

Pinellas County Schools Transformation Zone Theory of Change and Evaluation Overview

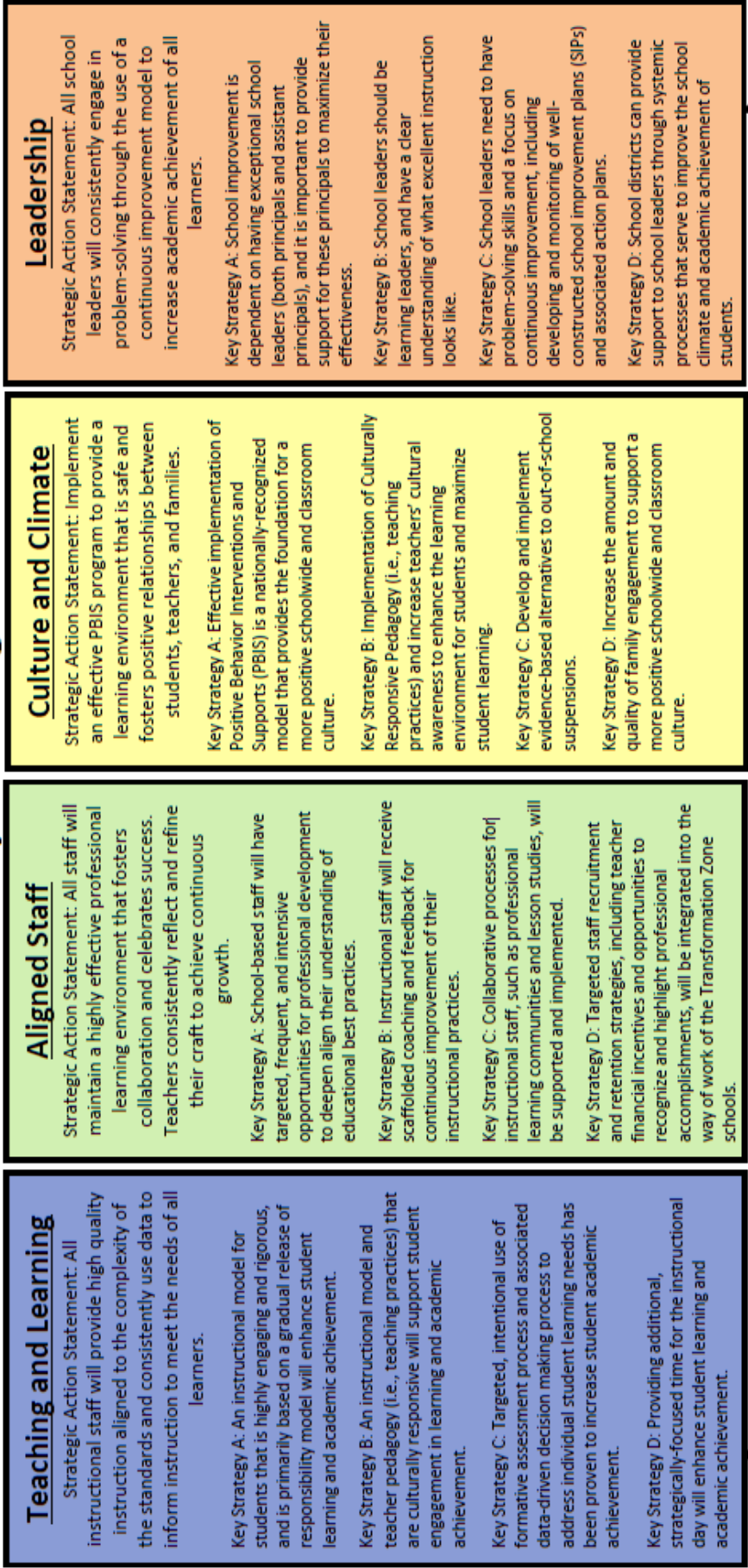
This document provides a summary of the evidence-based practices and research that have been identified to implement at the Transformation Zone schools. It also provides an overview of how the implementation of these practices will be monitored and evaluated throughout the 2016-2017 school year.

The Transformation Zone consists of schools that may need more support as they strive to ensure that students are prepared and poised for 100 percent success during their educational journey. Within the Transformation Zone, educators at all levels work collaboratively to build strong schools that enable all students to achieve at or above grade level. The Transformation Zone has a staff that includes a director and assistant director of school transformation, an assistant director of human resources and professional development, an evaluator/researcher, and five instructional staff developers to support multiple subject areas. There are eight elementary schools in Pinellas County that are part of the Transformation Zone, with five schools receiving the most intensive supports. These five elementary schools are Campbell Park, Fairmount Park, Lakewood, Maximo, and Melrose. The intensive school turnaround supports include a more extended instructional day and paraprofessionals as a primary part of their staffing models. The other three elementary schools that are part of the Transformation Zone are High Point, Midtown Academy, and Sandy Lane. These three schools are receiving similar but less intensive supports. They have a slightly longer instructional day, leadership guidance, and supports for curriculum and instruction.

The work of the Transformation Zone is built upon evidence-based practices and research on school turnaround, which provide the foundation for the Transformation Zone Theory of Change. In addition, PCS has continued to utilize evaluative methods throughout the years to inform its approach to school turnaround. The work of school turnaround is an ever-evolving field and has gained more attention in recent years. As such, PCS is committed to being on the forefront of using innovative practices to support schools to maximize learning for students. A separate document with a more in-depth overview of the research behind this theory of change has also been developed, and has led to the creation of a logic model for the Transformation Zone work. The figure on the following page provides an overview of the five pillars of school turnaround within the Transformation Zone Theory of Change. The five pillars are:

- *Teaching and Learning;*
- *Aligned Staff;*
- *Culture and Climate;*
- *Leadership;* and
- *Systems and Operations* to support efficient processes for implementation

Transformation Zone Theory of Change



Systems and Operations

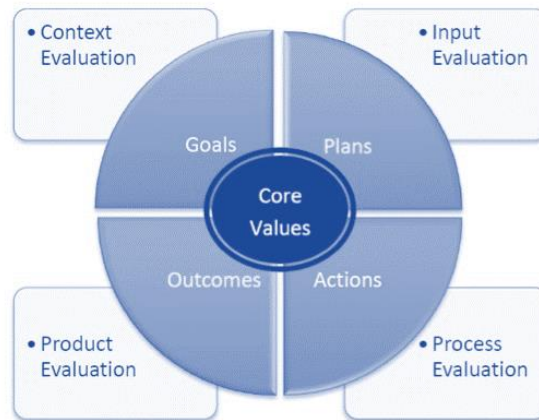
Strategic Action Statement: All school leaders will develop and communicate efficient systems and processes that align and support the components of the five pillars and the School Improvement Plan.

Evaluation Overview

The Transformation Zone initiative has expanded out of the Scale Up for Success initiative, which was implemented during the 2014-2015 and 2015-2016 school years. The 2015-2016 Scale Up for Success evaluation followed a developmental evaluation¹ process in which data were analyzed and shared frequently with key stakeholders throughout the school year to provide information for continuous improvement. In addition, research was conducted on best practices for school turnaround.

For the 2016-2017 Transformation Zone evaluation, monitoring of the process (implementation and outputs) and product measures (outcomes data) will occur throughout the school year. The evaluation team will use the CIPP evaluation model² developed by Daniel Stufflebeam. This CIPP model provides a comprehensive framework for evaluation, with a focus on a systems approach to the various stages of program development and implementation. This model helps managers and administrators focus on different programmatic aspects: (1) *context* analysis to influence planning decisions such as necessary interventions and assessing how these interventions support program goals; (2) *input* analysis to support decisions around the program strategies and implementation design; (3) *process* analysis to assess the implementation process and make necessary modifications for program enhancements; and (4) *product* evaluation to judge the program's progress toward attainment of goals. As such, the model enables evaluators to provide regular feedback to promote ongoing learning in the project, as well as accountability for implementing the project as designed within a formative evaluation process. Furthermore, the model assists the evaluation team in examining the initiative's effectiveness in achieving its established benchmarks and outcomes related to its goals to provide a summative evaluation.

Components of Stufflebeam's (2003) CIPP Model for Evaluation



¹ According to Michael Quinn Patton, who established the concept of developmental evaluation, "Developmental Evaluation (DE) is an evaluation approach that can assist social innovators to develop social change initiatives in complex or uncertain environments. DE originators liken their approach to the role of research & development in the private sector product development process because it facilitates real-time, or close to real-time, feedback to program staff thus facilitating a continuous development loop." (Source: http://betterevaluation.org/plan/approach/developmental_evaluation)

² Fitzpatrick, J., Sanders, J., & Worthen, B. (2011). *Program evaluation: Alternative approaches and practical guidelines* (4th Ed.). New York: Allyn & Bacon. Canadian Publisher: Pearson.

These goals are:

- Increase the percentage of students scoring as proficient to 40% in ELA, 50% in Math, and 40% in Science for grades 3-5.
- Ensure a common vision and way of work to support student engagement in learning as evidenced by an increase in the retention of all effective staff members to 75%.
- 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.
- 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.
- 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.

A mixed method evaluation approach³ is proposed for this evaluation, using both quantitative and qualitative data collection and analysis to yield valid, defensible evidence of project effectiveness linked to project goals and objectives. Quantitative data provide outcome measurements from which specific gains and improvements can be determined and statistical comparisons made. Qualitative data provide rich contextual information to augment and strengthen the interpretation of the quantitative results.

As data are collected, they will be reviewed by the lead Transformation Zone evaluator, the Transformation Team, and district leadership for purposes of continuous improvement. It is important to note that the process monitoring components are primarily for internal district use to gauge the progress of the initiative toward effective implementation and toward its identified goals. Mid-year (February 2017) and end-of-year evaluation (August 2017) reports will be available to PCS internal and external stakeholders, along with recommendations for enhancing the initiative. These evaluation reports will focus primarily on outcomes, and will also incorporate qualitative and anecdotal information to provide an understanding of the contexts and inputs that have been implemented throughout the year. While the evaluation process will reflect the current proposal as much as possible, there may be factors that impact data collection and analysis. As such, this proposal serves as a guide for the evaluation but information included in the final report may be modified as needed.

³ Stufflebeam, D. L., & Shinkfield, A. J. (2007). *Evaluation Theory, Models, and Applications*. San Francisco, CA: John Wiley & Sons, Inc.

Transformation Zone Logic Model: A Foundation for Implementation Monitoring and Evaluation

The logic model below provides an overview of the *context* (strategies and goals) and *inputs* (activities) of the initiative. An overview of *process* monitoring (implementation and outputs) and *product* measures (outcomes data) are also provided. Again, it is important to note that formal mid-year and end-of-year evaluation reports will focus primarily on the outcomes listed while also examining other data pieces to examine the context and inputs that may have impacted the outcomes.

Context (Underlying Strategy and Identified Goals)	Inputs (Actions/Activities)
<p>Pillar: Teaching and Learning</p> <p>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.</p> <p>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>1A. Transformation Team (TT) develops and trains school-based staff on the instructional model that incorporates instructional evidence-based best practices, such as the gradual release of learning to students.</p> <p>1B. TT provides a longer instructional day to increase time for content blocks and provide intensive academic enrichment and intervention to targeted student scholars. (Note: a longer day is being implemented in the five Transformation Zone schools that receive more intensive supports.)</p> <p>1C. TT identifies and trains instructional staff on highly effective lesson planning.</p> <p>1D. A common language and understanding around rigorous, high quality standards-based instruction is monitored and supported in partnership with the support of Learning Sciences International (LSI). (Note: LSI will only be directly involved with schools identified by FLDOE as in “turnaround” status.)</p> <p>1E. TT supports schools and instructional staff on implementing culturally responsive teaching practices to maximize learning for students. School leaders are empowered to identify and select curricular resources based on individualized needs of the students and of the school.</p> <p>1F. TT and school-based staff engage in data-based decision-making and continuous monitoring of student progress through the implementation of CompStat presentations, data trainings, and biweekly common formative assessments.</p>
<p>Pillar: Aligned Staff</p> <p>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.</p> <p>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>2A. Transformation Team (TT) provides substantial opportunities for instructional staff to enhance their skills to support student learning and school climate through intensive, targeted professional development and coaching.</p> <p>2B. TT ensures that instructional staff receive scaffolded job-embedded coaching and actionable and specific feedback for continuous improvement of their instructional practices.</p> <p>2C. TT ensures that there are ongoing, enriching opportunities for staff to collaborate to support staff implementation of educational best practices and to build staff culture, including a process for conducting PLCs.</p> <p>2D. To enhance a positive climate and morale, TT develops a plan to provide incentives and recognize successes throughout multiple levels of the Transformation Zone. This includes the implementation of a competitive compensation package and strategic recruitment efforts to actively recruit and retain the most effective teachers. (Note: a more rigorous recruitment package is being implemented at the five Transformation Zone schools that receive more intensive supports, along with additional pay for the longer work/school day.)</p> <p>2E. To strengthen the capacity of the district’s recruiting efforts, the district is partnering with Urban Schools Human Capital Academy (USHCA) to enhance recruitment efforts and deploy and retain highly effective teachers and principals through Comprehensive Human Capital Management.</p>

Context (Underlying Strategy and Identified Goals)	Inputs (Actions/Activities)
<p>Pillar: Culture and Climate</p> <p>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.</p> <p>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>3A. Transformation Team (TT) implements and supports effective training in the implementation of Positive Behavior Interventions and Supports (PBIS) that provides the foundation for a more positive and classroom culture. TT helps in establishing schoolwide behavior systems and protocols, arrival and dismissal procedures, and incentive programs.</p> <p>3B. TT conducts training and support for Culturally Responsive Pedagogy (i.e., teaching practices) and increase teachers’ cultural awareness (e.g., core beliefs, interpersonal relationship with student), to enhance the learning environment for students and maximize student learning.</p> <p>3C. TT supports the development and implementation of an effective schoolwide behavioral plan and evidence-based alternatives to out-of-school suspensions.</p> <p>3D. TT increases the amount of high quality of family engagement to support a more positive schoolwide and classroom culture through Parent Academy sessions and Dual Capacity Workshops based on the work of Dr. Karen Mapp.</p>
<p>Pillar: Leadership</p> <p>Strategic Action Statement: All school leaders will consistently engage in problem-solving through the use of a continuous improvement model to increase academic achievement of all learners.</p> <p>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>4A. Transformation Team (TT) provides ongoing coaching and support to school leaders. In addition, monthly PLCs are conducted for all TZ principals.</p> <p>4B. Learning Sciences International (LSI) train and certify Principal Supervisors to conduct Rigor Walks, which are comprehensive observations and examinations of rigor in a school or classroom.</p> <p>4C. TT conducts rigor walks with leadership team and norms around evidence as part of the LSI partnership for school turnaround sustain improvement over time. From these observations, they will provide substantive feedback to teachers, by addressing root causes and removing barriers to achievement. (Note: LSI will only be directly involved with schools identified by FLDOE as in “turnaround” status.)</p> <p>4D. Director of School Transformation supports school leaders in developing their Roadmap to Success and monitors this on an ongoing basis.</p>
<p>Pillar: Systems and Operations</p> <p>Strategic Action Statement: All school leaders will develop and communicate efficient systems and processes that align and support the components of the five pillars and the School Improvement Plan.</p> <p>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>5A. Transformation Team (TT) assists the school leader in developing non-negotiables around arrival, dismissal, transitions, hallway procedures, emergencies, etc.</p> <p>5B. TT assists the school leader in developing staff handbooks, clerical handbooks, paraprofessional handbook, and programs of work for leadership team.</p> <p>5C. TT provides professional development around systems and operations.</p> <p>5D. Multi-Tiered Systems of Support (MTSS) and best practices for Response to Intervention (RtI) are supported by the TT.</p> <p>5E. The Learning Sciences (LSI) Hybrid Turnaround Model will enhance the District’s implementation of MTSS process by providing data and aligning resources to support both student learning and growth of teacher practice. (Note: LSI will only be directly involved with schools identified by FLDOE as in “turnaround” status.)</p>

Process and Product (Outputs and Outcomes for Evaluation)

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

Focus Areas for Evaluation:

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

Implementation Monitoring (Process):

- 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

Outcomes Monitoring (Product):

- Reading and math proficiency (3rd-5th grade FSA)
- Science proficiency (5th grade SSA)
- Benchmark assessments throughout the year (MAP)

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

Focus Areas for Evaluation:

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

Implementation Monitoring (Process):

- 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

Outcomes Monitoring (Product):

- Number of average years of teaching experience compared year to year
- Retention data on the retention of teachers rated as “highly effective” over multiple years

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

Focus Areas for Evaluation:

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

Implementation Monitoring (Process):

- 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

Outcomes Monitoring (Product):

- 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

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

Focus Areas for Evaluation:

- Evidence of how ongoing coaching monthly PLCs support school leaders
- Evidence of how principal norms have been established around evidence of instructional best practices
- Evidence of principals developing their Roadmap to Success and ongoing monitoring processes

Implementation Monitoring (Process):

- Evidence of the implementation and effectiveness of key activities via staff survey data as well as principal interviews
- Evidence from school walkthroughs

Outcomes Monitoring (Product):

- AdvancED Teacher Climate Survey Responses
- Improvement of school grade and other academic and behavioral indicators listed above

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.

Focus Areas for Evaluation:

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 a means to support students in multiple areas.