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 (15%) who have been absent 10% or more days of school. However, there still tended to be a greater percentage of students who have been absent 10% or more when compared to the overall district and Title I schools. Some of the principals reported using incentives and reward programs to promote greater attendance at their schools.

³ The ten Critical Elements that are measured through the Benchmarks of Quality are (1) having a PBIS team in place; (2) faculty commitment; (3) effective procedures for dealing with discipline; (4) data entry and analysis plan established; (5) expectations and rules developed; (6) reward/recognition program established; (7) lesson plans for teaching expectations/rules; (8) implementation plan; (9) classroom systems; and (10) evaluation.

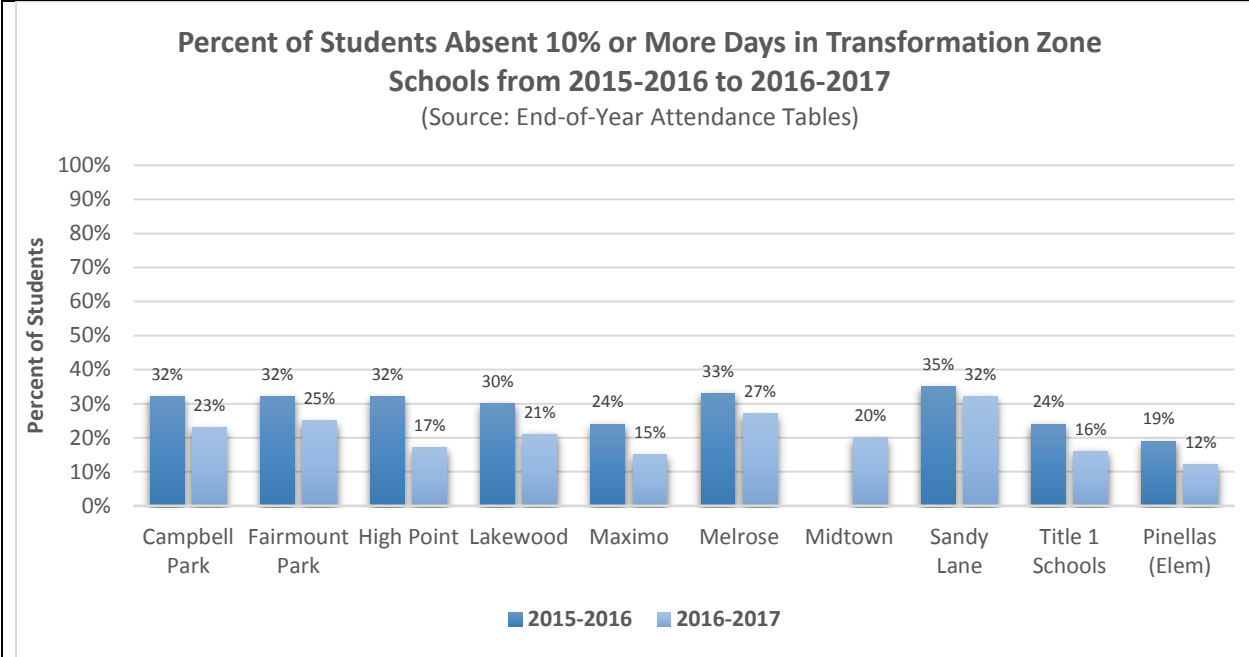


Figure 11. Percent of students absent as compared to 2015-16 at the TZ schools.

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 school-wide 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.

The expectation was for each TZ school to host 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.

Principal interviews revealed that although increased family engagement led to increased student achievement that it was sometimes challenging to find time and resources to put together the family nights on a consistent basis. Attendance at the family nights also tended to be a barrier. Principals expressed a need to focus on more accurate reporting of attendance at family engagement 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 and district supports are 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 disciplinary referrals have decreased considerably from last year across the TZ schools.
- ✓ Melrose showed a marked reduction in discipline offenses from last year.
- ✓ Campbell Park and Fairmount Park showed substantial decreases in out of school suspensions from last year.
- ✓ Fairmount Park and Lakewood had large reductions in the number of disciplinary referrals when compared to last year.
- ✓ Comparing attendance year over year, there was a reduction in the percentage of students who had been absent 10% or more days this year across 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
- ✓ The BOQ data indicated some positive improvements related to culture and climate at some of the TZ sites.
- ✓ There is evidence that school-wide 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.
- ✓ Principals recommended making PBIS more of a priority in the district.
- ✓ An overarching theme from principal interviews was 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.
- ✓ There was lack of reported evidence of attendance at family engagement activities late in the school year and improved attendance structures at these events are needed.

NOTE: Priority Findings and Recommendations for each section are found in the Executive Summary.

FINDINGS: Leadership

Focus Areas of Leadership

- Evidence of how ongoing coaching at 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 Summative Evaluation

- AdvancED Teacher Climate Survey Responses
- TZ Team classroom walkthrough results
- Improvement of school grade
- End-of-Year Phone Principal Interviews

Leadership Overview

All school leaders consistently engaged in problem-solving using a continuous improvement model to increase academic achievement of all learners. Increased capacity of school leaders is intended to drive dramatic academic gains at all schools and improve overall academic performance. The TZ team provided ongoing coaching and support to school leaders. Additionally, monthly PLCs were conducted for all TZ principals.

Summative Evaluation Methods Used to Address Leadership

Evaluation questions for leadership were addressed through a principal interview process and reported in the mid-year formative evaluation report. For the summative evaluation, additional measures and indicators, including AdvancED Survey indicators from the 2016-2017 school year compared with the 2015-2016 school year and classroom walkthrough data are reported.

AdvancED Survey Results for TZ School Governance and Leadership

Perceptions about school governance and leadership were collected using staff, parent, and student AdvancED survey results. Staff results indicated an increased score over last year for Standard

2: Governance and Leadership at four of the seven participating schools (Fairmount Park, High Point, Maximo and Melrose). Some key areas in this standard include leadership's support for an innovative and collaborative culture, accountability for student learning, and opportunities for stakeholders to be involved in the school. The score was at or above the district average at High Point, Maximo, Melrose and Sandy Lane.

Results were less valid for parent perceptions of Standard 2: Governance and Leadership due to a limited number of responses at five of the seven schools (fewer than 25 responses), but an increased positive response over the previous year was noted for High Point, Maximo, and Melrose. Additionally, student results indicate an increased positive perception at Maximo when compared to previous years. AdvancEd staff results are displayed in Appendix D, Figure 1D.

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 and reported in the mid-year formative evaluation. The TZ team conducted walkthroughs again in February and May to examine teacher practice in the areas of culture/climate and teaching and learning. Teachers were rated on a five point scale from significantly below expectations to significantly above expectations. Areas of improvement in culture and climate were noted with increased percentages of teachers rated meeting expectations and above from February to May for maintaining a culture of excellence and joy, having procedures and routines posted in student-friendly language in the classroom, and having classroom interactions that are positive and exemplify a spirit of respect and collaboration. Opportunities for growth were noted in teaching in learning with higher percentages of teachers rated below expectations particularly in the areas of monitoring student progress, checking for student understanding throughout the lesson cycle, and instruction that incorporates performance tasks calling for students to demonstrate understanding and apply knowledge and skills

Principal interview data revealed that the TZ vision and support for leadership was essential for the first year implementation and roll-out of the Transformation Zone. Specifically, the principals mentioned that the monthly principals' meetings and the CompStat presentations were both critical aspects of the leadership supports. A greater alignment and partnership with district's content coaches

was necessary to strengthen systems within the Transformation Zone. One principal also mentioned that assistant principals should also be included in leadership meetings and supports.

Overall, school grades data indicated an improvement in three (Campbell Park, High Point, and Melrose) of the eight schools as compared to the 2015-16 school year. The data shows that this growth can be attributed to increased levels of growth for over half (>50%) of the students in the lowest quartile (L25). Additionally, at High Point over half of the students (57%) scored at proficiency (Level 3) or higher in math. This improvement can be associated with the climate and systems for continuous improvement that was established by school leadership.

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.
- ✓ Staff AdvancED survey results indicated increased positive perceptions of school governance and leadership at four of the seven schools surveyed.
- ✓ Walkthrough data indicated growth in teacher instructional practice related to classroom culture and climate.
- ✓ Walk through data also noted a need for additional teacher professional development to meet expectations for monitoring student progress and checking for student understanding throughout lesson cycle.

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 that they had 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

NOTE: Priority Findings and Recommendations for each section are found in the Executive Summary.

Evaluation Appendices

Appendix A: Teaching and Learning

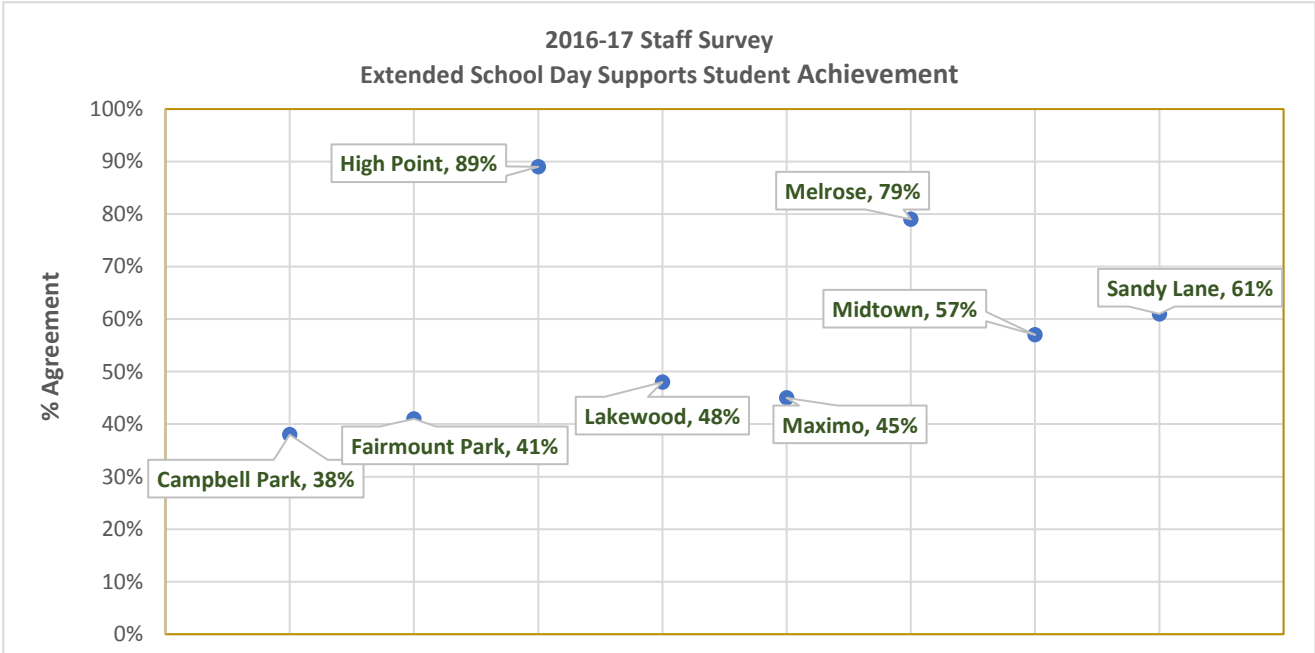


Figure 1A. Staff were asked to respond to the following item: “The extended school day is helping to support student achievement at my school site.”

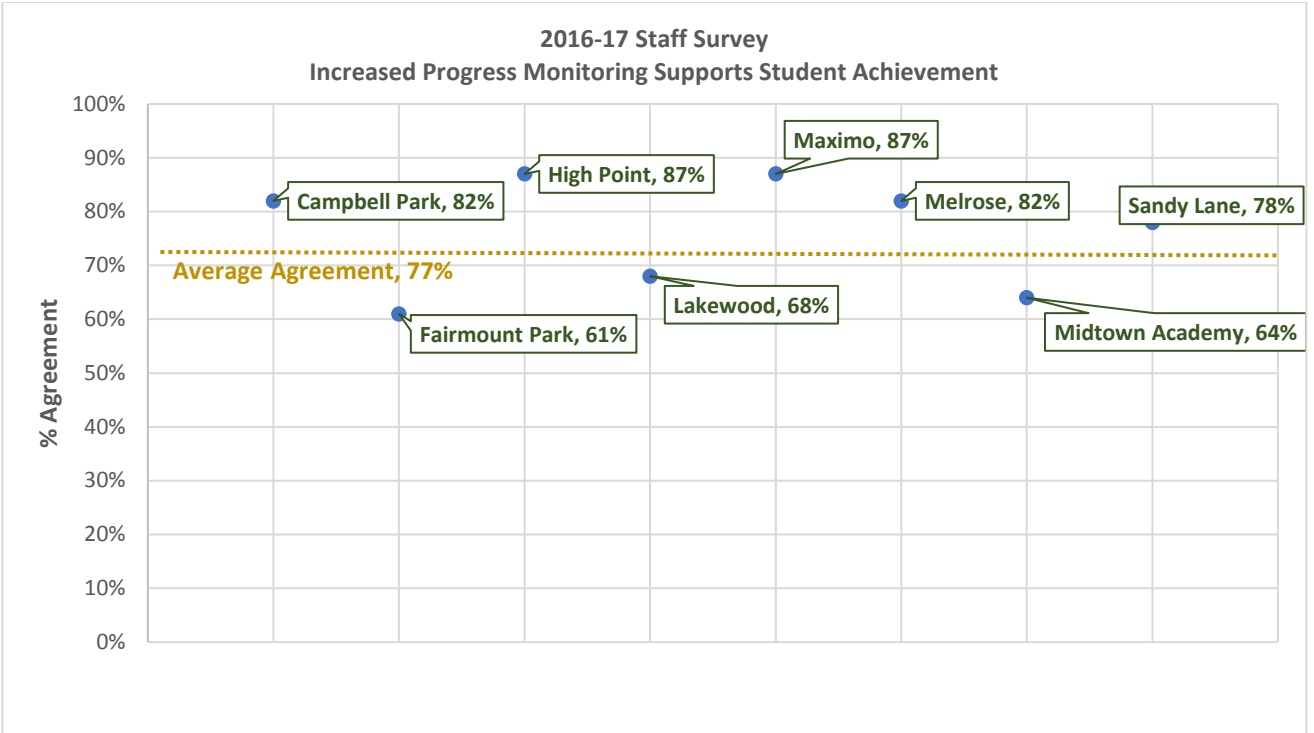


Figure 2A. Staff were asked to respond to the following item: “The increased monitoring of student progress is helping to support student achievement at my school site.”

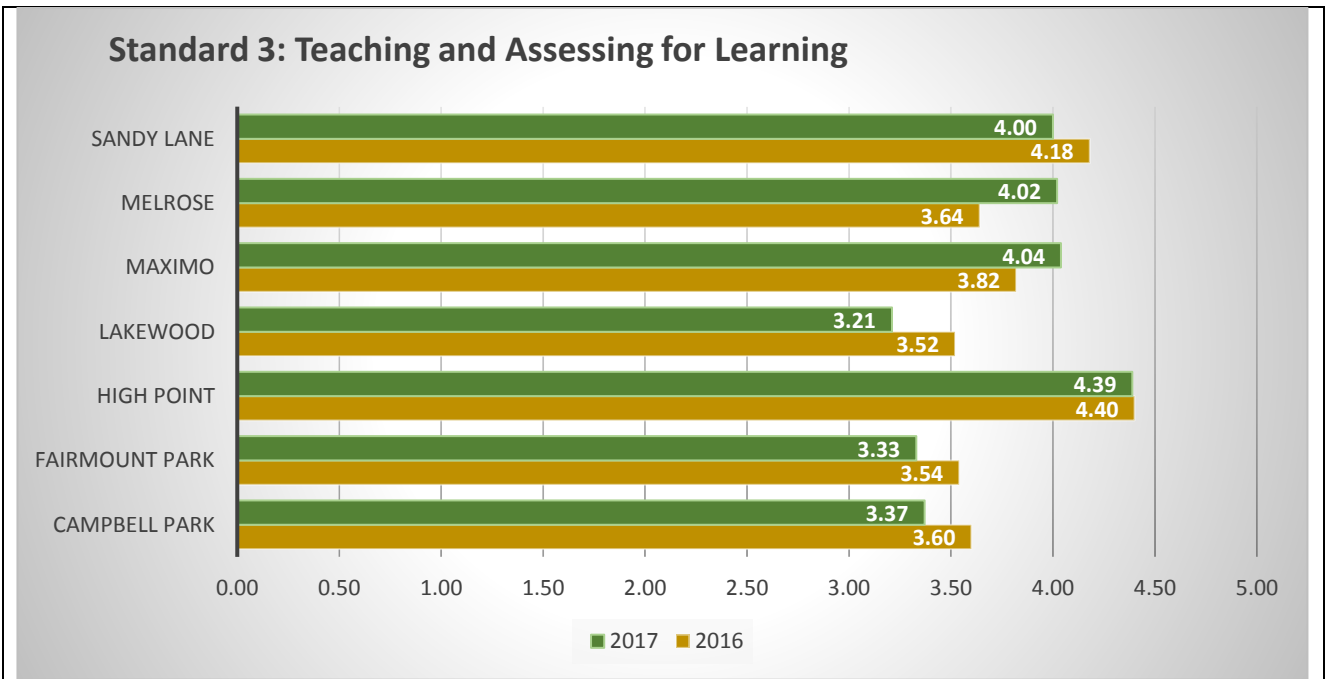


Figure 3A. Comparison of the AdvancED indicator for Standard 3, Teaching and Assessing for Learning

Appendix B: Aligned Staff

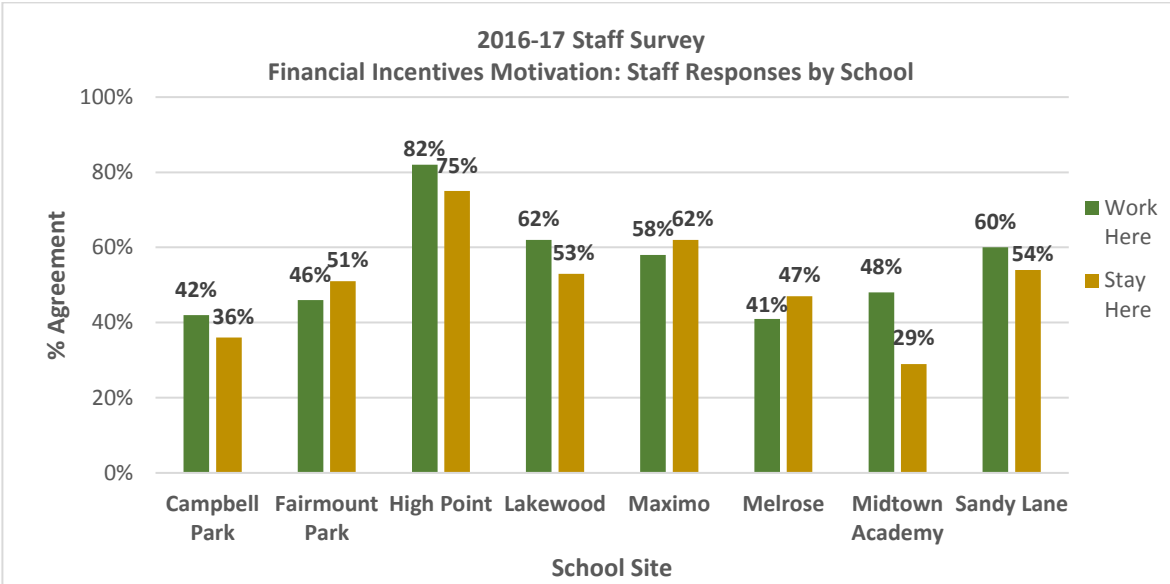


Figure 1B. Staff were asked to respond to the following items: “Financial incentives and bonuses teachers receive motivated me to work here” and “Financial incentives and bonuses teachers receive motivated me to stay here.”

Teacher Attendance at TZ Collaborative Meetings						
Subject Area	Sept	Oct	Nov	Jan	March	Apr
	Number of Teachers Attending	Number of Teachers Attending	Number of Teachers Attending	Number of Teachers Attending	Number of Teachers Attending	Number of Teachers Attending
Art	7	7	8	7	7	7
ELA K-2	81	55	43	46	55	71
ELA 3-5	53	39	38	33	33	
ESE (all)	40	NA	NA	NA	NA	NA
ESE: B	NA	15	25	NA	NA	NA
ESE: PreK	NA	25	23	27	20	21
ESE: IVE/SVE/VE	NA	16	20	20	21	21
Math K-2	51	33	34	30	55	56
Math 3-5	33	32	25	30		
Media	NA	5	6	6	7	5
MTSS	16	6	NA	21	19	14
Music	7	8	5	5	7	6
PE	NA	11	10	9	9	7
Science	24	16	9	7	6	18
Total	312 (84%)	268 (72%)	243 (65%)	241 (64%)	240 (64%)	218 (58%)

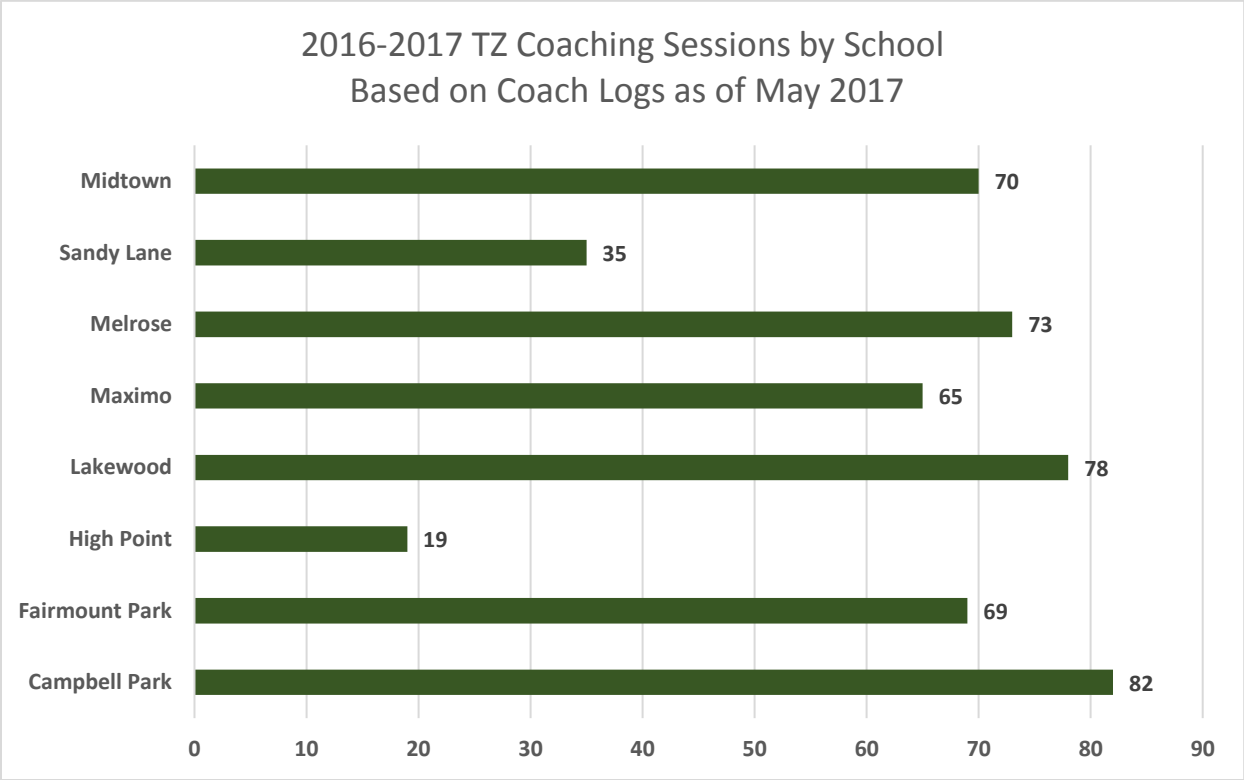


Figure 3B. TZ Coaching Sessions as reported weekly (total) on TZ coaching logs as of May 2017



Figure 4B. TZ Coaching areas of focus as reported weekly (total) on TZ coaching logs as of May 2017.

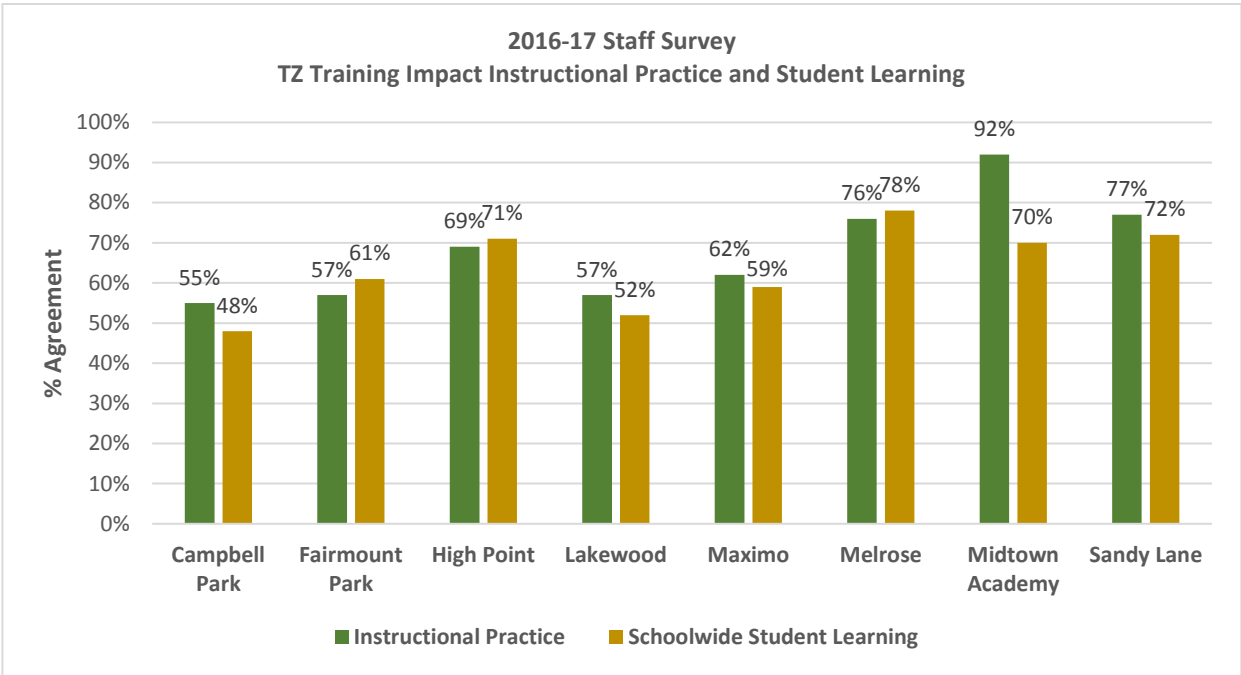


Figure 5B. Staff were asked to respond to the following items: “The trainings led by Transformation Zone staff have positively impacted my instructional practice” and “The work of the Transformation Zone team has had an overall positive impact on student learning at the school.”

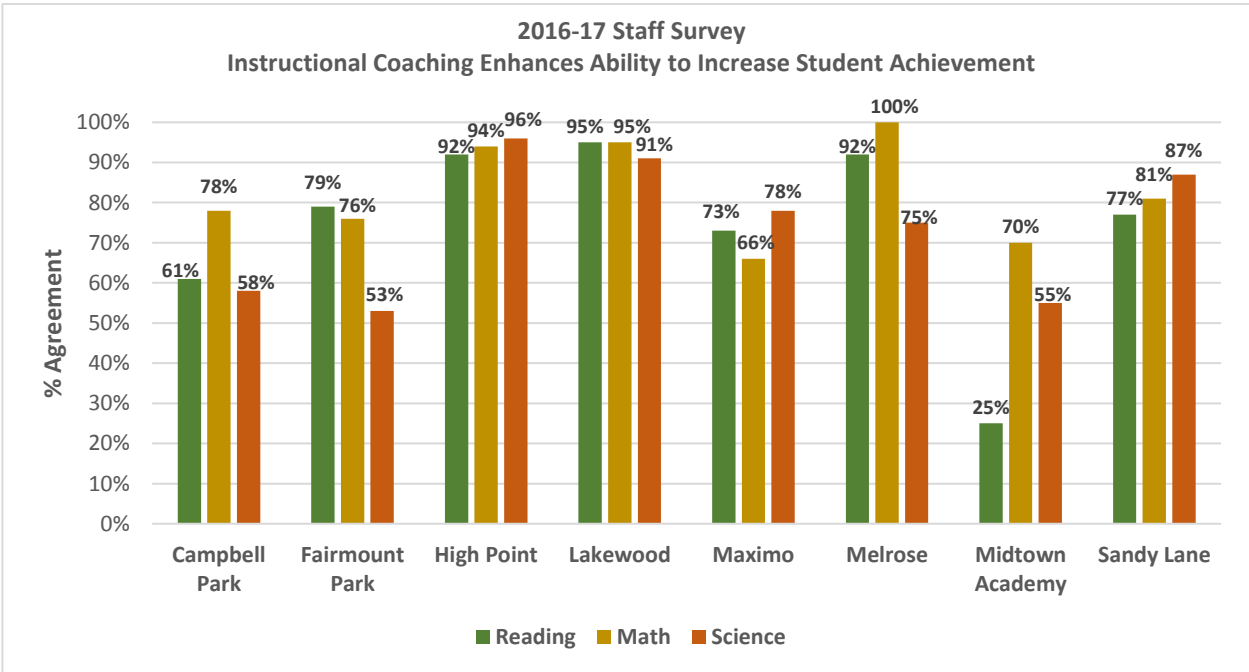


Figure 6B. Staff were asked to respond to the following items: “I receive instructional reading coaching at my school site that enhances my ability to increase students’ academic achievement”; “I receive instructional math coaching at my school site that enhances my ability to increase students’ academic

achievement”; and “I receive instructional science coaching at my school site that enhances my ability to increase students’ academic achievement.”

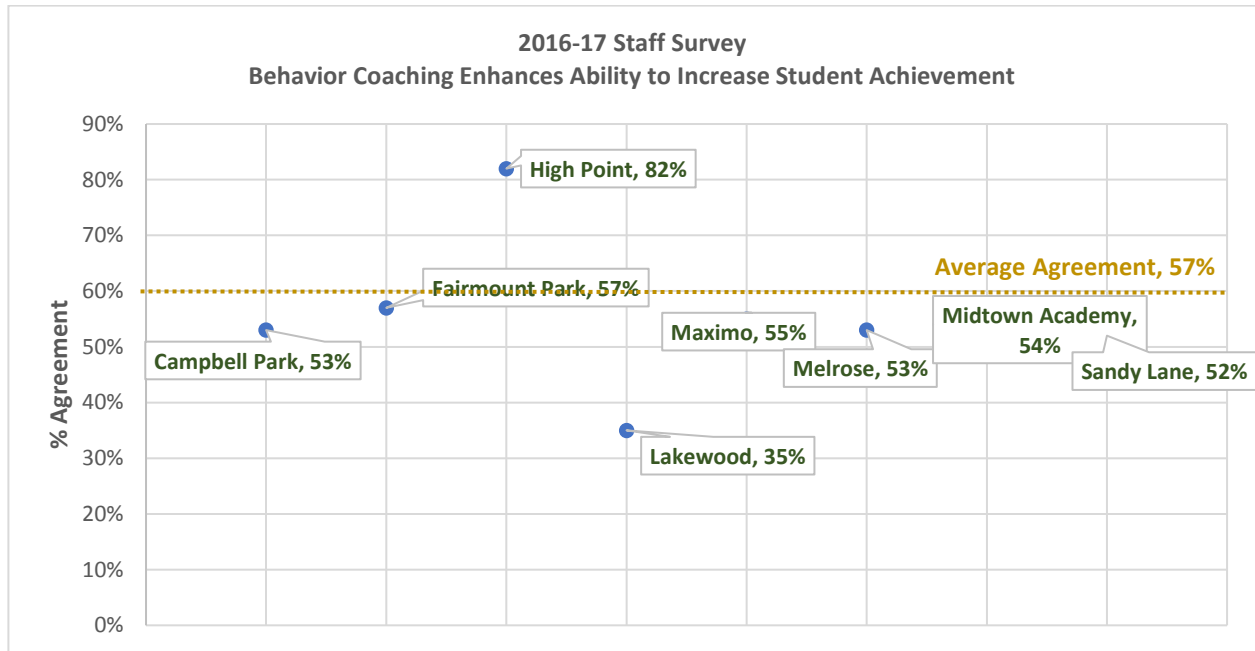


Figure 7B. Staff were asked to respond to the following item: “I receive instructional behavioral coaching at my school site that enhances my ability to increase students’ academic achievement.”

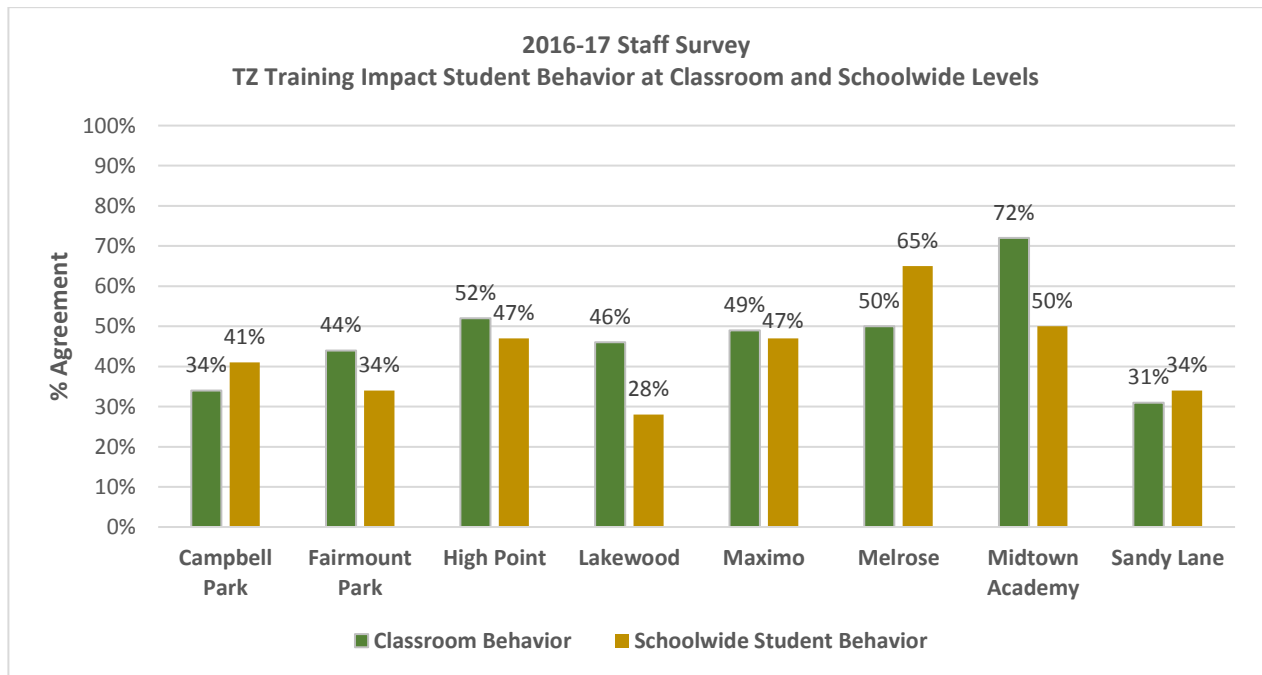


Figure 8B. Staff were asked to respond to the following items: “The trainings led by Transformation Zone staff have positively impacted my ability to address student behavior” and “The work of the Transformation Zone team has had an overall positive impact on student behavior at the school.”

TZ Schools Staff AdvancED Scores Standard 4: Resources and Support Systems

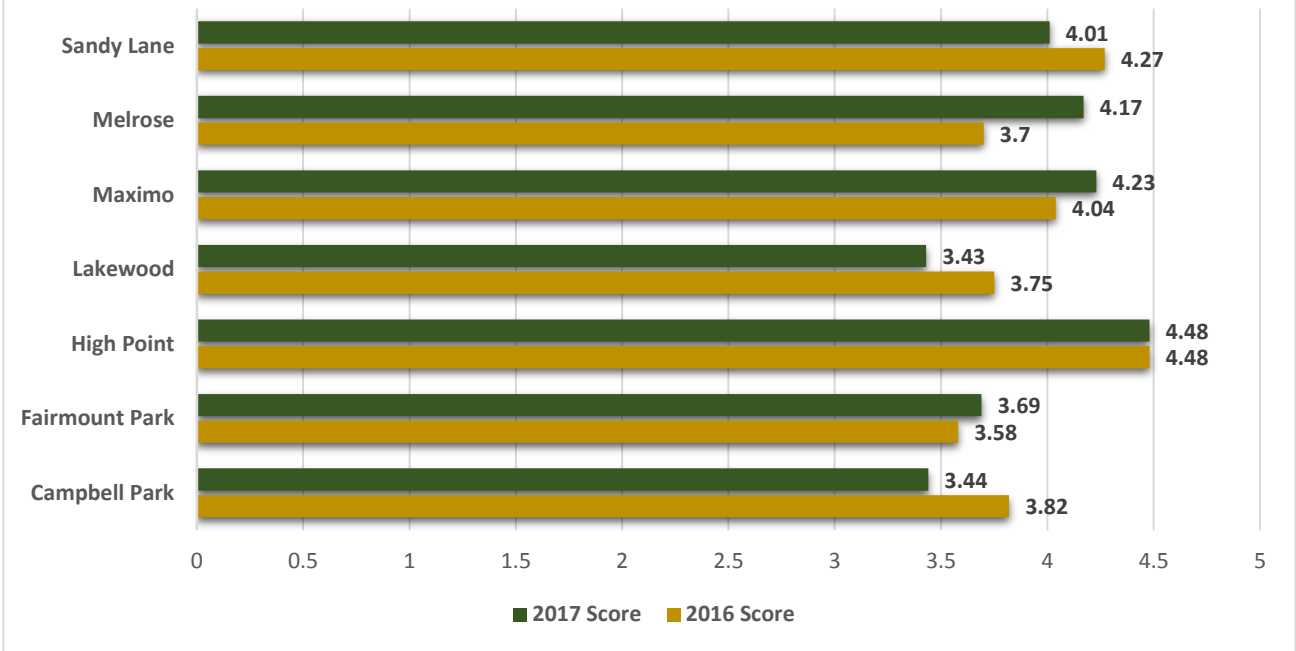


Figure 9B. Staff were asked to respond to the following items: “The trainings led by Transformation Zone staff have positively impacted my ability to address student behavior” and “The work of the Transformation Zone team has had an overall positive impact on student behavior at the school.”

Appendix C: Climate and Culture

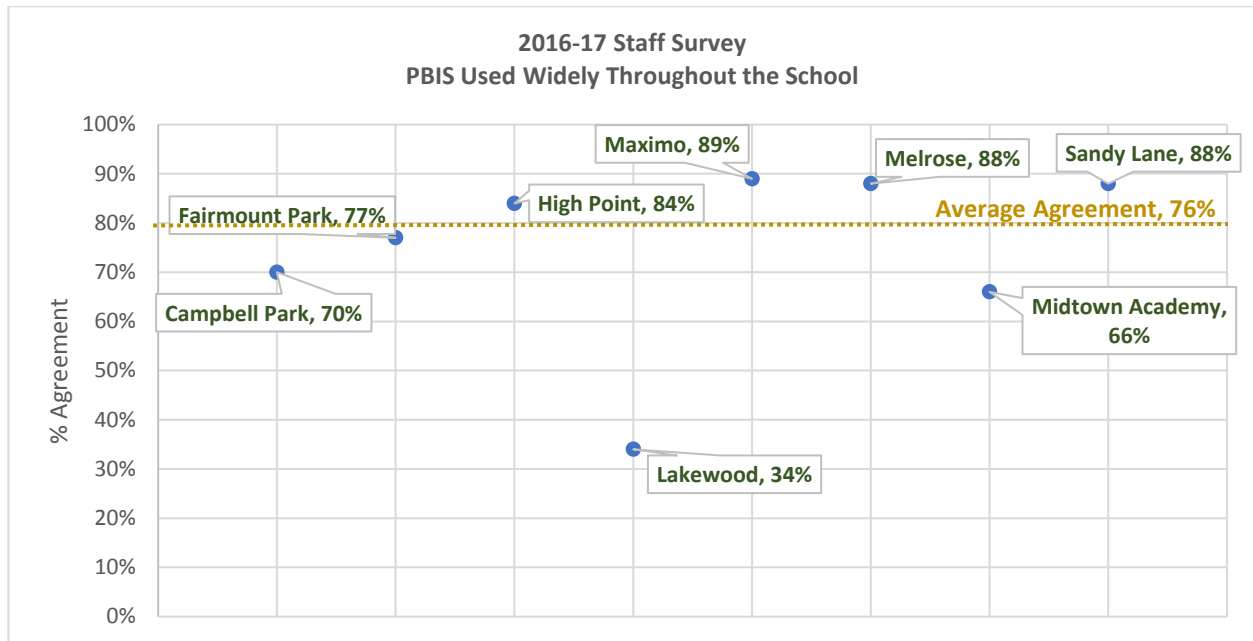


Figure 1C. Staff were asked to respond to the following item: “Positive Behavior Interventions and Supports (PBIS) are used widely throughout the school.”

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.

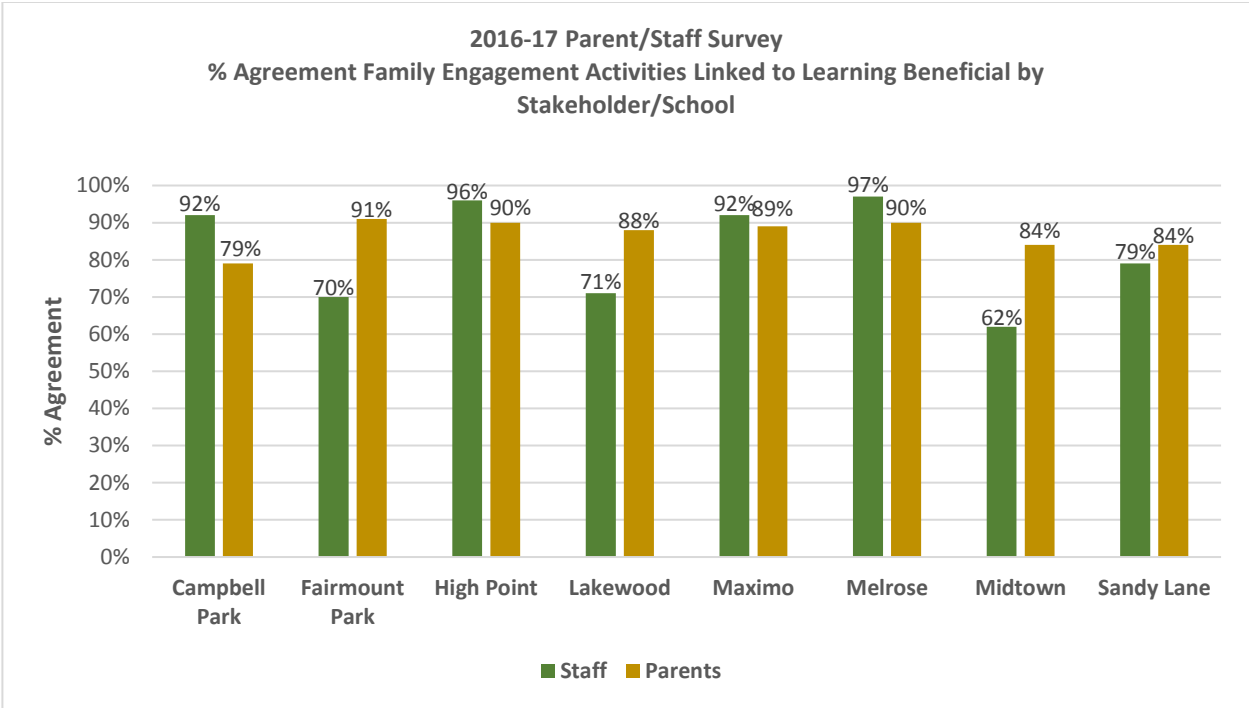


Figure 3C. Staff and Parents were asked to respond to the following item: “Family Engagement activities linked to learning are beneficial to student achievement.”

Appendix D

AdvancED TZ Staff/Parent Survey Results for Standard 2: Governance and Leadership

TZ Staff Survey

AdvancED Staff Survey	n#	n#	n#	Standard 2: Governance and Leadership		
	2015	2016	2017	2015 Score	2016 Score	2017 Score
Campbell Park	46	82	54	4.05	3.81	3.74
Fairmount Park	59	77	30	4.46	3.51	3.72
High Point	67	87	66	4.35	4.50	4.55
Lakewood	55	68	29	4.07	3.76	3.32
Maximo	46	59	59	3.80	3.93	4.30
Melrose	33	65	59	4.00	4.01	4.35
Sandy Lane	60	49	44	4.34	4.41	4.05

Figure 1D. Items were rated and scored on a scale from 1 to 5. (Answer choices: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, Not Applicable)

TZ Parent Survey

AdvancED Parent Survey	n#	n#	n#	Standard 2: Governance and Leadership		
	2015	2016	2017	2015 Score	2016 Score	2017 Score
Campbell Park	6	6	1	4.47	3.12	5.00
Fairmount Park	2	63	13	2.92	4.23	3.73
High Point	14	146	166	4.33	4.08	4.35
Lakewood	37	42	11	3.90	3.12	3.11
Maximo	34	58	20	3.91	4.04	4.10
Melrose	-	17	49	-	3.88	4.18
Sandy Lane	87	93	21	3.89	3.75	3.45

Figure 2D. Items were rated and scored on a scale from 1 to 5. (Answer choices: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, Not Applicable)

