## Goals

1. **Immediate Goal for 2015-2016 school year:** Building the capacity and effectiveness of school leaders and instructional staff to increase student achievement at each of the five Scale Up schools.

2. **Long-term goal beyond the 2015-2016 school year:** Transference of best practices in the five Scale Up schools to other school sites in the district in support of a widespread increase in student achievement.

### Focus Area A: Learning Environment and Student Engagement

- **Behavior**
  - (1) Data on the number of referrals;
  - (1) Istation data/ST Math data;
  - (2) Trend data in types of referrals and suspensions occurring across schools;

- **Academics**
  - (2) Running Record data;
  - (3) Cycle assessment data for reading, math, and science.

### Guiding evaluation questions for Focus Area A:

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

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<td><strong>Behavior</strong></td>
<td>Overall behavioral improvement</td>
<td>Date below.</td>
<td>(1) Data on the number of referrals; (2) Data on the number of suspensions; (3) Data on students who are repeat offenders; (4) Trend data in types of referrals and suspensions occurring across schools;</td>
<td>(1) Paraprofessional and teacher focus groups, and principal interviews on how paraprofessionals support the learning environment and students’ academic achievement; (2) Monthly AAR walkthrough data.</td>
<td>(1) All behavioral data will show trends toward behavioral improvements (i.e., fewer referrals, suspensions, and repeat offenders); (2) Trend data showing positive trends in the percentage of students proficient compared to the 2014-2015 school year (when data are available) and the 2015-2016 school year.</td>
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<td><strong>Academics</strong></td>
<td>Overall academic achievement</td>
<td>Date below.</td>
<td>The achievement levels among the five schools, comparable to other elementary schools in the district, will begin to close.</td>
<td>A document analysis of the plan for clarifying the role of the paraprofessionals and the implementation plan.</td>
<td>The data from the focus groups and interviews will be primarily qualitative and based on the perspectives of the paraprofessionals, teachers, and principals. As such, a benchmark for comparison is based on the perceptions of those individuals on a comparison of having a paraprofessional in the classroom versus not having a paraprofessional in the classroom as well as perceptions of how clearly defined the role of the paras has become; (2) AAR walkthrough data will be conducted at least every other month to examine trends in the use of the paraprofessional in the classroom and in supporting student engagement. These results will be quantified to look for increases in the use of the paraprofessional to support student engagement.</td>
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<td>PCS is implementing the Marzano framework for teacher observations and evaluations to support instructional practice in all schools.</td>
<td>Principles and school leaders will conduct frequent teacher observations and provide actionable feedback. This includes use of the Marzano observations four times throughout the school year and the TNTP Core Teaching Rubric on an ongoing basis.</td>
<td>(1) Review and monitor the number of teacher observations occurring at each school. (2) Review the quality of actionable feedback based on the guidelines established by TNTP.</td>
<td>PCS will ensure that all teachers receive four observations using the Marzano framework throughout the school year. (2) According to the TNTP benchmark, school leaders will conduct at least one walkthrough per classroom per week. (3) Qualitative review of the actionable feedback provided to teachers by school leaders.</td>
<td>The benchmark is improvement in teaching practices as indicated by Domain 1 of the Marzano observation framework and the TNTP Core teaching Rubric: from the first observation of the year to the end of year observation.</td>
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<td>Greater emphasis on instructional coaching</td>
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<td>Promise Time ELP provides additional learning opportunities for students and the Summer Bridge Program helps fill in the learning gap that typically occurs over the summer.</td>
<td>Each school will have active participation in Promise Time and in using the Response to Instruction computer-based program to support academic achievement. Note: A separate Summer Bridge evaluation is conducted by AAR annually. A separate Promise Time evaluation is conducted by a Title I evaluator.</td>
<td>(1) Number of students enrolled in and attending Promise Time. (2) Observational monitoring of Promise Time implementation.</td>
<td>(1) Attendance at Promise Time will exceed 100 students at each of the Scale Up school sites; (2)observational monitoring, which will be primarily qualitative, will indicate best practices and fidelity of implementation as defined by the Promise Time Program Specialist; (3) iReady assessment data will indicate student growth at the Scale Up school sites that is within one standard deviation of the average reported percentage of growth.</td>
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<td>Enhanced budgets for Extended Learning Programs (ELP) and Summer Bridge Program.</td>
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<td>Positive Behavior Support (PBS) is an empirically validated, function-based approach to eliminate challenging behaviors and replace them with prosocial skills.</td>
<td>Implement PBS in partnership with UST. PBS implementation includes monthly meetings, PBS leadership teams, and Benchmark of Quality review.</td>
<td>(1) PIC data will show improved implementation of PBS as compared to 2013-2014 and 2014-2015 school year. (2) STOIC Walkthrough data will facilitate enhanced use of PBS.</td>
<td>(1) PIC data will show improved implementation of PBS as compared to 2013-2014, 2014-2015 school year; (2) STOIC Walkthrough data will demonstrate enhanced use of PBS.</td>
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<td>Positive Professional Development in the area of cultural competency</td>
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<td>Research supports a need for enhanced professional development related to cultural competence.</td>
<td>Develop a clearly defined implementation plan for systemic training related to cultural competence.</td>
<td>A document analysis of the training and implementation plan. The plan will be examined based on the use of evidence-based research, feasibility, and thoroughness.</td>
<td>(1) Paraprofessional and teacher focus groups, and principal interviews related to training implementation and effectiveness. (2) Research-based instrument related to teachers’ self-efficacy regarding culturally responsive instruction.</td>
<td>(1) The data from the focus groups and interviews will be primarily qualitative and based on the perspectives of the paraprofessionals, teachers, and principals. As such, a benchmark for comparison is based on the perceptions of those individuals on a comparison of culturally responsive instruction. (2) An examination of teachers’ self-efficacy with indications of growth in this area and areas for enhancement.</td>
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Focus Area B: Leadership, (which encompasses enhanced schoolwide leadership practices) to increase student academic achievement and behavior.

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

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<th>Formative and Summative Evaluation Indicators and Outcome Measures</th>
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<td><strong>Underlying Theory of Change/Evidence for Strategy</strong></td>
<td><strong>Activity</strong></td>
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<td>School leadership has been shown to be a major factor in students' achievement--second only to the quality of the instructional staff. As such, this is an area that is a primary focus of the initiative.</td>
<td>District supports which include Instructional Support Model (ISM) data at least monthly to each of the five Scale Up schools.</td>
<td>(1) Regular interviews with principals; (2) Regular updates from TNTP regarding their work along with weekly meetings with the Scale Up evaluation team to discuss trends; (3) District ISM reports; (4) Observations of data use to inform school planning (i.e., action plans, PLCs, SBAT meetings, MTSS process, meetings with TNTP).</td>
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<td>Leadership supports</td>
<td>TNTP supports, which include ongoing training and support on instructional coaching for school leadership and facilitation of strategic planning efforts at the school level.</td>
<td>(1-4) The information from the data collection processes will be analyzed for themes on a monthly basis by the Scale Up evaluation team and reported to support leadership in strengthening schools.</td>
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| Leadership supports | District-based research and evaluation team to help with monitoring, data analysis, and support for continuous improvement in Scale Up strategic focus areas. This includes research on best practices to support the implementation of evidence-based practices. | **Guiding evaluation questions for parent and community involvement:**
(1) How has family and community engagement been enhanced in the Scale Up schools to support student success/access to learning (e.g., homework, tutoring, after-school interventions)?
(2) How can this continue to be enhanced?

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<td>School leadership has been shown to be a major factor in students' achievement--second only to the quality of the instructional staff. As such, this is an area that is a primary focus of the initiative.</td>
<td>Dr. Mapp’s Dual Capacity Framework which emphasizes the dual role of the school and families to cultivate successful family-school partnerships.</td>
<td>(1) Family Engagement Plan and agendas; (2) Number of family engagement activities that are linked to learning each month; (3) Attendance at each of the family engagement activities.</td>
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<td>Leadership supports</td>
<td>Based on Year 1 Report, multiple stakeholders including staff and families indicated a need for more professional development related to Family Engagement.</td>
<td>Increase stakeholders’ (staff, students and families) positive perceptions related to family engagement.</td>
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