

### **Short History**

To combat low performance and support the continued growth of student achievement, the Scale Up for Success Initiative focuses on five elementary schools in the Pinellas County School District: Campbell Park, Fairmount Park, Lakewood, Maximo, and Melrose. The initiative was launched in the fall of 2014 and is aimed at increasing student achievement through a multi-pronged approach, with an emphasis on implementation during the first year.

Rooted in the 5Essentials framework for school reform, the following interventions were put in place:

- Intensive support and training for every teacher, including the hiring of a paraprofessional for every classroom to serve as a teaching partner;
- Intensive coaching and support for school leaders, including a district partnership with The New Teacher Project (a national leader in school improvement and principal growth);
- Advanced behavior management systems and frequent district monitoring to reduce student discipline incidences and ensure a stronger learning climate for teachers and students;
- Aggressive recruitment, retention and performance bonuses for teachers;
- Comprehensive mental health and counseling services for students and families;
- Enhanced extended learning and summer programs, and family engagement opportunities to provide unique learning experiences.

### **The Research**

The research around turnaround schools is clear and consistent. The interventions in place in these five schools are born out of an extensive literature review around the best practices in turnaround schools. The work is closely aligned to the 5Essentials framework developed over 20 years through The University of Chicago Consortium on Chicago School Research (UChicago CCSR).

The framework:

- Is based on a 10-year study that used multiple years of survey data to show how the essential supports worked together to impact school improvement;
- Brought coherence to a wide array of divergent findings and theories about school improvement;
- Revealed that schools strong on at least three of the 5Essentials were ten times more likely to improve student growth in test scores;
- Was presented by the Florida Department of Education as the foundational research for its school improvement system.

Adopting this framework as the foundation for the Scale Up for Success Initiative, the emphasis for the initial phase of improving these schools is on the following three components:

- Developing effective leaders;
- Implementing ambitious instruction;
- Creating a supportive environment.



5Essentials framework (University of Chicago Consortium)

### ➔ Framing the Work

- **Year One Evaluation – An Implemental Model**
  - The evaluation design used for the Year 1 initiative was collaborative and multi-method. External stakeholders, internal partners, key district personnel and the evaluation team met periodically to discuss the implementation and monitoring activities.
  - The Year 1 evaluation provided baseline data for the Scale Up for Success Initiative. It included evaluation of the processes, inputs, and preliminary outcomes of the initiative. The primary purpose of the Year 1 Summative Evaluation was to provide a snapshot of the project implementation strategies and to identify the program’s strengths and areas that need to be addressed for Year 2.
- **Year Two Evaluation – A Developmental Model**
  - The evaluation design for Year 2 will continue to be collaborative and multi-method. An outcomes measurement and a summative evaluation will continue as well. The Year 2 evaluation will follow a developmental evaluation process in support of the continued growth of each of the interventions in place in the schools. In this way, data are analyzed monthly during the school year to provide immediate and continuous development and adaptation. The model is rooted in evidenced-based research and logic, a sequence of steps around each intervention, with interim measures of progress.
  - Within this model, the framing of the issue can change as the data are analyzed. This model is planned for Year 2 so as to get closer to answering the questions around *how* or *why* certain interventions are working in the schools. The idea is to build on what is *working* instead of what is *not working*. This is referred to in research as “appreciative inquiry.”

### Goals

- **Immediate:** Building the capacity and effectiveness of school leaders and instructional staff to increase student achievement at each of the five Scale Up schools.
- **Long-term:** Transference of best practices in the five Scale Up schools to other school sites in the district in support of a widespread increase in student achievement.

**Scale Up For Success** Evaluation Questions / Measures – Year 2

➔ **Focus Area A: Learning Environment and Student Engagement**, including behavior as indicated by more students being on-task; and academics as indicated by improved student achievement.

**Guiding evaluation questions for Focus Area A:** (1) Are the additional supports within the Scale Up for Success Initiative resulting in an enhanced classroom learning environments (e.g., more positive student behaviors, fewer classroom disruptions)? (2) Are the additional supports within Scale Up schools resulting in increased academic achievement?; (3) How can these additional supports continue to be enhanced?

➔ **Focus Area B: Leadership Capacity**, which encompasses enhanced schoolwide leadership practices to increase student academic achievement and behavior.

**Guiding evaluation questions for Focus Area B:** (1) Are the additional supports for school leadership resulting in an enhanced schoolwide learning environment (e.g., more positive student behaviors, fewer classroom disruptions) and improved student outcomes? (2) How can these continue to be enhanced?

➔ **Focus Area C: Family and Community Engagement**, which aims to increase parental and community involvement in direct support of student academic achievement and improved behavior.

**Guiding evaluation questions for Focus Area C:** (1) How has family and community engagement been enhanced in the Scale Up schools to support student success / access to learning (e.g., homework, tutoring, after-school interventions)? (2) How can this continue to be enhanced?

➔ **Key Metrics**

Focus Areas	Key Indicators and Outcome Measures
<b>Academic Achievement</b>	<p>*Progress monitoring metrics included in the full Year 2 evaluation matrix.</p> <p><i>Ongoing monitoring of the following:</i>                      Reading proficiency (Istation, Running Record and District cycle data)                      Math Proficiency (ST Math and District cycle data)                      Science proficiency (District cycle data)</p> <p><i>Summative outcomes include:</i>                      Reading and math proficiency (SAT-10 and FSA)                      Reading and math gains (SAT-10 and FSA)                      Science proficiency (state assessment)</p>
<b>Learning Environment / Behavior</b>	Number of referrals / repeated misbehaviors Number and frequency of Out of School Suspensions (OSS) Matrix of measures re: Positive Behavior Support (PBS), cultural competence Matrix of measures re: model to use paraprofessionals as “teaching partners” Principal, paraprofessional and teacher perceptions regarding the learning environment
<b>Faculty / Leadership Growth and Stability</b>	Monthly data collected to measure trends that are aligned with key leadership qualities, based on the Marzano School Leader Evaluation Model Trend data from the 2014-2015 school year in comparison to the 2015-2016 school year
<b>Extended Learning Opportunities</b>	Number of students accessing “extended learning options” – % growth Percentage of students completing and meeting “growth measures” via ELP
<b>Family and Community Involvement</b>	Number of learning-centered activities offered, attendance by % of families Number of students / parents utilizing school support services (counseling, mentoring, etc.) Stakeholder perceptions related to family engagement at each of the five schools