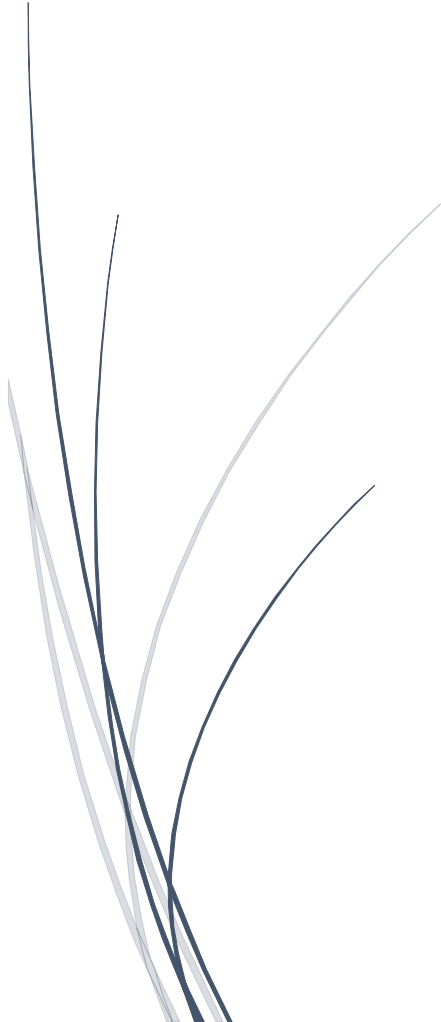


***Scale Up for Success  
Year 2 End-of-Year Summative  
Evaluation Report***

August 2016

**Pinellas County Schools**  
Offices of Assessment, Accountability and Research  
& Title I



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## Executive Summary

The Scale Up for Success Initiative has focused on five elementary schools and was launched in the fall of 2014 in the Pinellas County School District: Campbell Park, Fairmount Park, Lakewood, Maximo, and Melrose. The key components of this initiative to support the academic, behavioral, leadership, and family engagement discussed in this evaluation are the utilization of paraprofessionals; utilization of The New Teacher Project (TNTP) instructional supports; instructional coaching; leadership supports and indicators; the Promise Time extended learning program; utilization of Positive Behavior Interventions and Supports (PBIS); utilization of school psychologists and social workers; family engagement activities and indicators; and utilization of family navigators and mental health clinicians. The guiding evaluation questions include:

- How are the additional supports within Scale Up for Success schools resulting in increased academic achievement?
- How are the additional supports within the Scale Up for Success Initiative supporting the school climate and student behavior?
- How are the additional supports for school leadership enhancing the schoolwide learning environment?
- How has family and community engagement been enhanced in the Scale Up schools to support student success/access to learning?
- How can these continue to be enhanced?

Key implementation evaluation methods and outcome measures for this Summative End-of-Year Evaluation Report include outcome data on reading and math proficiency (SAT-10 for 1st and 2nd grade and FSA for 3rd-5th grade); Science proficiency (5th grade Statewide Science Assessment); the number of disciplinary referrals; the number of out of school suspensions (OSS); and the percentage of students absent 10% or more days. Additional walkthrough data and survey data was also used to examine the implementation of the initiative at the five Scale Up schools. Attendance at family engagement activities and the use of family navigation and mental health counseling services for students and families were also analyzed.

Based on the year to year comparison data for the FSA ELA and Math, there have been substantial increases in the percentages of students testing as proficient at four of the five Scale Up schools, with the exception of Campbell Park. Overall, there is evidence that the additional supports and interventions that have been in place over the past two years of the Scale Up for Success Initiative have resulted in higher academic achievement in the majority of these schools. The fifth grade Statewide Science Assessment scores have shown more mixed results, indicating that the supports for science may need to be strengthened across the board for each of the Scale Up schools. Maximo and Melrose had the highest percentage of students scoring as proficient in science at 29% and 24%, respectively.

Discipline data showed improvement among the five schools related to school culture and climate. When looking at end of the year data, the number of referrals this year (2,117) has decreased by 61% (5,404 referrals) from 2013-2014 to 2015-2016. On average, the Scale Up schools reduced OSS by at least 60% from 2013-2014 to 2015-2016.

Additional details regarding conclusions and recommendations are provide at the end of the document.

# Introduction

## Overview of the Scale Up for Success Initiative

To combat low performance and support the continued growth of student achievement, the Scale Up for Success Initiative has focused 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 has been aimed at increasing student achievement through a multi-pronged approach.

## Goals

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

## Interventions

The interventions that have been in place in these five schools are born out of an extensive literature review around the best practices in turnaround schools. The work has been closely aligned to the 5Essentials framework, which was developed over 20 years through The University of Chicago Consortium on Chicago School Research (UChicago CCSR). The components of the 5Essentials are effective leadership, collaborative teachers, supportive environment, involved families, and ambitious instruction.

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 (TNTP), a national leader in school improvement and principal growth;
- Advanced behavior management systems as well as frequent district monitoring to reduce student discipline incidences and support a stronger learning climate for teachers and students;
- Recruitment, retention, and performance bonuses for teachers;
- Comprehensive mental health and counseling services available for students and families;
- Enhanced extended learning programs and family engagement opportunities to provide unique learning experiences.

## Evaluation Design

The Scale Up for Success Summative End-of-Year Summative Evaluation Report for Year 2 (2015-2016) is an internal evaluation conducted as a partnership between Pinellas County School's Title I Office and the Assessment, Accountability, and Research (AAR) office. The Year 1 (2014-2015) evaluation provided baseline data for the Scale Up for Success Initiative by evaluating 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 as well as to identify the program's strengths and areas that need to be addressed for Year 2.

The evaluation design used for the Year 2 (2015-2016) initiative is collaborative and multi-method—both quantitative and qualitative. This allows for triangulation<sup>1</sup> of information sources, and provides a more in-depth understanding of the initiative as well as the strength of its implementation. The evaluation process has been guided by the Program Evaluation Standards developed by the Joint Committee on Standards for Educational Evaluation<sup>2</sup>. The Year 2 evaluation follows a developmental evaluation<sup>3</sup> process and also follows the Model for Collaborative Evaluation<sup>4</sup> to address the continued growth of the initiative. In this way, data are analyzed and shared frequently with key stakeholders throughout the school year to provide information for continuous improvement. External stakeholders, internal partners, key district personnel, and the evaluation team met periodically to discuss the implementation and monitoring activities. The end-of-year summative evaluation report serves as an evaluation of the effectiveness of the initiative overall, with an emphasis on what strategies to consider retaining or modifying. It also provides more specific outcomes information in comparison to the Year 1 baseline data. It is important to note that the Scale Up for Success Year 2 Formative Mid-Year Evaluation Report that was released earlier in 2016 provided an evaluation of the initiative with a focus on improvements that could be made mid-year as well as for future years.

The evaluation of school turnaround in the school district for 2016-2017 will expand to the broader, newly developed Transformation Zone work. This evaluation process will continue to provide ongoing data to internal personnel to support continuous improvement. Mid-year and end-of-year evaluation reports will be developed to analyze and support the effectiveness of this turnaround work.

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<sup>1</sup> Validation of data through cross verification from two or sources

<sup>2</sup> Yarbrough, D. B., Shulha, L. M., Hopson, R. K., and Caruthers, F. A. (2011). *The program evaluation standards: A guide for evaluators and evaluation users* (3rd ed.). Thousand Oaks, CA: Sage.

<sup>3</sup> 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](http://betterevaluation.org/plan/approach/developmental_evaluation))

<sup>4</sup> "The Model for Collaborative Evaluation (MCE) is a comprehensive framework for guiding collaborative evaluations in a precise, realistic, and useful manner." Rodríguez-Campos, L., & Rincones-Gómez, R. (2012). *Collaborative evaluations: Step-by-step*. Stanford, CA: Stanford Business Books.

## Focus Areas of the Initiative and Corresponding Evaluation Questions

**Learning Environment:** This includes Academic Achievement as indicated by improved student achievement and School Climate/Student Behavior, including behavior as indicated by more students being on-task.

**Guiding Evaluation Questions:**

- (1) How are the additional supports within Scale Up for Success schools resulting in increased academic achievement?
- (2) How are the additional supports within the Scale Up for Success Initiative supporting the school climate and student behavior?
- (3) How can these continue to be enhanced?

**Leadership Capacity:** This encompasses enhanced schoolwide leadership practices to enhance the learning environment including student academic achievement, school climate, and student behavior.

**Guiding Evaluation Questions:**

- (1) How are the additional supports for school leadership enhancing the schoolwide learning environment?
- (2) How can these continue to be enhanced?

**Family and Community Engagement:** This aims to increase family and community involvement in direct support of student academic achievement, enhanced school climate, and improved behavior.

**Guiding Evaluation Questions:**

- (1) How has family and community engagement been enhanced in the Scale Up schools to support student success/access to learning?
- (2) How can this continue to be enhanced?

## Evaluation Methods 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 (e.g., both Academic Achievement and School Climate and Behavior) is provided. Additional information on instruments and methodology used are provided in each corresponding section throughout the document.

Focus Areas	Key Implementation Evaluation Methods and Outcome Measures for the Summative End-of-Year Evaluation Report Note: Principal interview data as well as teacher and paraprofessional focus group data were analyzed as part of the Scale Up for Success Year 2 Formative Mid-Year Evaluation Report.
<b>Learning Environment: Academic Achievement</b>	<ul style="list-style-type: none"> <li>▪ AAR Walkthrough Tool</li> <li>▪ Staff and parent/family survey data</li> <li>▪ Promise Time Extended Learning Program (ELP) enrollment and achievement data</li> <li>▪ <b>Outcome Data:</b> Reading and math proficiency (SAT-10 for 1<sup>st</sup> and 2<sup>nd</sup> grade and FSA for 3<sup>rd</sup>-5<sup>th</sup> grade)</li> <li>▪ <b>Outcome Data:</b> Science proficiency (5th grade Statewide Science Assessment)</li> </ul>
<b>Learning Environment: School Climate and Behavior</b>	<ul style="list-style-type: none"> <li>▪ AAR Walkthrough Tool</li> <li>▪ Evidence of Positive Behavior Interventions and Supports (PBIS) through the Schoolwide Benchmarks of Quality (BOQ) Instrument</li> <li>▪ Staff and parent/family survey data</li> <li>▪ <b>Outcome Data:</b> Number of disciplinary referrals/repeated misbehaviors</li> <li>▪ <b>Outcome Data:</b> Number of Out of School Suspensions (OSS)</li> <li>▪ <b>Outcome Data:</b> Percentage of students absent 10% or more days</li> </ul>
<b>Leadership Supports</b>	<ul style="list-style-type: none"> <li>▪ Overview and evidence of implementation of principal supports (TNTP coaching, district ISM visits, etc.)</li> <li>▪ Trend data from the 2014-2015 school year in comparison to the 2015-2016 school year based on the AdvancED survey</li> </ul>
<b>Family and Community Involvement</b>	<ul style="list-style-type: none"> <li>▪ Attendance at family engagement activities</li> <li>▪ Overview of students utilizing school support services (school social worker, school psychologist)</li> <li>▪ Use of family navigation and mental health counseling services for students and families</li> <li>▪ Staff and parent/family survey data</li> </ul>

## Description of Methodology and Instruments Used

The following is a detailed description of specific instruments and methodologies used as part of the summative evaluation. Details concerning the Scale Up for Success year 2 Formative Mid-Year Evaluation Report and the use of interviews and focus groups are provided in Appendix A.

### AAR Classroom Walkthroughs

The evaluation team developed a classroom walkthrough tool specific to the Scale Up initiative, which is referred to as the Assessment, Accountability, and Research (AAR) Classroom Walkthrough Tool. The purpose of this tool is to provide a snapshot of the classrooms in relation to the specified goals and benchmarks of the initiative, especially those regarding paraprofessionals. Specifically, this tool helps to monitor whether the paraprofessional is present in the room and is actively supporting learning. In addition, it allows the evaluation team a way to see trends in the number of students demonstrating on-task behavior. In order to ensure accuracy and validity<sup>5</sup>, the evaluation team completed an in-depth process to develop the tool and to calibrate observation findings with each other. A total of 239 classrooms across the five schools were visited for three to five minutes each with one series of observations occurring during September-October 2015, one series in December of 2015, and one series in May of 2016.

### Scale Up for Success/Title I Staff and Parent Surveys

The 2015-2016 Scale Up for Success/Title I Staff Survey was developed by the lead evaluator and the PCS Title I Senior Coordinator of Evaluation to cover a variety of topics specific to Title I and to the Scale Up for Success initiative. This survey included 68 questions on an agreement or Likert scale and five open-ended response questions. The lead evaluator and a member of the Title I team visited each of the Scale Up school sites to implement the staff survey online via Survey Monkey during May 2016. There were 314 total staff surveys completed which represented the majority of staff at these sites. A total of 183 teachers, 93 paraprofessionals, and 38 administrators, specialists and coaches completed the survey<sup>6</sup>. The 2015-2016 Scale Up for Success/Title I Parent Survey was also developed by the lead evaluator and incorporated questions from the annual Title I Parent Survey. The paper-based parent survey was distributed to schools and an online version was also made available to parents in May 2016. In total, the parent survey had 35 agreement questions on an agreement scale (Yes, No, Unsure) and five open-ended questions. A total of 561 parents and families completed the agreement questions, with 321 completing the five open-ended questions. Open-ended responses from both the 2015-2016 Scale Up for Success/Title I Staff Survey and the Parent Survey were analyzed and coded based on the survey questions. Relevant and prevalent themes that emerged are noted in this evaluation<sup>7</sup>. The data were coded by categorizing responses into themes and sub-themes. Two members of the evaluation team

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<sup>5</sup> Aligns with best practices on instrument development according to the Standards for Educational and Psychological Testing (2014) and the Program Evaluation Standards for accuracy as outlined by the Joint Committee on Standards for Educational Evaluation (JCSEE).

<sup>6</sup> Although additional staff (i.e., "Other Instructional Support" and "Non-Instructional Support") did participate in the faculty survey, these responses were excluded from the analysis in order to focus on staff who work more directly with students in their learning environment.

<sup>7</sup> Miles, M.B., Huberman, A.M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook*. Los Angeles: Sage.

collaborated throughout the coding process to ensure inter-rater reliability, and to add a layer of validity. It is important to note that quotes and individual responses, in some cases, are school-specific and may not reflect what is occurring at all school sites. In addition, this is primarily perception data and is based on the experiences and reporting of those individuals surveyed.

### **Development of Recommendations**

The evaluation team met with representatives from the school district and from the Juvenile Welfare Board (JWB) to refine and make additions to the recommendations throughout the 2015-2016 school year. These recommendations were further vetted through AAR, district leadership, and the Director of School Transformation to align recommendations with best practices in school turnaround.

### **Limitations**

Due to the complex nature of organizations and the school improvement processes, a mixed methods approach was used. In terms of quantitative data that has been used, the quality of the data sources and any inconsistencies with data entry can potentially be a limitation. As such, the evaluation team worked closely with district personnel and schools to support data accuracy. Although more complex inferential statistical analysis and research designs such as a randomized controlled trial or quasi-experimental design may be useful in analyzing a cause and effect relationship between the intervention and the outcomes associated with it, due to the lack of a “control” group (i.e., a comparison group that did not receive services) then taking such an approach to the evaluation and research design would be limiting. 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.



# End-of-Year Summative Academic Outcome Data and Findings

## **Outcome Data Used for the End-of-Year Summative Evaluation:**

- Reading and math proficiency (SAT-10 for 1st and 2nd grade and FSA for 3rd-5th grade)
- Science proficiency (5th grade Statewide Science Assessment)

## **Learning Environment: Summary of Academic Achievement Data**

This section provides a summary of how the Scale Up schools have increased student achievement in the areas of reading, math, and science. It also provides a comparison of Scale Up schools to the district overall. The charts below show the overall percentages of students testing at the level of “proficient” for the 3<sup>rd</sup>-5<sup>th</sup> grade FSA assessments for math and English language arts (ELA), and the 5<sup>th</sup> grade Statewide Science Assessment. SAT-10 Reading and Math proficiency for 1st and 2nd grade, based on those students who scored at a stanine of 4-9, are also presented. Comparisons are provided between the 2014-2015 school year data and the 2015-2016 school year data, as well as in comparison to district averages. The percent change for the math and ELA assessments in each of these grade levels for the majority of the Scale Up schools indicates that the supports in place for these schools are supporting increased learning. However, the results for science are mixed and warrant more attention for this subject area in these schools.

## **District Proficiency Percentages and Growth Data**

According to the Florida Department of Education (FLDOE) reporting, school grades for the Scale Up schools have shown positive movement for three schools during the three year analysis period. Each of the five Scale Up schools was rated as an F school during the 2013-2014 and the 2014-2015<sup>8</sup> school years. The upward movement in school grades for three of the five schools occurred during the 2015-2016 school year. Maximo showed the greatest improvement going from a school grade of an F to a C. Fairmount Park and Lakewood both improved from a school grade of an F to a D. Although showing promising gains this year, Melrose remains an F school as well as Campbell Park. In addition to the data on proficiency rates, the Florida Department of Education also reports learning gains for students. This is another component that is factored into school grades. On average, the Scale Up schools had more students making learning gains as compared to the other schools in the district. Overall, the learning gains at the Scale Up schools ranged from 31%-50% (ELA) and 31%-58% (Math). These gains tended to be greater for the students in the lowest quartile (L25), which ranged from 42%-61% (ELA) and 29%-60% (Math). These data suggested that students in the Scale Up schools are making positive learning gains, particularly the students in the bottom quartile.

Inspecting the change in the percentage of those who are proficient based on SAT-10 Reading results for first and second grade, various patterns emerge. All school percentages of proficient students increased from the first year to the third year. The greatest growth for first grade occurred at Lakewood and Maximo, both increasing 19% during the three year time period. Melrose and Maximo dropped during the second year, but by the third year both showed overall

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<sup>8</sup> It is important to note, however, that learning gains were not included in the school grades calculation for 2014-2015 and may have had some impact on the school grades for that year.

improvement. Second grade SAT-10 Reading proficiencies for Campbell Park, Melrose, and Maximo showed gains from the first to the second year, while Lakewood and Fairmount Park decreased. Maximo had the biggest jump in proficiency, increasing 22% during the three years analyzed. It is important to note Maximo’s percent of students reading at stanine levels 4-9 (75%) exceeded the district average of 67%. Throughout this same time period, the totals for Pinellas schools increased 8% for first grade and 3% for second grade, so each of the Scale Up schools exceeded the district’s growth in the percent proficient for SAT-10 reading scores.

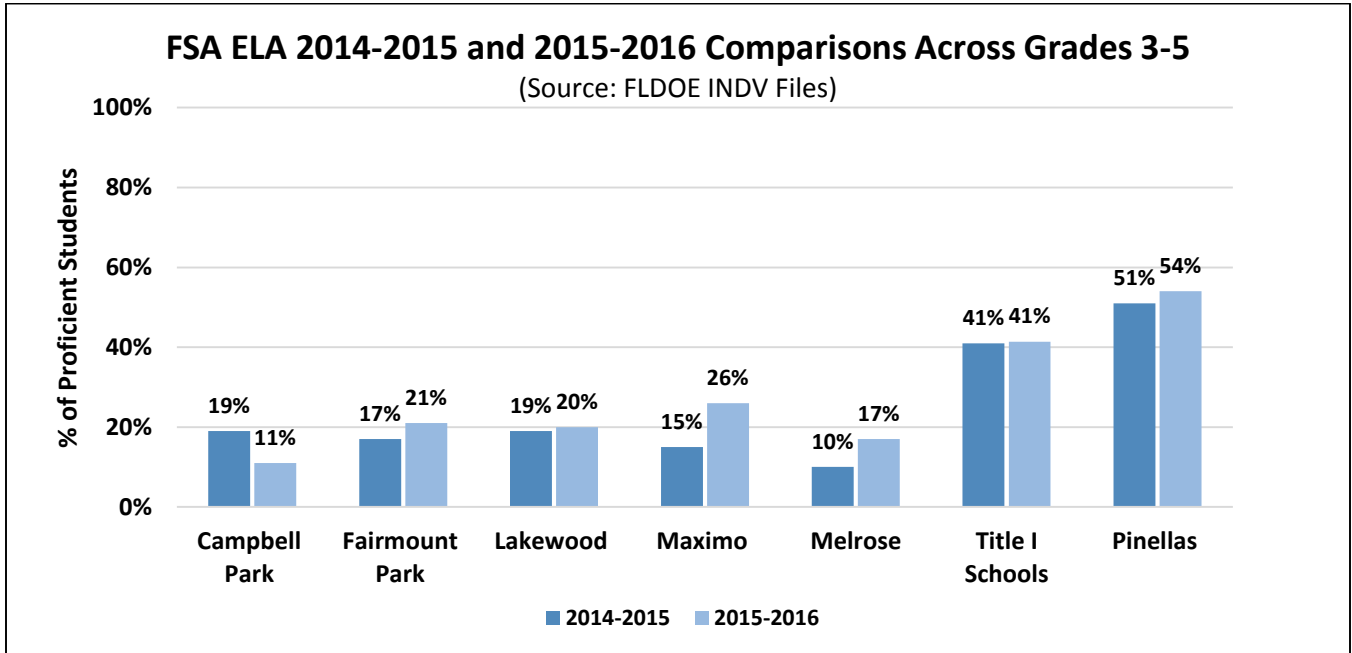
SAT-10 Math proficiency percentages (stanines 4-9) for all five Scale Up schools showed increases. First grade SAT-10 Math scores increased each year, except for Campbell Park which had a decrease in 2014-2015. Campbell Park, however, recovered and showed an overall increase of 15% for the three years analyzed. Fairmount Park (21% increase) and Maximo (19% increase), had the greatest movement in first grade math percent proficiencies. Second grade proficiencies demonstrated even greater gains in math. Maximo second grade students achieved a 38% increase in scores overall, and each of the other schools were near 20% increases in overall scores. These increases were much greater than the 5% increases demonstrated by both grade levels for the district as a whole. Although the gap is closing between the Scale Up schools and the district, the schools are still well below the overall 81% achievement proficiency of the district as a whole. Fairmount Park (71%) and Maximo (70%) are the closest to matching the district scores, while Campbell Park (51%) and Melrose (66%) have the greatest distance to meet district proficiency levels.

	Grade 1 SAT-10 Reading 2014 Through 2016 Comparisons				Grade 2 SAT-10 Reading 2014 Through 2016 Comparisons			
	2014 Total Reading Stanine 4-9	2015 Total Reading Stanine 4-9	2016 Total Reading Stanine 4-9	Grade 1 SAT-10 Reading	2014 Total Reading Stanine 4-9	2015 Total Reading Stanine 4-9	2016 Total Reading Stanine 4-9	Grade 2 SAT-10 Reading
	Percentage	Percentage	Percentage	3-Year Trend	Percentage	Percentage	Percentage	3-Year Trend
Campbell Park	23%	28%	39%		18%	30%	27%	
Fairmount Park	34%	48%	51%		37%	29%	49%	
Lakewood	35%	54%	54%		43%	29%	55%	
Maximo	56%	46%	75%		30%	32%	52%	
Melrose	37%	31%	38%		22%	31%	37%	
<b>Pinellas Totals</b>	59%	67%	67%		65%	67%	68%	

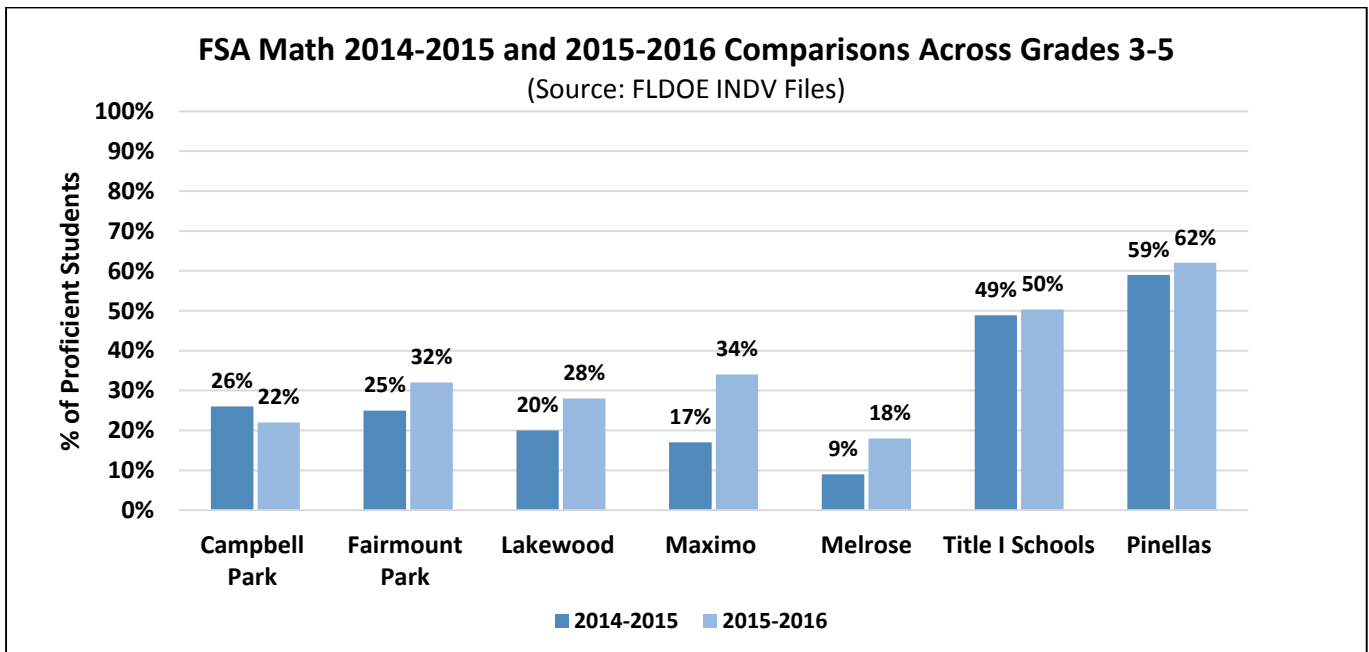
	Grade 1 SAT-10 Math 2014 Through 2016 Comparisons				Grade 2 SAT-10 Math 2014 Through 2016 Comparisons			
	2014 Math Stanine 4-9	2015 Math Stanine 4-9	2016 Math Stanine 4-9	Grade 1 SAT-10 Math	2014 Math Stanine 4-9	2015 Math Stanine 4-9	2016 Math Stanine 4-9	Grade 2 SAT-10 Math
	Percentage	Percentage	Percentage	3-Year Trend	Percentage	Percentage	Percentage	3-Year Trend
Campbell Park	52%	47%	67%		33%	61%	51%	
Fairmount Park	56%	65%	77%		50%	67%	71%	
Lakewood	57%	61%	66%		49%	52%	67%	
Maximo	53%	60%	72%		32%	46%	70%	
Melrose	52%	58%	62%		42%	47%	66%	
<b>Pinellas Totals</b>	76%	81%	81%		76%	81%	81%	

Comparing the percent of students testing as proficient in FSA ELA from the 2014-2015 school year to the 2015-2016 school year across grades third through five, four of the five Scale Up schools increased their proficiency percentages. Fairmount Park (4% increase), Maximo (11% increase), and Melrose (7% increase) exceeded the district-

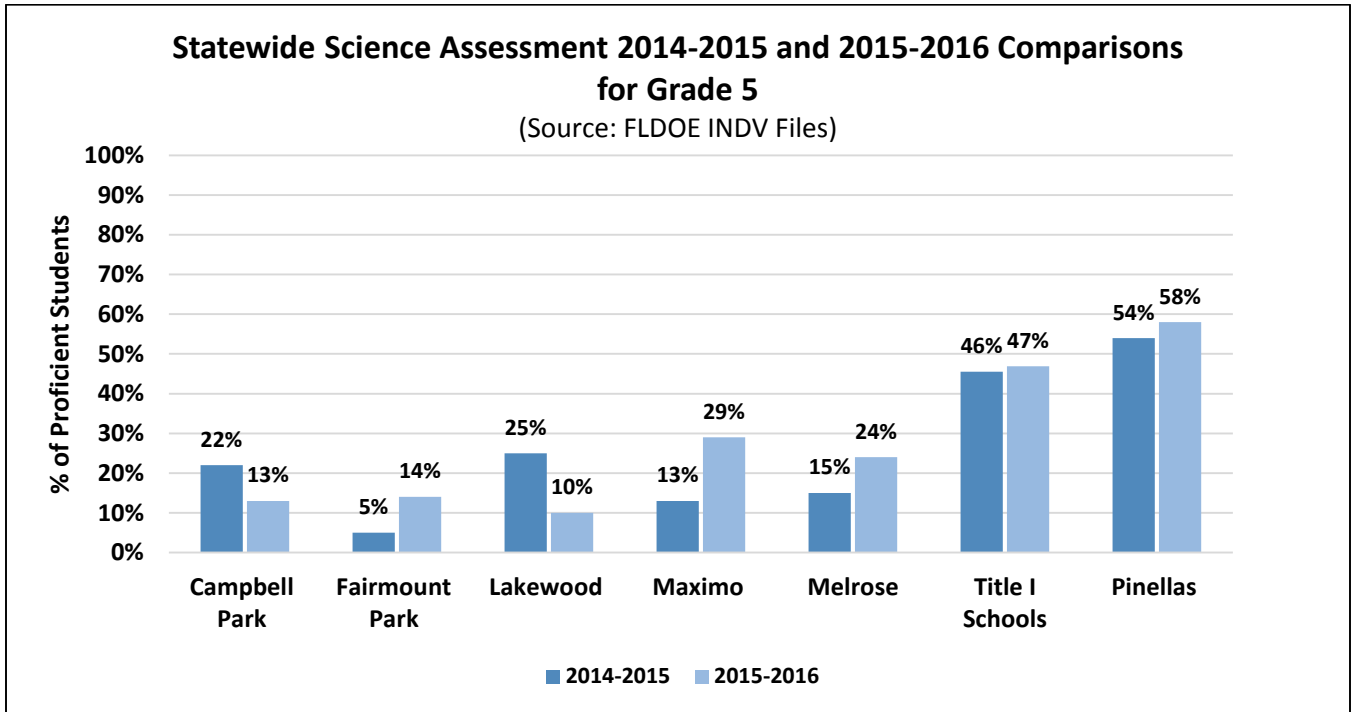
wide 3% gain and Title I school averages which were 41% for both school years. The only school to decrease from one year to the next was Campbell Park, decreasing from 19% to 11%.



FSA Math proficiency for grades three through five during the 2014-2015 and the 2015-2016 school year showed a similar pattern to the reading scores. Each Scale Up school showed gains in the percent of proficient students except Campbell Park which decreased from 26% of students testing as proficient to 22% of students. Of the schools that shown gains, Maximo had the greatest gains and doubled the percent of proficient students from 17% to 34%. Although these gains were greater than the gains showed by the district (3% gain), the percent proficient at each of the schools is well below the 62% proficient seen in the district overall and the 50% proficient for Title I schools on average. As such, there is a demonstrated need to continue to enhance the work to support these schools.



According to the fifth grade Statewide Science Assessment, the percent of students proficient for the Scale Up schools showed mixed results when comparing 2014-2015 to 2015-2016 scores. Fairmount Park (9% increase), Maximo (16% increase), and Melrose (9% increase) each showed gains, but Campbell Park (9% decrease) and Lakewood (15% decrease) showed decreases. Maximo had the highest percent of proficient students, but at 29% it still shows a large gap when compared to the overall district proficiency percentage of 58% and the Title I average proficiency percentage of 47%. The lowest percent of students proficient were at Lakewood (10%) and Campbell Park (13%).



# End-of-Year Summative School Climate and Student Behavior

## Outcome Data and Findings

### **Outcome Data Used for the End-of-Year Summative Evaluation:**

- Number of disciplinary referrals/repeated misbehaviors
- Number of Out of School Suspensions (OSS)
- Percentage of students absent 10% or more days

### **Learning Environment: Summary of School Climate and Student Behavior Data**

Discipline data revealed marked improvement among the five schools related to school culture and climate. The number of referrals this year (2,117) has decreased by 61% when looking at end of the year data (5,404 referrals) from 2013-2014 to 2015-2016. Maximo had the least number of referrals with a total of 151 referrals, which is a 41% reduction when compared to last year and an even more impressive 86% decrease from the 2013-2014 timeframe. Although Lakewood had a 63% reduction from last year, the school had the greatest number of referrals at 786. The total number of students at each Scale Up school site receiving ten or more referrals across the five Scale Up school years from 2014-2015 to 2015-2016 has decreased dramatically as well (See Appendix B). Three of the five schools (Campbell Park, Maximo and Melrose) had no students who had received ten or more referrals.

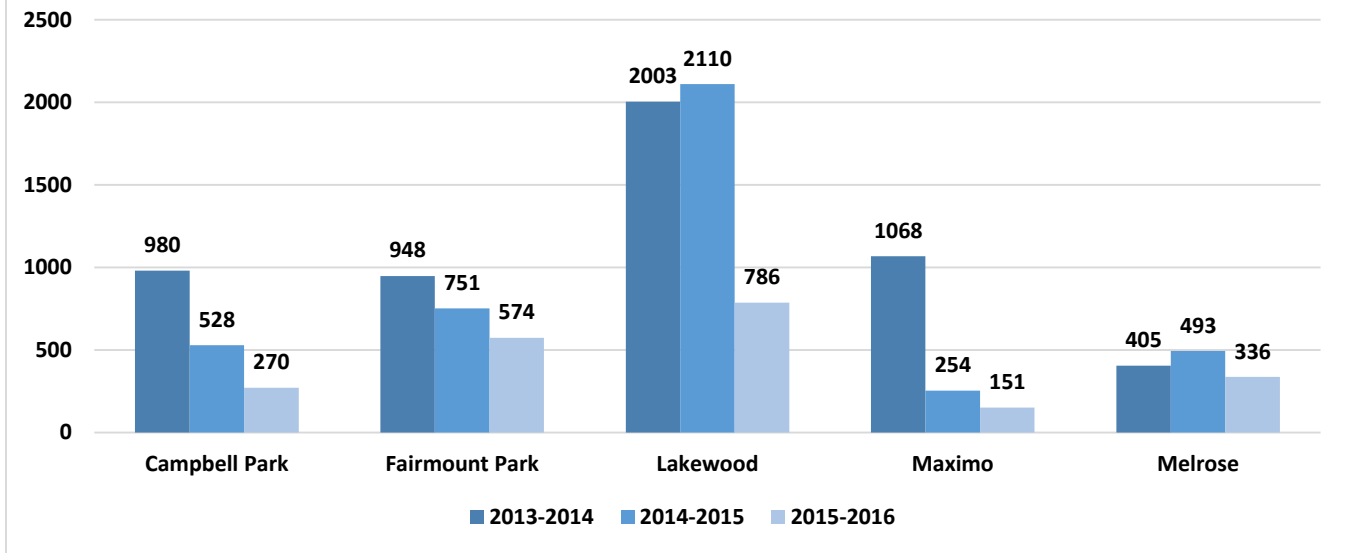
Taking a deeper look at the number and percentages of “violent infractions”<sup>9</sup>, the percentage has remained consistent between 2014-2015 and 2015-2016 at approximately 48%, (n=1,877) compared to 51% (n=1,065), respectively. This illustrates that although the number of “violent infractions” has decreased, the percentage of referrals that are considered to be “violent infractions” has remained relatively consistent. This points to a continued need to address ways to prevent these types of infractions, such as an enhancing implementation of PBIS.

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<sup>9</sup> “Violent infractions” are defined as those infractions that include striking a student or adult and fighting.

## Total Number of Referrals in Scale Up Schools From 2013-2014 to 2015-2016

(Source: Focus Data Pulled 6/14, 6/15, and 6/16 )



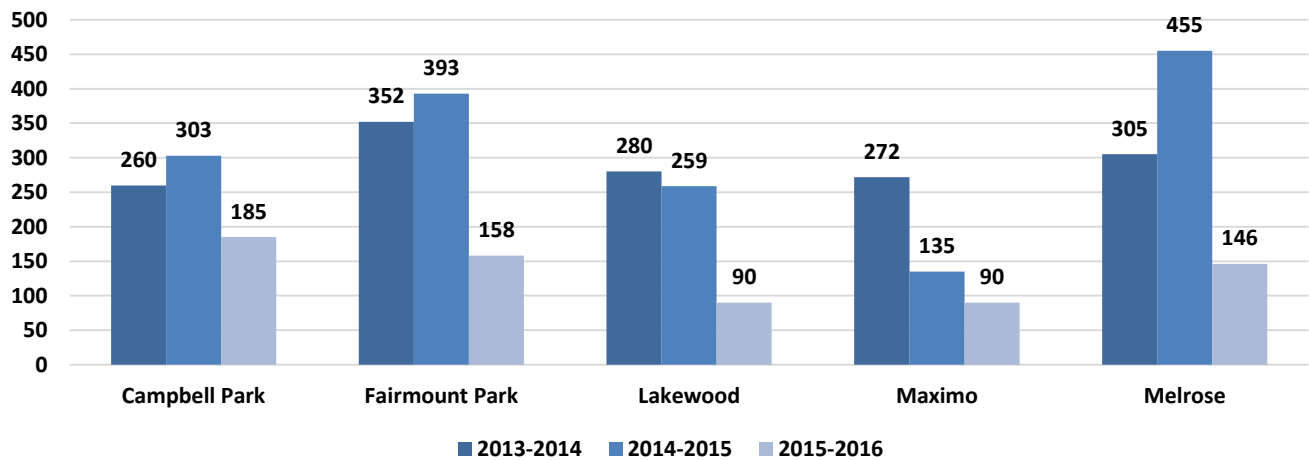
Out of school suspensions peaked in the 2014-2015 school year for Campbell Park, Fairmount Park and Melrose, while a steady decrease was seen at Maximo and Lakewood during the three-year time period analyzed. On average, the Scale Up schools had reduced OSS by at least 60% from their highest suspension totals. Lakewood and Maximo had the lowest number of out-of-school suspensions. Comparing the graphs below on discipline, Campbell Park and Maximo appeared to use referrals for the more serious infractions since 69% and 60% of their 2015-2016 referrals resulted in out-of-school suspensions. Melrose not only reduced its number of referrals, it also decreased its number of out-of-school suspensions from 92% in 2014-2015 to 43% in 2015-2016. Although there has been much improvement in the number of suspensions across the five schools, the average number of suspensions for the district elementary schools is approximately twenty. This indicates that more work still needs to be done to ensure continuous improvement related to climate and culture across the school sites.

It is important to examine these data within the context of the current school environments and the interventions that have been implemented the past year. Schools have placed a greater emphasis on positive behavior supports and both referrals and out-of-school suspensions have decreased. Of the 3,218 students that the evaluation team observed, 87% demonstrated on-task behavior<sup>10</sup>. These data suggest that the majority of students across the five Scale Up schools are complying with teachers and other instructional staff.

<sup>10</sup> Student's on-task behavior was defined as students complying with the teacher's directions as opposed to not following directions.

### Total Number of Out-of-School Suspensions (OSS) in Scale Up Schools From 2013-2014 to 2015-2016

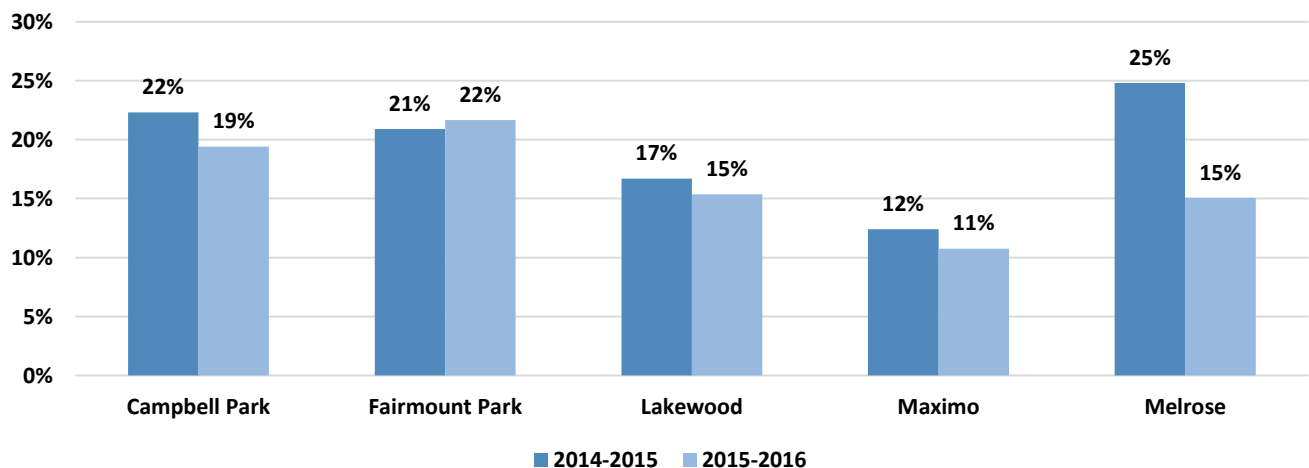
(Source: Focus Data Pulled 6/14, 6/15, and 6/16)



Attendance data are another indicator of school climate. The percentage of students who were absent more than 10% of the time decreased in all of the schools with the exception of Fairmount Park, which had a 1% increase. The lowest percentage of students missing 10% or more days of school was at Maximo (11%), followed by Lakewood (15%) and Melrose (15%). Campbell Park at 19% and Fairmount Park at 22% had higher rates, indicating a need for more focused approaches to increasing attendance at these sites. Although attendance is difficult to attribute to any one component of the initiative, several supports within the Scale Up for Success Initiative schools are working within a multi-tiered system of support. These include utilizing the school social workers, psychologist, and enhancing communication among the schools and families.

### Percentage of Students Absent 10% or More Days in Scale Up Schools in 2014-2015 Compared to 2015-2016

(Source: Focus Data Pulled 6/15 and 6/16)



## Analysis of Key Supports within the Scale Up for Success Initiative

The key components of the initiative to support the academic, behavioral, leadership, and family engagement that are discussed in this section include:

- Utilization of Paraprofessionals;
- Utilization of The New Teacher Project (TNTP) Instructional Supports;
- Instructional Coaching;
- Leadership Supports and Indicators;
- Promise Time Extended Learning Program;
- Utilization of Positive Behavior Interventions and Supports (PBIS);
- Utilization of School Psychologists and Social Workers;
- Family Engagement Activities and Indicators; and
- Utilization of Family Navigators and Mental Health Clinicians.

This section looks at multiple sources of quantitative and qualitative data that has been collected throughout the initiative to analyze the way in which each of these supports have been implemented. It also provides a summary of additional survey and focus group data regarding strategies to support academics, behavior, and family engagement. The *outcomes* information is provided in the following section, and conclusions regarding the connections between the supports provided within the initiative and the outcomes data are discussed in the *Conclusions* section of this document. Ultimately, these supports have been in place to move the target Scale Up schools to the ultimate goals of the Scale Up for Success initiative, which are:

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

Focus Areas	Key Evaluation Methods for the Summative End-of-Year Evaluation Report
Learning Environment: Academic Achievement	<p>Note: Principal interview data as well as teacher and paraprofessional focus group data were analyzed as part of the Scale Up for Success Year 2 Formative Mid-Year Evaluation Report.</p> <ul style="list-style-type: none"> <li>▪ AAR Walkthrough Tool</li> <li>▪ Staff and parent/family survey data</li> <li>▪ Promise Time Extended Learning Program (ELP) enrollment and achievement data</li> </ul>
Learning Environment: School Climate and Behavior	<ul style="list-style-type: none"> <li>▪ AAR Walkthrough Tool</li> <li>▪ Evidence of Positive Behavior Interventions and Supports (PBIS) through the Schoolwide Benchmarks of Quality (BoQ) Instrument</li> <li>▪ Staff and parent/family survey data</li> </ul>
Leadership Supports	<ul style="list-style-type: none"> <li>▪ Overview and evidence of implementation of principal supports (TNTP coaching, district ISM visits, etc.)</li> <li>▪ Trend data from the 2014-2015 school year in comparison to the 2015-2016 school year based on the AdvancED survey</li> </ul>
Family and Community Involvement	<ul style="list-style-type: none"> <li>▪ Attendance at family engagement activities</li> <li>▪ Overview of students utilizing school support services (school social worker, school psychologist)</li> <li>▪ Use of family navigation and mental health counseling services for students and families</li> <li>▪ Staff and parent/family survey data</li> </ul>



## Utilization of Paraprofessionals

The principals were given the opportunity to team each classroom teacher with a full-time paraprofessional as a teacher partner. The addition of the paraprofessional is intended to support the goal of improved academic and behavioral outcomes across the five schools. Three of the five Scale Up schools (Campbell Park, Lakewood, and Maximo) had 100% of the paraprofessional positions filled by the first day of school. The other two schools, Fairmount Park and Melrose, had 87% and 91% of their positions filled, respectively. This school year, the majority of the paraprofessionals received training that addressed the paraprofessionals' role, strategies for managing student behavior, and how to support academics through small group and individualized instruction. Seventy-nine of the paraprofessionals received this training prior to school starting (August 11, 2015) and an additional 56 received a make-up training in September 2015, for a total of 135 paraprofessionals trained out of the 141 paraprofessional positions across the five Scale Up school sites. In addition, the elementary math supervisor and the ST Math coordinator developed and implemented a plan to provide additional training to the majority of the paraprofessionals. Ninety-four percent of paraprofessionals who completed the 2015-2016 Scale up for Success/Title I Faculty Survey<sup>11</sup> indicated that they agreed or strongly agreed that the paraprofessional trainings have positively impacted their instructional practices. In addition, 81% of the paraprofessionals agreed or strongly agreed that the paraprofessional trainings positively impact their ability to address student behavior.

The evaluation team developed a classroom walkthrough tool specific to the Scale Up initiative, which is referred to as the AAR Classroom Walkthrough Tool<sup>12</sup>. There were 239 classrooms visited for three to five minutes each, with one series of observations occurring during September-October 2015, one series in December of 2015, and one in early May 2016. The data that was collected during the walkthroughs indicated that 81% of paraprofessionals who were present in the classroom demonstrated that they were actively supporting learning<sup>13</sup>. It is important to note that while four of the five Scale Up schools did have paraprofessionals present in the classroom during the AAR Classroom Walkthroughs, Maximo had paraprofessionals present less than half of the time. A deeper analysis revealed that the paraprofessionals were used as part of a different management model, in which the paraprofessionals were primary managed to support schoolwide learning through Multi-Tiered Systems of Support (MTSS) and supporting student learning in small groups rather than being managed by one teacher in one classroom.

In terms of the effectiveness of paraprofessionals to support student learning, over 91%<sup>14</sup> of the staff across the Scale Up school sites indicated that they agree or strongly agree that having a paraprofessional as a teaching partner has positively impacted student learning. The primary exception was Maximo at 80% agreement, which may be related to the difference in the schoolwide approach to managing the paraprofessionals. In addition, there was an

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<sup>11</sup> There were 81 paraprofessionals who completed the 2015-2016 Title I/Scale Up for Success Survey. Details regarding this survey are provided in the *Methodology* section.

<sup>12</sup> Details of this tool are provided in the section entitled *Description of Methodology and Instrument Used*.

<sup>13</sup> Supporting the learning environment is defined as being actively involved in the whole-group, small group, or one-on-one instruction.

<sup>14</sup> Of 265 respondents.

average of 87%<sup>15</sup> of staff members across the five Scale Up schools who agreed or strongly agreed that having a paraprofessional as a teaching partner has positively impacted student behavior. Again, Maximo has the lowest percentage of agreement on this question at 82%. Melrose had the highest percentage of agreement at 90%.

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<sup>15</sup> Of 267 respondents.

## Utilization of Instructional Coaching and The New Teacher Project (TNTP) Instructional Supports

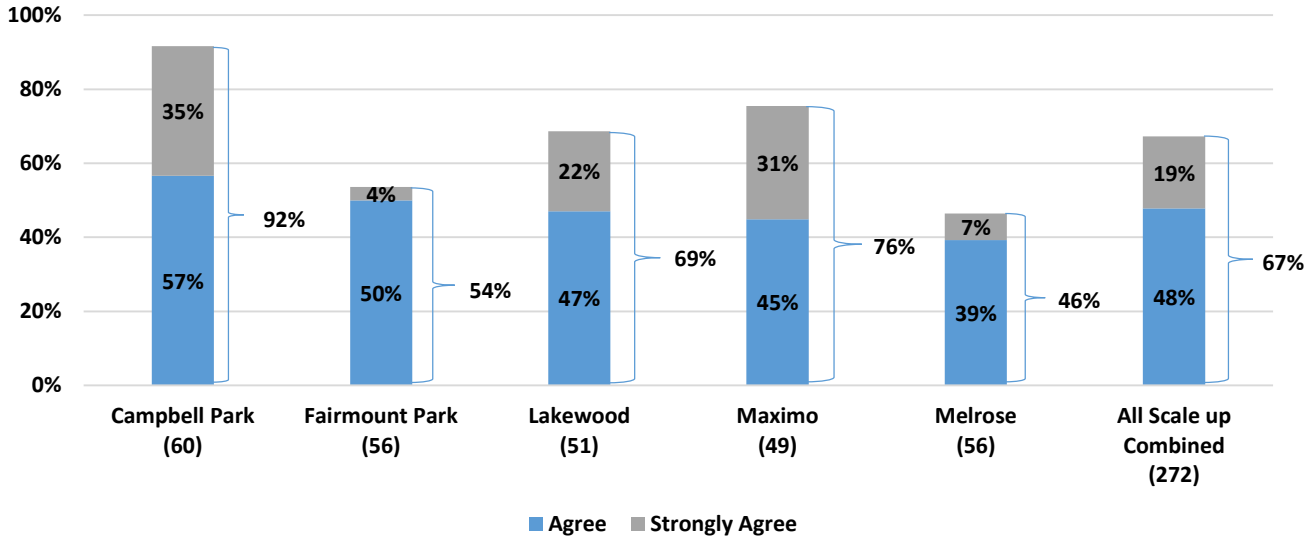
The district partnered with The New Teacher Project (TNTP), a national leader in school improvement, to provide supports in the Scale Up for Success schools. Campbell Park started partnering with TNTP earlier in 2014-2015 school year, while the additional four schools began receiving these supports during the spring of 2015. While the work of TNTP primarily focused on supporting school leadership and schoolwide systems, they also provided training for instructional staff and the instructional coaches at each school site. The instructional staff trainings varied widely across the five school sites, and were scheduled collaboratively between TNTP and the individual principals. Each instructional professional development session was approximately 45 minutes long. Melrose and Campbell Park had both teachers and paraprofessionals attend trainings, while the other three school sites focused solely on teachers for these trainings. Based on the training schedule provided by TNTP, they held 60 instructional trainings across the five school sites during the 2015-2016 school year, which addressed topics on academics, behavior, and race and equality. Academics was the primary topic covered (34 sessions), followed by race and equity (21 sessions across four schools, with the exception of Melrose at zero), and behavior (5 sessions total—with two sessions at Fairmount Park and 3 sessions at Melrose). Campbell Park stood out as having the most sessions (19); with Fairmount Park, Lakewood, and Maximo having eleven to twelve sessions each; and Melrose having only six sessions.

The staff was also asked to reflect whether they agreed with the statement that “The work of TNTP has had an overall positive impact on student learning at the school” as part of the 2015-2016 Scale Up for Success/Title I Staff Survey. There were 67% of staff who agreed or strongly agreed with this statement across the five schools. Campbell Park exceeded the others at 92% agreement, followed by Maximo at 76%, and Lakewood at 69%. In addition, the staff were asked to report their level of agreement with the statement that “The work of TNTP has had an overall positive impact on student behavior at the school.” The average across the schools was slightly less regarding behavior, with 52% agreeing or strongly agreeing. Again, Campbell Park stood out above the average at 92% agreement followed by Maximo at 57%. Additional details are provided in the two graphs below. In looking at how each school scheduled and utilized the TNTP trainings that were offered, the higher percentages of trainings do align with the higher percent of agreement concerning the way in which TNTP supports student learning and behavior. For example, Campbell Park had the most trainings by far and also had the highest agreement on these survey questions by a substantial amount. On the other end of the spectrum, Melrose had the lowest amount of trainings and the school’s staff also gave the corresponding TNTP survey questions low levels of agreement.

In terms of instructional coaching that teachers report receiving, Campbell Park, Lakewood, and Maximo were close to the Scale Up average of 73% agreeing or strongly agreeing. Fairmount Park had a lower percentage of agreement at 67% and Maximo stood out at a higher percentage at 80%. While this might have some connection to TNTP supports for instructional coaching, the actual coaching that occurred at each site appeared to correspond more to administrative strengths and the AdvancED survey results. Each school was equipped with at least one fulltime ELA and one fulltime math coach, as well as a half-time science coach.

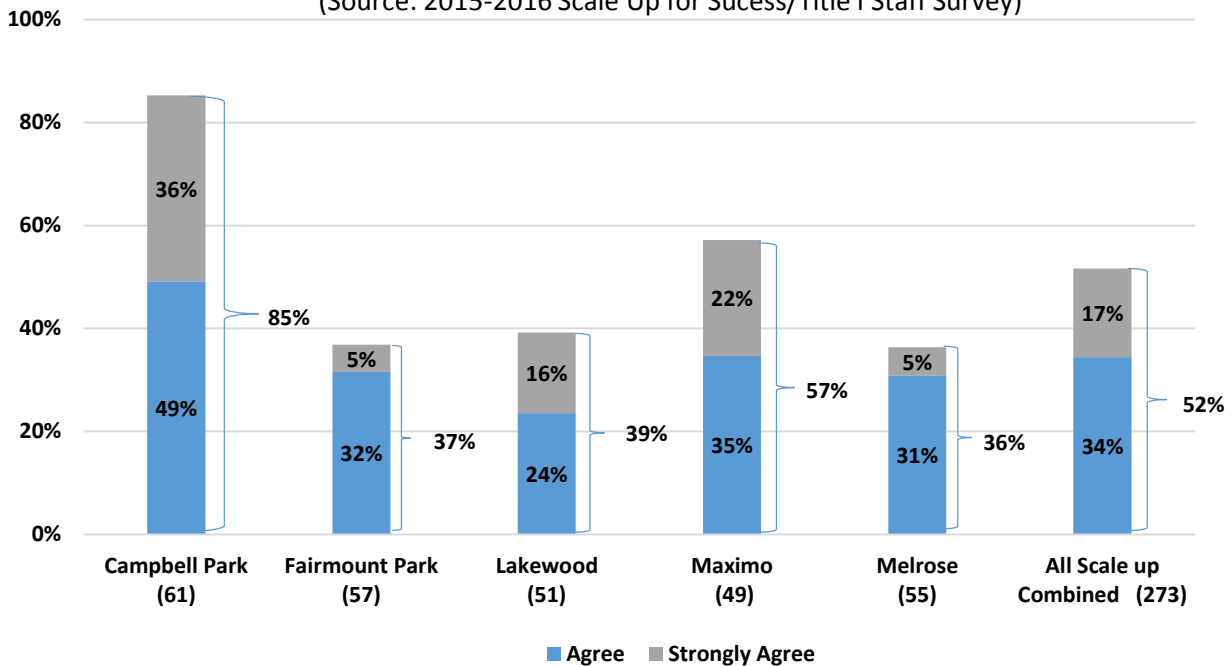
**Percentage of Staff Who Agree or Strongly Agree  
With the Statement That:  
*"The Work of TNTP has had an Overall Positive Impact on Student  
Learning at the School."***

(Source: 2015-2016 Scale Up for Success/Title I Staff Survey)



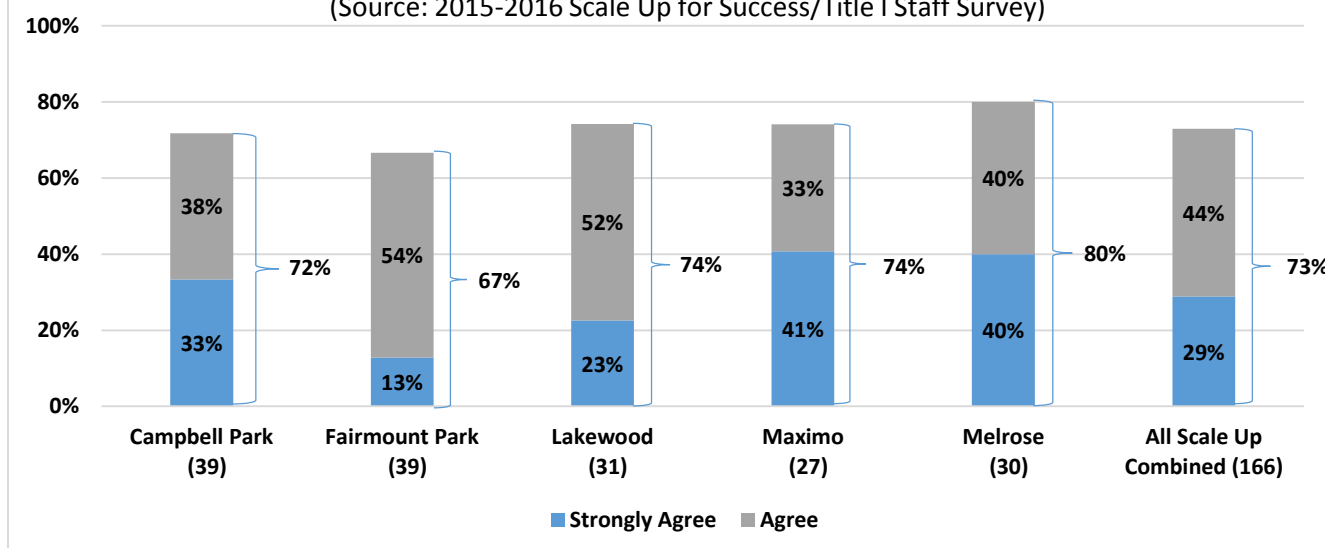
**Percentage of Staff Who Agree or Strongly Agree With the Statement  
That: *"The Work of TNTP has had an Overall Positive Impact on Student  
Behavior at the School."***

(Source: 2015-2016 Scale Up for Success/Title I Staff Survey)



**Percentage of Teachers Who Agree or Strongly Agree that: "I Receive Instructional Coaching that Enhances my Ability to Increase Students' Academic Achievement."**

(Source: 2015-2016 Scale Up for Success/Title I Staff Survey)



## Leadership Supports

Leadership is a key to high-performing schools. A primary emphasis within the Scale Up for Success Initiative has been supporting the school leaders. District supports for principals and school leadership include Instructional Support Model (ISM) visits at least monthly to each of the five Scale Up schools. The area superintendents assigned to each school visited the sites to follow-up on action items from the ISM visits each month as well. Also, the district-based research and evaluation team helps with monitoring, data analysis, and providing support for continuous improvement in the Scale Up schools. This includes research to inform the implementation of evidence-based practices. Based on the developmental evaluation model that has been implemented this year, school district staff have been receiving ongoing updates on major indicators in real-time.

In addition to the district-based supports, TNTP (an outside consulting agency) has been providing ongoing training and on-site coaching and support for school leadership. TNTP’s work includes: (1) supporting district and school leadership to articulate a compelling vision for rigorous instruction and a strategy to achieve it in the Scale Up Schools; and (2) training principal managers, school leaders, and coaches at the Scale Up schools to understand and execute their vision and strategy, including the execution of a proven coaching model. The support provided to each school is designed to vary depending on the school’s individual needs.

Of those staff who indicated that they were present during both the 2014-2015 and 2015-2016 school years on the 2015-2016 Scale Up for Success/Title I Staff Survey, 61%<sup>16</sup> said that “Yes, administrative support has improved to better meet the needs of the school staff and students.”

<sup>16</sup> Out of 179 staff respondents who were present for both school years.

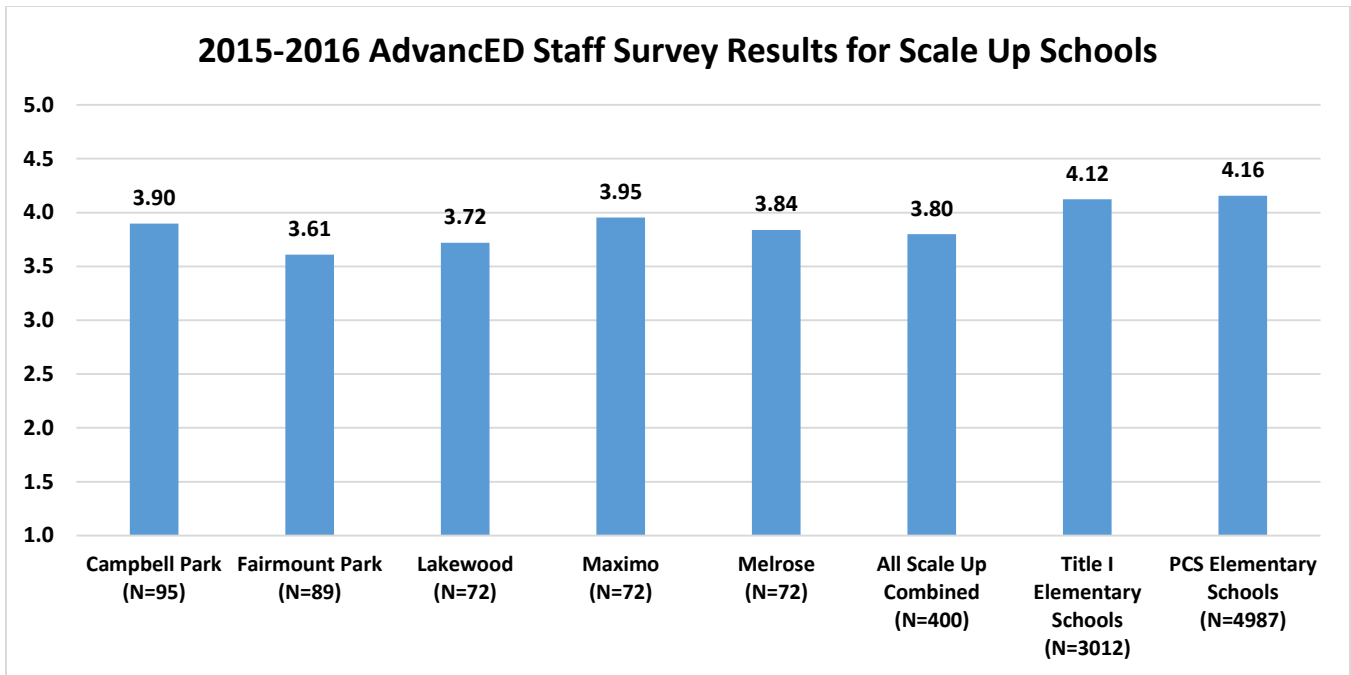
In addition, staff at each school site across the district completed the 2015-2016 AdvancED Staff Survey<sup>17</sup>. The purpose of this survey is to gather teacher perceptions on culture and climate trends at each school site. Maximo and Melrose were the only two schools that went up between 2015 and 2016. In addition, Maximo has the highest overall score for the 2015-2016 school year with an overall score of 3.95 out of a five point scale, which appears to coincide with the gains and improvements seen across the board at the school. The Scale Up schools still have lower scores overall (3.80) in comparison to Title I schools (4.12) and the district (4.16), indicating that there is still a need for growth in this area. A closer look at these results are provided in the graph below. Specific areas of focus across the Scale Up schools is Teaching and Assessing for Learning, which encompasses how the school's curriculum, instructional design, and assessment practices guide and ensure success for all students.

In addition, the AdvancED Elementary Student Survey was given to students in grades 3-5 across the school district. The student survey had students select responses on a scale of one to three<sup>18</sup>. Across the five Scale Up Schools, there were 592 students who completed the survey for 2014-2105, with a range of overall scores of 2.65 at Maximo to 2.76 at Campbell Park. There were 714 students within the Scale Up schools who completed the survey for 2015-2016, with a range of scores of 2.55 at Fairmount Park to 2.82 at Melrose. This suggests that while some schools, such as Melrose, are seeing improvements in student perception of the school climate there are other schools such as Fairmount Park that have seen a decline. Multiple factors can potentially contribute to this. In general, the staff survey results may be a better indicator of overall school leadership. There is a greater variation in the number of students who complete the AdvancED student survey, which may have some impact on the results.

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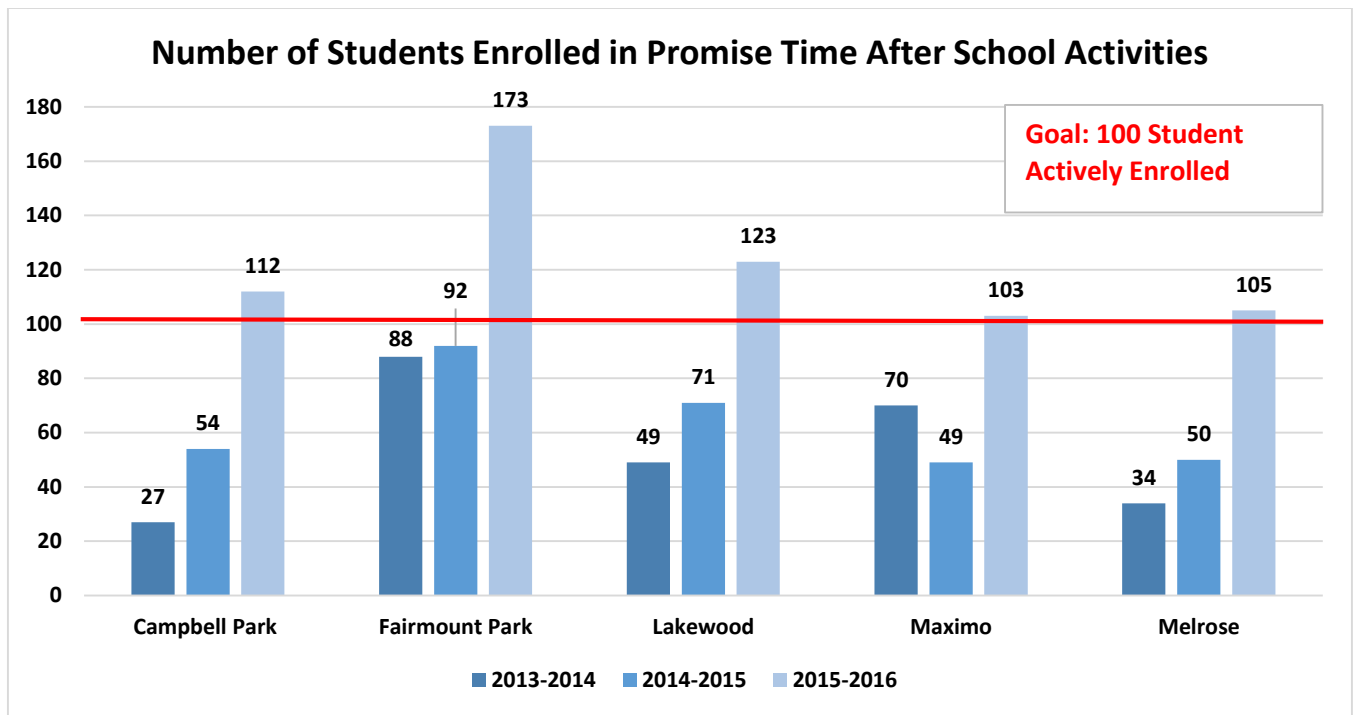
<sup>17</sup> The AdvancED Survey measure the Standards for Quality, which require each school to be reviewed in a way that is appropriate to its mission and purpose. These Standards are research-based, comprehensive quality statements that describe conditions and factors that contribute to a quality 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.

<sup>18</sup> Response values ranged from 1-3: No (1), Maybe (2), or Yes (3).



## Promise Time Extended Learning Program

The Scale Up schools received an increased budget for their Extended Learning Programs, which allows the schools to provide a deeper, wider scope to after school programs. This includes Promise Time and implementation of the i-Ready computer-based instructional program that focuses on reading and math skills. It is important to note that Promise Time is not the sole after school program offered at these schools, but is the one that has received additional funding as part of this initiative to potentially serve more students. Promise Time is designed to provide a structured, safe and enriching academic program after school for students to accelerate achievement. Tutoring and enrichment programs are led by certified Pinellas County teachers or paraprofessionals. Promise Time is open to all students who are in kindergarten through fifth grade at the target school sites. The target enrollment for Promise Time is 100 students. In order to have a more accurate picture of students who are actively enrolled, the number of students who have tested in math or reading for the i-Ready computer program was used. All five Scale Up schools were at or above 100 students enrolled and tested. The graph below shows the increase in enrollment over the last three school years. The enrollment has dramatically increased at the Scale Up schools, with an average enrollment across the five schools of 54 in 2013-2014, 63 in 2014-2015, and 123 in 2015-2016. Part of the increase can potentially be attributed to monthly discussions and monitoring of after school enrollment numbers during ISM visits (discussed in the *Leadership* section) and the district's commitment to ensuring that students who are in need of additional support are connected to after school activities.



The average growth data for students who actively participated in Promise Time is provided in Appendix C. According to observational data during the fall and spring Promise Time Walkthroughs<sup>19</sup>, the Promise Time staff and the lead evaluator for Scale Up for Success concluded that Fairmount Park and Maximo had stronger implementation of the Promise Time program at their school sites. The strength of implementation at these sites is also evident in the reading average iReady<sup>20</sup> growth data, with Maximo at 81% and Fairmount Park at 70% average reading growth. In addition, three Scale Up schools that had the highest average percentage of math growth on the iReady assessment were Fairmount Park (119%), Campbell Park (110%), and Maximo (89%).

Eighty percent of staff said that they agreed or strongly agreed that their participating students benefited from the Promise Time Extended Learning Program. Maximo and Melrose had the lowest rates of agreement at 73% and 76%, respectively. Campbell Park had the highest percentage of agreement at 89%, with Lakewood at 82% and Fairmount Park at 81%.

## Utilization of Positive Behavior Interventions and Supports (PBIS)

The Scale Up schools are currently implementing Positive Behavior Interventions and Supports (PBIS) with ongoing training and support through the University of South Florida. Each school developed a school-wide behavior plan, established a school-based PBIS leadership team to lead this behavioral support plan, and had their PBIS team attend ongoing monthly training sessions conducted by the University of South Florida. PBIS is rooted in a belief system around routines and reinforcing positive behaviors. It is based on understanding why problem behaviors occur (i.e., the

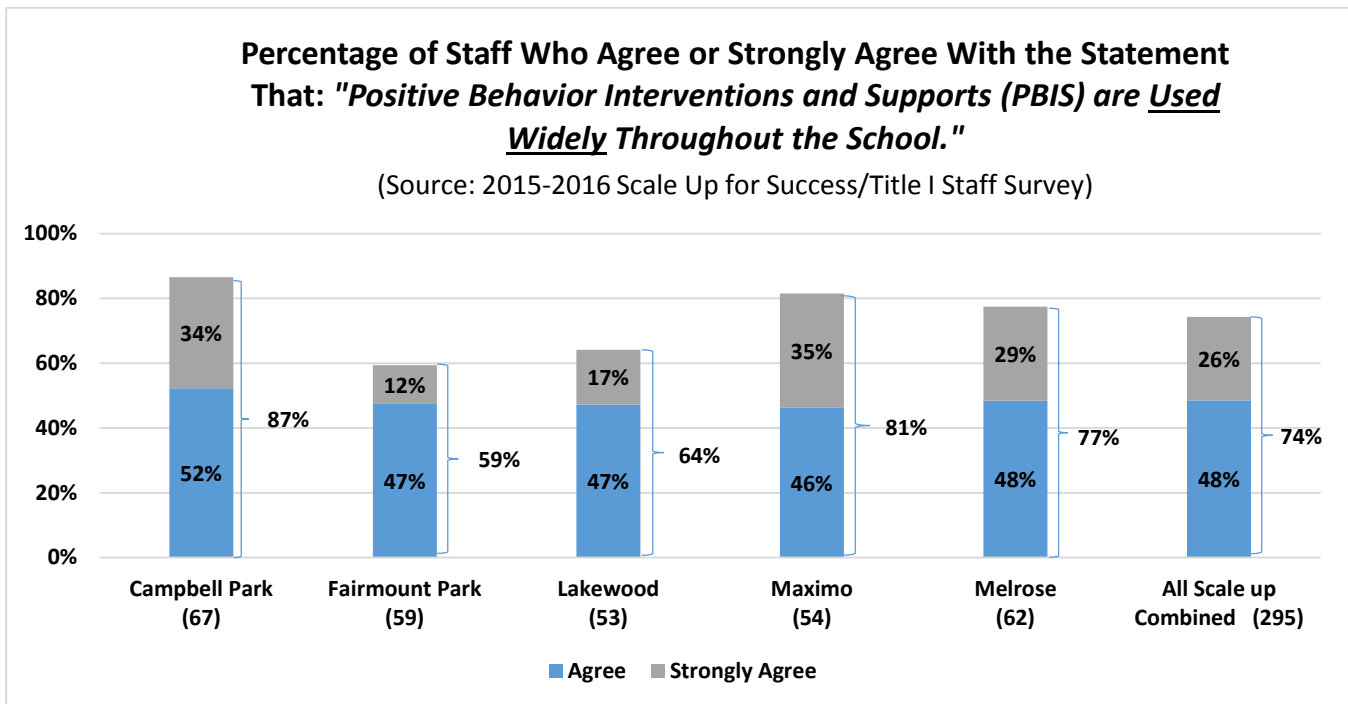
<sup>19</sup> In order to monitor the implementation of Promise Time at each of the five Scale Up school sites, the lead evaluator worked with the Promise Time administrative staff to develop a walkthrough tool and monitoring process, which includes an implementation checklist and rubric. Interviews and walkthroughs were conducted at each school with the site-based Promise Time facilitator and a school-based administrator present.

<sup>20</sup> i-Ready Promise Time Target was set for “one year’s growth.” This reflects growth for students who participated in the Promise Time and took both the Initial Diagnostic Assessment and the Final Diagnostic Assessment (source: Title I, Promise Time, 6/2015).



behavior's function). This approach to behavior can occur on a school-wide level, in a specific setting or classroom or with an individual student. PBIS is: “the application of evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures<sup>21</sup>.”

The staff was asked to rate their level of agreement with the following statement, “Positive Behavior Interventions and Supports (PBIS) are used widely throughout the school” on the 2015-2016 Scale Up for Success/Title I Staff Survey. The schools with the highest percentage of staff who agreed or strongly agreed with this statement were Campbell Park (87%), Maximo (81%), and Melrose (77%). Fairmount Park and Lakewood stood out as having lower levels of agreement at 59% and 64%, respectively. More detail is provided in the graph below.

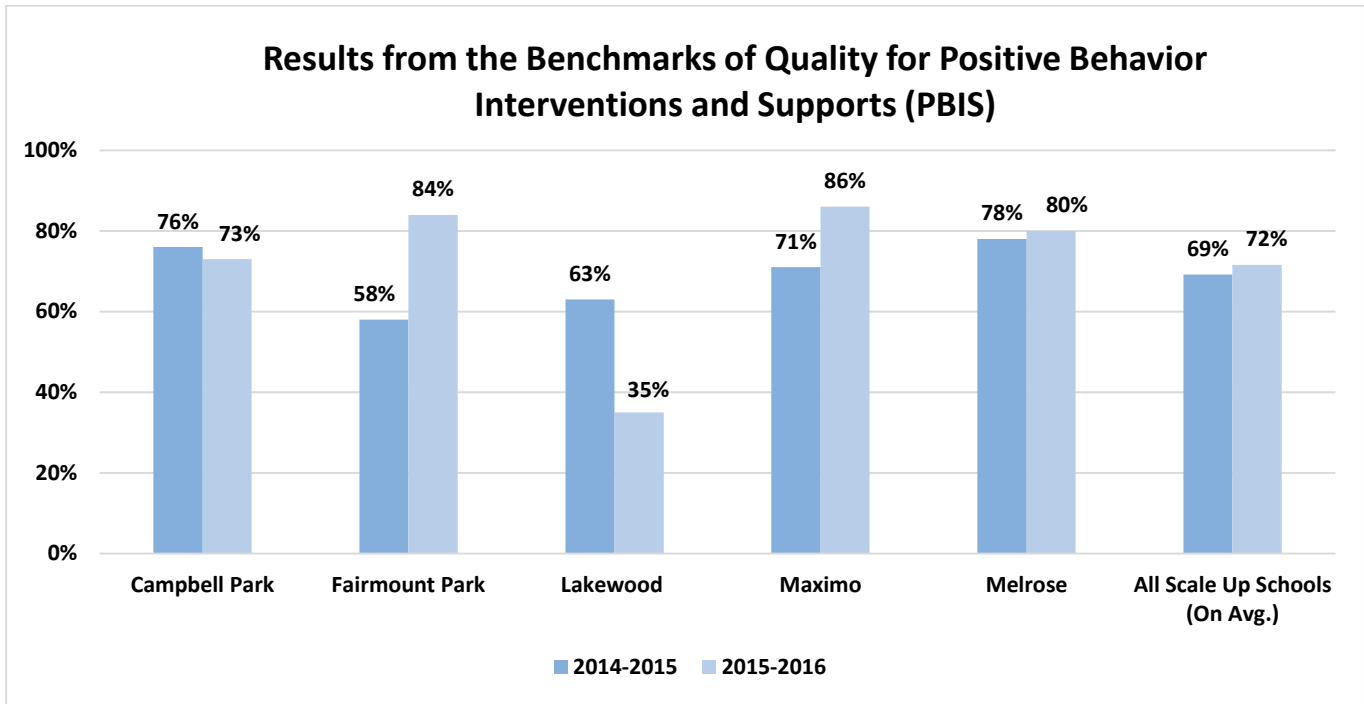


Each of the schools was charged with completing the Benchmarks of Quality<sup>22</sup> (BOQ) for School-wide PBS self-assessment during the Spring of 2016. The BOQ data is a self-reported research-based instrument to measure the schools’ implementation of PBIS. There was a slight increase on average among the five Scale Up schools in the overall score in 2014-2015 (69%) to 2015-2016 (72%), indicating that many of these schools would benefit from focusing even more on their implementation of PBIS practices. Three schools that had higher scores than the overall Scale Up average score across the past two school years were Campbell Park, Maximo, and Melrose. This data is consistent with the 2015-2016 Scale Up for Success/Title I Staff Survey data discussed above. While Fairmount Park did report an increase from 58% to 84% on the BOQ over the past two years, there still are major areas that continue to need support. Campbell Park saw a small decline from 76% to 73%, but the greatest decline by far was at Lakewood with a dip from 63% to 35%. Across the five schools, the schools tended to rate themselves highest in having a PBIS team in place, effective

<sup>21</sup> Source: <http://flpbs.fmhi.usf.edu>

<sup>22</sup> 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.

procedures for dealing with discipline, and expectations and rules developed. Areas that tended to score the lowest by the PBIS teams included having lesson plans for teaching expectations/rules, an implementation plan, and evaluation of PBIS. In particular, having lesson plans stands out as the greatest area for growth at only 40% in 2014-2015 and 53% in 2015-2016.



## Utilization of School Psychologists and Social Workers

Full-time psychological and social work services were provided at each Scale Up school beginning in the 2014-2015 school year. The make-up of the student services team varied by school. A typical team was comprised of a psychologist, a social worker, an educational diagnostician, a family navigator (funded through the Juvenile Welfare Board) and a mental health clinician (also funded through JWB). Every student is served by the school social worker and psychologist. This level is considered to be Tier 1, which means that support is provided to all students through social worker and psychologist participation in the development, implementation, and monitoring of the School Improvement Plan, School-Wide Behavior Plan, and other school initiatives and responsibilities. Since Tier I includes all students at the school this means that 420 to 660 students at each school site receive these core services from Student Services staff every day. The case load numbers that are reported in SSWIMS<sup>23</sup> typically shows the range of students served for supplemental Tier II and more intensive Tier III services. The total number of cases from the beginning of the school year through the end of January varied from 930 to 1,863 at each of the five school sites<sup>24</sup>. While four of the five schools did report numbers of over 1,500 cases for this school year, Melrose reported only 930 cases. Although Melrose and

<sup>23</sup> Student Service-Wide Information Management System

<sup>24</sup> These numbers include students that received more than one service. It is important to note that each case is unique. "Contacts" with a student can vary greatly in time and intensity, depending on the purpose of the work.

Maximo have lower student populations, this data suggests that more consistency in supports and reporting is recommended across all sites.

The staff at each school site were asked on the 2015-2016 Scale Up for Success/Title I Staff Survey if they are better able to meet the needs of their students by having a fulltime school psychologist at their school site. 93%<sup>25</sup> of staff across Scale Up schools agreed or strongly agreed. In addition, they were asked if they were better able to meet the needs of their students by having a fulltime school social worker at my school site. Ninety-three<sup>26</sup> of staff agreed or strongly agreed with this statement. Overall, having a fulltime school psychologist and social worker is seen as helpful support in meeting the needs of students.

## Family Engagement Activities and Indicators

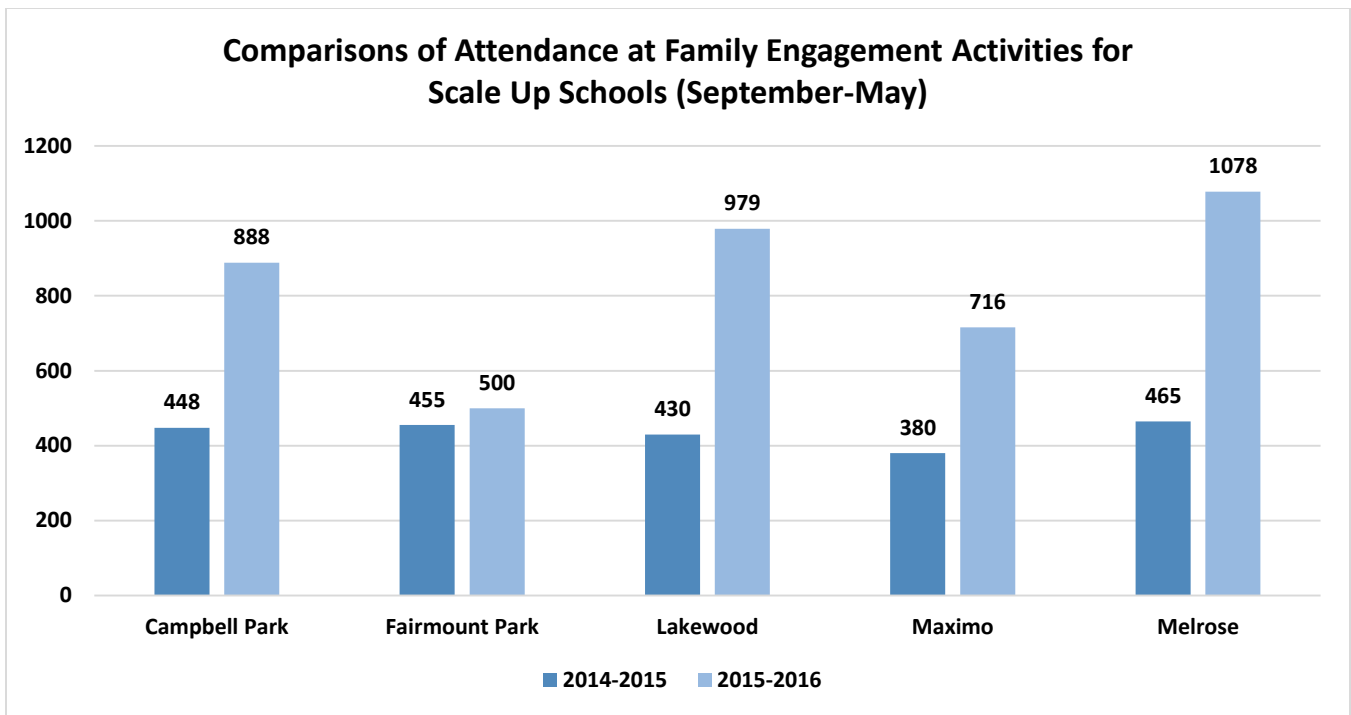
The ultimate goal within the family engagement component of the Scale Up initiative is to intentionally link family engagement activities to learning and school improvement by developing learning support systems, systems alignment, family and community engagement opportunities and trainings/workshops. The family engagement focus for the five Scale Up schools is to utilize Dr. Karen Mapp's Dual-Capacity Framework to cultivate and sustain effective family-school partnerships that support student and school improvement. Last year, this intervention included a two-day professional development session led by Dr. Karen Mapp who is a senior lecturer from the Harvard Graduate School of Education (HGSE). District and school leaders from all five Scale Up schools attended this training related to the Dual-Capacity Framework for Family-School Partnerships.

A comparison of the past two years of survey data measuring the attendance at family engagement activities showed that there was a 91% increase for the Scale Up schools overall. This was a sizable increase from the baseline 2014-2015 family attendance, which ranged from 380 to 465 at each of the five school sites. Three of the schools had nearly doubled (Campbell Park) or more than doubled the attendance of family members coming to school-sponsored events (Lakewood and Melrose). Maximo (88% increase) also showed a strong increase in attendance from the 2015-2016 year over the prior year, while Fairmount Park had only a 10% increase. Melrose family engagement activities were able to attract over 1,000 people to their family activities. While this data shows increases in attendance, a more detailed examination of the way in which these family engagement activities support learning at home is needed. Additional survey and perception data to address this is presented in this section.

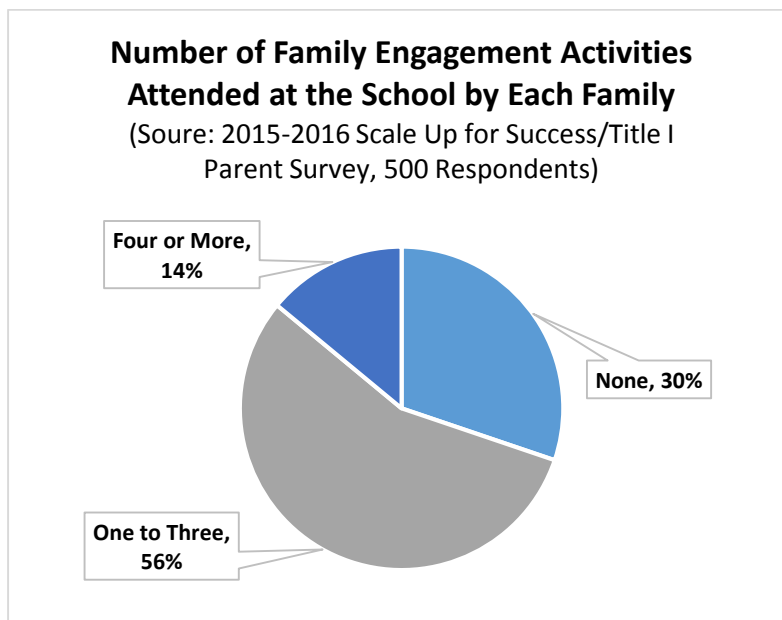
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<sup>25</sup> Out of 288 staff members who answered (NA's excluded).

<sup>26</sup> Out of 292 staff members who answered (NA's excluded).

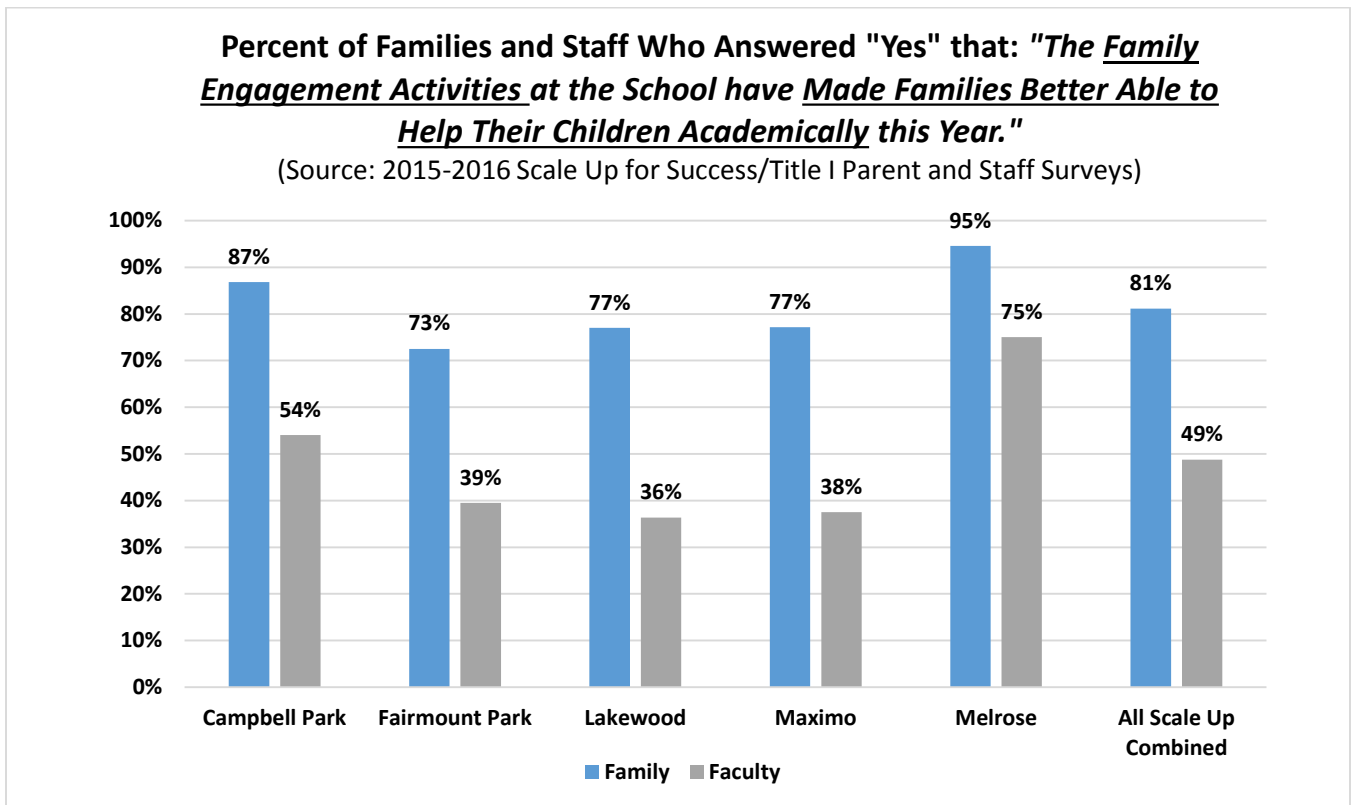


According to the 2015-2016 Scale Up for Success/Title I Parent Survey, some families are more involved in school activities than others. Thirty percent of the families reported that they did not attend any of the family engagement activities, 56% had attended one to three activities, and 14% had attended more than four events. Open-ended responses from survey data indicated multiple families were unable to attend engagement activities due to work conflicts, lack of transportation issues, or a perception that the activities would not be engaging.



Family and school staff (including faculty, staff, and administrators) perceptions differed when they were asked whether the family engagement activities allowed them to better help their children academically. School staff had consistently lower levels of agreement, and there was substantial divergence in the agreement among schools. The highest level of agreement among staff was at Melrose (75%) and the lowest level of agreement was at Lakewood (36%). On the other hand, family perspectives were consistently higher. They perceived the engagement activities as indeed

helping their children academically. This difference in family and staff perceptions may be due to different levels of expectations and standards for family engagement activities, especially since most staff have had some training on the Dr. Mapp’s Dual-Capacity Framework. Based on family and staff perceptions, Melrose had the most effective family engagement activities. Melrose families had the highest percentage of agreement at 95% and Fairmount Park had the lowest levels of agreement. The average perceptions of families was 81% agreement and only Campbell Park families (87%) and Melrose families (95%) exceeded the average. This pattern was consistent for the school staff as well. The Scale Up school staff average agreement level was 49%, and only Campbell Park (54%) and Melrose (75%) exceeded this average. Furthermore, it would be helpful to see what activities Melrose offered or what other factors contributed to their exceptionally high numbers.



### Utilization of Family Navigators and Mental Health Clinicians (Funded by JWB)

In order to support the Scale Up for Success initiative, the Juvenile Welfare Board (JWB) of Pinellas County helps to arrange and fund year-round (1) family wrap around and navigation services (family navigator); and a (2) school-based clinical mental health services (mental health clinicians). The long-term goals of this are to improve student behavior and academic achievement of those students’ families who receive these services. A fulltime family navigator, which is managed by Personal Enrichment Through Mental Health Services (PEMHS), and a fulltime mental health clinician, which is managed by Suncoast Center, Inc., have been placed at each of the five Scale Up sites. This component of the initiative has been in place since 2014-2015, with the exception of Fairmount Park, which has had some similar supports since the 2010-2011 school year.

The maximum caseload at any one school per month is twelve cases for family navigators and twenty cases for mental health clinicians. However, it is limiting to look just at numbers alone. The graphs below represent the numbers served by family navigators at each school from September 2015 through May of 2016. “Number served” represents the total number of students served at the school during each month. Please note that these numbers reflect the current caseload of each family navigator and include duplications from month to month, since services may continue for several months to a full year. For family navigators, since the benchmark is 12 cases per month, those schools that met at least 80% of this benchmark<sup>27</sup> (at least 10 cases on average per month) included Fairmount Park (12.1 cases per month) and Melrose (10.4 cases per month). Those schools that utilized this support less were Campbell Park, Lakewood, and Maximo at 8.2, 8.8, and 6.8 cases per month, respectively. “Number served” by the mental health clinicians is represented by the census on the first day of the month. Again, these numbers include duplicates since students can carry-over from month-to-month. Again, a benchmark<sup>28</sup> for analysis for utilization of the mental health clinicians at each school site was set to 80% of the maximum caseload of twenty (at least 16 cases on average per month). Those schools that utilized the mental health clinicians more included Lakewood (21.9 cases per month), Campbell Park (18.7 cases per month), and Fairmount Park (17.4 cases per month). Melrose (15.8 cases per month) and Maximo (11.3 cases per month) were below this benchmark. In addition, Maximo saw a reduction in cases managed by the mental health clinician in January 2016 due to change in the staffing for this service. As such, there are many factors to consider when comparing current caseload numbers to the maximum caseload numbers.

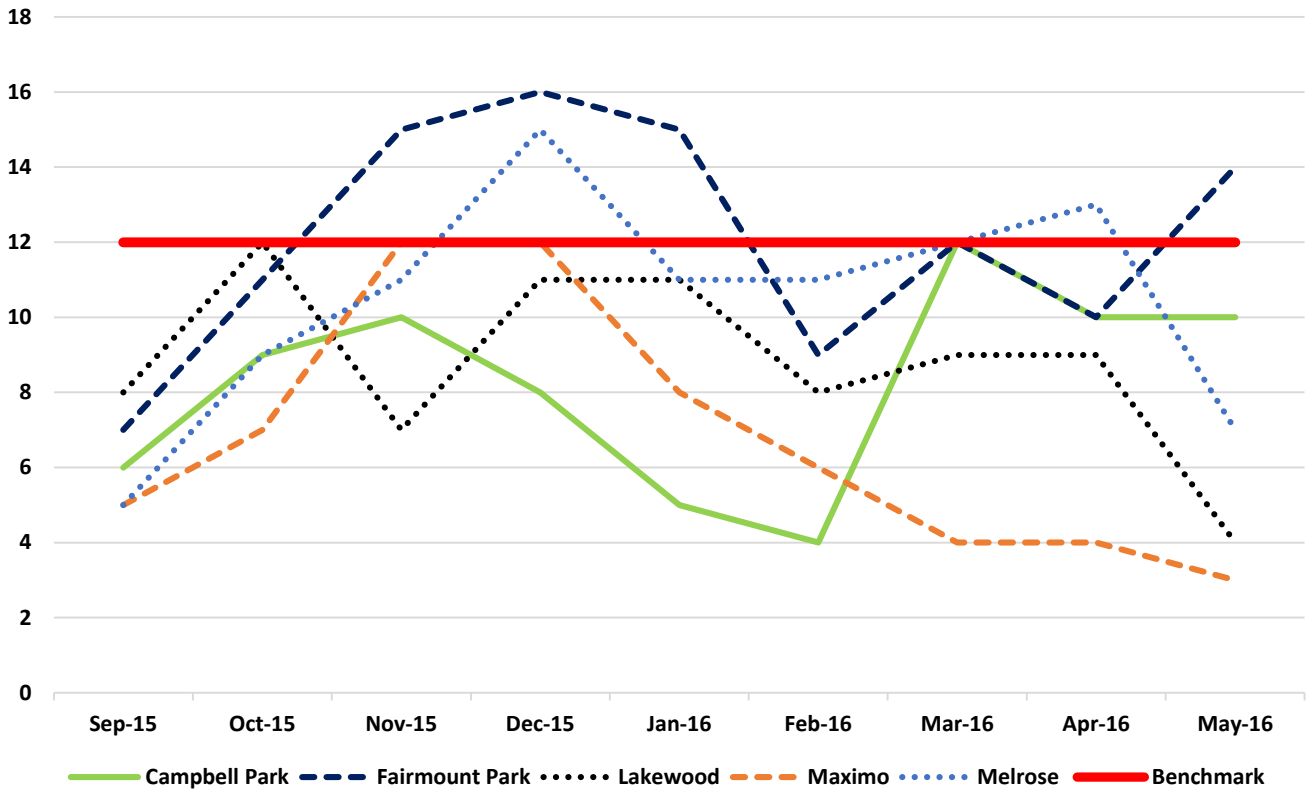
The provision of social services is a complex process, and the caseload that the family navigators and mental health clinicians can take on is dependent upon the complexity of the cases that they are addressing at any given time and the length time that families are receiving services. In addition, the utilization of family navigators and mental health clinicians is dependent on the number of referrals that are sent for these services and, in some cases, the number of students at each school site. It is important to note that referrals do not always lead to families served due to refusal of services or other factors. Lower referral and utilization numbers may indicate a need for an enhanced referral process at a particular school site.

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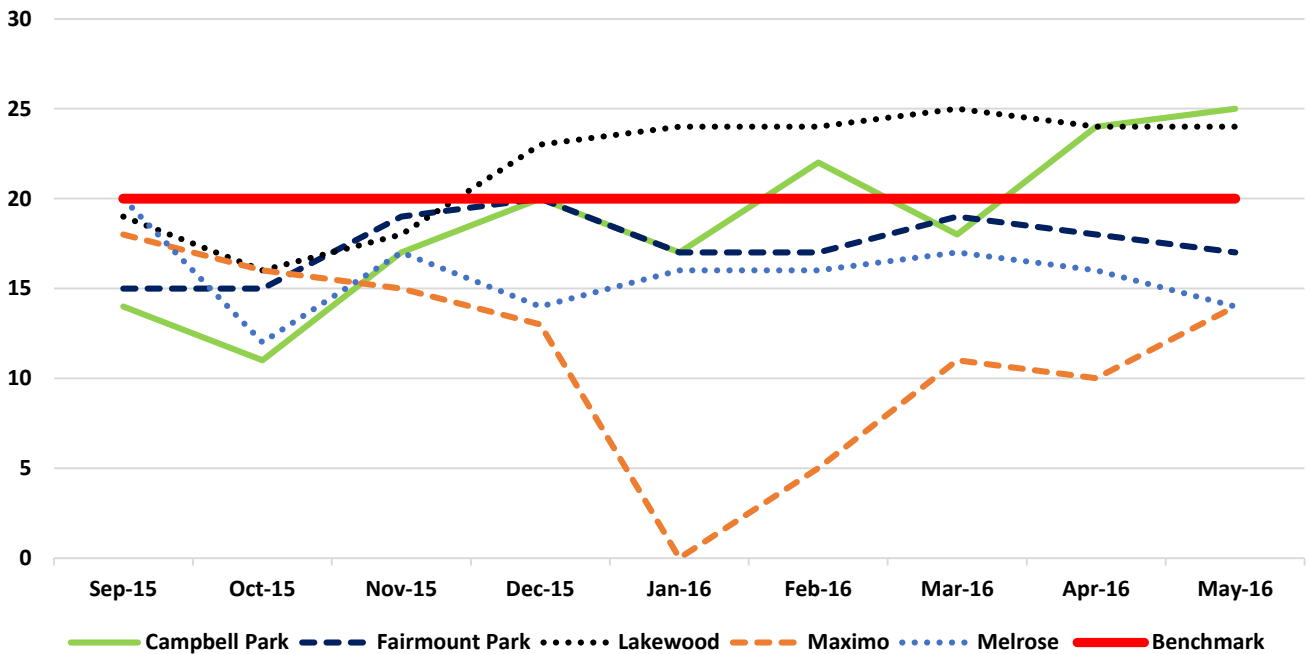
<sup>27</sup> The target of 80% of the maximum caseload was set by the lead Scale Up for Success evaluator for PCS as way to compare utilization of family navigators at each school site.

<sup>28</sup> The target of 80% of the maximum caseload was set by the lead Scale Up for Success evaluator for PCS as way to compare utilization of mental health clinicians at each school site.

**Monthly Caseload of Families Served by Family Navigators at Each Scale Up School Site (September 2015 - May 2016)**



**Monthly Caseload of Families Served by Mental Health Clinicians at Each Scale Up School Site (September 2015 - May 2016)**



On the 2015-2016 Scale Up for Success/Title I Staff Survey, 91%<sup>29</sup> of staff members agreed or strongly agreed with the statement that, “I am better able to meet the needs of my students by having a family navigator for my school site.” In addition, 92%<sup>30</sup> of staff members agreed or strongly agreed with the statement that, “I am better able to meet the needs of my students by having a mental health clinician for my school site.” These are similar results to the agreement levels for how the school psychologist and social worker help support the needs of students, thus indicating that they view this as an important support to retain.

It is also important to note that a separate year one evaluation for 2014-2015 was completed through JWB with an external evaluator, and there will be an additional 2016 evaluation completed. Many of the recommendations that were provided for the process evaluation coincided with our own findings. Within the current developmental evaluation approach, PCS is continuing to work in partnership with JWB to enhance these services and to support schools in taking more full advantage of how these services can support students. In addition, schools can continue to take even greater advantage of these supports by continuing to refine and improve their processes to refer students and their families for these services.

## **Summary of Qualitative Survey Data Regarding Strategies to Support Academics, Behavior, and Family Engagement**

There were 314 staff who completed the 2015-2016 Scale Up for Success/Title I Parent Survey and the five open-ended response questions. A total of 561 parents and families completed the agreement questions on the 2015-2016 Scale Up for Success/Title I Parent Survey, with 321 completing the five open-ended questions. The open-ended questions are able to provide insight into which interventions were effective and which ones were less so. The staff survey included five open-ended questions. As described in the above methodology section, these qualitative data were coded to organize them into themes and subthemes based on common ideas. A list and analysis of these prevalent themes, in order of frequency, are provided in this section.

The staff were asked, “What are the current interventions that are in place at your school that have helped make a positive difference in student learning (academic achievement)?” Academic interventions were mentioned four times more frequently than any of the other four themes identified in the table below. Subcategories within the themes also emerged. Within academic interventions, ST Math, small group instruction, Literacy Learning Intervention (LLI), and Istation stood out as current academic interventions that were perceived by school staff as helping to make a positive difference in student learning. Amongst the personnel theme, paraprofessionals and academic coaches were reported as important contributors to student learning. Additionally, reward systems and reflection/refocus rooms were perceived as making a positive difference in student learning in regards to helping students be better prepared for learning and in supporting a healthier learning environment. Within the after school programs theme, Promise Time was

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<sup>29</sup> Out of 273 staff members who answered (NA's excluded).

<sup>30</sup> Out of 273 staff members who answered (NA's excluded).



reported as making a positive difference, while TNTP and data meetings were perceived as additional important contributing factors.

<b>Staff Survey Themes Regarding the <u>Current Interventions</u> that Have Helped Make A <u>Positive Difference In Student Learning</u></b> (Source: Open-Ended Responses to the 2015-2016 Scale Up for Success/Tile I Staff Survey)	
<b>Theme</b> (In Order of Frequency)	<b>Subcategory</b> (In Order of Frequency)
<b>Academic Interventions</b>	<ul style="list-style-type: none"> <li>• ST Math</li> <li>• Small Group Instruction</li> <li>• Literacy Learning Intervention (LLI)</li> <li>• Istation</li> </ul>
<b>Personnel</b>	<ul style="list-style-type: none"> <li>• Paraprofessionals</li> <li>• Academic Coaches</li> <li>• Behavioral Specialists</li> </ul>
<b>After School Programs</b>	<ul style="list-style-type: none"> <li>• Promise Time</li> <li>• Tutoring</li> </ul>
<b>Behavior Systems</b>	<ul style="list-style-type: none"> <li>• Reward Systems</li> <li>• Reflection/Refocus rooms</li> </ul>
<b>Teacher Trainings</b>	<ul style="list-style-type: none"> <li>• TNTP</li> </ul>

In response to the question “What supports at the district or school level would you recommend to help you be able to enhance student learning at your school site?” the predominant responses fell into the following themes: personnel, academic resources and curriculum, communication, behavior systems and supports, and teacher training. The table below indicates staff thought many different professionals were needed to enhance learning. Greater teacher autonomy and flexibility are also suggested, as well as improved parent communication and teacher professional development. Additionally, more district support to reinforce behavior interventions, system rules and schoolwide behavior plans were proposed.

<b>Staff Survey Themes Regarding the <u>Supports</u> at the District or School Level They Would Recommend to Enhance Student Learning</b> (Source: Open-Ended Responses to the 2015-2016 Scale Up for Success/Tile I Staff Survey)	
<b>Theme</b> (In Order of Frequency)	<b>Subcategory</b> (In Order of Frequency)
<b>Personnel</b>	<ul style="list-style-type: none"> <li>• MTSS and Academic Coaches</li> <li>• Paraprofessionals</li> <li>• More Support Personnel (e.g., school psychologists)</li> <li>• Behavioral Specialists</li> </ul>
<b>Academic Resources and Curriculum</b>	<ul style="list-style-type: none"> <li>• Teacher Autonomy and Flexibility</li> <li>• Time Allocation/More Instructional Time</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Community/Parent Involvement</li> <li>• Administration</li> </ul>
<b>Behavior Systems and Supports</b>	<ul style="list-style-type: none"> <li>• Improved Behavior Interventions and Supports</li> <li>• Schoolwide Behavior Plan and System/Rules</li> </ul>
<b>Teacher Training</b>	<ul style="list-style-type: none"> <li>• Training and Professional Development</li> </ul>

The current interventions that have improved school climate, as reported by school staff, include behavioral incentives and reinforcements like student celebrations, behavior systems implemented on a school-wide basis, personnel like getting support from a behavior specialist, behavior interventions and strategies such as refocus rooms, and teacher training (TNTP). The predominant themes are in the below table.

<b>Staff Survey Themes Regarding the <u>Current Interventions</u> that Have Helped Make a <u>Positive Difference in School Climate and Student Behavior</u></b> (Source: Open-Ended Responses to the 2015-2016 Scale Up for Success/Tile I Staff Survey)	
<b>Theme</b> (In Order of Frequency)	<b>Subcategory</b> (In Order of Frequency)
<b>Behavioral Incentives and Reinforcements</b>	<ul style="list-style-type: none"> <li>• Student Celebrations</li> <li>• Reward Systems</li> <li>• Behavior Tokens</li> </ul>
<b>Behavior Systems</b>	<ul style="list-style-type: none"> <li>• Schoolwide Behavior/Discipline Plan</li> </ul>
<b>Personnel</b>	<ul style="list-style-type: none"> <li>• Support from a Behavioral Specialist</li> </ul>
<b>Behavior Interventions and Strategies</b>	<ul style="list-style-type: none"> <li>• Alternatives to Suspensions Such as the Reflection/Refocus Room</li> </ul>
<b>Teacher Training</b>	<ul style="list-style-type: none"> <li>• TNTP</li> </ul>

The common themes that emerged from staff responses regarding ways to improve communication between schools and families include the need for parent involvement and activities, improved communication, community outreach, improved school/community climate, and staff trainings. These are listed in the table below. School faculty have many innovative ideas and interest in supporting community outreach. To facilitate this communication, a solid infrastructure is needed like accurate databases of phone numbers, addresses, and email addresses. Parent involvement is clearly a perceived concern of faculty and must be addressed within the upcoming academic school year. Although parent involvement and initiative is important, the schools need to continue to establish a positive and friendly school environment where parents feel welcome and a vital component of their child’s education.

<b>Staff Survey Themes Regarding <u>Suggestions</u> for <u>Improving the Communication Between Schools and Families</u></b> (Source: Open-Ended Responses to the 2015-2016 Scale Up for Success/Tile I Staff Survey)	
<b>Theme</b> (In Order of Frequency)	<b>Subcategory</b> (In Order of Frequency)
<b>Parent Involvement and Activities</b>	<ul style="list-style-type: none"> <li>• Parent Accountability (e.g., require school attendance at conferences, school functions, agenda signatures)</li> <li>• Increase Quantity of Family Nights and Family Engagement Activities</li> <li>• Provide incentives for participation in family events (e.g., food, gift cards, acknowledge parent success)</li> <li>• Improve Quality of Family Engagement Activities</li> </ul>
<b>Improved Communication</b>	<ul style="list-style-type: none"> <li>• Increased Frequency in Communication (e.g., newsletters, flyers, phone calls)</li> <li>• Use technology and innovative methods (e.g., social media, podcast, teacher website)</li> </ul>

	<ul style="list-style-type: none"> <li>• Improve Communication Infrastructures (e.g., accurate phone numbers, email addresses, parent access to phones)</li> </ul>
<b>Community Outreach</b>	<ul style="list-style-type: none"> <li>• Increase the Number of Neighborhood and Home Visits</li> <li>• Increase staff Involvement in School-Community Events</li> <li>• Increase Off-Campus School-Community Events</li> </ul>
<b>Improved School/Community Climate</b>	<ul style="list-style-type: none"> <li>• Positive Interactions with School Staff (e.g., positive phone calls)</li> </ul>

According to the 2015-2016 Scale Up for Success/Title I Parent Survey, parents<sup>31</sup> indicated they mostly attended student celebrations and academic activities like workshops. There were a substantial amount of responses that indicated they did not attend due to scheduling conflicts or because of a lack of transportation. When asked how the school can work with parents to increase attendance at family engagement activities, the following themes emerged: better communication—particularly giving more advanced notice, flexible times, making the activities more engaging and entertaining, making meetings mandatory. Several responded they were satisfied with the way the family engagement activities were run, and others indicated they needed help with transportation, child care, or a more flexible timeframe to meet.

<b>Family Survey Themes Regarding <u>How the School Can Increase Attendance at Family Engagement Activities</u></b> (Source: Open-Ended Responses to the 2015-2016 Scale Up for Success/Tile I Parent Survey)	
<b>Theme</b> (In Order of Frequency)	<b>Subcategory</b> (In Order of Frequency)
<b>Better Communication</b>	<ul style="list-style-type: none"> <li>• Communication in General</li> <li>• More Advanced Notice for Family Engagement Events</li> <li>• Printed Announcements</li> <li>• Electronic Announcements</li> </ul>
<b>Flexible Times</b>	<ul style="list-style-type: none"> <li>• General Flexibility</li> <li>• Activities on Weekends</li> <li>• Activities in the Evening</li> </ul>
<b>Engaging and Entertaining</b>	<ul style="list-style-type: none"> <li>• Fun Activities</li> <li>• Food or Other Incentives</li> </ul>
<b>Satisfied</b>	<ul style="list-style-type: none"> <li>• Doing a Great Job/School Doing Their Part</li> </ul>
<b>Parent Accountability</b>	<ul style="list-style-type: none"> <li>• Mandatory Meetings</li> </ul>

In regards to suggested family engagement activities that can help parents better support their child at home, the following predominant themes emerged: quality homework activities, communication, resources, parent instruction, and school activities. Families reported the need to increase quantity of parent-child interactive homework activities/projects and increase parent-children interaction time in learning. They also emphasized the need for schools to provide instructional materials/resources at home and provide demonstrations, workshops, and/or family classes.

<sup>31</sup> A total of 561 parents and families completed the agreement questions, with 321 completing the five open-ended questions.

**Family Survey Themes Regarding How Family Engagement Activities Can Help Them Better Support Their Child at Home**

(Source: Open-Ended Responses to the 2015-2016 Scale Up for Success/Tile I Parent Survey)

<b>Theme</b> (In Order of Frequency)	<b>Subcategory</b> (In Order of Frequency)
<b>Quality and Quantity of Homework Activities</b>	<ul style="list-style-type: none"> <li>• Quantity of Parent-Child Interactive Homework Activities/Projects</li> <li>• Increase in Parent-Child Interaction Time in Learning</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Agendas</li> <li>• Increase in and Ensuring Communication</li> <li>• Improve Organization and Communication</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Provide Instructional Materials and Resources</li> </ul>
<b>Parent Instruction</b>	<ul style="list-style-type: none"> <li>• Provide Demonstrations, Workshops, or Family Classes</li> </ul>
<b>School Activities</b>	<ul style="list-style-type: none"> <li>• Increase Opportunities for Families to Engage at their Child’s School</li> </ul>

## Year 2 Academic Achievement and Leadership Outcomes and Indicators Overview

The chart below provides an overview of the key academic indicators of success for the schools within the Scale Up initiative. This chart provides a summary of how each Scale Up school site is progressing toward increased student achievement in the areas of reading, math, and science. Year 2 comparisons are made between the results of standardized tests from the 2014-2015 school year and the 2015-2016 school year. The detailed information related to the data is presented in previous sections, and a discussion of this chart is provided in the *Conclusions* section that follows.

### 2015-2016 Scale Up for Success Academic and Leadership Implementation Indicators and Associated Outcome Measures

		Campbell Park	Fairmount Park	Lakewood	Maximo	Melrose
	<b>School Grade (2015-2016)</b>	F	D	D	C	F
<b>Achievement</b>	<b>Grade 3-5 FSA ELA Proficiency Achievement<sup>32</sup></b>	Decreased from 19% to 11%	Increased from 17% to 21%	Increased from 19% to 20%	Increased from 15% to 26%	Increased from 10% to 17%
	<b>Grade 3-5 FSA Math Proficiency Achievement<sup>1</sup></b>	Decreased from 26% to 22%	Increased from 25% to 32%	Increased from 20% to 28%	Increased from 17% to 34%	Increased from 9% to 18%
	<b>Grade 5 Science Proficiency Achievement<sup>33</sup></b>	Decreased from 22% to 13%	Increased from 5% to 14%	Decreased from 25% to 10%	Increased from 13% to 29%	Increased from 15% to 24%
<b>Implementation Overview</b>	<b>Utilization of Paraprofessionals<sup>34</sup></b>					
	<b>TNTP Instructional Supports<sup>35</sup></b>					
	<b>Instructional Coaching<sup>36</sup></b>					
	<b>Leadership Indicator from AdvancED<sup>37</sup></b>					
	<b>Implementation of Promise Time<sup>38</sup></b>					

Evidence of Lower Levels of Implementation
  Evidence of Higher Levels of Implementation

<sup>32</sup>FSA data for grades 3-5 combined (Source: 2015-2016 FLDOE INDV File)

<sup>33</sup> 5th Grade Statewide Science Assessment for last two years (Source: 2015-2016 FLDOE INDV File)

<sup>34</sup> As evidenced by AAR Walkthrough data indicating that there was a higher percentage of paraprofessionals present in the classroom and that those who were present demonstrated that they were supporting the learning environment as compared to the Overall Scale Up Schools Average

<sup>35</sup> As evidenced by a higher percentage of faculty agreement that TNTP trainings and their work have had a positive impact on instructional practices and on student learning as compared to the Overall Scale Up Schools Average (Source: 2015-2016 Title/Scale Up for Success Staff Survey) and number of TNTP trainings conducted for each school site

<sup>36</sup> As evidenced by a higher percentage of teacher agreement that they receive instructional coaching that enhances their ability to increase students' academic achievement as compared to the Overall Scale Up Schools Average (Source: 2015-2016 Title/Scale Up for Success Staff Survey)

<sup>37</sup> As evidenced by the 2016 average score on the AdvancED Staff Survey compared to the Overall Scale Up Schools Average

<sup>38</sup> As evidenced by over 100 students enrolled and an average growth on reading and math of at least 70% (Note: i-Ready Promise Time target was set for one year's growth, and reflects growth for students who participated in Promise Time and who took both the Initial Diagnostic Assessment and the Final Diagnostic Assessment)

## Year 2 Academic Behavior and Family Engagements Outcomes and Indicators Overview

Taking an outcomes view of the data from Year 1, the chart below provides an overview of the key behavioral and family engagement outcomes and indicators at each site. This chart provides a summary of how each Scale Up school is progressing toward enhancing student behavior and improving the learning environment. Much like the previous sections of this report, the behavioral findings serve as Year 1 (baseline) data regarding the Scale Up for Success Initiative. The data included in this section will include two areas of focus related to improving behavior and learning climate: (1) data related to the implementation of Positive Behavior Interventions and Supports (PBIS) at each school site and (2) data related to the hiring of additional intervention personnel to support students' social and behavioral well-being. Again, the detailed information related to the data is presented in previous sections and a deeper analysis of this chart is provided in the *Conclusions* section that follows.

**2015-2016 Scale Up for Success Behavior and Family Engagement Implementation Indicators and Associated Outcome Measures**

		Campbell Park	Fairmount Park	Lakewood	Maximo	Melrose
	<b>School Grade (2015-2016)</b>	<b>F</b>	<b>D</b>	<b>D</b>	<b>C</b>	<b>F</b>
<b>Outcomes Summary</b>	<b>Number of Referrals in 2015-2016 Compared to 2014-2015</b>	- 72% (270 Referrals)	- 39% (574 Referrals)	- 61 % (786 Referrals)	- 86% (151 Referrals)	- 17% (336 Referrals)
	<b>Number of OSS in 2015-2016 Compared to 2014-2015</b>	- 29% (185 OSS)	- 55% (158 OSS)	-68% (90 OSS)	- 67% (90 OSS)	- 52% (146 OSS)
	<b>Attendance Comparisons: Percentage of Students Absent 10% or More School Days</b>	- 3% (19%)	+1% (22%)	- 1% (15%)	- 2% (11%)	- 10% (15%)
<b>Implementation Overview</b>	<b>PBIS Implementation<sup>39</sup></b>					
	<b>Family Engagement<sup>40</sup></b>					
	<b>Utilization of Family Navigators<sup>41</sup></b>					
	<b>Utilization of Mental Health Clinicians<sup>42</sup></b>					

Evidence of Lower Levels of Implementation
  Evidence of Higher Levels of Implementation

<sup>39</sup> As evidenced by an above "Scale Up Schools Average" score on the Benchmarks of Quality for PBIS for 2014-2015 and 2015-2016, and agreement percentages on the Title I/Scale Up for Success Faculty Survey regarding PBIS use throughout each school site

<sup>40</sup> As evidenced by the 2015-2016 number in attendance at family engagement activities per pupil compared to the Overall Scale Up Schools Average

<sup>41</sup> As evidenced by an average monthly caseload of at least 10 as compared to the benchmark of 12 cases per month (target set by PCS lead evaluator)

<sup>42</sup> As evidenced by an average monthly caseload of at least 16 as compared to the benchmark of 20 cases per month (target set by PCS lead evaluator)

## Conclusions

The information provided in this section gives a rationale behind and a deeper discussion of the levels of implementation presented in the charts entitled *2015-2016 Scale Up for Success Academic and Leadership Implementation Indicators and Associated Outcome Measures*, and *2015-2016 Scale Up for Success Behavior and Family Engagement Implementation Indicators and Associated Outcome Measures*. The information presented here examines which interventions were implemented most effectively across school sites and where there is evidence that these specific interventions have helped to increase academic achievement, leadership, student behavior, and family engagement at these sites. Whenever possible, quantitative and qualitative data sources have been triangulated<sup>43</sup> to confirm corresponding conclusions. While this evaluation cannot confirm causal relationships between the intervention in place and the results, there are multiple sources of evidence that support the conclusions that are presented here. Please note that more detailed overviews of each of these supports is provided in the corresponding section within the *Analysis of Key Supports within the Scale Up for Success Initiative*. Additional school-by-school conclusions are listed in Appendix D.

As part of the 2015-2016 Scale Up for Success/Title I Staff Survey, the staff who had been at their Scale Up school sites for both the 2014-2015 and 2015-2016 school years were asked to answer questions in regards to targeted areas of improvement. Sixty-seven percent indicated that learning has improved across the school, and an even greater percentage (82%) answered that student learning has improved in their individual classrooms. In addition, 53% selected “Yes” to the statement that the overall school climate has improved at their school sites (e.g., student safety, students’ relationship with each other and adults in the school), and 55% selected “Yes” that student behavior in their classroom has improved. This suggests that at least one or more of the interventions implemented in the past year have been effective in numerous ways. Overall, the more areas of support that the school implemented effectively, the higher the academic gains that were seen at that school site.

## Conclusions Regarding Academic Achievement and Leadership

### **Guiding Evaluation Questions for Academic Achievement and Leadership:**

- How are the additional supports within Scale Up for Success schools resulting in increased academic achievement?
- How are the additional supports for school leadership enhancing the schoolwide learning environment?

### **Conclusions for Academic Achievement Outcomes:**

Based on the year to year comparison data for the FSA ELA and Math, there have been substantial increases in the percentages of students testing as proficient at four of the five Scale Up schools, with the exception of Campbell

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<sup>43</sup> Validation of data through cross verification from two or sources

Park. Overall, there is evidence that the additional supports and interventions that have been in place over the past two years of the Scale Up for Success Initiative have resulted in higher academic achievement in the majority of these schools. The science scores have shown more mixed results, indicating that supports for science implementation need to continue to be strengthened at each of the Scale Up schools. Maximo and Melrose had the highest percentage of students scoring as proficient in science at 29% and 24%, respectively.

## **Conclusions Regarding the Implementation of Supports for Academic Achievement and Leadership:**

### Utilization of Paraprofessionals

- According to AAR Classroom Walkthrough<sup>44</sup> data, there is evidence of higher levels of implementation of the paraprofessional model at Fairmount Park, Lakewood, and Melrose. Each of these sites had a paraprofessional present in the classroom at least 70% of the time and had a higher than average percentage of paraprofessionals who demonstrated that they were supporting the learning environment<sup>45</sup> as compared to other Scale Up schools. In particular, Maximo had a lower percentage of paraprofessionals present in the classroom although 86% of those who were present were actively supporting the learning environment. As such, Maximo was seen as having lower levels of implementation of the model in this area in comparison the district's expectation that paraprofessionals are present in the classrooms to directly support student learning. Rather, they modified the model to focus on managing the paraprofessionals at the schoolwide level rather than the classroom level. While this was a different approach, there may be some lessons learned on how to adjust the paraprofessional model in future years to maximize supports for schoolwide student learning.
- Across the schools, the staff had 91% agreement that paraprofessionals supported learning and 87% agreement that paraprofessionals positively impacted student behavior. Maximo was the exception, with below average levels of agreement on both of these questions. The qualitative data from the staff survey also suggests that paraprofessionals were seen as having a positive impact on student learning. However, academic interventions such as ST math, small group instruction, LLI, and Istation were mentioned four times as much as personnel.
- The conclusions around the effectiveness of the paraprofessional model remain mixed. While there is strong support at the majority of school sites for the benefits that paraprofessionals bring for academics and behavior, the extent and impact of this support is not clear. In fact, the evidence that both Campbell Park and Maximo both had a lower level of implementation of utilizing paraprofessionals but had vastly different academic outcomes (Campbell Park remained an F school while Maximo Became a C school for 2015-2016) adds to the mixed results of this resource.
- Furthermore, the teacher and paraprofessional focus group as well as the principal interview data from this year's formative evaluation report supports the conclusion that paraprofessionals, when trained well and when used in a strategic manner to directly support student learning, can be an asset to schools. However, if the paraprofessionals

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<sup>44</sup> Details of this tool are provided in the section entitled *Description of Methodology and Instrument Used*.

<sup>45</sup> Supporting the learning environment is defined as being actively involved in the whole-group, small group, or one-on-one instruction.



are not utilized to support small group or individualized learning, or they do not have the skills in place to maximize student learning, they may not be as beneficial of a support or intervention.

#### Instructional Coaching and TNTP Instructional Supports

- The level of implementation and utilization of TNTP was based on the percentage of faculty agreement that TNTP trainings and their work have had a positive impact on instructional practices and on student learning as compared to Scale Up Schools Average on the 2015-2016 Title I/Scale Up for Success Staff Survey, as well as the number of TNTP trainings conducted for each school site in comparison to the average.
- Overall, Campbell Park had the highest agreement scores by far regarding the impact of TNTP on student learning and student behavior (92% and 85% compared to the Scale Up average of 67% and 52%, respectively). The level of agreement on these survey questions about TNTP appeared to correspond, for the most part, with the number of TNTP trainings provided at the school site. In relation to the principal interviews that were led mid-year as part of the Scale Up for Success formative evaluation, it was evident that some principals were more receptive to the trainings and support that TNTP provided.
- There appears to be some evidence that TNTP had an impact on schoolwide student behavior and climate, since this was their primary focus for year one at the Scale Up school sites. Furthermore, there is a more pronounced decrease in the percentage of referrals at the school sites that TNTP has higher implementation levels with: Campbell Park, Lakewood, and Maximo.
- There is little evidence of the impact of TNTP on academic achievement across the five school sites. Campbell Park has had TNTP supports for the longest amount of time, but had decreases in academic achievement indicators for third through fifth grade.
- In terms of instructional coaching that teachers report receiving, Campbell Park, Lakewood, and Maximo were close to the Scale Up average of 73% agreeing or strongly agreeing. Fairmount Park had a lower percentage of agreement at 67% and Maximo stood out at a higher percentage at 80%.
- While this might have some connection to TNTP supports for instructional coaching, the actual coaching that occurred at each site appeared to correspond more to administrative strengths and the AdvancED survey results.
- In addition, the instructional coaching model for each of the school sites included at least one full-time ELA coach, one full-time math coach, and a half-time science coach. The stronger gains made in four of the five schools in ELA and math achievement as well as the prevalence of the qualitative data to support the need for additional personnel, such as instructional coaches, on the 2015-2016 Title I/Scale Up for Success Staff Survey suggest that effective coaches can make a positive impact on student achievement. Again, more research on this would be necessary in order to have a deeper understanding of the relationship between instructional coaching and academic achievement outcomes.

## Leadership Supports

- As mentioned previously, leadership supports were provided through the work of TNTP to support principals as managers, school leaders, and coaches. In addition, the school district provided support through the Instructional Support Model (ISM), with at least two visits per month to each of the five Scale Up school sites.
- Although school leadership is complicated to evaluate, there is some evidence from the academic and behavior outcomes data that suggests improvements to management and leadership practices at these sites. It is difficult to separate out, however, the impact that TNTP or the district had on the leadership at these sites. The principal interviews that were included as part of the mid-year formative evaluation suggested that principals had mixed viewpoints on how much the TNTP supports directly helped them as a leader. Overall, principals were relatively positive regarding the support offered by the school district and the additional resources that have been provided as part of the Scale Up for Success Initiative.
- The primary indicator examined for improvement was the results on the faculty AdvancED Survey<sup>46</sup>. Increases in the average score on the survey were seen at Maximo and Melrose, with Maximo standing out as having the highest overall score in 2015-2016 of 3.95, followed by Campbell Park at 3.90, and Melrose at 3.84.
- The overall average for all Scale Up schools on the faculty AdvancED Survey was 3.80, which continues to be lower than the district average of 4.16. As such, there is a need to continue to focus on having the strongest leadership at these school sites while also continuing to provide even deeper levels of support for growing these leaders professionally.

## Promise Time Extended Learning Program

- The enrollment goal for Promise Time is to have at least 100 students per school site enrolled, with a focus on those students testing below the proficiency level in reading and math. As noted previously, the enrollment has dramatically increased at the Scale Up schools, with an average enrollment across the five schools of 54 in 2013-2014 to 123 in 2015-2016. Each of the five schools met their enrollment benchmark this year. Part of the increase can potentially be attributed to monthly discussions and monitoring of after school enrollment numbers during ISM visits (discussed in the *Leadership* section).
- The strength of implementation at these sites is also evident in the reading average iReady<sup>47</sup> growth data, with Maximo at 81% and Fairmount Park at 70% average reading growth. In addition, three Scale Up schools that had the highest average percentage of math growth on the iReady assessment were Fairmount Park (119%), Campbell Park

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<sup>46</sup> The AdvancED Survey measure 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.

<sup>47</sup> i-Ready Promise Time Target was set for "one year's growth." This reflects growth for students who participated in the Promise Time Program and took both the Initial Diagnostic Assessment and the Final Diagnostic Assessment (source: Title I, Promise Time, 6/2015 and 6/2016).

(110%), and Maximo (89%). According to the benchmarks that have been set, Fairmount Park and Maximo stand out as having the most consistent implementation of Promise Time.

- The schools reported an increased focus around student participation in Promise Time but a deep review of the data shows that students sometimes attended for a short time or did not attend consistently. The attendance in Promise Time may have been affected by other after school offerings provided by a number of other agencies. This may explain the lower numbers in some schools. There is a need to enhance coordination of efforts with other providers such as i-Class, Rays Tutoring, R'Club, and YMCA to allow families to send their students to Promise Time with consistency.
- In general, the Promise Time coordinators noted that the stronger support the administrative team had for the program and the site facilitator, the better the extended learning program operated throughout the year. Administrative walkthroughs and attendance at PLCs provided oversight and set the tone for the program at some sites.

## Conclusions Regarding Student Behavior, School Climate, and Family Engagement

### Guiding Evaluation Questions for Student Behavior, School Climate, and Family Engagement:

- How are the additional supports within the Scale Up for Success Initiative supporting the school climate and student behavior?
- How has family and community engagement been enhanced in the Scale Up schools to support student success/access to learning?

### Conclusions for Behavior and School Climate Outcomes:

Discipline data showed improvement among the five schools related to school culture and climate. The number of referrals this year (2,117) has decreased by 61% when looking at end of the year data (5,404 referrals) from 2013-2014 to 2015-2016. On average, the Scale Up schools reduced OSS by at least 60% from 2013-2014 to 2015-2016.

Based on the survey data<sup>48</sup>, there are several potential factors contributing to the changes in the number of referrals and suspensions this most recent year. One factor is that there has been a stronger foundation in developing a schoolwide behavior system at each of the school sites this academic year. Additionally, teachers have had the support of the paraprofessionals to help address student behavior in most classrooms. Instructional staff have also received more trainings and strategies to intervene with student behaviors prior to the point of a student receiving a referral, including trainings held by TNTP. These systems and approaches are aligned with the positive behavior support system that the district has been implementing, and helps keep students in the classrooms during instructional time as much as possible.

<sup>48</sup> More details on this process are provided in the section entitled *Description of Methodology and Instrument Used*.

## Conclusions Regarding the Implementation of Supports for Student Behavior, School Climate, and Family

### Engagement:

#### PBIS Implementation and Support Services

- Based on the results of the 2016 Benchmarks of Quality<sup>49</sup> (BOQ) for School-wide PBIS self-assessment during, there was a slight increase on average among the five Scale Up schools in the overall score in 2014-2015 (69%) to 2015-2016 (72%). Three schools that had higher than the overall Scale Up average score across the past two school years were Campbell Park, Maximo, and Melrose.
- On the 2015-2016 Scale Up for Success/Title I Staff Survey, the schools with the highest percentage of staff who agreed or strongly agreed that PBIS is used widely throughout the school were Campbell Park (87%), Maximo (81%), and Melrose (77%). Fairmount Park and Lakewood stood out as having lower levels of agreement at 59% and 64%, respectively.
- Campbell Park, Maximo, and Melrose stood out as having the strongest indicators for successful implementation of PBIS according to both the BOQ and the Scale Up survey data. This is a relative benchmark that compares the Scale Up schools amongst each other, but still suggests that many of these schools would benefit from focusing even more on their implementation of PBIS practices.
- Across the five schools, the schools tended to rate themselves highest in having a PBIS team in place, effective procedures for dealing with discipline, and expectations and rules developed while areas that tended to score the lowest included having lesson plans for teaching expectations/rules, an implementation plan, and evaluation of PBIS. This information suggests that these schools need to continue to strengthen their implementation and monitoring of PBIS practices to further support positive student behavior and school climates.
- When examining the relationship between those schools who had evidence of stronger implementation of PBIS (Campbell Park, Maximo, and Melrose) and referral data, it appears that those schools who more successfully implemented PBIS saw a greater reduction in and ultimately less referrals per pupil overall. How the implementation of PBIS relates to other behavior data, such as suspensions, is still unclear. The number of out of school suspensions is an area that needs to be examined further as well as a focus on alternatives to suspension.
- In addition, as mentioned previously, the staff at each school site were asked on the 2015-2016 Scale Up for Success/Title I Staff Survey if they are better able to meet the needs of my students by having a fulltime school psychologist as well as a fulltime social worker at their school site, with 93% agreeing or strongly agreeing on both items. As such, one can conclude that having a fulltime school psychologist and social worker helps better support the overall needs of the students in the Scale Up schools. This is part of a larger Multi-Tiered System of Support (MTSS), which can continue to be strengthened as part of this model.

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<sup>49</sup> 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.

## Family Engagement

- The primary indicator used for drawing conclusions related to family engagement was the number of people in attendance at family engagement activities at each school site in comparison to the average for all Scale Up schools combined. This was analyzed on a per pupil basis. Lakewood, Maximo, and Melrose had a higher number and rate of attendance at family engagement events per pupil (student population) in comparison to the average<sup>50</sup>. Campbell Park was just slightly under the average and Fairmount Park was far below the average.
- A pattern between the amount of family engagement activities and the attendance rates is evident. For example, Melrose saw a substantial decrease in the percentage of students who missed 10% or more days of school with a decrease from 25% in 2014-2015 to 15% in 2015-2016. Both Maximo and Lakewood, which had higher levels of parental engagement, also had better attendance results than Campbell Park or Fairmount Park.
- Certainly, family engagement has the potential to be a major influence on keeping students in school. This ultimately has implications for students having more time at school learning and on students' attitudes toward school as well as the overall school climate.

## Utilization of Family Navigators and Mental Health Clinicians

- The maximum caseload<sup>51</sup> at any one school per month is twelve for family navigators and twenty for mental health clinicians. For family navigators, since the benchmark is 12 cases per month, those schools that met at least 80% of this benchmark<sup>52</sup> (at least 10 cases on average per month) included Fairmount Park (12.1 cases per month) and Melrose (10.4 cases per month).
- A benchmark<sup>53</sup> for analysis for utilization of the mental health clinicians at each school site was set to 80% of the maximum caseload of twenty (at least 16 cases on average per month). Those schools that utilized the mental health clinicians more included Lakewood (21.9 cases per month), Campbell Park (18.7 cases per month), and Fairmount Park (17.4 cases per month).
- While there is no clear evidence to connect the family navigators and mental health clinicians to the behavior and attendance outcomes data, there is a high level of support for having these services in the schools. Over 90% of staff agreed or strongly agreed that both of these services help staff to better meet the needs of their students according to the 2015-2016 Scale Up for Success/Title I Staff Survey.
- Although there has been a separate evaluation process through JWB for these services, PCS is continuing to work in partnership with JWB to help schools take more full advantage of these services. As mentioned previously, schools

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<sup>50</sup> The average ratio of the number in attendance at family engagement events per pupil (student population) across Scale Up schools was 1.6. Melrose had the highest ratio 2.5 (n=1,078), followed by Lakewood at 2.1 (n=979), Maximo at 1.6 (716), Campbell Park at 1.4 (n=888), and Fairmount Park at 0.8 (n=500).

<sup>51</sup> Note that these numbers reflect the current caseload of each family navigator and include duplications from month to month, since services may continue for several months.

<sup>52</sup> The target of 80% of the maximum caseload was set by the lead Scale Up for Success evaluator for PCS as way to compare utilization of family navigators at each school site.

<sup>53</sup> The target of 80% of the maximum caseload was set by the lead Scale Up for Success evaluator for PCS as way to compare utilization of mental health clinicians at each school site.

can continue to take even greater advantage of these supports by continuing to refine and improve their processes to refer students and their families for these services.

## Recommendations

The following summative recommendations are the priority recommendations that have emerged from analysis of the data and conclusions. These recommendations serve to answer the evaluation questions regarding the ways that the supports for the Scale Up schools can continue to be enhanced. Multiple research briefs written by internal and external researchers as well as turnaround research to support the district's ongoing school turnaround efforts have also informed these recommendations. The recommendations that were included in the formative report were focused on mid-year improvements. Many of those recommendations have already occurred, such as developing a district Turnaround Team. The complete list of recommendations are listed in Appendix E. These are summative recommendations for the 2016-2017 school year. In addition, it is recommended that the district continue to utilize Assessment, Accountability and Research office along with Title I to support ongoing refinement of the turnaround model for Scale Up schools and other schools needing additional supports. This includes facilitation support in strategic planning, research on evidence-based practices, and monitoring processes to ensure implementations and continuous improvement of activities to support the goals of the Scale Up for Success initiative.

### **Recommendations for Academic Achievement and Leadership**

Utilization of Paraprofessionals: While there is much anecdotal and perceptual support for the use of paraprofessionals, a deeper analysis of the qualitative data suggests that utilizing more highly qualified, trained paraprofessionals in a strategic way (such as working with small groups or to support more individualized learning) may be able to provide increased levels of support overall.

Instructional Coaching and Additional Instructional Supports: The staff at the Scale Up schools noted the need for additional coaching and embedded professional development supports. A continued focus on this including a model of having lead or master teachers, especially for areas of need such as science, is highly recommended. Continue to develop and support an instructional model and teacher pedagogy (i.e., teaching practices) that are culturally responsive will support student engagement in learning and academic achievement.

Extended Learning Supports: Consider extending the instructional day to ensure that more students are exposed to additional academic supports. In addition, although the district is making strides in enhancing communication about the coordination of after school programs, a continued emphasis on this is recommended to maximize the effectiveness of these programs and the number of students served. For example, consider developing a cross-departmental team that addresses this (Teaching and Learning, Title I, Strategic Partnerships) that meets throughout the school year to align these efforts.

Leadership Supports: Continue the Instructional Support Model or a similar process, and continue to refine this to support leadership growth. In addition to an external partner to support leadership development, have an internal manager or director to support this directly. This will help to break down barriers to communication, implementation, and monitoring of this process when working with external partners.

## Recommendations for Student Behavior, School Climate, and Family Engagement

**PBIS Implementation:** It is highly recommended that these schools receive support in the areas of greatest need, according to the Benchmarks of Quality (BOQ) for PBIS implementation: teaching expectations/rules, an implementation plan, and evaluation of PBIS. PBIS is a proven strategy for supporting school climate and student behavior, and monitoring and supporting its implementation will likely positively influence these areas. As part of this, consider developing a comprehensive process, training, and implementation monitoring system for in school suspensions at the Scale Up school sites. This will help students have opportunities to stay at school and be more engaged in learning.

**MTSS and Support Services:** Continue support and emphasize Multi-Tiered Systems of Supports (MTSS) for the Scale Up schools. Cultivate a targeted, intentional use of formative assessment process and associated data-driven decision making process to address individual student learning and behavioral support needs. Continuing to have an MTSS coach or another dedicated staff member at each of these sites to support this work is also recommended.

**Family Engagement:** There is a demonstrated need to more closely support and monitor the development and implementation of high quality family engagement plans. A more strategic effort around family engagement could potentially help to support increased attendance and school climate. For example, consider developing cross-departmental team that meets on an ongoing basis to support and more closely monitor the quality of family engagement activities at the Scale Up school sites. This will help ensure alignment with best practices for family engagement.

**Utilization of Family Navigators and Mental Health Clinicians:** Again, schools can continue to take even greater advantage of these supports by continuing to refine and improve their processes to refer students and their families for these services.



## Appendix A

### Teacher and Paraprofessional Focus Groups, and Summary of Written Responses

Teacher and paraprofessional focus groups were conducted in each of the five schools by the lead evaluator and members of the evaluation team, following a detailed focus group protocol and guiding questions. In total, there were five teacher focus groups and five paraprofessional focus groups—one of each at each Scale Up school site. The teacher focus group at each school had seven to ten participants who were randomly selected from each grade level, including pre-K and specials. Paraprofessional focus groups also followed a similar process. There were thirty teachers and thirty-one paraprofessionals from the focus groups who completed and returned the anonymous written response forms.

Responses from the focus groups were analyzed and coded based on the evaluation questions. Relevant and prevalent themes that emerged are noted in this evaluation<sup>54</sup>. The data for written responses were coded separately by two members of the evaluation team to add a layer of validity and to confirm interpretation of answers provided. For the results section, if a response was not provided or if the teacher did not address the question asked, then the answer was not included in the analysis for that specific question. It is important to note that quotes and individual responses, in some cases, are school-specific and may not reflect what is occurring at all school sites.

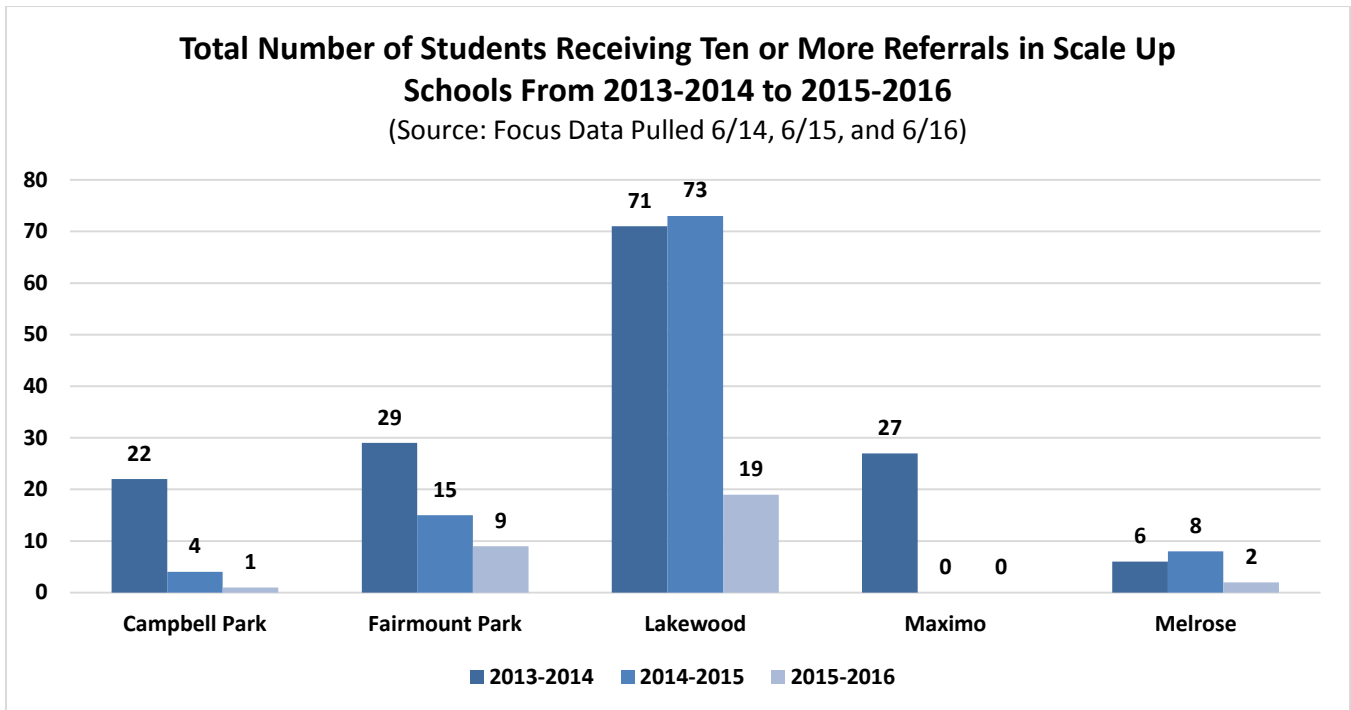
### Principal Interviews

Individual principal interviews were conducted with each Scale Up 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. Themes from these interviews were combined, and are presented within the academic achievement, school climate/behavior, and leadership sections of this evaluation report. The process of developing themes was similar to that of the focus groups, in which two members of the evaluation team reviewed themes to enhance validity.

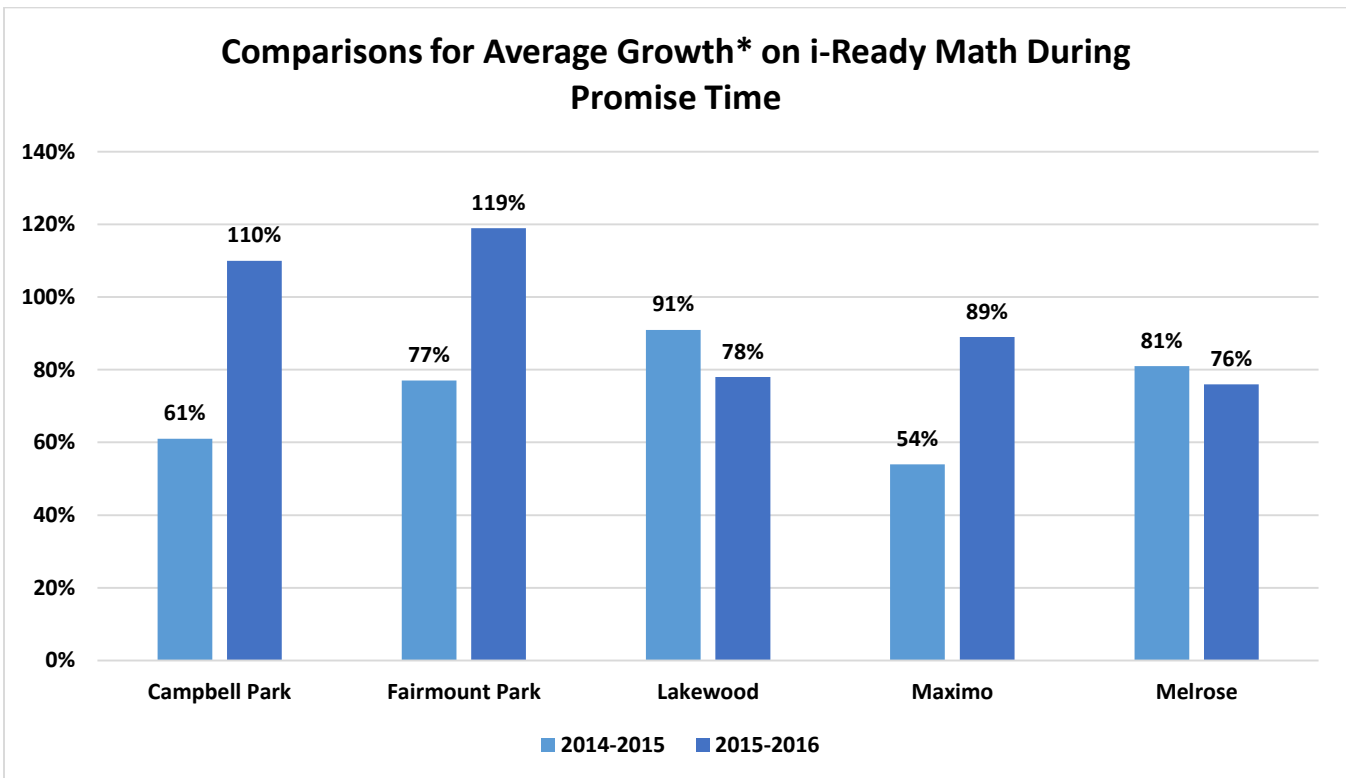
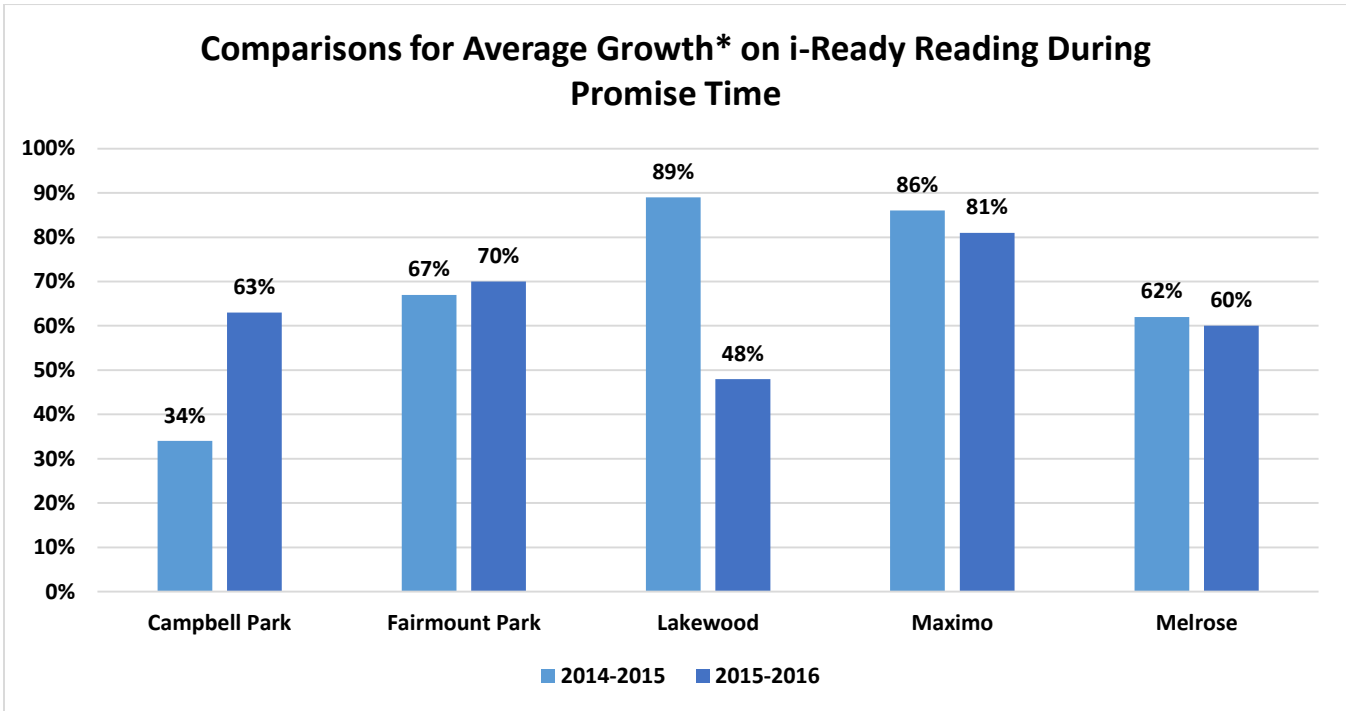
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<sup>54</sup> Miles, M.B., Huberman, A.M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook*. Los Angeles: Sage.

## Appendix B



## Appendix C



## Appendix D

### School-by-School Conclusions for Academics and Leadership

#### Campbell Park

Campbell Park's school grade remained an F. The school saw a decrease in the percentage of students scoring proficient across ELA, math, and science. The school noted higher levels of implementation of TNTP supports as evidenced by a higher percentage of faculty agreement that TNTP trainings and their work have had a positive impact on instructional practices and on student learning as compared to the overall Scale Up Schools average.

#### Fairmount Park

Fairmount Park showed an improvement in school grade, which was a movement from an F in 2015 to a D in 2016. The percentage of students who scored proficient increased across ELA, math, and science. Additionally, the percentage of students in the lowest 25% (L25) made learning gains in ELA (53%) and Math (37%). Fairmount Park tended to have a higher level of implementation in the areas of utilization of paraprofessionals and Promise Time Implementation.

#### Lakewood

Lakewood showed an improvement in the school grade, moving from an F in 2015 to a D in 2016. The percentage of students who were proficient on the FSA Math increased from 20% (2015) to 28% in 2016. This school grade improvement can be greatly attributed to learning gains. Sixty percent of Lakewood's students in the lowest 25% (L25) received learning gains. As part of the Scale Up initiative, Lakewood tended to have higher levels of implementation in the utilization of paraprofessionals, as evidenced by higher percentage of paraprofessionals present in the classroom and that those who were present demonstrated that they were supporting the learning environment as compared to the overall Scale Up Schools average.

#### Maximo

Maximo showed the most marked improvement of the five schools, with a school grade of C. This improvement was also evidenced by double digit improvement across Grades 3 -5 in the percentage of students who were proficient in ELA, math and science (grade 5 only). Maximo tended to have higher levels of implementation across multiple interventions. These interventions included Leadership support (Maximo had the highest mean score on the AdvancED staff survey as compared to the overall Scale Up schools) and instructional coaching according to survey results.

#### Melrose

Melrose showed improvement in the percentage of students who scored proficient across ELA, math and science. Additionally, Melrose tended to have the smallest percentage of their student in the lowest 25% (L25) who made learning gains in ELA (42%) and Math (29%) when compared to the other schools. Melrose tended to have higher levels of implementation in the areas of utilization of paraprofessionals, and instructional coaching.

### School-by-School Conclusions for Behavior and Family Engagement

#### Maximo

Maximo noted the greatest decrease in referrals (86%) and out of school suspensions (67%) in 2015-2016 when compared to 2013-2014 data. Maximo also had the smallest percentage (11%) of students who were absent more than 10% of the total days. Maximo tended to have higher levels of implementation for PBIS as evidenced by Benchmark of Quality data and agreement percentages on the 2015-2016 Title I/Scale Up for Success Faculty Survey regarding PBIS use throughout each school site. Maximo has tended to have higher levels of implementation in Family Engagement (as evidenced by 2016 number in attendance at family engagement activities per pupil compared to the overall Scale Up Schools average).

#### Lakewood

Lakewood had a great percentage decrease in the referrals (61%) and out of school suspensions (68%) per pupil in 2015-2016 when compared to 2013-2014 data. Lakewood also noted lower percentage of students (15%) who were absent for 10% or more days. In terms of implementation, Lakewood tended to have higher levels of implementation in family and utilization of mental health clinicians.

#### **Fairmount Park**

Fairmount Park recorded a greater percentage decrease in referrals (39%) and out of school suspensions (55%) in 2015-2016 when compared to 2013-2014 data. However, Fairmount Park tended to have the greatest percentage of students (22%) who were absent for 10% or more days. This school also tended to show higher level of implementation in the utilization of the wraparound services, both the family navigators and mental health clinicians.

#### **Melrose**

Melrose had a greater percentage decrease in referrals (17%) and out of school suspensions (52%) in 2015-2016 when compared to 2013-2014 data. Their attendance data revealed movement in the right direction, 15% of their students had missed 10% or more days as compared to 25% in 2014-2015. Melrose showed higher levels of implementation in their PBIS implementation as evidenced by the Benchmark of Quality data, family engagement, and the utilization of the family navigators.

#### **Campbell Park**

Campbell Park marked a greater percentage decrease in referrals (72%) and out of school suspensions (29%) in 2015-2016 when compared to 2013-2014 data. Campbell Park had the 2<sup>nd</sup> highest percentage (19%) of students who were absent for more than 10% of the days. Related to their level of implementation, Campbell Park tended to have higher levels of implementation in PBIS implementation and the utilization of mental health clinicians.

## Appendix E

# Recommendations from the Year 2 Scale Up for Success Mid-Year Formative Evaluation Report

### Academic Recommendations

#### Continue to Have an Increased Focus on Teacher Recruitment and Retention

- (1) Restructure the teacher compensation structure for these schools to ensure that there is a higher percentage of teachers who have been identified as highly qualified in the Scale Up schools.
- (2) Continue and expand the job fairs that are specific to the Scale Up schools.

#### Continue to Enhance the Work of the Paraprofessionals to Support the Learning Environment

- (1) Develop a more specific paraprofessional job description and duties for Scale Up schools, and refine the hiring process to place a greater emphasis on the quality of the candidates as they relate to the more specified job description.
- (2) Have a cross-departmental team develop and help implement a more specific employee performance monitoring and appraisal systems for non-teaching staff, including paraprofessionals. This process will help to monitor and provide more specific feedback to these employees.
- (3) Implement additional strategies to support paraprofessionals to mirror those that are meant to support teachers, such as having a paraprofessional “mentor” for first-year paraprofessionals and having more frequent and relevant trainings for paraprofessionals, especially in behavior management strategies and techniques. Other strategies include providing feedback to paraprofessionals when classroom walkthroughs are conducted in addition to teachers.
- (4) Provide updated and additional training to the teachers on working with paraprofessionals. Although there was a training for teachers in 2014-2015, an updated training is recommended that aligns with the updated paraprofessional job description and appraisal system.

#### Continue Current Coaching Work and Expand Even Further

- (1) Continue to utilize the tiered coaching model that has been established across the Scale Up schools this year to support teachers at different levels of demonstrated need.
- (2) Consider a position, such as a “master teacher” or “lead teacher” who could model lessons and provide additional support to teachers. There are various models for this that can be explored by district leadership.
- (3) Enhance the work of the instructional coaches through more extensive professional support. This includes trainings on the coaching cycle (in addition to the foundational trainings that TNTP conducted this year), monitoring of the implementation of the coaching cycle, training on the Marzano framework, and additional support at the district level. In addition, refine vision for the coaching model at the Scale Up schools. Develop a communication plan to ensure that this is clearly communicated to district staff, area superintendents, principals, coaches and teachers in a systematic and comprehensive way.

#### Consider Adjustments to the Current Curriculum and to the Ongoing Monitoring of Students’ Academic Performance

- (1) Teachers, paraprofessionals, and principals suggested that there is a need to provide even more academic support and approaches to differentiation for students. While there is no simple solution to this, it is recommended that the district’s academic strategic team examines this further and develops a plan for this that can be employed for the 2016-2017 school year.
- (2) Examine the current curriculum and alignment to standards, and the degree to which the materials support the learning of the student population at the Scale Up schools. Consider modifications, as needed.

#### Enhance Monitoring of Students’ Progress to Better Meet Their Needs

In addition, the Scale Up schools have been refining their processes for monitoring students’ academic performance to better support individual student’s needs. Consider having the academic strategic team examine

ways to approach this and work with the district’s director of school leadership to employ this at the Scale Up school sites.

#### Develop a Cross-Departmental Team to Align and Strengthen Extended Learning Programs

Continue to work on enhancing communication with those who offer other after school programming to maximize the enrollment of students in after school programs and to align these efforts (i.e., scheduling to make it easier for sibling groups to come to different programs, targeting specific grade levels to reduce competition among programs, and alignment of transportation efforts). It is recommended that there is a cross-departmental team that addresses this (Teaching and Learning, Title I, Strategic Partnerships). For example, this team could develop a short-term task force to address the alignment, and then meet on an ongoing basis to monitor and refine these efforts.

### **Behavior Recommendations**

#### Develop a Comprehensive Plan for In-School Suspensions

Develop a comprehensive process, training, and implementation monitoring system for in school suspensions at the Scale Up school sites. This will help students have opportunities to stay at school and still receive instruction in an alternate setting.

#### Continue to Provide Current Wrap-Around Services for Students and Continue to Enhance This Work

- (1) Maintain the current staffing model for support staff (fulltime school counselor, psychologist, and social worker) and develop systems to align this work. These systems can be developed collaboratively by the principal and the director of school leadership.
- (2) Shift the focus of the current evaluation from reporting primarily on numbers of students seen to the implementation of support systems for students across the five Scale Up schools. This would include examining best practices for MTSS implementation and working alongside the behavior and school climate strategic team, including district MTSS specialists, to enhance and monitor these practices at the Scale Up school sites.

#### Continue to Support PBS and Provide Additional Behavior Training for Teachers

- (1) While we have much in place for PBS, fidelity of implementation is still a challenge, as evidenced by the current PBS Walkthrough data and last year’s Benchmarks of Quality (BOQ) data. Examine the recommendations presented in AAR’s research brief on discipline disparity. They mention PBS as a behavior intervention to improve school climate and culture. Specifically, and potentially having the district set up systems in its most struggling schools to support and ensure implementation fidelity. This would be above and beyond the current PBS teams at each site.
- (2) Continue to refine a plan to more extensively support teachers in the area of culturally responsive pedagogy and determine ways to provide equity training for instructional staff at all five Scale Up school sites.
- (3) Provide additional professional support for teachers and paraprofessionals in dealing with behaviors, including extreme behaviors. Again, this is an area that potentially the behavior and school climate team can work on developing, implementing, and monitoring.

### **Overall Supports for the Schools and Principals**

#### Provide a Foundational Turnaround Staffing Model that Provides Flexibility for Individual School’s Needs

- (1) Provide a framework or model for principals on what a typical staffing structure would look like within turnaround schools. For example, include suggestions on use and placement of coaches, lead teachers, paraprofessionals, etc. For example, while some schools mentioned that having an additional assistant principal would be beneficial, other schools may decide to hire an additional academic coach. These staffing decisions can also be supported by the area superintendents and the director of school leadership.
- (2) It is important to note that many teachers mentioned the need for additional support with academics and with behavior, such as additional coaches and coaches who fully implement the coaching model, including modeling and scaffolding supports. While there are many approaches to addressing this, the district and school site should

take this into consideration. This is especially the case in looking at academics areas where students are not making significant gains in academic achievement levels.

#### Develop a Leadership Pipeline for Supporting the Development of Staff Leadership Positions

This work may also extend to teacher leaders and instructional coaches. The purpose of this is to support and expand the expertise of instructional leaders in schools, especially those schools with the greatest need. Other resources to explore may be USF's Turnaround Leadership graduate initiative and research by the Wallace Foundation on principal pipelines and supports. This work can be led by the director of school leadership and the leadership development strategic team.

### **Family Engagement Recommendations**

#### Continue to Enhance the Work of the Family Navigators and Mental Health Clinicians

- (1) Refine a standard process for how referrals to services flow. While most school have a cohesive process for this, this process can continue to be strengthened for all of the Scale Up schools. This includes referrals to family navigators, mental health clinicians, and other support services. One suggestion for this is to have the school social worker conduct a brief screening of the situation being referred so that he/she can determine which services would best fit each family's needs. Additionally, it would benefit school social workers to have a comprehensive list of services that are available at the school and in the community to help support this work.
- (2) Continue the quarterly meetings that are currently occurring with the JWB staff, PCS district staff, family navigators, mental health clinicians, school social workers, and school psychologists to share best practices for continuous improvement of this model.
- (3) Continue to have PCS and JWB representatives meet with the individual schools at least twice a year, once in the fall and once in the spring as a follow-up. This should include the family navigator, mental health clinician, school social worker, school psychologist, and administration (i.e., principal or assistant principal) at each school site. This will provide individualized support at each school site.
- (4) Provide a structure for professional learning communities to occur among the school social workers with their supervisor; the school psychologist with their supervisor; the family navigators with their supervisor; and the mental health clinicians with their supervisor. These can potentially be conducted as break-out sessions at the quarterly meetings or as part of a separate meeting. This will allow each group to share best practices and to continue to enhance their work. For example, the school social workers could use this time to refine their referral process and to develop a corresponding document.

#### Develop a Cross-Departmental Team for Family Engagement

Provide cross-departmental supports and monitoring of the quality of family engagement activities at the Scale Up school sites to ensure alignment with best practices for family engagement. It is recommended that this team includes representatives from the Teaching and Learning, Strategic Partnerships, and Title I departments.

### **Recommendations Regarding Additional District-Level Supports**

- (1) Continue to engage in School Improvement Networks such as the Florida Implementation Network to share best practices and strategies with other school districts.
- (2) Continue to utilize Assessment, Accountability and Research office along with Title I to support ongoing refinement of the turnaround model for Scale Up schools and other schools needing additional supports<sup>55</sup>. This includes facilitation support in strategic planning, research on evidence-based practices, and monitoring processes to ensure implementations and continuous improvement of activities to support the goals of the Scale Up for Success initiative.
- (3) Consider developing a district Turnaround Team or Support Team to create consistent, research-based interventions in the Scale Up schools and in similar "turnaround" school sites. Consider which district departments have the

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<sup>55</sup> Consider which district departments have the personnel, time, and expertise to support this work and if additional infrastructure (i.e., hiring of personnel) is necessary to support this work.



personnel, time, and expertise to support this work and if additional infrastructure (i.e., hiring of personnel) is necessary to support this work. Align this work to the job responsibilities of the new director of school leadership.