

# Scale up for Success Initiative

## Formative Evaluation Report



February 2015

PREPARED BY:

Pinellas County Schools  
Assessment, Accountability and Research

301 Fourth Street SW  
Largo, FL 33770

# Table of Contents



|  |   |
|--|---|
| <u>Project Introduction</u>                            | 1 |
| <u>Project Components</u>                              | 1 |
| <u>Stakeholder Involvement</u>                         | 2 |
| <u>Overview of Schools</u>                             | 2 |
| <u>Formative Evaluation Design and Data Collection</u> | 3 |
| <u>Preliminary Data Summary</u>                        | 4 |
| <u>Student Academic Performance</u>                    | 4 |
| <u>Student Behavior</u>                                | 7 |
| <u>Family Engagement</u>                               | 8 |
| <u>Conclusions and Recommendations</u>                 | 8 |
| <u>Conclusions</u>                                     | 8 |
| <u>Recommendations</u>                                 | 8 |

|                                      |  |
|--------------------------------------|--|
| <p><b>Project Introduction</b></p>   | <p>The Scale Up for Success Initiative focuses on five elementary schools in the Pinellas County School District: Campbell Park, Fairmount Park, Lakewood, Maximo, and Melrose. The Florida Department of Education School Accountability Report identifies these schools as among the state’s lowest performing and designates them as Priority Schools required to implement school improvement strategies. Multiple data sources indicate that students who attend these five schools perform significantly below their peers within the district.</p> <p>In the summer 2014, the district examined the learning support systems in each of these schools. Focus group discussions with teachers were also included as part of the inquiry process. The key elements of discussion were barriers to teaching and learning, parent and community engagement, instructional strategies, leadership, interventions, and adequate resources. Successful components of the Fairmount Park Children’s Initiative (FPCI), a pilot program designed to provide enriched learning environments implemented in Pinellas in 2009, were also reviewed and considered. Furthermore, a brief literature review was conducted. The literature revealed best practices that are common among high-performing, high-poverty schools.</p> <p>The Scale Up for Success Initiative aims to provide school leaders with learning opportunities around planning and implementing improved systems for addressing barriers to teaching and learning. Based on research conducted by Bryk, Sebring, Kerbow, Rollow and Easton (1998) and Mapp (2005), the framework for support has six essential elements: leadership, professional capacity, instructional core, student centered learning climate, family and community engagement, and instructional guidance. Within these six essential elements, the following areas will be focal points within each school plan: comprehensive mental and social counseling, additional classroom assistance, full behavior management systems, enhanced family engagement, ongoing professional development, frequent district monitoring, preferential human resource processes, comprehensive wraparound services, and enhanced extended learning opportunities.</p> <p>In conclusion, after analyzing school data and literature, the district chose to help rebuild the infrastructure for learning at each school. Best practices coupled with a continuum of interventions will help students improve academically, remain engaged, and improve behavior outcomes. In addition, there will be increased family and community engagement. Implementation monitoring and process evaluations are also key components of the initiative.</p> |
| <p><b>Key Project Components</b></p> | <p><u>Leadership</u><br/> Leadership is the key to high-performing schools. According to Marzano (2001), there are 7 traits to effective leadership, particularly in struggling schools: Clear vision and mission, quality curriculum and instructions, high expectations, systems of support, on-going professional development, and family and community engagement. As part of the Scale Up For Success initiative, several products for effective leadership will be implemented, monitored, and evaluated: teacher quality (hiring and placement process), professional development, family and community engagement, and school environment. Specifically, as part of the Scale Up for Success initiative, the New Teacher Project (TNTP) will work to: (1) support district and school leadership to articulate a compelling vision for rigorous instruction and a strategy to achieve it in the Priority Schools; and (2) train principal managers, school leaders, and coaches for the Priority Schools to understand and execute the vision and strategy, including execution of a proven coaching model.</p> <p><u>Student Academics</u><br/> Fully integrated systems of instruction focus on all students, address barriers to learning and teaching, and stress the importance of engaging and re-engaging students (Adelman, 2008). As part of the Scale up For Success initiative, each classroom teacher K-5, will have a full time paraprofessional as a teacher partner. Monthly professional development for teachers and teacher partners will include co-teaching, content methods, small group instruction, and clinical education. These resources will aid in accomplishing the goal of improved academic outcomes across the five schools.</p>   |

|                                       |  |
|---------------------------------------|--|
|                                       | <p><b>Family and Community Engagement</b><br/> Family, school, and community engagement is essential to building strong learning support systems. The ultimate goal within this component is to intentionally link family engagement to learning and school improvement by developing Learning Support Systems, System Alignment, Family and Community Engagement, and Trainings/Workshops. The plan will also support the families and students by developing a system of support that includes mental health services, family connection navigators, social workers, and psychologists.</p> <p><b>Student Discipline</b><br/> The schools will implement Positive Behavioral Supports (PBS) using the Florida Positive Behavioral Support Project Model under the supervision and training of the University of South Florida. Each school will develop a school based PBS leadership team to lead this behavioral support plan and the team will attend on-going monthly training sessions conducted by the University of South Florida.</p> <p><b>Professional Development</b><br/> Professional development will occur on an ongoing basis after school for content and embedded implementation, along with monitoring and additional support. The content provided will consist of the following topics: Co-teaching processes and routines, culturally sensitive instruction, content and methods development, small group instruction, and clinical education.</p> |
| <p><b>Stakeholder Involvement</b></p> | <p>Needs assessment included multiple data sources. These sources included:</p> <ul style="list-style-type: none"> <li>Literature Review Summary</li> <li>Review of School Improvement Plans</li> <li>Focus group with all 5 schools in August</li> <li>Fairmount Park Children’s Initiative Report and Presentation</li> <li>First day school visits</li> </ul>   |
| <p><b>Overview of Schools</b></p>     | <p>These five schools are unique in their demographic composition. The landscape for these schools is different compared to other schools in the district. This section will look at key demographic variables related to the five participating schools of the Scale Up for Success Initiative. This data (Summer 2014) provided the foundation for the development of the Scale Up for Success initiative.</p> <p><b>Race/Ethnicity</b></p> <ul style="list-style-type: none"> <li>Campbell Park had the smallest percentage (80.3%) of black students. Melrose had the largest percentage (87.2%) of black students. Meanwhile, the district was comprised of approximately 19% black students.</li> </ul> <p><b>Economically Disadvantaged (ED)*</b></p> <ul style="list-style-type: none"> <li>Maximo had the smallest percentage of students who qualify as ED (67.3%). The largest percentage was at Melrose (81.8%). The percentage of students in the district who are considered ED was 13.8%.</li> </ul> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>Campbell Park had the greatest number of students with disabilities (21%). Lakewood had the smallest percentage (13.8%), which was just below the district average of 14.0%.</li> </ul>  |

\* **Note:** The variable economically disadvantaged (ED) represent all students who participate in the federal food stamp program.

New Hires

- In 2013-2014, Campbell Park had the greatest percentage (64%) of new teachers. The district’s new teacher hires had remained constant, approximately 17%, over the last few years.

Suspension Rate

- The suspension rate at each of the five Scale Up schools was approximately 5- 6 times greater than the district’s elementary schools’ average of about 4%.

2014 FCAT Math and Reading Scores

**Table 1: FCAT Math and Reading Achievement Levels (Grades 3-5) for L5 Schools and District for 2013 -14 SY**

| School         | FCAT       |      |            |      |            |      |            |      |
|----------------|------------|------|------------|------|------------|------|------------|------|
|                | Math       |      |            |      | Reading    |      |            |      |
|                | Levels 1-2 |      | Levels 3-5 |      | Levels 1-2 |      | Levels 3-5 |      |
|                | N          | %    | N          | %    | N          | %    | N          | %    |
| Campbell Park  | 200        | 87.0 | 30         | 13.1 | 192        | 82.6 | 41         | 17.5 |
| Fairmount Park | 261        | 91.8 | 22         | 7.9  | 248        | 86.0 | 38         | 13.1 |
| Lakewood       | 194        | 84.9 | 35         | 15.1 | 186        | 81.1 | 45         | 19.7 |
| Maximo         | 211        | 89.6 | 25         | 10.4 | 185        | 78.4 | 50         | 21.2 |
| Melrose        | 150        | 93.4 | 11         | 7.0  | 138        | 86.5 | 22         | 13.6 |
| District ES    | 10,427     | 46.7 | 11,912     | 53.3 | 9,349      | 41.7 | 13,061     | 58.3 |

*Data Source: FCAT\_14SPR\_52\_DRS\_MATH\_GR03, FCAT\_14SPR\_52\_DRS\_MATH\_GR04\_08, FCAT\_14SPR\_SRD\_MATH\_GR03, FCAT\_14SPR\_SRD\_MATH\_GR04\_08, FCAT\_14SPR\_52\_DRS\_READ\_GR03, FCAT\_14SPR\_52\_DRS\_READ\_GR04\_10, FCAT\_14SPR\_SRD\_READ\_GR03, and FCAT\_14SPR\_SRD\_READ\_GR04\_10*

- The percentage of students at the five schools who scored proficient (Level 3 and above) for FCAT Reading ranged from the 13% to 21%. The percentage of elementary students who scored proficient (Level 3 and above) in the district was 58.3%.
- The percentage of students who scored proficient (Level 3 and above) for FCAT Math ranged from the 7% to 15%. The percentage of elementary students who scored proficient (Level 3 and above) in the district was 53.3%.

**Formative Evaluation Design**

The evaluation design used for this initiative was collaborative. External stakeholders, internal partners, key district personnel and the evaluation team met periodically to discuss the implementation and monitoring activities.

This formative report includes evaluation of the processes and inputs of the Scale Up for Success Initiative. The primary purpose of this formative evaluation is to provide ongoing assessment of project implementation strategies in order to identify the program’s strengths and areas that need immediate attention.

**Formative Data collection**

Formative data was collected periodically for various components of the Scale Up for Success Initiative. This data, in combination with data that exists within our internal systems, will be used to monitor the implementation and progress of the Scale Up for Success initiative.



### Preliminary Data Summary

Preliminary outcomes are organized around three target areas: academic, behavior, and family engagement. Within each area, the implementation progress of key components and the outcome data that are available at this time are presented.

There were several components of the Scale Up Initiative intended to improve academic outcomes. Below is a summary table including the current status of the key **academic** components of the initiative.

#### Student Academic Performance

| Area of Focus   | Activity   | Current Status  |
|-----------------|--|---|
| <b>ACADEMIC</b> | Each classroom teacher, K-5, will have a full time paraprofessional as a teaching partner            | Campbell Park had the lowest percentage (43.8%) of teacher partner positions filled. Melrose had the greatest percentage of teacher partner (87.5%) positions filled. |
|                 | Ongoing professional development will be offered to the classroom teachers and the teaching partners | Three cycles of professional development, including co-teaching processes and culturally sensitive instruction, have been delivered at all of the five schools.       |
|                 | Enhanced ELP budgets to include services for all students scoring Level 1 or 2 in reading or math    | All schools are participating in the extended learning program. There was a total of 319 students enrolled across the five schools at the end of December, 2014.      |

Table 2. *Implementation Progress of Academic Components*

*\*Note: Data represented in this table are as of January 2014.*

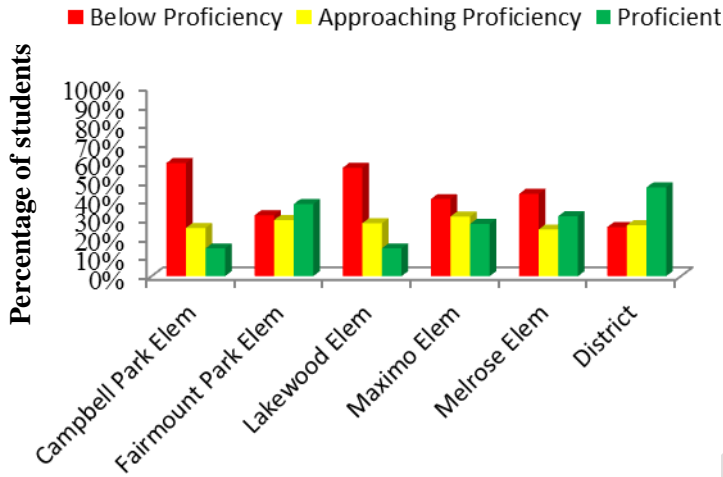
*The test data included in this report represent baseline data for the selected schools, since many components of the Scale Up for Success initiative had not yet been implemented. This limitation should be considered when drawing conclusions regarding the impact of the program thus far.*

The figures below represent the summary data for Cycle I Math and Cycle I Elementary Language Arts (ELA) assessments for the five Scale Up for Success schools.

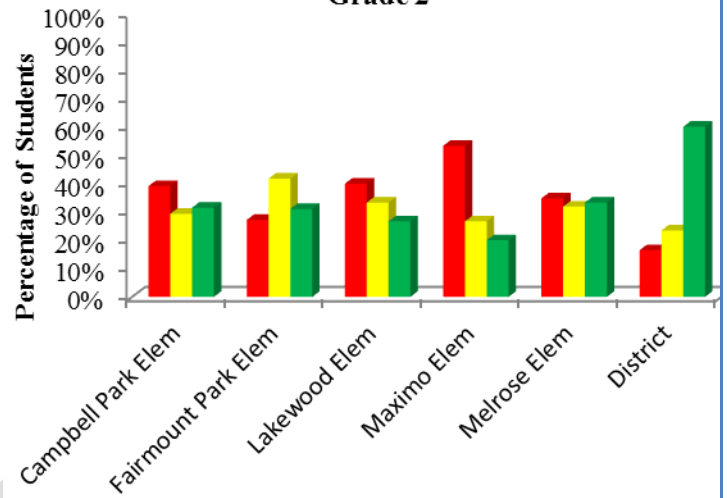
For the majority of the assessments, students who scored below 50% were labeled as scoring “*Below Proficiency*”. Students who scored between 50% and 70% as “*Approaching Proficiency*” and students who scored 70% or better were labeled as “*Proficient*” as indicated by the red, yellow, and green bars respectively. However, these cutoffs can vary for particular assessments.

## Cycle I Math

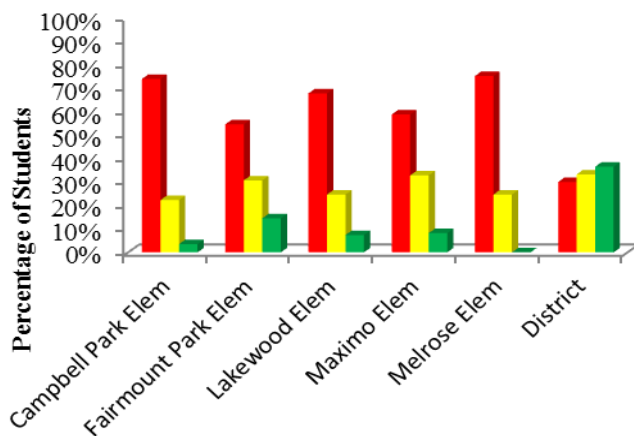
### Grade 1



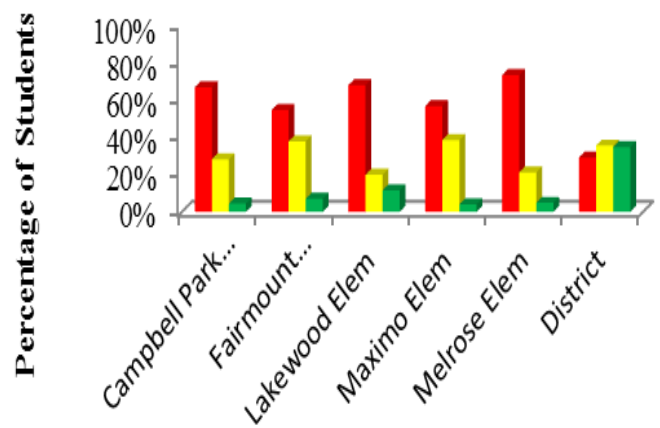
### Grade 2



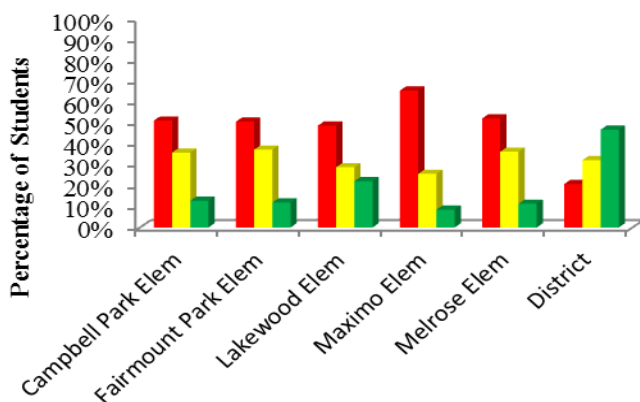
### Grade 3



### Grade 4



### Grade 5

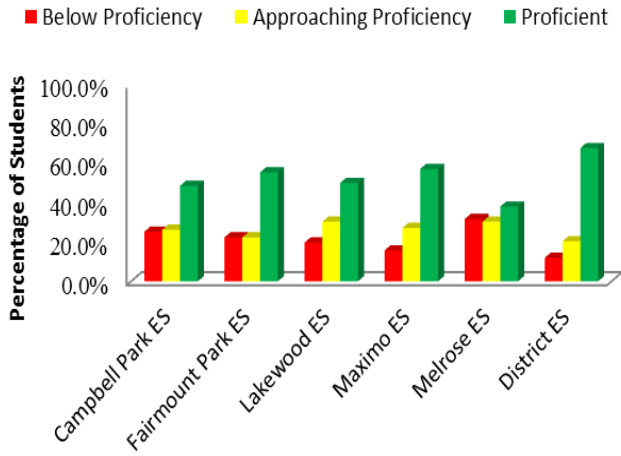


### Math Summary

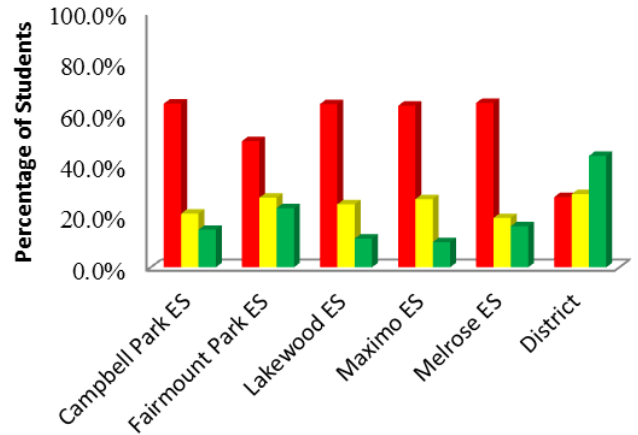
- Fairmount Park (Grade 1) had the largest percentage of students (38%) scoring *Proficient*.
- Lakewood 5<sup>th</sup> grade scored well above the other schools, with 22% of students scoring *Proficient*.
- The gap between these five schools and the district appeared to be consistent across all grade levels.
- The percentage of students who scored *Proficient* was the smallest (4% - 12%) in the fourth grade.

## Cycle I Elementary Language Arts (ELA)\*

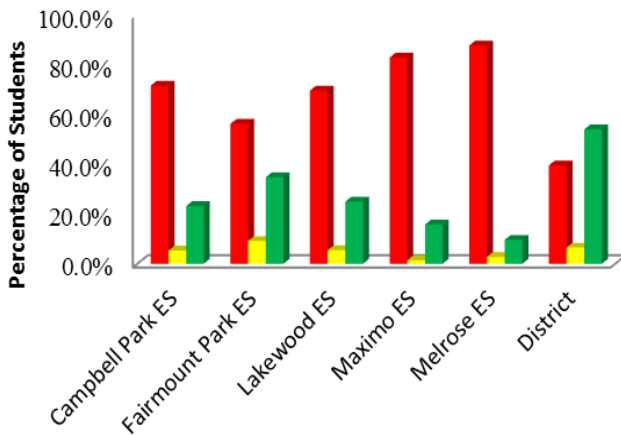
### Grade 1



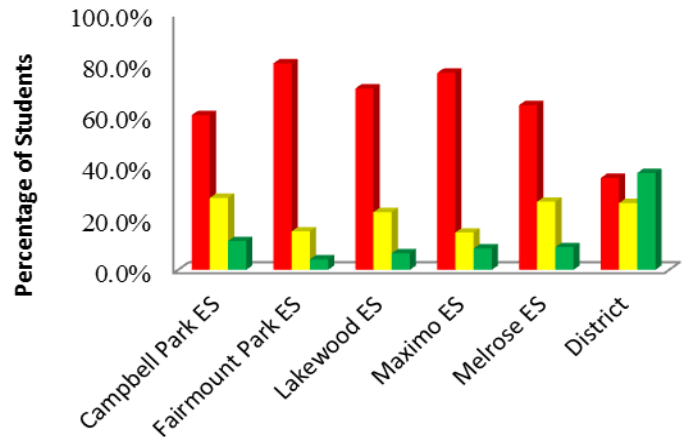
### Grade 2



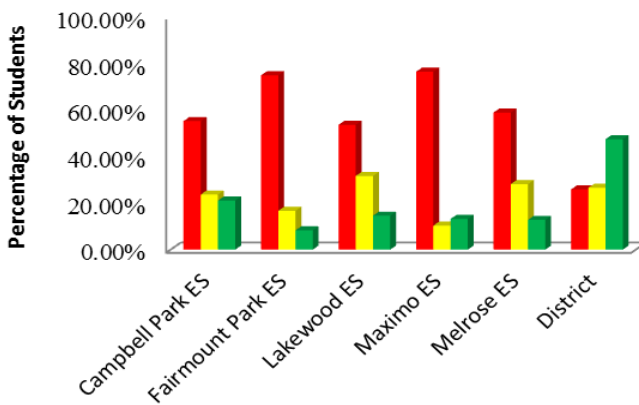
### Grade 3



### Grade 4



### Grade 5



### ELA Summary

- Promising results were observed in Grade 1. The largest percentage of students who scored *Proficient* at Maximo (57.1%) and Fairmount Park (55.4%).
- Fairmount Park had the largest percentage (34.7%) of students who scored *Proficient* in the 3<sup>rd</sup> grade.
- Grade 4 had the smallest percentage of students who scored *Proficient* across all of the schools.

\*Note: The proficiency levels may vary across assessments  
 Source: Performance Matters Data (Pulled 2/10/2015)



## Student Behavior

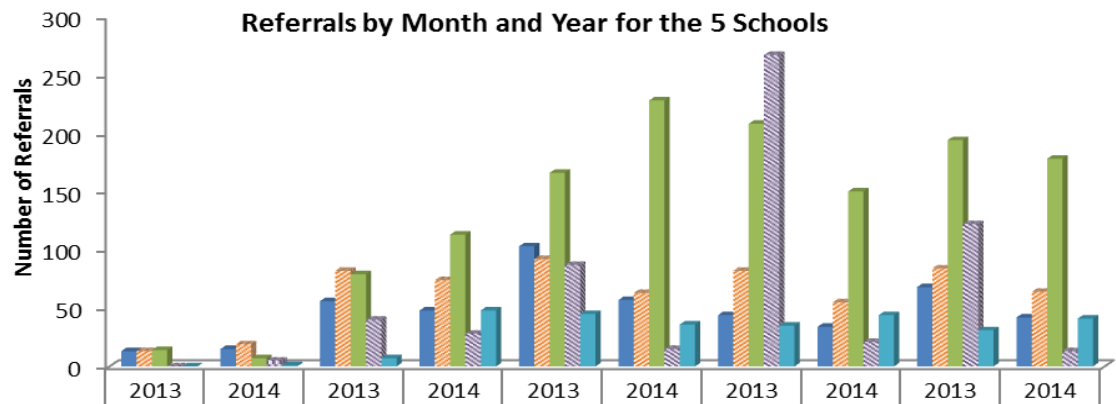
The initiative involved an emphasis on improvement of students' behavior. Below is a summary table including the current status of the key **behavior** components of the initiative:

| Area of Focus   | Activity   | Current Status  |
|-----------------|--|---|
| <b>BEHAVIOR</b> | Full time psychologist<br>Fulltime social worker   | Full-time psychological and social work services were provided at each school for approximately 1200* students.   |
|                 | PBS school leadership teams are provided with on-going <b>monthly</b> training sessions conducted by the Florida Positive Behavioral Support Project staff from USF. | Monthly training (September, October, and November) has been provided for all schools.  |
|                 | Area Superintendents will be monitoring the progress and implementation monthly.   | Overall, the five schools tend to be strong in terms of setting <i>Guidelines for success (GFS)</i> for students. However, the teachers did not necessarily have <i>strong classroom routines</i> in place. |

Table 3. *Implementation Progress of Behavior Components*

\*Note: Data was later added to report 3/2015.

**Referrals by Month and Year for the 5 Schools**



Some preliminary referral and suspension data revealed that there have been vast improvements in discipline across the five schools.

- The total number of referrals has decreased each month (the number of referrals was cut to less than in half in November) as compared to last year across the five schools.
- The number of unique students\* varied by month. For example, in December 2014, Maximo had the least number of students (n = 7) referred for discipline, however Lakewood had written up 83 different students.
- Of the 588 unique (had at least 1 referral) students that were referred, 18% were students with exceptionalities.
- At the end of the semester, the suspension rate for the five schools was approximately 18%, compared to 4% for the district's elementary schools at the end of 2013-2014 school year.

\*Note: Students with more than one referral were only counted once.

Source: FOCUS Discipline Data (Pulled 1/2015)

## Family Engagement

There were several components of the Scale Up Initiative that were intended to increase family engagement. Below is a summary table including the current status of the key **family engagement** components of the initiative:

| Area of Focus                | Activity  | Current Status  |
|------------------------------|---|---|
| <b>FAMILY<br/>ENGAGEMENT</b> | Attend monthly Family Nights                      | Each school held a family night each month during the Fall Semester. The total number of participants per night ranged from 7 to 130. |
|                              | Family Nights must be linked to student learning. | Family Nights included a variety of topics ranging from community forums to SAC meetings to Literacy and Curriculum Nights.           |

Table 4. *Implementation Progress of Family Engagement Components*

## Conclusions and Recommendations

### Conclusions

- All teaching partners have been trained; and training will continue as new teacher partners are hired.
- Each of the five schools is using the Extended Learning Program. Some of the schools have yet to hire the appropriate number of tutors.
- There is a renewed focus on PBS implementation in all five schools. Making the PBS Leadership team part of the inherent behavior system has been an ongoing process.
- All schools are participating in districtwide progress monitoring. The data availability varies depending on grade level and subject.
- This is a large initiative and the need to ensure effective communication to all stakeholders is important.
- There seems to be promising results for the first-graders across all five schools; all schools had at least 30% of their first-graders scoring Proficient on the Elementary Language Arts Assessment.
- For math, Fairmount Park 1<sup>st</sup> and 3<sup>rd</sup> graders tend to have the smallest gap with the district.
- Approximately 64% of the allocated licenses (100 per school) are being utilized for the Extended Learning Program.
- The number of referrals has greatly decreased across all five schools.
- Family Nights are happening at each school with an increased focus on student learning.

### Recommendations

- Continue to monitor the implementation of the Scale Up for Success Initiative and its progress towards academic, behavioral, and family engagement goals.
- Review assessment results after gaining insight to the relationship among the quality of assessments, assessments' content alignment to new standards, and instructional practices in the classroom.
- Analyze current status of program's key components with both internal and external stakeholders to continue to identify strengths and areas in need of improvement.

DRAFT