

Evaluation Of Race To The Top Program

**Research and Accountability
Pinellas County Schools
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Executive Summary

This Report provides information about the progress of the educational program Race To The Top (RTTT) during its first year. The program started during the school year 2010-11 to serve Pinellas County Schools (PCS). The objective of this evaluation is to describe the current implementation status of RTTT components listed below:

- Implementation
- Effectiveness of Race To The Top
- Evaluation of Appraisal System
- Professional Development (PD) Evaluation

A Logic Model was used to guide the implementation process of the current evaluation. To describe the elements above, information was gathered through an implementation survey, interviews with site contacts, and analysis of existing students, teachers and schools data. The following is the summary of the findings:

The implementation: In this section, the results of the RTTT criteria assessment are presented. It is found that the majority of the activities were completed as planned. However, the site contacts reported some barriers that prevent the completion of some activities. Other activities are still under negotiation and/or not applicable.

The effectiveness of RTTT: This section provides answers for the main questions requested by the Florida Department of Education (FLDOE). These questions were included in the RTTT application and are investigating evidence of RTTT program effectiveness. The current evaluation provided information about the students' achievement, students' enrollment in Science, Technology, Math and Engineering (STEM) coursework, the rate of students going to college, students' graduation rates, college credit earning rates, number of highly qualified and effective teachers, teachers' involvement in lesson studies, and teachers' involvement in PD programs. Information on all these indicators are presented for 2009-2010 and 2010-2011 as availability allowed. This information is presented in detail in the Effectiveness of RTTT section of this report.

The evaluation of appraisal system: This section has a description of the teacher appraisal system that was piloted in 15 schools during the 2010-11 academic year. The results show that 1.8% of the teachers evaluated are ineffective, 65.9% are effective, and 32.3% are highly effective. For the current academic year (2011-2012), the PCS district is planning to develop and implement an improved appraisal system.

The professional development evaluation: This section presents the FLDOE review of Pinellas County's Professional Development System using Florida's Professional Development System Evaluation Protocol. The FLDOE report showed a number of negative ratings for the standards

developed by the state. The Professional Development department set an improvement plan and is currently considering several projects such as the Lastinger Program to improve the schools performance.

As this evaluation occurred before a full year of program implementation, the information gathered during this first evaluation of the RTTT program is to be considered as baseline data for future evaluation. Therefore, this evaluation could not present any evaluative conclusion about each element of the RTTT program. This evaluation serves as a platform for a description of the current status of the program's elements. In addition to data collected for this evaluation, the report presents information about the percent scoring level 4 & 5 on FCAT in math and reading for the 2009-10 school year in Appendix 15. Overall, the site contacts and individuals responsible to implement the program's activities are making remarkable effort to complete their activities. This is shown in their commitment to resolve the current deficiencies with some standards by developing improvement plans.

Acknowledgments

This evaluation report was prepared to describe the progress of the Race To The Top Program implementation within the Pinellas County School District. This evaluation was completed by the Department of Research and Accountability at Pinellas County Schools (PCS). We would like to thank the many people who provided us with the information needed to complete the evaluation:

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We appreciate the time you spent with us to complete the evaluation.

The Logic Model for Race To The Top (RTTT) Planning and Evaluation

A Logic model was used to describe the implementation of the RTTT Grant at Pinellas County Schools (PCS). The model described logical linkages among program resources, activities, outputs, audiences, and short, intermediate, and long-term outcomes related to a specific problem or situation. Once the RTTT program had been described in terms of the logic model, critical measures of performance were identified.

The use of a logic model for this evaluation provides a cause-and-effect relationship between activities and expected results and presents a systematic approach to communicate the path of action toward a desired goal. For example, as shown in Figure 1, one of the activities implemented under the RTTT grant is to offer the schools computer software for data management. For this specific activity, several results or outcomes are expected in the short-term, midterm-term, and long-term. These outcomes correspond with the main goals of the grant.

Components of Race To The Top (RTTT)

Funding and Objectives

¹ In July of 2009, The Federal Government of the United States of America announced \$4.35 billion in competitive funds known as the Race To The Top Fund geared towards reforming America's public schools and increasing student learning. Through Race to the Top, states must advance reforms around four specific areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy.
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction.
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most.
- Turning around the lowest-achieving schools.

Awards in RTTT are planned to go to states that are leading the way with ambitious yet achievable plans for implementing coherent, compelling, and comprehensive education reform. RTTT winners will help trail-blaze effective reforms and provide examples for States and local school districts throughout the country to follow as they too are hard at work on reforms that can transform our schools for decades to come.

Pinellas County Schools implementing RTTT

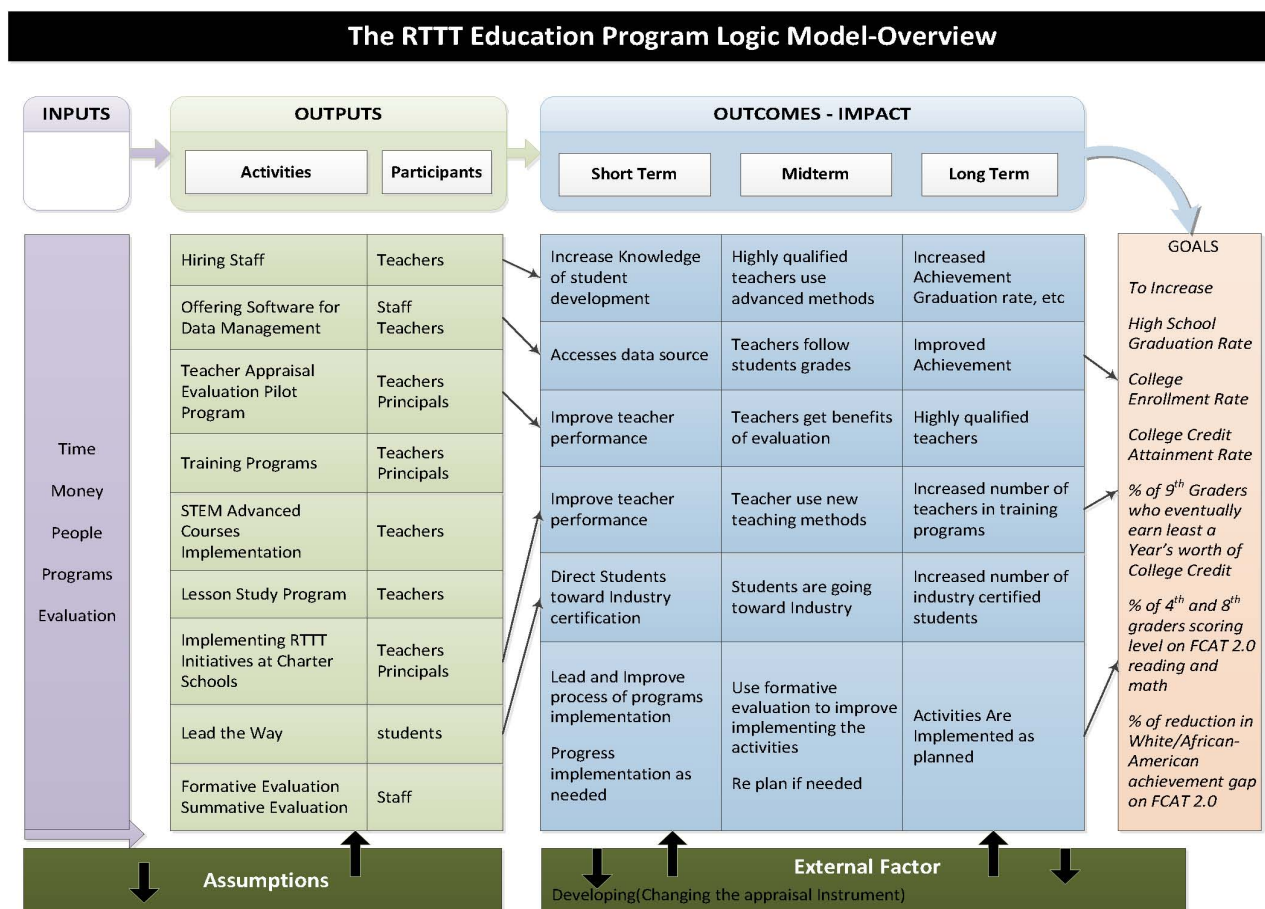
¹ Reported on: <http://www.doe.k12.de.us/rttt/RTTTFAQFinal.pdf>

The state of Florida has set ambitious goals in its plan for student achievement. PCS followed suit, establishing similar goals. ²The following summarize Florida's as well PCS goals:

- Doubling the percentage of incoming high school freshmen who ultimately graduate from high school, go on to college, and achieve at least a year's worth of college credit.
- Cutting the achievement gap in half by 2015.
- Increasing the percentage of students scoring at or above proficient on the National Assessment of Educational Progress (NEAP) by 2015 to or beyond the performance levels of the highest-performing states.

In conclusion: PCS will use the Race To The Top funds to identify and support highly effective teachers and school leaders with the goal of increasing student achievement while changing the culture of the profession. Figure 1 below presents the PCS involvement in RTTT project Logic Model.

Figure 1. PCS involvement in RTTT Logic Model



² Reported in RTTT Application, 2010

Implementation

The RTTT project consists of several sub projects; called project/MOU (criterion). Each criterion has a main goal containing numerous deliverables (minimum required evidence), and one Education Agency (LEA) point of contact. Within each deliverable are activities that are scheduled to be completed during the period of four years (2010-2014). To determine if these activities were implemented as planned, an evaluation implementation tool was developed to examine each criterion. Appendix 1 presents a sample of the evaluation tool.

To collect the information required for the evaluation, the evaluation tool was placed on the district website and each point of contact was directed to use the electronic tool to report the implementation progress of each criterion. A total of 13 criteria were evaluated to examine their completion status. If a criterion could not be completed, point of contact was directed to identify barriers to completion. Also, the tool was used to collect the major measurable indicators of the project's effectiveness. The following section introduces the aim of each criterion and summarizes results from the evaluation tool.

Review of Project/MOU Criteria

Expand Lesson Study is aimed to modify the lowest-achieving schools' schedule to devote a minimum of one lesson study per month for each grade level or subject area.

The deliverables of the Expand Lesson Study were completed on time. However, implementing this part had difficulties in obtaining the information from schools and working on an online database for schools to submit. See Appendix 2 for the actual data collected from the point of contact.

Expand STEM Career and Technical Program is aimed to implement at least one additional high school career and technical program that provides training for occupations requiring science, technology, engineering, and/or math (STEM).

The deliverables of STEM Career and Technical program were completed on time without any barriers as shown in Appendix 3.

Increase Advanced STEM Coursework is aimed to increase the number of STEM-related acceleration courses, such as Advanced Placement, International Baccalaureate, AICE, dual enrollment, and industry certification.

The data shows that for the 2011-2012 academic year, 21 STEM-related acceleration courses and International Baccalaureate were planned to be implemented and completed in 5 different schools within PCS. These courses did not exist in the first year of RTTT or prior the 2010-11 academic year. Approximately 200 freshmen are participating in these STEM courses. No barriers were mentioned while these programs have been implemented. Appendix 4 presents details on the implemented activities/programs.

Bolster Technology for improved Instruction and Assessment is aimed to ensure that each school possesses the technology to provide sufficient access to strategic tools for improved classroom instruction and computer-based assessment.

Currently, there is a continuing Annual Technology Refresh program that provides computers for students at a ratio of 3:1 (3 students for 1 computer). Continuing effort is in place to increase this ratio (see Appendix 5).

Improve Access to State Data is aimed to provide single sign-on access to state-level applications and data by their users. The LEA will incorporate state-level data into local instructional improvement systems to improve instruction in the classroom and operations at the school and district level and to support research. This criterion includes two deliverables: access to State Data and single sign-on integration Readiness Certification.

Though no barriers were reported for any of the deliverables, only the first was completed (see Appendix 6).

Use Data to Improve Instruction is aimed to use systems that are easy for students, teachers, parents, and principals to use and show growth to students, teachers, schools, and districts disaggregated by subject and demographic. The LEA will also ensure that the system is being fully utilized; LEA that does not have an instructional improvement system will acquire one. LEA will provide requested data from local instructional improvement and longitudinal data systems to the FLDOE.

For this criterion, the following activities were completed on time:

- The required FLDOE report that describes the local instructional improvement systems
- An implementation of a technology survey and submission of the report to the State attesting that the local technology system meets the minimum standards
- The name of the contact responsible for providing longitudinal data system though no data were requested. Appendix 7 displays a complete list of respective deliverables and their implementation status

Provide Support for Educator Preparation Programs is aimed to improve the support for candidates in teacher preparation programs by collaborating with providers in assigning effective personnel as mentors and supervising teachers and using candidate performance data for program improvements.

In the process of providing support for candidates in teaching, PCS has collaborated with institutions for intern placement. Currently, PCS works with 14 different Universities and Colleges in teacher preparation programs. Though plan for determining qualifications for effective teachers and administrators were completed on time, this deliverable faced some barriers; for example, the revision of qualifications and selection criteria for clinical educators. See Appendix 8 for a complete report about the implementation of this criterion as revealed by the Point of Contact.

Improve Teacher and Principal Evaluation Systems is aimed to design and conduct teacher and principal evaluations through systems that meet the requirement of law and of the MOU.

All of the activities were completed on time. However, the third deliverable in this criterion (see Appendix 9) was not completed. This was not completed because the RTTT plan was amended to submit a new principal appraisal system on June 1, 2012. The Point of Contact reported: "The state is revising the leadership standards and once revised, we will align our principal appraisal system with the new standards".

Use Data Effectively in Human Capital Decisions is aimed that the LEA will use the results from teacher and principal evaluations to inform each of the human capital processes listed in the MOU.

The deliverable 1 shown in Appendix 10 was not completed. This is due to the fact that the LEA has not completed the work on the salary schedule to accommodate this deliverable at the present time. The deliverables 4 and 5 were not completed for the same reason: a collective bargaining agreement has not been reached yet. The rest of the deliverables were completed on time with no barriers.

Focus Effective Professional Development is aimed that the LEA will revise its professional development system to include the elements described in the RTTT grant, will utilize data from teachers' and principals' evaluations to plan and evaluate professional development, and will evaluate the effectiveness of professional development based on changes in practice and student outcomes.

The majority of the activities under this criterion were not completed due to barriers displayed in Appendix 11. However, both deliverables 5 and 6 were completed on time.

Drive Improvement in Persistently Low-Achieving Schools is aimed to select one of the four school intervention models in all schools identified as persistently lowest-achieving by the Department of Education. LEAs with more than nine persistently lowest-achieving schools will not select the transformation model option for more than one-half of the schools. All actions must be in accordance with Differentiated Accountability.

The criterion was completed with no barriers. The Management Information systems (MIS) reports developed in conjunction with Research and Accountability represents the completion of the criterion. See Appendix 12.

Implement Proven Programs for School Improvement is aimed to submit a plan that implements one or more of the following programs in each persistently lowest-achieving school and within the feeder pattern of each persistently lowest-achieving high school. The project/MOU goals are:

- In Intervene schools, the LEA will implement a schedule that provides increased learning time beyond the minimum 180 days and/or implement an extended school day beyond the current hours of instruction.
- The LEA will offer prekindergarten on a full day basis using the Title I Full Day Pre-K model for children residing in the attendance zone of such schools.
- The LEA will expand opportunities for students to attend career and professional academies, especially STEM academies, under s. 1003.493, F.S.
- The LEA will expand or introduce proven programs to encourage advanced classes, positive behavior support systems, mentoring, and curriculum that provide high-need students with college-ready, career-ready, or other postsecondary skills.
- The FLDOE may approve other programs that demonstrate a strong record of improving student achievement in these district schools.

All activities under this criterion were implemented on time. The deliverable 2, Submission of developed full day pre-K model for students in attendance zones for identified schools, was not applicable because it was not chosen as a part of the district's transformation plan (see Appendix 13).

Include Charter Schools in LEA Planning is aimed to offer charter schools, located within their district, the opportunity to participate in the grant on the same terms as any other district school. The LEA will ensure that participating charter schools receive a commensurate share of any grant funds or services funded by the grant. The LEA will also provide data and reports necessary for the evaluation of the grant conducted by the department's evaluation team and will require charter schools to provide the LEA with the data necessary for such evaluations.

The deliverables 1, 2, 3, 6 and 7 were completed with no barriers. Evidence of effective implementation was reported (See appendix 14).

Effectiveness of RTTT

The evaluation of the effectiveness of RTTT program was intended to focus on:

I. Student Performance

- 1- Student achievement
- 2- Students' enrollment in STEM coursework
- 3- Students' college going rate
- 4- Students' graduation rates
- 5- College credit earning rates
- 6- Percent of 9th graders earning college credit

II. Teacher Performance

- 1- Highly qualified and effective teachers
- 2- Teachers' involvement in Lesson Studies
- 3- Teachers' involvement in Professional Development programs

Interviews with respective institutional individuals provided information to assess each indicator and their subsequent elements. Additional data from the MIS warehouse were analyzed to answer specific questions regarding student achievement.

Student Performance

Student Achievement

The analysis of FCAT data showed a higher percent of 4th grade students are performing at level 4 than at level 5 in Reading and Math. Students in 8th grade follow the same pattern for Reading, but not in Math. Results are displayed in Tables 1 and 3. Tables 2 and 4 show in detail these results distributed by ethnicity. In both levels, White students scored higher, followed by Hispanic students, then Black students.

Table 1:
% Scoring Level 4 & 5 on FCAT 2.0 in Math 2010-11

Grade level	FCAT Math Achievement Level			
	Level 4		Level 5	
	N	%	N	%
4 th	1642	22	639	8.6
8 th	1169	9.4	713	9.3

Table 2:
% Scoring Level 4 & 5 on FCAT 2.0 in Math distributed by Ethnicity 2010-11

Grade Level	FCAT Math Achievement Level											
	Level 4						Level 5					
	Black		Hispanic		White		Black		Hispanic		White	
	N	%	N	%	N	%	N	%	N	%	N	%
4 th	97	7	191	17.7	1157	27.1	20	1.4	70	6.5	465	10.9
8 th	53	3.7	116	13.7	897	18.7	17	1.2	47	5.5	549	11.5

Table 3
% Scoring Level 4 & 5 on FCAT 2.0 in Reading 2010-11

Grade level	FCAT Reading Achievement Level			
	Level 4		Level 5	
	Count N	% N	Count N	% N
4 th	2202	29.8	835	15.2
8 th	1242	9.3	278	5.1

Table 4
% Scoring Level 4 & 5 on FCAT 2.0 in Reading distributed by Ethnicity 2010-11

Grade Level	FCAT Reading Achievement Level											
	Level 4						Level 5					
	Black		Hispanic		White		Black		Hispanic		White	
	N	%	N	%	N	%	N	%	N	%	N	%
4 th	187	13.6	267	24.7	1518	35.5	36	2.7	79	7.3	625	14.6
8 th	70	4.9	95	11.1	959	20.1	10	0.7	26	3.0	211	4.4

Students' Participation/Enrollment in STEM Coursework

STEM courses were divided into two fields, including Science and Math as one field and Technology and Engineering as another. However, in Boca Ciega High School, the RTTT provides funding for only courses in Technology and Engineering. These courses are implemented under a program called *Project Lead the Way*. Currently, several courses are offered in both Technology and Engineering for 9th grade through 12th grade students, and the leaders of the program expect an expansion by increasing the current number of courses. The program of study under *Project Lead the Way* is a sequence of prescribed courses.

For the 9th grade, the school is offering a course entitled "Introduction to Engineering Design". Fifty-four students are enrolled in this class. Also a course of Engineering, "Principles of Engineering", is available for 10th graders. And currently for the 11th graders, the school is offering three classes in "Digital Electronics", "Civil Engineering & Architecture" and "Aerospace Engineering". Two other courses, including "Computer Integrated Manufacturing" and

“Biotechnical Engineering”, are expected to be available to students in the future. For the 12th grade there were no students enrolled in the “Engineering Design and Development” class. This implies that no students were tested for industry certificate.

It was reported that PCS has submitted a grant to the State of Florida to start a class named “Power and Engineering” for Gibbs High School. The academic year 2011-2012 is to be used as a planning year for this class. This course is expected to be available to students during the following academic year, 2012-2013.

Table 5
Number of students in STEM Courses in grades 9 through 12 for 2010-2011
at Boca Ciega High School

Grade	Course Number	Course Title	Course Length	Level	# of Students
9	8600550	Introduction to Engineering Design	1 credit	3	54
10	8600520	Principles of Engineering	1 credit	3	0
11	8600530*	Digital Electronics	1 credit	3	
11	8600560*	Computer Integrated Manufacturing		3	0
11	8600590*	Civil Engineering and Architecture		3	0
11	8600620*	Aerospace Engineering		3	0
11	8600630*	Biotechnical Engineering		3	0
12	8600650*	Engineering Design and Development	1 credit	3	0
* Classes will be offered in the future funded by RTTT					

In the next school year, 2011-12, the 9-12 Math-Science Department will support STEM programs that incorporate Robotics. The department will support STEM enrichment opportunities in middle and high schools through STEM clubs/teams, and engineering competitions. The RTTT fund will be used to purchase the materials needed such as NXT or VEX Robot Kits, balsa wood bridge building materials, water bottle rocket materials, and mousetrap car materials.

Students' college going rate

According to RTTT Application (2010), college going rate is defined as “ the enrollment of students who graduate from high school and who enroll in an institution of higher education within 16 months of graduation”(P. 101).The FLDOE will calculate the college going rate based on this definition.

This evaluation considered examining the percentage of students who are planning to attend college as measured by the 2011 self-reported Senior Survey. Of the 4,371 seniors who completed the senior survey, 3,278 (75%) reported that they plan to attend a college or an university. Additionally, 175 students (4%) also reported that they plan to attend a technical or trade institution, and another 5% (219 senior students) reported that they plan to enroll in the US Armed Forces. In total, 3,847 senior students (88%) are pursuing a post-secondary education.

Students' graduation rates

According to the RTTT Application (2010), The FLDOE will calculate the students' graduation rate based on the Federal Uniform Rate methodology. The FLDOE has not yet completed the calculation.

This evaluation considered examining the graduation rate calculated by FLDOE using a differently implemented formula based on the National Governor Association definition. According to this calculation, the graduation rate for 2010-11 school year was (80.10). This is slightly higher than the graduation rate from the 2009-10 school year (77.96).

College credit earning rates

According to the RTTT Application (2010), the college credit earning rate (college credit attainment rate) is "measured as credit earned that is applicable to a degree within two years of enrollment in an institution of higher education" (P.101). The FLDOE will calculate this indicator.

Percent of 9th graders earning college credit

According to the RTTT Application (2010), the percent of 9th graders who eventually earn at least a year's worth of college credit is a "calculation based on the graduation rate multiplied by the college going rate multiplied by the college credit attainment rate..."(P. 101). This indicator will be calculated when the college going rate and college credit attainment rate are released by FLDOF.

Teacher Performance

Hiring of highly qualified and effective teachers

According to the records of the PCS' Human Resources, 651 teachers were hired during the academic year 2010-2011. Among the 651 teachers, 560 teachers were teaching core subject areas in-field/highly qualified, while 91 of them were teaching core subject areas in out-of-field/non-highly qualified. As of July 19, 2011, 46 of the latter group of hired teachers became in field/highly qualified, leaving only 45 teachers out-of-field/non highly qualified. The statistics above did not include teachers out-of-field for ESOL, Gifted, Health and any other non-core subject areas.

The teachers' appraisal scores, from the Teacher Appraisal piloted in 15 schools during the academic year 2010-2011, served as a source of data to assess teachers' effectiveness. In

total, 718 teachers were evaluated. Of those 718 teachers, 13 (1.8%) were ineffective, 473 (65.9%) were effective and 232 (32.3%) were highly effective.

Teachers' involvement in Lesson Study

There were 121 instructional personnel participating in Lesson Study in 2010-11.

Teachers' involvement in Professional Development programs

According to the Master In-Service Plan developed by the department of Professional Development, there were 100,557 completed trainings recorded during the academic year 2010-11. The top 11 areas of training presented in Table 8 below represent 84,896 participants.

Table 8
Top 11 Areas of Training

	DOE Focus Area Code	Focus Are	Number of Participant s
1	408	Instructional Strategies	15,105
2	403	Behavioral Interventions*	14,643
3	508	Management Information Services	16,375**
4	007	Integrated Curriculum	8,172
5	503	Diversity/Ethics	7,103
6	013	Reading	6,744
7	512	School Improvement	4,075
8	415	Problem Solving	3,711
9	507	Leadership/Communication/Critical Thinking	3,661
10	100	ESE Instructional Strategies	2,813
11	009	Mathematics	2,494
*includes Reporting Child Abuse (7,107)			
**Increase due to Portal training.			

Evaluation of Appraisal System

Introduction

According to the department of Professional Development, the Teacher Evaluation System is designed to promote the continual growth and improvement of instructional staff. That professional growth and improvement should translate, at the classroom level, into an improved quality of instruction and learning opportunities for students. The goal and expectation of the Teacher Evaluation System is to support teachers' incremental growth in order to increase their expertise year to year producing gains in student achievement from year to year with a powerful cumulative effect.

Implementation

The Teacher Appraisal was piloted in 15 schools during the academic year 2010-2011. See Table 1 for the list of schools that have participated in the study. The final score of the appraisal was based on four components: Professional Expectations, Students' Performance, Peer Review, and Professional Development. The appraisal scale evaluated the teacher on three categories: Ineffective, Effective, and Highly Effective. Each category was given a weight of the teacher final score based on a developed equation. The final score was evaluated as following:

- Ineffective: Less than 40 points on final score
- Effective: Between 40 points and 74 points on final score
- Highly Effective: A final score of 75 or higher.

Table 1
The schools that participated in the study

Elementary School	Middle School	High School
Fairmount Park	John Hopkins	Gibbs
Gulfport	Azalea	Dixie Hollins
Lakewood	Pinellas Park	Boca Ciega
Melrose	Bay Point	Lakewood
Sandy Lane		
New Heights		
Woodlawn		

Appraisal Analysis

The appraisal was completed online through the district Portal site. The data from the teacher appraisal was extracted from the MIS warehouse. Prior to the analysis, the data was cleaned as it showed duplicate entries. Thus, the obvious duplicates were deleted. The highest Final Score value was kept for duplicate records.

Results

The data analysis revealed 718 appraisals within the 15 piloted schools. Out of those appraisals, 473 teachers, approximately 65.9%, were Effective; 232 (32.3 %) were Highly Effective and 13 (1.8%) were Ineffective. The result is shown in Table 2 by category of effectiveness level.

Table 2
Distribution of teachers on the appraisal category

Category	Number of Teachers	Percent of Teachers
Ineffective	13	1.8
Effective	473	65.9
Highly Effective	232	32.3

Professional Development (PD) Evaluation

Introduction

According to the FLDOE report (2010), a review of Pinellas County's Professional Development System using Florida's Professional Development System Evaluation protocol was conducted between November 1 and November 5, 2010. The evaluation was completed by a professional team hired by FLDOE.

According to the FLDOE report (2010), a total of 19 schools were visited in the district. These schools represent 17% of the total public schools that received school grades in the 2009-10 school year. Table 1 shows the list of the schools that were selected for the evaluation. Selection factors included the school grades, level of school, geographic area, and student demographic. Within each school, five teachers were selected for interviews based on representation of different grade levels and subject areas content levels, excluding teacher with less than a year of teaching experience in Pinellas County. Principals were also interviewed as well as other administrators with responsibility for professional development, including the professional education facilitators in the schools. Additionally, four of the 19 graduates from the 2008-10 cohort were selected by the team leader and gathered for a one-hour focus group concerning their experiences in the Pinellas County Leadership Development Program (FLDOE, 2010).

Table 1
The schools that were selected for the evaluation

Elementary School	Middle School	High School
Anona	Clearwater Fundamental	Boca Ciega
Brooker Creek	Carwise	Dixie Hollins
Cross Bayou	Tarpon Springs	East Lake
Curtis Fundamental	Thurgood Marshall	Gibbs
Fairmount Park	Imagine Charter	Lakewood
Forest Lakes		
Lake St. George		
Lakewood		
Woodlawn		

The current evaluation of the PD was intended to compare the FLDOE standards to the PCS' standards where they do not meet. The rating scale that was used by the state to evaluate the PD is:

- 1 = Unacceptable
- 2 = Marginal
- 3 = Good
- 4 = Excellent

Ratings for each standard are averaged across all public schools visited in the district. The mid-point of the scale is 2.5. Ratings of 3.5 and higher are considered exemplary, and ratings below 2.0 need improvement. Differences of more than .5 rating points among elementary, middle, and high schools are marked with an asterisk and noted in the narrative (FLDOE, 2010).

The current evaluation report presents a set of tables. Each table includes the following elements:

- The Standard: The only standard rated 1 by the FLDOE
- The Findings: The Justification of the rating score by the FLDOE
- The Action Planning Task: The improvement plan set by the Professional Development Department at PCS

STANDARD 1.1.5: Leadership Team

A qualified, experienced leadership team, including a high performing principal, guides and supervises aspiring principals during their preparation.	Rating 1	
<p>Findings³: In the first cohort of the program (2008-2010), every participant was assigned a highly qualified retired principal as a mentor. This practice, however, has been ended. Beginning with the 2010-2011 school year, each participant is matched with a current principal as a mentor, in addition to their current principal supervisor. The intent is to have the mentors continue as the candidates finish the leadership program and begin their first principal position. The purpose is to provide continual support from a current principal who is knowledgeable of the current district context and state and federal initiatives.</p>		
<p>Action Planning Tasks⁴:</p> <ol style="list-style-type: none"> 1. New Director, Professional Development with principal experience hired 2. Each level 2 leadership participant is assigned to a mentor Mentor pool approved by Region Superintendents Mentors are current principals Mentors provide support during level 2 two year program and continue during candidates' first year as principal 	<p>Person Responsible</p> <p>Superintendent Director, Professional Development</p>	<p>Implementation Dates</p> <p>November 2010 November 2010-ongoing</p>

³ The Findings: The Justification of the rating score by the FLDOE in 2010

STANDARD 1.4.1: Program Staff

Program staff: has the appropriate education background and school experience to deliver the required learning opportunities effectively.		Rating 1
Findings: For a year, this critical program for preparing new leaders for the district has been directed by a person who had no experience as a principal. The recent appointment of a new Director of Professional Development who has been an experienced principal, demonstrates a renewed commitment to leadership development by the district.		
Action Planning Tasks: 1. Appointed Director Professional Development, with principal experience and appropriate certification. Director is responsible for leadership program.	Person Responsible Superintendent	Implementation Dates November 2010

STANDARD 1.4.3: Candidate Feedback

Valid techniques have been developed to obtain candidates' feedback on the quality of the overall experience and to share the feedback with program staff to improve program quality.		Rating 1
Findings: Although the district encourages informal feedback from participants, the district staff and the participants were unaware of any systematic and confidential methods used to obtain feedback from the candidates on the quality of the program.		
Action Planning Tasks: 1. Conduct anonymous survey of candidates at completion of year one of leadership program 2. Analyze and use results to make program improvements for year 2 and new cohort 3. Conduct anonymous survey of candidates after Level 2 program graduation 4. Analyze and use results to make program improvement	Person Responsible Director, Professional Development	Implementation Dates Summer 2011- annually

STANDARD 2.1.1: Accurate Assessments

Accurate assessments are being utilized to assess the aspiring principals' mastery of required curriculum competencies as they progress through their preparation program.		Rating 1
Findings: Due to the multiple changes in the management of this program, insufficient information was available to document this indicator being in place.		

⁴ The Action Planning Task: The improvement plan set by the PD at PCS in 2011

<p>Action Planning Tasks:</p> <ol style="list-style-type: none"> 1. Consistently implement program as outlined in the State Approved Pinellas Principal Certification program 2. Level 2 participants submit, and discuss in 1:1 conference meeting with PD Director, the annual administrator evaluation 	<p>Person Responsible</p> <p>Director, Professional Development</p>	<p>Implementation Dates</p> <p>Summer 2011-annually</p>
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STANDARD 2.1.2: Use of Results

<p>Results from these assessments are used to a) provide aspiring principals with feedback on their strengths as well as areas where improvement is needed b) track their progress in meeting the performance expectations for the preparation program, and c) create a remediation plan and timeline where needed.</p>	<p>Rating</p> <p>1</p>
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Findings:
Due to the multiple changes in the management of this program, insufficient information was available to document this indicator being in place.

<p>Action Planning Tasks:</p> <ol style="list-style-type: none"> 1. Implement state approved Level 2 Pinellas Principal Preparation Leadership program as designed and with fidelity 2. Mentors meet with participants at least 4 times each year: progress is reviewed 3. Program director meets individual with participants at least twice each year: portfolio and progress are reviewed. Checklist and verification forms used 4. Develop and implement success plan, in conjunction with mentor, current principal, and program director for any participant in need of improvement as indicated on annual evaluation, portfolio checks, mentor or director meetings, or program participation performance 	<p>Person Responsible</p> <p>Director, Professional Development Level 2 Mentors Director, Professional Development Director, Professional Development</p>	<p>Implementation Dates</p> <p>Nov 10-ongoing Dec 10-ongoing Nov 10-ongoing Summer 10-ongoing</p>
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STANDARD 2.1.3: Candidate Progress Committee

<p>A committee made up of school district staff and higher education institution and/or other out of district qualified persons is established to review candidates' progress on assessments to identify and individuals who are not making adequate progress in mastering the competencies of the school principal.</p>	<p>Rating</p> <p>1</p>
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Findings:
Due to the multiple changes in the management of this program, insufficient information was available to document this indicator being in place.

<p>Action Planning Tasks:</p> <ol style="list-style-type: none"> 1. Implement state approved Level 2 Pinellas Principal Preparation Leadership program as designed and with fidelity 2. Meet annually with mentors to discuss program and participants progress 	<p>Person Responsible</p> <p>Director, Professional Development Director,</p>	<p>Implementation Dates</p> <p>Summer 2011-annually Fall 2011-annually</p>
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STANDARD 2.1.4: Assessment Development

<p>All assessments are developed collaboratively and are tied to the Florida Leadership Standards, district developed competencies and the comprehensive duties of the school principal.</p>	<p>Rating 1</p>	
<p>Findings: Due to the multiple changes in the management of this program, insufficient information was available to document this indicator being in place.</p>		
<p>Action Planning Tasks:</p> <ol style="list-style-type: none"> 1. Implement state approved Level 2 Pinellas Principal Preparation Leadership program as designed and with fidelity Plan includes assessments that were developed collaboratively and are directly tied to the Florida Leadership Standards, district developed competencies and the duties of the school principal 	<p>Person Responsible</p> <p>Director, Professional Development</p>	<p>Implementation Dates</p> <p>Nov 10- ongoing</p>

STANDARD 2.2.1: Candidate Mastery

Candidates' mastery of the required preparation program competencies is recorded on an on-going basis.	Rating 1	
<p>Findings: Due to the multiple changes in the management of this program, insufficient information was available to document this indicator being in place.</p>		
<p>Action Planning Tasks:</p> <ol style="list-style-type: none"> 1. Implement state approved Level 2 Pinellas Principal Preparation Leadership program as designed and with fidelity. "Each participant will maintain a portfolio. All items in the portfolio will be discussed with the candidate during mentor meetings. The portfolio, which will be jointly reviewed by the Program Director, current principal, mentors and University Professor, will contain: <ul style="list-style-type: none"> ○ 360 degree assessment results ○ Results of Florida Principal Leadership Standards Inventory ○ Application for Level 2 ○ Rubrics used to score written statements submitted with application ○ Scored interview sheets from application process ○ Administrative appraisals for the year prior to entering the program and for the 2 years in the program ○ Record of in-service (LMS report) documenting training ○ Checklist of completion of required elements of the program ○ Individual Leadership Development Plan ○ Mentor conference forms ○ Artifacts documenting each of the Florida Principal Leadership Standards ○ Letter of successful completion of Level 2 program signed by the Leadership Team 	<p>Person Responsible</p> <p>Director, Professional Development</p>	<p>Implementation Dates</p> <p>Nov 10- ongoing</p>

STANDARD 2.2.2: Candidate Review

<p>A plan is established by which a team of school district leaders and institutions of higher education and/or other non-district qualified persons review each candidate to determine successful completion of the principal preparation program.</p>	<p>Rating 1</p>	
<p>Findings: Due to the multiple changes in the management of this program, insufficient information was available to document this indicator being in place.</p>		
<p>Action Planning Tasks:</p> <ol style="list-style-type: none"> 1. Implement state approved Level 2 Pinellas Principal Preparation Leadership program as designed and with fidelity. “Candidates are kept informed of the progress throughout the 2 year program through the mentor meetings. If progress is not being seen, a goal or strategy will be added to the ILDP. University of South Florida staff will assist in remediation as indicated. A dated master checklist will be used to document the method(s) of competency verification on an on-going basis and at the conclusion of the program. Successful documentation of the leadership standards and program completion will be determined by the Leadership Team and a recommendation made for School Principal Certification.” 	<p>Person Responsible</p> <p>Director, Professional Development</p>	<p>Implementation Dates</p> <p>Summer 2011- annually</p>

STANDARD 2.3.1: Assessing Impact

<p>An accurate process has been developed to support and assess program completers' impact on school improvement and student learning using student achievement data.</p>	<p>Rating 1</p>	
<p>Findings: Due to the multiple changes in the management of this program, insufficient information was available to document this indicator being in place.</p>		
<p>Action Planning Tasks:</p> <ol style="list-style-type: none"> 1. Implement state approved Level 2 Pinellas Principal Preparation Leadership program as designed and with fidelity. "The Program Director will track when program completers become new principals. A Professional Partner will be assigned to these new principals to provide assistance as needed. The Leadership Team will monitor the new principal's administrative appraisals and Individual Leadership Development Plans for the first two years of service as a principal. They will also monitor the School Improvement Plans found on the state website for these two years as well to track progress on school improvement initiatives. Student achievement will be tracked through the Florida School Reports. The Professional Partner and/or Program Director will be responsible for collecting the data needed and presenting it to the Leadership Team." 	<p>Person Responsible</p> <p>Director, Professional Development</p>	<p>Implementation Dates</p> <p>Summer 2011- annually</p>

STANDARD 2.3.2: Use of Collected Data

<p>Data collected through this process are compiled and used in the design and delivery of a professional development program focused on strengthening and/or enhancing program completer's performance as a school principal.</p>	<p>Rating 1</p>	
<p>Findings: Due to the multiple changes in the management of this program, insufficient information was available to document this indicator being in place.</p>		
<p>Action Planning Tasks:</p> <ol style="list-style-type: none"> 1. Implement state approved Level 2 Pinellas Principal Preparation Leadership program as designed and with fidelity. "The Leadership Team will monitor the new principal's administrative appraisals and Individual Leadership Development Plans for the first two years of service as a principal. They will also monitor the School Improvement Plans found on the state website for these two years as well to track progress on school improvement initiatives. 	<p>Person Responsible</p> <p>Director, Professional Development</p>	<p>Implementation Dates</p> <p>Summer 2011- annually</p>

Student achievement will be tracked through the Florida School Reports. The Professional Partner and/or Program Director will be responsible for collecting the data needed and presenting it to the Leadership Team."		
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STANDARD 2.4.1: Non-performing Completers

A process has been developed to identify program completers who have not met their school district’s performance expectations as a school principal.		Rating 1
Findings: Due to the multiple changes in the management of this program, insufficient information was available to document this indicator being in place.		
Action Planning Tasks: 1. Implement state approved Level 2 Pinellas Principal Preparation Leadership program as designed and with fidelity. “If a program completer does not meet the school district’s expectation within the first two years of serving as a principal, as evidenced by “Ineffective” ratings on the administrator appraisal, the individual will be provided an opportunity to develop a success plan with a Regional Assistant Superintendent. The principal will be given one additional year to correct the deficiencies. The principal will be expected to develop an Individual Leadership Development Plan, which will be supplemented with a success plan in year 3. The Regional Superintendent may also decide to conduct a climate survey with the school staff to determine additional areas of concern.	Person Responsible Regional Superintendents	Implementation Dates Summer 2011-ongoing

STANDARD 2.4.2: Additional Assistance

A process is in place for a team of school district leaders and institution of higher education staff and/or other out-of-district qualified persons to recommend what additional assistance might be provided.	Rating 1	
Findings: Due to the multiple changes in the management of this program, insufficient information was available to document this indicator being in place.		
Action Planning Tasks: 1. Implement state approved Level 2 Pinellas Principal Preparation Leadership program as designed and with fidelity. “The Program Director will be notified by the Regional Assistant Superintendent of the need to develop a success plan. The Director will work with the principal, the Regional Assistant Superintendent and the level 2 Leadership Team to determine the specific training needs or support required. In addition to district resources, Professional Partners and University staff may be asked to provide assistance. The success plan must include mentoring by a high performing principal or a Professional Partner who has been a school principal and is skilled in coaching and mentoring. The Leadership Team will monitor the plan and provide data to help the Regional Assistant Superintendent to determine if the principal has made adequate progress in order to remain in the position of principal”. The Regional Assistant Superintendent will determine if the principal has made adequate progress in order to remain in the position of principal.	Person Responsible Regional Superintendents	Implementation Dates Summer 2011-ongoing

STANDARD 2.4.3: Documented Results

The results of the actions taken are documented.	Rating 1	
Findings: Due to the multiple changes in the management of this program, insufficient information was available to document this indicator being in place.		
Action Planning Tasks: 1. Implement state approved Level 2 Pinellas Principal Preparation Leadership program as designed and with fidelity. The evaluation, Success Plan, and Individual Leadership plan provide documentation of support, goals, and action steps. Summary notes of mentor meetings are also	Person Responsible Regional Superintendents	Implementation Dates Summer 2011-ongoing

completed.

STANDARD 3.1.1: Continuous Monitoring

A systematic process has been developed to continuously monitor the program's performance.		Rating 1
Findings: Due to the multiple changes in the management of this program, insufficient information was available to document this indicator being in place.		
Action Planning Tasks: 1. Implement state approved Level 2 Pinellas Principal preparation Leadership program as designed and with fidelity. “The aim of the program evaluation is to determine the effectiveness of the training and experiences offered in preparing new principals. The results of the evaluation will be used to plan, improve and modify the Level 2 program in order to meet the needs of the participants and the district. Both formative and summative evaluation will be used to determine the effectiveness and/or opportunities for improvement within the program. At the conclusion of each monthly cohort meeting, an informal assessment of the training and activities will be done through a Plus/Delta process. Pluses represent those things that are working and Deltas represent opportunities for improvement. The Leadership Team will review that data and make adjustments for the following month. These charts will be maintained throughout the program and analyzed for trends.”	Person Responsible Director, Professional Development	Implementation Dates Summer 2011- annually

STANDARD 3.1.2: Refining the Program

School district staff review and use the results of this process to refine the design and delivery of the program to meet quality standards.		Rating 1
Findings: Due to the multiple changes in the management of this program, insufficient information was available to document this indicator being in place.		
Action Planning Tasks: 1. Implement state approved Level 2 Pinellas Principal Preparation Leadership program as designed and with fidelity. “Program improvement will be made prior to the start of the following year. Results of all surveys, both formal	Person Responsible Director, Professional Development	Implementation Dates Summer 2011- annually

and informal will be shared with the cohort group and discussed by the Leadership Team.”		
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STANDARD 3.2.1: School District Satisfaction

A formal process has been developed to determine how satisfied the school district is with the level of preparedness of program completers.		Rating 1
Findings: Due to the multiple changes in the management of this program, insufficient information was available to document this indicator being in place.		
Action Planning Tasks	Person Responsible	Implementation Dates
1. The program director will meet annually with regional superintendents to review the program and discuss possible program improvements as well as district needs.	Director, Professional Development	Summer 2011-annually
2. The program director will review hiring data of program completers to identify success and possible program improvements.	Director, Professional Development	Summer 2011-annually

STANDARD 3.2.2: Refining the Program-2

School district staff review and use the results of this process to refine the design and delivery of the program to meet quality standards.		Rating 1
Findings: Due to the multiple changes in the management of this program, insufficient information was available to document this indicator being in place.		
Action Planning Tasks:	Person Responsible	Implementation Dates
1. Implement state approved Level 2 Pinellas Principal Preparation Leadership program as designed and with fidelity. "The aim of program evaluation is to determine the effectiveness of the training and experiences offered in preparing new principals. The results of the evaluation will be used to plan, improve and modify the Level 2 program in order to meet the needs of the participants and the district. Both formative and summative evaluation will be used to determine the effectiveness and/or opportunities for improvement within the program. At the conclusion of each monthly cohort meeting, an informal assessment of the training and activities will be done through a Plus/Delta process. Pluses represent those things that are working and Deltas represent opportunities for improvement. The Leadership Team will review that data and make adjustments for the following month. These charts will	Director, Professional Development	Summer 2011-annually

<p>be maintained throughout the program and analyzed for trends.</p> <p>At the end of each year, a formal survey will be given to all Level 2 participants. Participants will evaluate the year and the training they received. They will make suggestions for the following year based on their success in being able to successfully document the Florida Principal Leadership Standards covered in the program that year and their ratings on the administrative appraisal. Program improvement will be made prior to the start of the following year. Results of all surveys, both formal and informal will be shared with the cohort group and discussed by the Leadership Team.”</p>		
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STANDARD 3.3.1: School District Satisfaction

<p>A formal process has been developed to determine how satisfied program completers are with their level of preparedness.</p>	Rating 1	
<p>Findings: Due to the multiple changes in the management of this program, insufficient information was available to document this indicator being in place.</p>		
<p>Action Planning Tasks:</p> <ol style="list-style-type: none"> 1. Implement state approved Level 2 Pinellas Principal Preparation Leadership program as designed and with fidelity. <p>Program participants are surveyed after completing the program as well as after the first year as a principal. Results are used to make program improvements.</p> <p>“At the end of each year, a formal survey will be given to all Level 2 participants. Participants will evaluate the year and the training they received. They will make suggestions for the following year based on their success in being able to successfully document the Florida Principal Leadership Standards covered in the program that year and their ratings on the administrative appraisal. Program improvement will be made prior to the start of the following year.”</p>	Person Responsible Director, Professional Development	Implementation Dates Summer 2011- annually

STANDARD 3.4.3: Change in Students

The district assesses the impact of professional learning on student performance.	Rating 1	
<p>Findings: No formal evaluations of the impact of professional learning on student achievement were provided. For the Transition to Teaching Program, lists of the number of hours of mentoring were provided for individual mentors, but not summarized or linked to student achievement. A PowerPoint presentation, however, did chart student achievement data in reading with a second page of narrative explanation. Overall, the district will benefit from more systematically planned and implemented evaluations of the impact of major professional learning initiatives on student performance.</p>		
<p>Action Planning Tasks</p> <ol style="list-style-type: none"> 1. Work in collaboration with Research & Accountability, Curriculum & Instruction and PD Advisory Board to develop and implement evaluation system as a component of the overall PDS district-wide system 2. Develop and implement evaluation measures for each Professional Development initiative 3. At least annually, assess and analyze results by Research & Accountability, Curriculum & Instruction and PD Department 4. Present overall PD system evaluation results and individual PD initiative evaluation results to PD Advisory Council for review, analysis, and recommendations for improvement 5. Implement improvements 	<p>Person Responsible</p> <p>Director, PD</p>	<p>Implementation Dates</p> <p>Fall 2011</p> <p>Fall 2011</p> <p>Spring 2012</p> <p>Summer 2012</p> <p>Fall 2012</p>

STANDARD 3.4.4: Evaluation Measures

Districts use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement, progress monitoring assessments, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.	Rating 1	
<p>Findings: No formal evaluations were provided that linked professional development participation, implementation of the new skills in the classroom, and student achievement levels of the students in the classes of the participating teachers; therefore, no evaluation measures were available for review.</p>		
<p>Action Planning Tasks: Use new Moodle LMS system to add a follow-up activity/component to each professional development session requiring implementation within classroom/job role and reflection of impact upon practice and student learning.</p>	<p>Person Responsible</p> <p>Director, PD &</p>	<p>Implementation Dates</p> <p>Fall 2011</p>

<ol style="list-style-type: none"> 1. Implement new teacher evaluation system 2. Use annual evaluation results to analyze alignment and impact of professional development upon teacher practice, expertise and student learning Conduct comparison of teacher evaluation with student learning by district, school, and individual educator 3. Disaggregate and analyze evaluation results by district, school, and appraisal indicator Present district results to PD Advisory Council Share school and teacher results with building administrators 	<p style="text-align: center;">MIS</p> <p>Director, PD Research & Accountability & Director, PD</p> <p>Director, PD</p>	<p>Summer 2011 Spring 2012</p> <p>Spring 2012</p> <p>Summer 2012 Summer 2012</p>
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Review of Findings

The FLDOE evaluation report showed a number of negative ratings for the standards. Although the mid-point of the scale is 2.5, an improvement plan was set for the standards that were rated below 2. Out of 67 professional development standards, 3 standards were rated 1 (Unacceptable). The review of the Leadership Development Program showed that out of 30 standards, 20 standards were rated 1 on the rating scale developed by the FLDOE. According to the FLDOE, this result is due to major changes in the management and the overall instability of leadership over the past several years in the Department of Professional Development.

To improve the standards rated below 2, the Professional Development Department started several programs concentrating on reading, mathematics, Problem-Solving Response to Intervention (PSRtI), Crisis Prevention and Intervention (CPI), and Next Generation SSS Math Standards. Also, the district partners with the Lastinger Center of the University of Florida to provide professional learning on the inquiry method, an action research approach to increasing professionalism in the schools. Lastly, the FLDOE report indicated a cultural competence program to respond to a desegregation initiative of the district.

Conclusion

This evaluation was conducted between June 2011 and December 2011. It was completed by Department of Research and Accountability in PCS. The evaluation was intended to provide information about the progress of the educational program RTTT during its first year 2010-2011.

A total of 13 MOU/Criterion were reviewed to assess the implementation progress. It is found that the majority of the activities were completed as planned. However, the point of contacts reported some barriers that prevented the completion of some activities. Some activities are still under negotiation and/ or not applicable.

The evaluation investigated evidence of RTTT effectiveness. It provided information about the students' achievement, students' enrollment in STEM coursework, the rate of students going to college, students' graduation rates, college credit earning rates, number of highly qualified and effective teachers, teachers' involvement in lesson studies, and teachers' involvement in PD programs.

According to the FCAT data of the academic year 2010-11, the data showed a higher percent of 4th grade students are performing at level 4 than at level 5 in Reading and Math. Students in the 8th grade follow the same pattern for reading but not in Math. In both levels, White students scored higher, followed by Hispanic students, then Black students.

The students' graduation rate was calculated by the FLDOE using the National Governor Association definition. It is found that the graduation rate for the 2010-11 school year was (80.10). This is slightly higher than the graduation rate from the 2009-10 school year (77.96). However, the percent of the Students' college going rate, the college credit earning rates, and the percent of 9th graders earning college credit are not yet calculated, they will be calculated by the FLDOE.

According to the point of contact of the project Expand STEM Career and Technical Program Offerings, in order to expand STEM courses, several courses are offered in both Technology and Engineering in Boca Ciega High School for 9th grade through 12th grade students. For example, fifty-four students from the 9th grade are enrolled in a course entitled "Introduction to Engineering Design". The leaders of the project expect an expansion by increasing the number of courses.

According to the records of the PCS' Human Resources, 651 teachers were hired during the academic year 2010-2011. Among the 651 teachers, 560 teachers were teaching core subject areas in-field/highly qualified, while 91 of them were teaching core subject areas in out-of-field/non-highly qualified. As of July 19, 2011, 46 of the latter group of hired teachers became in field/highly qualified, leaving only 45 teachers out-of-field/non highly qualified. The statistics above did not include teachers out-of-field for ESOL, Gifted, Health and any other non-core subject areas.

According to the point of contact of the criterion Expand Lesson Study, there were 121 instructional personnel participating in Lesson Study in 2010-11.

A review of the Master in-Service Plan developed by the PD department, there were 100,557 completed trainings recorded during the academic year 2010-11. The top 11 areas of training present 84,896 participants.

Based on the analysis of the Appraisal System piloted in 15 schools, 1.8 % of the evaluated teachers are ineffective, 65.9% are effective, and 32.3% are effective. However, the appraisal system used in the academic year 2010-2011 was used as a pilot system. A different appraisal instrument will be developed in 2011-2012. The result of the earlier appraisal system will be used as a reference for improvement and development.

Lastly, The FLDOE review of PCS' professional development system found that PD department is intended to improve the standards rated below 2 on the a rating scale defined by FLDOE.

Recommendation

The review of the major component of RTTT program (implementation, effectiveness of RTTT, evaluation of appraisal, and PD evaluation) in PCS during 2010-11 revealed the following major recommendations:

- An alignment of the activities under each criterion is needed
- A clarification of the scope of work prior implementing the criterion will help the point of contact to organize the activities to be measurable for further evaluation
- Using consistent measure to assess the program effectiveness for each year of the program, will help evaluating the expected growth in the students and teachers performance
- Evaluation can, and should be used as an ongoing management and learning tool to improve program's effectiveness

Appendices

Appendix 1

Evaluation of (Project Name)

Dear Miss/Mr.....

The Project/MOU Criterion "XXXXX" as one of RTTT projects is aimed to

As requested by RTTT, the Research and Accountability department at PCS is intended to conduct an evaluation to investigate the process of implementing the RTTT projects. Therefore, we would like your collaboration to identify an answer for the evaluation questions regarding the XXXX Project.

The following table lists the deliverables set in RTTT application and you have been designated as point of contact for these deliverables. The deliverables are numbered in this table as they are in the application. Please, indicate with an X if the activity is completed as planned for the stated quarter. If not, list the main barriers that prevent completing the activity, eventual difficulties, and the time that you think the activity will be completed. To better understand the dimensions of the project we would like your opinion about the major measurable indicators of the project effectiveness. Any other suggestion for the RTTT regarding the implementation process can be added as a comment.

2010-2011				
Deliverable	Completed		Barriers	Indicators of Effectiveness
	Yes	No		
Activity 1				
Activity 2				
Activity 3				

Comments: _____

Appendix 2

Evaluation of Implementation Criterion Project/MOU Criterion: Expand Lesson Study

Deliverable	Completed Yes No	Barriers	Indicators of Effectiveness
1. Submission of school schedule for each persistently lowest-achieving school that includes regularly scheduled blocks of time dedicated to lesson study for each grade level or subject area.	x		Schedules were submitted with common planning. There are many competing factors during common planning time, so lesson study was not always completed as planned.
2. Annual submission of monthly grade level and content area Next Generation Sunshine State Standard lesson used to teach, observe, study evidence of student learning and design improved instruction.	x	Difficult to attain information from schools. Working on an online database for schools to submit.	
3. Rosters of school administrator(s) and grade level and content area teaching staff who participated in the lesson study.	x	Again, sometimes difficult to attain information from schools.	
4. Submission of one participating teacher's improved lesson plan based on the submitted grade level and content area Next Generation Sunshine State Standard lesson study with amendments due to participation in lesson study noted.	x		

Appendix 3

Evaluation of Implementation Criterion
Project/MOU Criterion: Expand STEM Career and Technical Program

Deliverable	Completed Yes No	Barriers	Indicators of Effectiveness
1. Submission of a 4-year LEA timeline and implementation plan based on the analysis of employer needs in the community to initiate one of the RTTT-approved career and technical programs. Baseline data for the plan should include documentation of the STEM career and technical programs that meet the requirements of RTTT available to students in the district for 2009-2010 including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2009-2010 who were awarded industry certifications.	x		
2. Evidence of funding allocated to provide for the costs associated with student candidates' industry certification exams.	x		
3. Documentation of implementation of a complete program that results in industry certification.	x		

Appendix 4

Evaluation of Implementation Criterion Project/MOU Criterion: Increase Advanced STEM Coursework

Deliverable	Completed		Barriers	Indicators of Effectiveness
	Yes	No		
1. Submission of a district timeline and implementation plan to increase the number of STEM accelerated courses. Baseline data for this plan includes documentation of courses provided at each high school in 2009-2010. This plan should also take into consideration 2010 legislative requirements (Senate Bill 4) requiring that by 2011-2012 each high school offers an International Baccalaureate program, Advanced International Certificate of Education program, or at least four courses in dual enrollment or Advanced Placement including one course each in English, mathematics, science, and social studies.	x		There are no barriers at this time.	<p>BASELINE (these programs did not exist in 2010-2011)</p> <p>Countryside HS 2010/11 Cambridge/ISTEM Enrollments: 0 2011/12 Cambridge/ISTEM Enrollments: 37</p> <p>Largo HS 2010/11 Honors Option Leading to IB Enrollments: 0 2011/12 Honors Option Leading to IB Enrollments: 55</p> <p>Dixie Hollins HS 2010 Cambridge Enrollments: 0 2011 Cambridge Enrollments: 46</p> <p>Clearwater HS 2010 Cambridge Enrollments: 0 2011 Cambridge Enrollments: 30</p> <p>Tarpon Springs HS 2010 Cambridge Enrollments: 0 2011 Cambridge Enrollments: 32</p>
2. Documentation of increased STEM accelerated course offerings, including a comparison of baseline data to end-of-grant period data.	x		There are no barriers at this time.	<p>BASELINE (these courses were not available in 2010-2011)</p> <p>Countryside HS New advanced course offerings for incoming Freshmen: Concepts of Engineering, Intro to Information Technology (Biotechnology, Networking & Television I, II and III scheduled as upper-level coursework)</p> <p>Largo HS New advanced course offerings for incoming Freshmen: Inquiry Skills, Honors Option Biology, Honors Option Algebra II, Honors Option American History</p> <p>Dixie Hollins HS New advanced course offerings for incoming Freshmen: Pre-AICE Biology, Pre-AICE English, Pre-AICE Math II (geometry), Pre-AICE Math III (Algebra II Honors), AP Human Geography</p> <p>Clearwater HS New advanced course offerings for incoming Freshmen: Pre-AICE Biology, Pre-AICE English, Pre-AICE Math II (geometry), Pre-AICE Math III (Algebra II Honors), AP Human Geography</p> <p>Tarpon Springs HS New advanced course offerings for incoming Freshmen: Pre-AICE Biology, Pre-AICE English, Pre-AICE Math II</p>

Appendix 5

Evaluation of Implementation Criterion

Project/MOU Criterion: Bolster Technology for improved Instruction and Assessment

Deliverable	Completed Yes No	Barriers	Indicators of Effectiveness
1. Readiness for computer-based testing (FCAT 2.0, End-of-Course Exams, Florida Assessments for Instruction in Reading) as certified through completion and submission of Florida's online certification tool.	x		Annual Technology Refresh Program in its 6th year continues to provide current technology computers for students at a ratio of 3:1. Additional mobile labs were purchased for high schools and middle schools in 2010-11 state CBT.

Appendix 6

Evaluation of Implementation Criterion Project/MOU Criterion: Improve Access to State Data

Deliverable	Completed		Barriers	Indicators of Effectiveness
	Yes	No		
<p>1. For teachers, principals, and other LEA staff, provide a report on the following:</p> <p>a. Number of each type of staff in the district</p> <p>b. Number of each type of staff accessing state resources via single sign-on</p>	x			<p>Completed required FLDOE report for IIS. PCS IIS report was approved. The report is posted on the MIS RTTT moodle site. http://moodle.pcsb.org/course/view.php?id=11201 See Topic 1: SSO 2010 Baseline Report</p>
2. Single Sign-on Integration Readiness Certification.		x		In progress

Appendix 7

Evaluation of Implementation Criterion Project/MOU Criterion: Use Data to Improve Instruction

Deliverable	Completed		Barrier s	Indicators of Effectiveness
	Yes	No		
<p>1. For local instructional improvement systems, provide a report that includes the following:</p> <ul style="list-style-type: none"> a. Name of the system b. How the system has been adopted and used in the classroom, school, and at the district level to support instruction in the classroom, operations at the school and district levels, and research c. How the system is accessed and used by students and parents d. How state-level data downloads are accessed and used in the classroom, school, and at the district level to support instruction in the classroom, operations at the school and district levels, and research [Ref. to Section (C)(2)]. This section of the report should be included when it becomes applicable e. A description of the student growth data available to users on the system f. How frequently students, teachers, parents, and principals are accessing the system 	x			<p>Completed required FLDOE report for IIS. PCS IIS report was approved. The report is posted on the MIS RTTT moodle site. http://moodle.pcsb.org/course/view.php?id=11201 See Topic 3: FLDOE IIS 2010 Baseline Report</p>
<p>2. The LEA will provide timely, accurate, and complete information in Department sponsored technology assessments and surveys to verify the LEA's local instructional improvement system meets the minimum standards. LEAs will provide the name, title, phone number, and email address of a staff member responsible for receiving such requests from the Department.</p>	x			<p>2010 Technology Survey was completed and submitted to state. Director of Academic Computing coordinated the completion of school-based technology survey with each school's technology support staff.</p>
<p>3. The LEA will provide data from local instructional improvement and longitudinal data systems to the Department, as requested. LEAs will provide the name, title, phone number, and e-mail address of a staff member responsible for receiving such requests from the Department.</p>	x			<p>No additional data from the department specific to RTTT's IIS and longitudinal data have been requested. Name of Research and Accountability contact was submitted by Special Project Dept.</p>

Appendix 8
 Evaluation of Implementation Criterion
 Project/MOU Criterion: Provide Support for Educator Preparation Programs

Deliverable	Completed		Barriers	Indicators of Effectiveness
	Yes	No		
1. Plan for collaboration with institutions or other program providers (include list) to assign supervising teachers.	x			List of institutions that we work with regarding intern placement is with Trish Cross in HR. The universities are: <ul style="list-style-type: none"> • USF, Tampa and St. Petersburg • St. Pete College • Argosy, Tampa and Sarasota • Troy • University of Florida • Western Governors University • St. Joseph's University • Clearwater Christian • University of Phoenix • Grand Canyon • Nova • West Alabama • Bethune-Cookman • Florida Christian
2. Plan for determining qualifications for selecting effective and highly effective teachers and administrators, including clinical educator training, as supervising teachers and peer mentors for teacher and principal leadership candidates.	x		The qualifications and selection process for clinical educators has been revised. A mentor system has been revised for the leadership program. Each level 2 participant has an acting principal, selected with input from the applicant and approval from the Regional Superintendent, as a mentor.	
3. Description of qualifications to supervise program interns or serve as a peer mentor.	x			
4. Reporting teachers and principals who are selected for these positions (the staff database will be updated with a data element for this purpose).		x	PD staff are in the process of developing a system that will allow reporting of those teachers and administrators acting as clinical supervisors and mentors, including a component to monitor effectiveness.	
5. Annual District Primary Education Program(DPEP) reports for district alternative certification programs and annual reports for School Leadership programs reflect requirements met for Continued Approval Standard Three (regarding use of data for continuous program improvement and the assignment and training of peer mentors).	x			

Appendix 9

Evaluation of Implementation Criterion

Project/MOU Criterion: Improve Teacher and Principal Evaluation Systems

Deliverable	Completed		Barriers	Indicators of Effectiveness
	Yes	No		
1. A completed teacher appraisal system that reflects the inclusion of and implementation process for each of the content and design requirements listed in s. 1012.34, F.S., and in the MOU in (D)(2)(i)-(iii).	x			
2. A timetable for implementing the teacher evaluation system (this may be adjusted annually).	x			
3. A completed principal appraisal system that reflects the inclusion of and implementation process for each of the content and design requirements listed in s.1012.34, F.S., and in the MOU in (D)(2)(i)-(iii). See combined checklist attached.		x	PD amended the RTTT plan to submit a new principal appraisal system on June 1, 2012. The state is revising the leadership standards, and once revised, we will align our principal appraisal system with the new standards.	
4. A timetable for implementing the principal evaluation system (this may be adjusted annually).	x			
5. Annually report evaluation results for teachers and principals through the regular student and staff survey.	x			
6. Submit revisions to the teacher and principal evaluation systems annually, if revisions are made.	x			

Appendix 10

Evaluation of Implementation Criterion

Project/MOU Criterion: Use Data Effectively in Human Capital Decisions

Deliverable	Completed		Barriers	Indicators of Effectiveness
	Yes	No		
1. Annually submit the teacher and principal salary schedules that reflect the basis of determining the pay scale and supplements. The salary schedule will reflect the use of evaluation data and the requirements of the MOU based on the district-determined implementation timeline.		x	While we have developed models, we do not have a salary schedule that does this at the present.	
3. Submit a staffing plan that reflects the assignment of effective and highly effective teachers and principals as defined in the grant notice to the district's schools that have the highest percentages of low income students and minority students. Revisions to the plan, if made, should be submitted annually.	x			
4. Annually submit the district's collective bargaining agreement. The agreement that shows the use of teacher evaluation data to inform human capital decisions listed in the MOU will be submitted based on the district-determined implementation timeline.		x	It has not been completed yet. The criteria is a topic that is being negotiated.	
5. Submit documentation of the accountability process for administrators to utilize evaluation results for teachers and principals in human capital decisions (list the documentation and the timeline for submission in Related Activities).		x	It is a topic on the list of things to be negotiated.	
6. Report all bonuses and salary augmentations by teacher through the regularly-scheduled student and staff surveys.	x			

7. Annually report terminations through the regularly-scheduled student and staff surveys.	x
8. Report and update, as necessary during the school year the assignment of teachers and principals through the regularly-scheduled student and staff surveys.	x

Appendix 11

Evaluation of Implementation Criterion

Project/MOU Criterion: Focus Effective Professional Development

Deliverable	Completed		Barriers	Indicators of Effectiveness
	Yes	No		
1. A revised district professional development system that meets the requirements of Florida's Protocol Standards for Professional Development and reflects the inclusion of each of the content and design requirements in the MOU sections listed above. See combined checklist attached, to be submitted with this table.		x	We are in the process of revising the PD system. We received our state audit review in April and had to submit an improvement plan prior to revising the PD system. The PD audit improvement plan was approved June 2011. The PD system revisions will continue in 2011-2012.	
2. A timetable for implementing the new elements into the professional development system for teachers and principals in the district.		x	PD system revisions not yet complete. We are in the process of creating the timetable as we develop the revisions.	
3. A revised teacher and principal evaluation system that reflects the use of evaluation results to plan and provide professional development.		x	Principal appraisal system will be submitted to FL DOE by 6/2012 once the state revisions of the leadership standards are released.	Teacher appraisal system submitted and approved by the FL DOE (6/2011)
4. A component of the district's professional development system reflecting a revised process for evaluating the district's professional development in accordance with Protocol Standards, the requirements of the MOU, and as described in the grant.		x	We are working with Research and Accountability to develop a meaningful evaluation system.	
5. A timetable for implementing the evaluation of professional development in the district.	x			Master Inservice Plan complete
6. Annually report evaluation results of	x		It will be revised as the	Master Inservice

6. Annually report evaluation results of the professional development for teachers and principals as part of the review of the district's professional development plan.	x	It will be revised as the evaluation system is developed	Master Inservice Plan complete
7. Submit revisions to the professional development system annually, based on the district-determined timetable for	x	Revisions will be submitted once the PD system is complete.	

Appendix 12

Evaluation of Implementation Criterion

Project/MOU Criterion: Drive Improvement in Persistently Low-Achieving Schools

Deliverable	Completed		Barriers	Indicators of Effectiveness
	Yes	No		
1. LEA will select School Intervention Model from list of four options (see Appendix A of MOU).	x			
2. <ul style="list-style-type: none"> a. Documentation detailing staff (including coaches) as it relates to their student learning gains in reading and/mathematics over a three year period. For those with less than three years of experience learning gains will be based upon the number of years taught. For teachers and coaches other than those of reading and mathematics, retention must be based on increased student achievement. LEA will provide detailed report regarding Principal and administrative team as it relates to their qualifications as outlined in Appendix A of the MOU. b. Documentation relating to staff turnover/replacement. c. Detailed report regarding Principal and administrative team as it relates to their qualifications as outlined in Appendix A of the MOU. 	x		MIS reports that have been developed in conjunction with R&A personnel, detailing learning gains for teachers, have assisted schools teams, region superintendents and the CTO in being able to meet this grant reporting requirement.	

Appendix 13
 Evaluation of Implementation Criterion
 Project/MOU Criterion: Implement Proven Programs for School Improvement

Deliverable	Completed		Barriers	Indicators of Effectiveness
	Yes	No		
1. Submission of each school schedule for identified Intervene schools that demonstrates extended learning time.	x			
2. Submission of developed full day Pre-K model for students in attendance zones for identified schools.	NA		This option was not chosen as a part of our transformation plan	
3. Submission of a district timeline and implementation plan to increase the number of STEM accelerated courses. Baseline data for this plan includes documentation of courses provided at each high school in 2009-2010. This plan should also take into consideration 2010 legislative requirements (Senate Bill 4) requiring that by 2011-2012 each high school offers an International Baccalaureate program, Advanced International Certificate of Education program, or at least four courses in dual enrollment or Advanced Placement including one course each in English, mathematics, science, and social studies.	x			
4. Documentation of increased STEM accelerated course offerings, including a comparison of baseline data to end-of-grant period data.	x			
5. Submission of a 4-year district timeline and implementation plan based on the analysis of employer needs in the community to initiate one of the RTTT-approved career and technical programs. Baseline data for the plan should include documentation of the STEM career and technical programs that meet the requirements of RTTT available to students in your district for 2009-2010, including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students who were awarded industry certifications in 2009-10.	x			
6. Evidence of funding allocated to provide for the costs associated with student candidates` industry certification exams.	x			
7. Documentation of implementation of a complete program that results in industry certification including for	x			

<p>each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students who were awarded industry certifications in 2009-2010.</p>	
<p>8. Submission of a district timeline and implementation plan to increase the number of accelerated courses. Baseline data for this plan includes documentation of courses provided at each school in 2009-2010. This plan should also take into consideration 2010 legislative requirements (Senate Bill 4) requiring that by 2011-2012 each high school offers an International Baccalaureate program, Advanced International Certificate of Education program, or at least four courses in dual enrollment or Advanced Placement including one course each in English, mathematics, science, and social studies.</p>	x
<p>9. Documentation of increased accelerated course offerings, including a comparison of baseline data to end-of-grant period data.</p>	x
<p>10. Submission of a district timeline and implementation plan to provide mentoring and positive behavioral support programs. Baseline data for this plan includes documentation of behavioral/disciplinary data for each school in 2009-2010.</p>	x
<p>11. Documentation of mentoring and/or positive behavioral support programs, including a comparison of baseline data to end-of-grant period data.</p>	x

Appendix 14

Evaluation of Implementation Criterion Project/MOU Criterion: Include Charter Schools in LEA Planning

Deliverable	Completed		Barriers	Indicators of Effectiveness
	Yes	No		
1. The LEA will provide documentation of its efforts to engage and include charter schools in discussions of its RTTT efforts. The documentation must include dates, times, and attendees of any and all RTTT meetings with charter schools.	x			Communication and meeting documentation submitted with date, time and attendees.
2. The LEA will provide signed statements from each charter school that they have been fully informed of their opportunity to participate in the RTTT grant, and their decision to participate or opt-out.	x			Chairman of each Charter School Board signed a document acknowledging he/she has been informed and indicating whether the board has decided to participate or decline involvement in RTTT.
3. The LEA will submit documentation that participating charter schools have been invited to participate in RTTT-funded activities.	x			
4. The LEA will submit a budget that provides commensurate share of grant funds to participating charter schools.	NA			
5. The LEA will submit expenditure reports that demonstrate that participating charter schools have received their commensurate share of funds or services.	NA			
6. The LEA will provide a signed agreement from each participating charter school that states that the charter school will provide all necessary data and reports.	x			The two charter schools that wish to participate in RTTT submitted documentation stating that the school agrees to provide necessary data and reports.
7. The LEA will provide documentation that FLDOE was notified if any charter school fails to provide the necessary data and reports. (Quarterly as appropriate)	x			

Appendix 15

2009-2010 Data

Student Achievement

The tables below represent the student achievement percent scoring level 4 and 5 on FCAT 2.0 in Math and Reading. Also, the students achievement distributed by ethnicity.

Table 1:
% Scoring Level 4 & 5 on FCAT in Math 2009-10

Grade level	FCAT Math Achievement Level			
	Level 4		Level 5	
	N	%	N	%
4 th	1971	25.7	772	10.1
8 th	1283	16.7	824	10.7

Table 2:
% Scoring Level 4 & 5 on FCAT in Math distributed by Ethnicity 2009-10

Grade Level	FCAT Math Achievement Level											
	Level 4						Level 5					
	Black		Hispanic		White		Black		Hispanic		White	
	N	%	N	%	N	%	N	%	N	%	N	%
4 th	162	11.5	188	21.6	1515	34.8	25	1.8	43	4.9	790	18.1
8 th	52	3.6	77	10.9	1039	21.2	17	1.2	43	6.1	670	13.7

Table 3:
% Scoring Level 4 & 5 on FCAT in Reading 2009-10

Grade level	FCAT Reading Achievement Level			
	Level 4		Level 5	
	N	%	N	%
4 th	2131	27.8	798	10.4
8 th	1254	16.3	307	4.0

Table 4:
% Scoring Level 4 & 5 on FCAT in Reading distributed by Ethnicity 2009-10

Grade Level	FCAT Reading Achievement Level											
	Level 4						Level 5					
	Black		Hispanic		White		Black		Hispanic		White	
	N	%	N	%	N	%	N	%	N	%	N	%
4 th	165	11.7	200	22.9	140	27.2	38	2.7	54	6.2	613	13.5

8 th	66	4.6	77	$\frac{10.}{8}$	988	$\frac{20.}{2}$	8	0.6	17	2.4	244	5.0
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