

PCS Scale Up for Success Initiative Year 2 Evaluation Overview

DRAFT

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, including (1) Behavior as indicated by more students on-task; and (2) Academics as indicated by improved student achievement.

Guiding evaluation questions for Focus Area A:

- (1) Are the additional supports within the Scale Up for Success Initiative resulting in 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?

Evaluation Focus and Theory of Change			Process/Implementation Monitoring		Formative and Summative Evaluation Indicators and Outcome Measures	
Area of Focus	Underlying Theory of Change/Evidence for Strategy	Activities	Evaluation Methods	Guideline/Benchmark for Success	Evaluation Methods	Guideline/Benchmark for Success
Guiding Indicators for Focus Area A(1): Behavior	Overall behavioral improvement	See below.	(1) Data on the number of referrals; (2) Data on the number of suspensions, suspension rates, and types of suspensions; (3) Data on students who are repeat offenders; (4) Trend data in types of referrals and suspensions occurring across schools;	(1-4) All behavioral data will show trends toward behavioral improvements (i.e., fewer referrals, suspensions, and repeat offenders).	In addition to the Process/Implementation Evaluation Methods (1-4), the mid-year and end-of-year evaluation will include: (5) Focus groups with paraprofessionals and partner teachers, and interviews with principals; (6) Survey data from teachers, paras, and principals.	(1-4) All behavioral data will show trends toward behavioral improvements (i.e., less referrals, suspensions, and repeat offenders); (5) Focus groups with paraprofessionals and teacher, and interviews with principals; (6) Focus groups for the paraprofessionals and the teachers, and interviews with the principals will occur in early December 2015 and in late May 2016.
Guiding Indicators for Focus Area A(2): Academics	Overall academic achievement		(1) Istation data/ST Math data; (2) Running Record data; (3) Cycle assessment data for reading, math, and science.	The achievement levels among the five schools, comparable to other elementary schools in the district, will begin to close.	In addition to the Process/Implementation Evaluation Methods (1-3), the mid-year and end-of-year evaluation will include: (4) Science FCAT and FSA data; (5) SAT 10 math and reading data for Grades 1 and 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.
Increased professional development and defined roles within instructional staff	Based on the Year 1 Scale Up Evaluation, paraprofessionals and teachers indicated that there needs to be a more clearly defined role for the paraprofessionals.	Develop a more clearly defined role for the paraprofessionals and a process to communicate this to paraprofessionals, teachers, and school leaders.	Reports from PCS Elementary Education department indicating that there has been a plan for clarifying the role of the paraprofessionals and an implementation plan.	A document analysis of the plan for clarifying the role of the paraprofessionals and the implementation plan. The plan will be examined based on the use of evidence-based research, feasibility, and thoroughness.	(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.	(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 having a paraprofessional in the classroom versus not having a paraprofessional in the classroom as well 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.
	Targeted, research-based professional development for paraprofessionals and teachers will support enhanced instructional practices, and ultimately, student engagement and achievement.	The school district will provide targeted, research-based professional development to paraprofessionals and teachers at the five Scale Up schools. TNTP will offer additional, targeted trainings based on best practices to paraprofessionals and teachers.	(1) Attendance records; (2) List of and document analysis of PD provided; (3) Feedback surveys	(1) Attendance records will be examined for a goal of having 100% participation by all current paras and teachers at the time of the training; (2) Analysis of professional development will be examined to confirm quality, training on research-based practices, and alignment to the Scale Up Initiative; (3) Feedback surveys from the PCS online system and from TNTP will be examined to ensure quality and relevance of PD.		

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Greater emphasis on instructional coaching	PCS is implementing the Marzano framework for teacher observations and evaluations to support instructional practice in all schools. Based on the initial goals set by TNTP to enhance instructional practices at Scale Up schools, school leadership will conduct frequent observations and provide actionable feedback to teachers using the TNTP Core Teaching Rubric. TNTP is also working with school leaders to enhance their capacity to conduct observations and to provide actionable feedback.	Principals 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.	(1-2) Review and monitor the number of teacher observations occurring at each school; (3) Review the quality of actionable feedback based on the guidelines established by TNTP.	(1) 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 provide to teachers by school leaders.	(1-2) Review and monitor the number of teacher observations occurring at each school; (3) review the quality of actionable feedback based on the guidelines established by TNTP.	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.
Enhanced budgets for Extended Learning Programs (ELP) and Summer Bridge Program.	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.	Each school will have active participation in Promise Time and in using the iReady 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.	(1) Number of students enrolled in and attending Promise Time; (2) Observational monitoring of Promise Time implementation.	(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	(1) Number of students enrolled in and attending Promise Time; (2) observational monitoring of Promise Time implementation; (3) iReady assessment data	(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.
Increased supports for implementing Positive Behavior Supports (PBS)	Positive Behavior Support (PBS) is an empirically validated, function-based approach to eliminate challenging behaviors and replace them with prosocial skills.	Implement PBS in partnership with USF. PBS implementation includes monthly meetings, PBS leadership teams, and Benchmark of Quality reviews.	This is primarily monitored through the PIC process throughout the year and Benchmarks of Quality, which is a self-reported review.	(1) PIC data will show improved implementation of PBS as compared to 2013-2014 and 2014-2015 school year; (2) STOIC Walkthrough data will demonstrate enhanced use of PBS.	This is primarily monitored through the PIC process throughout the year and Benchmarks of Quality, which is a self-reported review.	(1) PIC data will show improved implementation of PBS as compared to 2013-2014 and 2014-2015 school year; (2) STOIC Walkthrough data will demonstrate enhanced use of PBS.
Increased professional development in the area of cultural competency	Research supports a need for enhanced professional development related to cultural competence.	Develop a clearly defined implementation plan for systemic training related to cultural competence.	Documents and reports from district leadership indicating that there has been a plan for systemic cultural competence training.	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.	(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.	(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.

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?

Evaluation Focus and Theory of Change			Process/Implementation Monitoring		Formative and Summative Evaluation Indicators and Outcome Measures	
Area of Focus	Underlying Theory of Change/Evidence for Strategy	Activity	Evaluation Methods	Guideline/Benchmark for Success	Evaluation Methods	Guideline/Benchmark for Success
Leadership supports	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 this initiative.	District supports which include Instructional Support Model (ISM) visits at least monthly to each of the five Scale Up schools. TNTP supports, which include ongoing training and support on instructional coaching for school leadership and facilitation of strategic planning efforts at the school level. 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.	(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 visits; (4) Observations of data use to inform school planning (i.e., action plans, PLCs, SBLT meetings, MTSS process, meetings with TNTP).	(1-4) The information from the data collection process will be analyzed for themes on a monthly basis by the Scale Up evaluation team and reported to support leadership in strengthening schools.	In addition to the Process/Implementation Evaluation Methods (1-4), the mid-year and end-of-year evaluation will include: (5) AdvanceED surveys.	(1-4) The monthly data that is collected will show an increase in positive trends that are aligned with key leadership qualities, based on the Marzano School Leader Evaluation Model; (5) AdvanceED Surveys will show positive trends from the 2014-2015 school year to the 2015-2016 school year.

Focus Area C: Family and Community Engagement, which aims to increase parental and community involvement to directly support student academic achievement and improved behavior.

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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Guiding Indicators for Focus Area C (1): Family and Community Engagement	Dr. Mapp's Dual Capacity Framework which emphasizes the dual role of the school and families to cultivate successful family-school partnerships.	Increased amount and quality of family engagement activities.	(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	(1) There will be evidence of activities that are linked to learning monthly. Each activity will have an intentional purpose related to academics or strategies that families can use at home; (2) There will increased number of family engagement activities that are linked to learning; (3) There will be increased participation in family engagement activities when compared to 2014- 2015 school year.	(1) Family Engagement Plan and agendas; (2) Number of family engagement activities that are linked to learning; (3) Attendance at each of the family engagement activities; (4) Focus groups/Interviews with staff, students and families; (5) AdvanceED and Title I Parent Surveys (compared to 2014 - 2015 school year).	(1) There will be evidence of activities that are linked to learning throughout the year. Each activity will have an intentional purpose related to academics or strategies that families can use at home; (2) There will increased number of family engagement activities that are linked to learning; (3) There will be increased participation in family engagement activities when compared to 2014- 2015 school year; (4-5) All stakeholders will have more positive perceptions' regarding family and community engagement at their schools.
	Based on Year 1 Report, multiple stakeholders including staff and families indicated a need for more professional development related to Family Engagement.	Increase stakeholders' (staff, students and families) positive perceptions related to family engagement.	No Monthly monitoring activities	No Monthly monitoring activities	(1) Focus groups/Interviews with staff, students and families (2) AdvanceED and Title I Parent Surveys (compared to 2014-2015 school year)	(1-2) All stakeholders will have more positive perceptions' regarding family and community engagement at their schools.
	JWB Evaluation	(1) JWB support to hire a family navigator. The goal is for there to be evidence of more families taking advantage of the services that are provided and connecting to social services in the community. (2) Students involved in multiple community-based programs, such as after school programs offered by local community organizations.	JWB Evaluation	JWB Evaluation	JWB Evaluation	JWB Evaluation