INDIANA STATE BOARD OF EDUCATION

MEMORANDUM

To: Members, Indiana State Board of Education
From: Ron Sandlin, Senior Director of School Performance & Transformation
Date: April 25, 2018
Re: Kokomo School Corporation Petition for Restructuring

ISSUE SUMMARY: The Governing Board of Kokomo School Corporation ("Corporation") has petitioned the Indiana State Board of Education ("Board") to immediately restructure three (3) schools within the corporation pursuant to IC 20-31-9-3(d). The Corporation has submitted a Transformation Zone Plan pursuant to IC 20-31-9.5-9.5 as the proposed intervention.

RECOMMENDATION: Grant the Corporation's petition to immediately restructure the school and approve the plan to improve student achievement through the development of a Transformation Zone.

BACKGROUND: Pettit Park Elementary, Bon Air Elementary, and Bon Air Middle are all located on the North side of the city in some of the highest poverty areas in Kokomo. Based on 2018 Compass data, these three schools serve the highest percentage of students who qualify for free or reduced lunch in the corporation.

School Name	% F/R Lunch
Pettit Park Elementary	92%
Bon Air Elementary	95%
Bon Air Middle	92%
Kokomo School Corporation	**71%**

In 2018, each subject to a School Quality Review pursuant to IC 20-31-9-3. In recognition of the urgent need to dramatically improve student outcomes at the school, and informed by the recommendations outlined in the School Quality Review Reports, school and district leadership collaborated with school staff to develop a plan to implement a Transformation Zone across all three schools.

The plan was submitted to SBOE staff pursuant to IC 20-31-9.5-9.5 along with a formal petition for restructuring all three schools.

ANALYSIS: The table on the following page provides an overview of the plan aligned to the requirements of the legislation. In summary, the plan not only includes research-based interventions to drive school improvement, but goes beyond these light-touch efforts to dramatically transform the conditions within which the schools operate. These changes include the addition of an entire year of instruction in the critical primary grades, a focus on personalized learning that prioritizes mastery over seat time, and teacher stipends to attract and retain highly effective teachers and leaders.

Pettit Park Elementary, Bon Air Elementary, Bon Air Middle School (Kokomo School Corporation)

IC 20-31-9-3(d) authorizes a governing body to petition the Board to immediately restructure a qualifying school by presenting a written plan setting forth a proposed intervention for the school. Once a petition is received, the Board is limited to approving or denying the proposed plan and cannot issue any other intervention.

Kokomo Transformation Zone Plan Summary

Organizational Chart: An organizational chart that demonstrates that the leader of the transformation zone reports directly to the school superintendent.	
	The TZ plan outlines a direct relationship between key TZ leadership, expert consultant, and the corporation superintendent.
Strategies & Innovations: A description of the innovations the school corporation will implement.	
	The plan includes "best practices" related to school improvement/turnaround, and goes beyond that to truly transform how school works: 1. **Integrated PK-2 –** Leveraging 'On-My-Way Pre-K' funding, Kokomo School Corporation has developed and integrated a Pre-K program for students in the TZ to establish seamless transition and maximize kindergarten readiness. This integrated model will ensure students within the TZ receive an additional year of high-quality instruction during critical stages of childhood development. 2. **Competency Based/Personalized Learning –** In addition to the extra year, the plan includes a shift to a personalized learning model in the early grades, where students progress only after they demonstrate sufficient mastery. This will be further supported by teachers looping with students in these initial years when appropriate. 3. **Additional Learning Time & Stipends** – The plan adds the equivalent of 40 instructional days to the annual calendar and pays teachers extra to teach within the TZ. This will attract top talent to the corporation's most high-need schools, and ensure the extra learning time is effective learning time. 4. **Expert Consultant –** The Corporation has partnered with an expert consultant who has amassed a team with significant experience working to improve student outcomes in low-income, chronically underperforming schools. The infusion of this expert capacity aligns directly with research behind the TZ model. 5. **Career Focus –**Through the development of a career academy middle school, the corporation will focus on ensuring every student who migrates through the TZ schools is equipped with a clear post-secondary plan that motivates them to succeed throughout high school and beyond.
Performance Benchmarks: The objective annual student performance and growth or improvement performance gains that the school corporation expects to achieve over the next five (5) years.	
	The TZ plan includes performance benchmarks aligned to Indiana's A-F Accountability Model that demonstrates a commitment to improving each school's letter grade in two years, and earning at least a 'C' after the fifth year.
Budget: A budget that demonstrates financial sustainability of the transformation zone without the use of special turnaround funding at the end of the fifth year of operation, with lower amounts of special turnaround funding in the fourth and fifth years.	
	The TZ plan outlines a strategic budget which includes a one-year planning allocation, along with a gradual reduction in the reliance on special turnaround funding in the last three years of the plan.
Regulatory Waivers: A description of any regulatory or district policy requirements, subject to the the state board's approval, that would need to be waived for the school corporation to implement the transformation zone	
	The current plan takes advantage of the additional flexibility afforded under state law for a TZ and does not request any additional waivers.

Kokomo School Corporation Transformation Zone Proposal

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Executive Summary

At the beginning of 2009, President Obama signed into law the American Recovery and Reinvestment Act of 2009 (ARRA). This legislation was designed to stimulate the economy and invest in identified vital sectors, including education. Education was also identified as a sector with critical needs. Approximately $4.35 billion was allocated for the establishment of *Race to the Top*, a competitive grant program developed specifically to promote reform and innovation across the lowest performing states and their districts (Howell, 2015).

Carrying many similarities to Indiana, Tennessee was awarded $500 million in grant monies through the *Race to the Top* initiative. They developed an ambitious program to propel the lowest performing schools into the top 25 percent. In the same study conducted by Howell in 2015, many schools had been handed over to charter operators and turnaround management networks. After 7 years, data revealed that this method of turning around the lowest performing schools in a district did *not* produce substantial and sustainable results.

An additional report issued by the federal government in January of 2017 shows that the majority of failing schools awarded monies had demonstrated minimal gains. The report, published by the Institute of Education Sciences, utilized data from nearly 500 schools in 22 states. There was no evidence that the program had substantial impact on math or reading assessment scores, graduation rates or college acceptance/enrollment. The report is a reminder that even with extensive external support and funding past attempts have shown little progress; from this, it is clear that there is little data that details highly effective, research-based strategies for turning around schools.

What research and data from many approaches tested during the *Race to the Top* era *does* reveal is that by relying on turnaround options, such as Tennessee's Innovation Zones or Massachusetts Partnership Zones, districts create more sustainability and higher academic gains. The key to the success is a collaborative approach with individual districts who guide the process with partners, including the state's Department of Education, while being given the autonomy to determine what will, in fact, turn around the identified schools within a district (Camera, 2017).

This proposal makes the case for Kokomo School Corporation (KSC) to develop and implement a Transformation Zone across a specific geographic region of Kokomo School Corporation. In order to turn around these under-performing schools and KSC must act with urgency and relentless planning to shift achievement and develop a zone of schools where *all* students have barriers to learning addressed, an optimal learning environment, equitable teaching and learning practices daily and highly effective systems and processes for talent development and operations. This proposal advocates for the development of high performing schools within the transformation zone, which will have sustained practices that can be replicated across the entire district, and potentially, serve as a model for other districts.

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These research-based and data-driven practices are also aligned to Governor Holcomb's 2018 agenda; developing a 21st Century skilled and ready workforce. Touted by House Speaker Brian Bosma (R-Indianapolis) as "absolutely critical for any industry," computer science skills are a key driver for the transformation zone, beginning from their entry into the transformation zone.

Additionally, the proposal emphasizes career pathways, project-based learning and blended learning models that rely heavily on technology and teacher capacity to support students with these methodologies for teaching and learning. In alignment with recommendations of top politicians, the transformation zone begins exposing students to math and science career pathways when they begin school. Says House Education Committee Chair Rep. Bob Behning "…it would be great to have math, science experts in the elementary world as opposed to waiting until you get to middle or secondary," (Lindsay, 2017).

By developing a transformation zone that comprises a geographic region of KSC, a region traditionally occupied by high-poverty families who live close to their schools, Kokomo School Corporation will be poised to provide their lowest performing schools with the innovation and reform necessary to propel the district forward in a sustainable manner while developing the next generation workforce for the greater Kokomo community.

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Introduction

This proposal makes the case for district and school improvement through implementation of a transformation zone under IC 20-31—9.5-9.5 in Kokomo School Corporation. The transformation zone would be implemented over a period of 6 school years to ensure the following foundational elements are strategically considered:

1. Access & Equity
2. Development & Innovation
3. Sustainability & Scalability

Our theory of change posits that that consistent behaviors and actions developed through the *EES Model for Transforming Schools* will produce substantial and significant gains across student and teacher performance indicators. The school performance benchmarks for the transformation zone can be accessed in Appendix A.

The proposed model is aligned to the philosophy and framework of creating High Reliability Schools (HRS's), which is a culmination of over 40 years of research conducted by Dr. Robert Marzano and his team. "A high reliability school, by definition, monitors the effectiveness of critical factors within the system and immediately takes action to contain the negative effects of any errors that occur. These schools have several things in common, including high, clear, shared goals; real-time, understandable, comprehensive data systems; collaborative environments; flexibility; formalized operating procedures; a focus on best practices and expertise over seniority; rigorous teacher performance evaluations; and clean, well-functioning campuses," (Marzano, Simms & Warrick, 2014).

The urgency is directly aligned to student, teacher and community needs. In a 2016 legislative session, the Indiana General Assembly approved the creation of a Graduation Pathways Panel. The panel was established to develop pathway recommendations in an effort to build and sustain an "educated and talented workforce". The transformation zone will ensure that Bon Air ES, Bon Air MS and Pettit Park ES are aligned to graduation pathway requirements, beginning from a student's first day of school. By establishing Bon Air MS as a career pathways feeder school for the two elementary schools, the transformation zone will help KSC take huge strides to moving forward with the state's expectations related to career readiness. In addition, this plan will pay dividends to the high school as these three buildings currently produce the highest dropout rates in Kokomo.

On November 7, 2017, the panel announced recommendations that included:

- Instead of a standardized assessment test, such as ISTEP+, that 10th graders have taken in the past to be eligible for graduation, students would have to score at the college-ready level on the SAT, ACT or a similar college entrance exam.

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- Students would have to meet three graduation pathway requirements, beginning with the graduating class of 2023:

    1. Earn a high school diploma
    2. Learn and demonstrate employable skills
    3. Possess post-secondary-ready competency skills

The new requirements are scheduled to take effect with students currently in 7th grade within KSC. (Kilbane, 2017).

An additional consideration that must be addressed is rigorously preparing students to enter the workforce (post-high school and/or post-university), with attention to Indiana's high wage and high demand jobs.

"Indiana's unemployment rate has reached historic lows, and we currently have about 95,000 job openings around the state. Now more than ever, our state needs to ramp up efforts to prepare Hoosiers for the jobs available today—and for the one million more we expect over the next decade," Gov. Holcomb (2017).

Additionally, State departments such as the Indiana Department of Transportation are currently offering civil engineering student scholarships of up to $3,125 per semester, and paid employment during summer breaks and upon graduation. Students must be accepted or enrolled full time in one of Indiana's certified civil engineering schools. Schools included in the eligibility list include: Indiana University, Purdue University Fort Wayne, Purdue University, Rose-Hulman Institute of Technology, Trine University, University of Evansville, University of Notre Dame and Valparaiso University (Kokomo Perspective, 2017).

Because of this large need, specifically in Kokomo, it is timely to introduce the transformation zone to sufficiently prepare students to thrive in the workforce. Without a school improvement solution that supports collaborative thought processes to retain talented teachers and leaders and innovatively engage students and families, Kokomo School Corporation will struggle to make the significant gains within the buildings serving the highest poverty levels.

"It's a vicious cycle," said Clara Hemphill, editor of InsideSchools. "It's very hard for schools with high concentrations of needy kids to gain traction, even if they have strong leaders and effective teachers — which they often don't. It's very hard to attract and retain staff in very needy schools," (Edelman, 2017).

In the case of Kokomo School Corporation, the district has maintained a letter grade of "D" since SY 2012-2013. In SY 2016-2017 for students in grades 3-8, the Mathematics percent passing rate was 36% as compared to the Indiana state average of 60.5%. In English/Language Arts, students held a pass rate of 47.6% as compared to the state average of 67.4%. The graduation rate hovers at 82.4% as compared to the state average of 88.9%. Attendance rates have steadily declined since 2010, along with enrollment.

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Combatting factors such as poverty, mobility and trauma, Kokomo School Corporation requires a comprehensive plan that will study the overall effects of socio-emotional factors and their relationship with other academic performance indicators such as engagement with curriculum and readiness to learn, in turn, developing the ability to provide superior educational access for *all* families and address Kokomo's workforce gaps.

One such factor includes retaining and training talented team members (leaders and teachers) through consistent coaching, feedback and evaluation cycles. In SY 2014-2015, 93% of educators were rated "effective" or "highly effective," with 5.6% of educators not evaluated on their practice. This is the precise year steady declines continued to happen in achievement, attendance and enrollment, along with the adoption of more rigorous standards aligned to college and career readiness.

This report makes the strong case for the creation of a transformation zone for Pettit Park Elementary School, Bon Air Elementary School and Bon Air Middle School beginning with one year for implementation planning in SY 2018-2019.

The initial observations from each school are followed by key levers from each strand, which will dive into current and relevant observations, research and data to support the lever and the proposal for application of this lever to meet the needs of Kokomo School Corporation.

OBSERVATIONS | PETTIT PARK ELEMENTARY

Pettit Park Elementary is a Pre-K to 5 Technology Academy located in the near-north section of downtown Kokomo. Housed in the center of the near northwest neighborhood, Pettit Park currently serves approximately 325 students with about 25 teachers and 15 other staff members. Ninety-five percent of Pettit Park's students qualify for free or reduced lunch. Thirty-four percent of the population is Black, Hispanic, or Multi-racial. Many students come from single parent or blended families with adults in the house working multiple, minimum wage jobs to provide for their families. Several community organizations help support the school and students with needed resources.

Pettit Park struggled in 2012-2013 and received an F on Indiana's Accountability Grading Scale. The letter grade was raised to a C in SY 2013-2014, with the letter grade of C sustained in SY 2014-2015. The grade dropped again in SY 2015-2016. Pettit Park continues to strengthen their program and see some growth with the bottom 25% and top 75% in ELA.

Though this team has begun the process of unpacking standards and developing common formative assessments, there is much attention needed to ensure ongoing rigorous, standards-based curriculum is implemented with fidelity and best-practice strategies for 21st Century learners.

Student Achievement

- Overall scores on ISTEP+ and IREAD have decreased substantially over the past 3 school years in both ELA and math.
- It is normally 3rd graders who struggle most with the state testing.

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- 3rd grade ELA proficiency rate improved in 2014-2015 but was not sustained the following year.
- Multi-racial students and white students show very similar performance.
- State data aligns similarly with what teachers report on their own classroom assessments such as reading levels, writing prompts, and other formative assessments.
- Special education students continue to struggle.
- Many students K-5 struggle to read on-grade level material independently with solid comprehension as evident through Fountas and Pinnell assessments and teacher observations.

OBSERVATIONS | BON AIR ELEMENTARY

Bon Air Elementary houses approximately 350 students in grades kindergarten to 5 and is also a Technology Academy. They are an urban neighborhood school on the far north side of Kokomo, Indiana. Over the past three years, the school has seen a steady population of students who are on free and reduced lunches, which make up 96% of the student body. The school houses students with emotional disabilities (in grades 3-5) and students who are in the life skills program (severe disabilities, grades K-5). These are unique programs to Bon Air as they are the only site for the programs within the entire district. Bon Air students experience a lot of mobility, with approximately 33% moving in and out of the school throughout the school year. The community surrounding the school has some homes, some rental properties, a few apartment complexes, and several trailer park housing areas. The student body population is primarily Caucasian with the second highest percentage being students who are multi-racial.

Though this team has begun the process of unpacking standards and developing common formative assessments, there is much attention needed to ensure ongoing rigorous, standards-based curriculum is implemented with fidelity and best-practice strategies for 21st Century learners.

Student Achievement

- The school gained a point for ELA growth on SY 15-16 ISTEP+. They earned this point for top 75% high growth in ELA.
- The special education population shows a positive trend in performance on SY 15-16 ISTEP+.
- English Language Arts showed greater gains than Math on SY 15-16 ISTEP+. Overall, 4th grade had higher achievement than 3rd and 5th.
- The special education population is showing a trend toward increasing performance on SY 15-16 ISTEP+.
- The achievement gap is closing between male and female subgroups. For the most part, this gap is closing and students are performing closer together.
- SY 15-16 Acuity also indicates that overall percentage passing is growing, even though expectations for student performance are still not being met.

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- Although many areas show a negative growth or minimal growth in performance, the area of primary concern is overall percentage of students passing. SY 15-16 ISTEP+ scores in Math are the overall lowest performance. Also notable is that 5th grade ELA was lowest performance on ELA.
- A subgroup that has shown a trend of decreasing performance is students who are on free and reduced lunch/textbooks.
- The area in which the achievement gap is becoming greater is special education students that includes students with learning and/or emotional disabilities and our students who are a part of the Life Skills classrooms, which includes students with more moderate and severe disabilities. Part of this is possibly due to the change from IMAST to ISTEP for some students, as well as the more stringent ISTAR requirements.
- Based on spring 2017 ISTEP+ data, fewer students in grades 3 &4 are passing Math than ELA.
- There was a large decrease of 3rd grade students passing IREAD in spring 2017 from the previous year.

OBSERVATIONS | BON AIR MIDDLE

Bon Air Middle School is situated in the northernmost neighborhood of Kokomo, Indiana. Serving 293 students (66.3% White, 15% Black, 11% Multi-racial, 7.7% Hispanic) in grades 6-8, Bon Air Middle School shares a campus with their sister school, Bon Air Elementary. Bon Air Middle School was created as a 1:1 technology academy servicing students in the Bon Air neighborhood. With a long history on the north end of Kokomo, Bon Air Elementary, and now Bon Air Middle, services students, many who had family members that were also students at Bon Air. With 91% of students living at or below the poverty level, the students served are most often from families who have lived at the poverty level for multiple generations. While considered a high poverty neighborhood, community dedication to the neighborhood school is strong. Bon Air is proud to have strong support from local businesses and Kokomo Schools Corporation.

Thirty percent (30%) of the student population currently receives special education services from highly qualified special education staff in areas of: specific learning disability, Autism, Mild Cognitive, Emotionally Disabled, Hearing Impaired, Speech and Other Health Impairment. Beyond special education, the remaining teaching staff consists of a solid core of teachers who have worked together for over 4 years, most of them having moved to Bon Air Middle School together as a team. The staff is dedicated to the students and the challenges, both academic and behavioral, which often come with a high poverty school.

Starting in August 2015, Bon Air Middle 8th grade students were provided the opportunity to apply for and attend, if selected, the Kokomo Area Career Center for two class periods every school day. This opportunity affords students the chance to then attend the career center for 5 school years. Many of the students will begin earning college credits as early as their freshmen year.

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The most notable achievement in the past four years is decreasing discipline instances. From 2013-2014 school year through 2014-2015, discipline referrals decreased by nearly 90%. Through the end of the 2016-2017 school year, discipline referral numbers continued to decline. The success can be attributed to implementation of a school-wide PBIS program.
Though this team has begun the process of unpacking standards and developing common formative assessments, there is much attention needed to ensure ongoing rigorous, standards-based curriculum is implemented with fidelity and best-practice strategies for 21st Century learners.

Student Achievement Data

- ISTEP+ Math pass rate dropped more than 20% from 13-14 to 14-15.
- Examination of the subgroups demonstrated there has not been any group in the school over the past 2 years to demonstrate 1 year of growth (median growth of at least SO) in either ELA or Math.
- No African American students and/or bottom 25% grouping of students passed the 14-15 Math test.
- Special education pass rates in 13-14 were in the low 20% range for both subjects. In 14-15, the special education pass rate was below 3% (2.9% in ELA and 1.4% in math).

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Transformational Schools Model

Making the case for development of a successful transformation zone in Kokomo School Corporation will require relentless efforts to develop, master and apply strategic behaviors consistently over a minimum of 6 academic years. Commitment at the district, school and individual levels is imperative to transforming Bon Air Elementary School, Bon Air Middle School and Pettit Park Elementary School. By developing a scalable and sustainable model, KSC is poised to impact districts seeking transformation across the state. To learn more about the implementation timelines developed by building administrators, see Appendix C. The model proposes the following four focus areas as a foundation for development of the transformation zone:

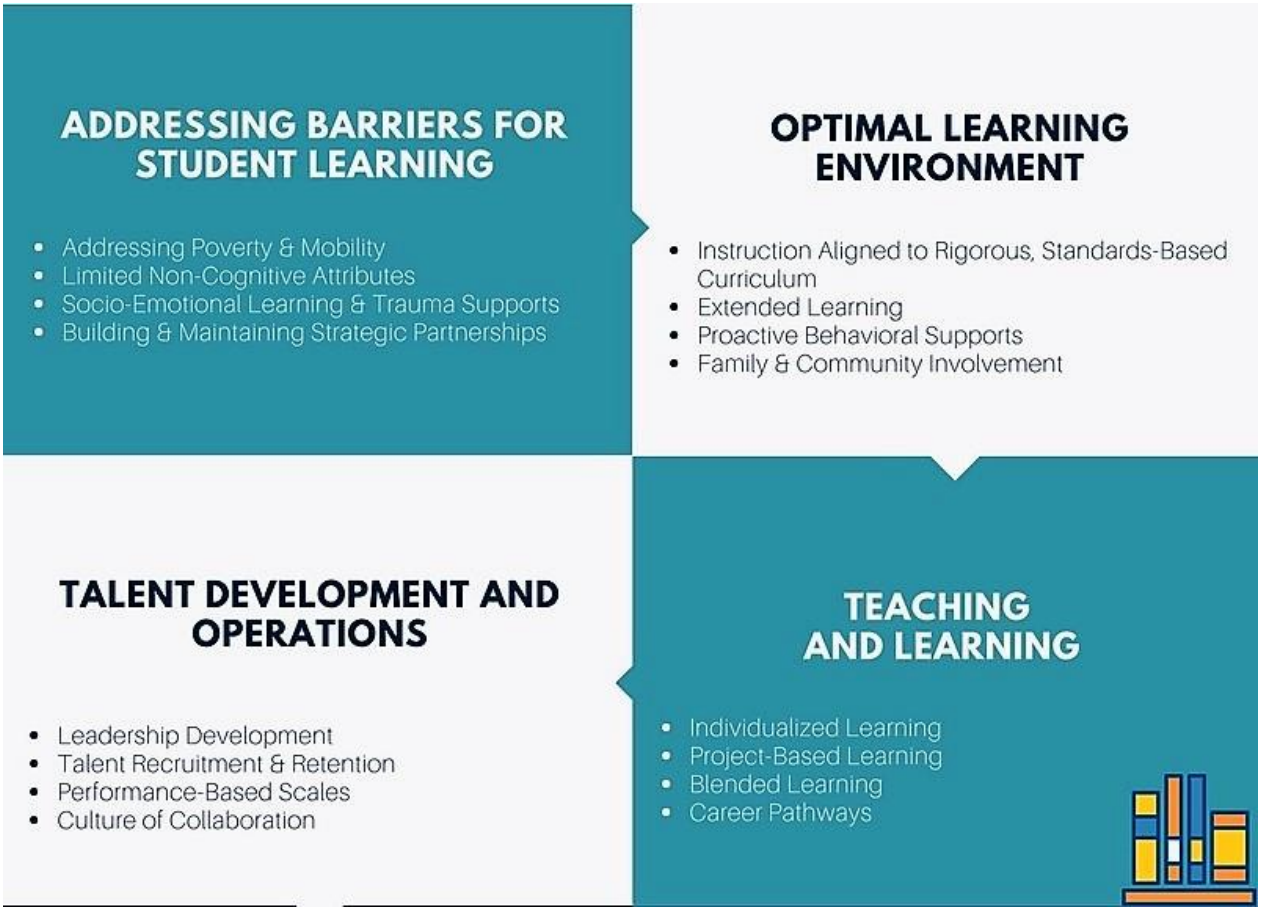

Figure 1: EES Model for School Transformation

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Logic Model

LOGIC MODEL

PROBLEM STATEMENT

Kokomo School Corporation has three schools currently not performing at optimal levels: Bon Air Elementary School, Pettit Park Elementary School and Bon Air Middle School. Because BAE, PPE and BAM are not performing at optimal levels, it is negatively impacting students, staff and the community.

GOAL

To create a cluster of high-performing schools through a transformation zone; affording all students opportunities to prepare for college and career with the capacity to identify, grow and apply their unique skill sets in an optimal learning environment that addresses any barriers for student learning.

Figure 2: Kokomo School Corporation Logic Model

Theory of Action

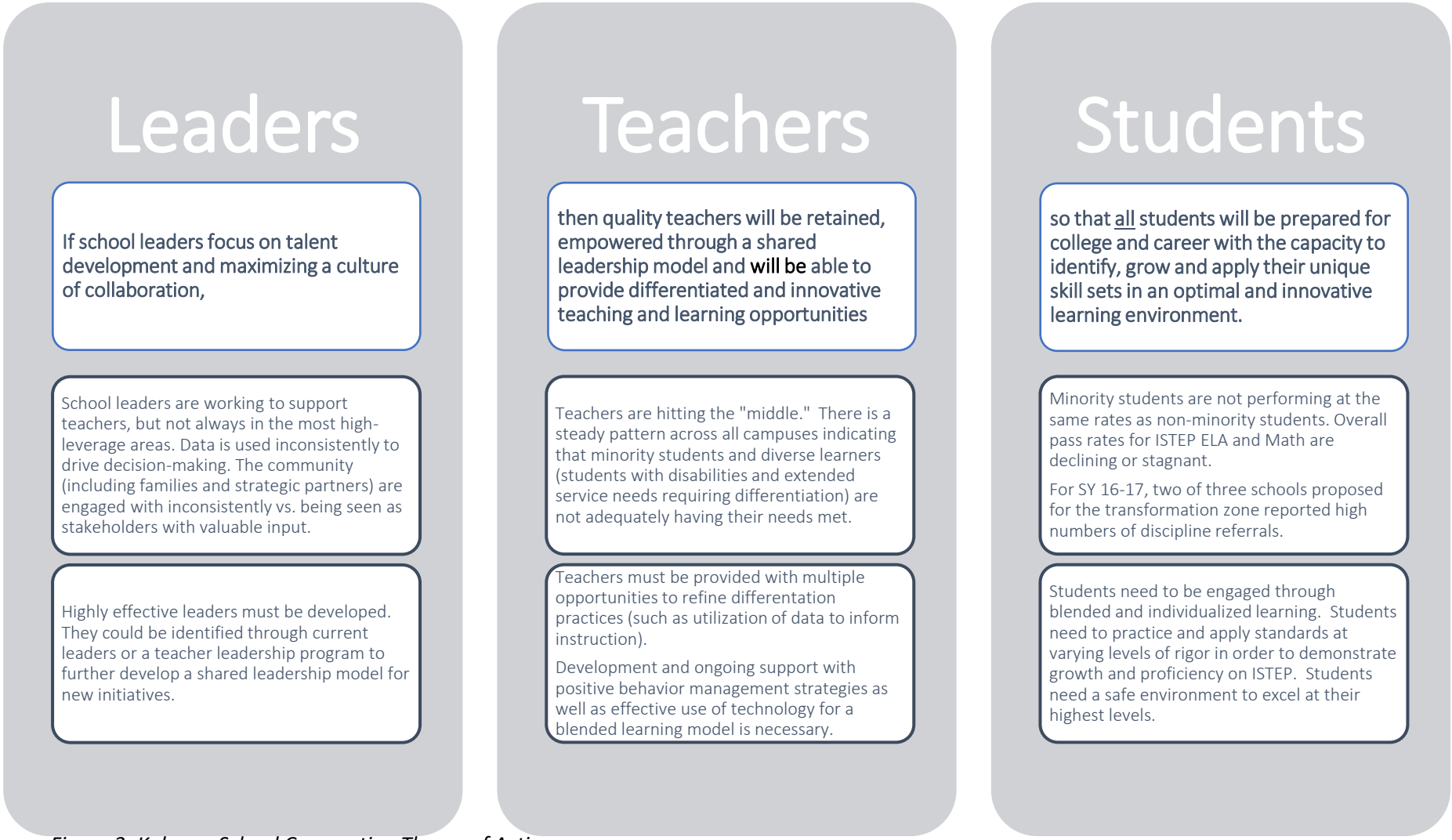

Figure 3: Kokomo School Corporation Theory of Action

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Strand 1 | Addressing Barriers for Student Learning

In the case of Kokomo School Corporation, the three schools proposed for a transformation zone are the lowest performing, while also serving the highest levels of poverty within the district. In serving low-income communities, Kokomo Schools must address the recognized barriers and their associated needs for students to be successful. This initial strand is vital to the success of all subsequent strands and levers. Within this section, *Addressing Barriers for Student Learning*, we will present the rationale for inclusion, research to support each lever, recommended strategies and the district's response, action plan and metrics.

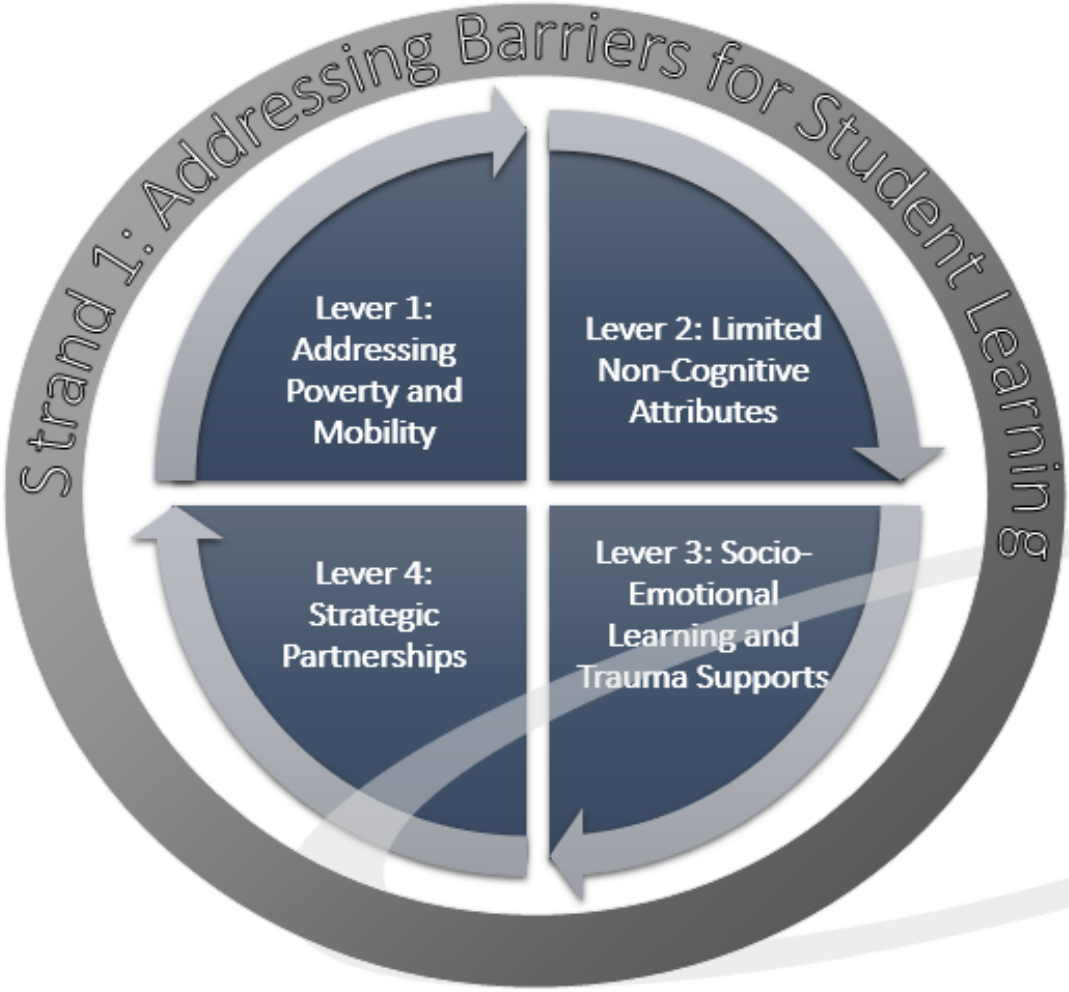

Figure 4: EES Model for School Transformation, Strand 1

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Lever 1: Addressing Poverty & Mobility

RATIONALE FOR INCLUSION

The initial observations for each school proposed for the transformation zone are based on public perception and data from the public site, Great Schools! The comprehensive resources provide prospective teachers, families and community members with snapshot data and current achievement at these schools. Schools are measured and rated based on the following categories:

1. Academics
2. Equity
3. Environment

Every school has been ranked a "1 out of 10" – also coded as "very concerning." One such achievement gap noted is between White and Black students at Bon Air Middle School. Though 15% of students at Bon Air Middle School are Black, only 5% of the subgroup passed ISTEP Math in SY 16-17, as compared to 15% of their White peers. When it came to Science, 27% of White students passed the assessment, with <1% of their Black peers passing. Based on real-time data and public comments, indeed, the results are *very concerning.* These stats further make the case for addressing achievement gaps, some of which may be a result of poverty and mobility at the transformation zone schools.

Here are a few comments on the public site:

"*It took us two weeks just to get the teacher to send books home so we can read with our daughter*."
Submitted by a parent · October 13, 2017

"*They don't stop bullying! They say they care, but they don't."*
Submitted by a community member · January 31, 2017

Because the goal is to foster a cluster of high-performing schools, it is essential that all team members within the transformation zone know and understand how mobility and poverty can impact student achievement. Without this understanding, achievement gaps will continue to grow, as well as low teacher and student retention rates.

KSC Superintendent Jeff Hauswald says it best, "Beginning teachers who leave the profession within the first few years create additional burdens for school districts. Teacher turnover increases staff vacancies and the costs associated with filling positions. Moreover, beginning teachers require greater investment through professional development, mentoring from veteran teachers, and additional time for evaluation."

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Hauswald expounds, “These additional costs are not recuperated when a teacher does not remain in the profession. One reason for recent teacher turnover during the past decade: Indiana has failed miserably in keeping school funding on par with inflation. Consider the funding levels from 2010 to 2016: During this time, the State has increased funding for education by $270 million from approximately $6.55 billion to $6.82 billion. This $270 million has resulted in an average increase in foundation-level funding for public schools of just over 4% (or .687% per year) ...which is less than 1% a year. At the same time, according to the Historical Inflation Rate Index published by the Bureau of Labor Statistics, inflation has increased an average of 1.68% annually over the same period.

Indiana’s median income for families also has declined. In 2004, Governor Mitch Daniels ran on a platform of improving Indiana’s per capita income (the State ranked 33rd at the time). Twelve years later, Indiana now ranks 38th. During the same time, the percentage of people living in poverty in Indiana has gone from 10.2% to 14.9% (Stats Indiana using U.S. Census Bureau data). These economic facts create a classroom reality that looks much different from past generations since families are earning less income, on average, and more families are living in poverty. These factors impact the students our teachers are working with on a daily basis. Further, these economic facts matter since student academic performance is directly correlated with poverty,” (Hauswald, 2016).

RESEARCH TO SUPPORT

Student mobility, at its core, is the movement of students across schools. Often, mobility occurs between schools within the same district. In confronting the aftermath of Hurricane Katrina, New Orleans became a hub for school choice. Much like Indiana’s movement with school choice, there have arisen questions as to the trends in achievement, access and mobility.

“We find rates of student mobility in post-Katrina New Orleans to be similar to other traditional urban school districts. Overall, our results indicate that high-achieving students switch to high quality schools while low-achieving students transfer to low quality schools,” (Duque, McEachin, & Welsh, 2014).

As evidenced in recent bodies of research, economic status directly correlates to mobility trends.

“…student mobility often occurs in particular clusters of schools with similar racial, ethnic, income and achievement characteristics (Kerbow 1996). Cullen et al. (2005) found scant evidence to suggest that students systematically take advantage of open enrollment to attend higher quality schools. In addition, Xu et al. (2009) found that non-structural moves within choice districts were associated with no or positive changes in math and reading. Finally, inter-district student mobility is associated with seeking higher school quality but intra-district student mobility, especially for frequent movers, is not linked to improvements in school quality (Hanushek, Kain, and Rivkin 2004),” (Duque, McEachin, & Welsh, 2014).

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Knowing this research, between the three lowest performing schools in KSC, the possibility exists that students who move are moving between the two elementary campuses. By creating a transformation zone with a feeder middle school, even when students transfer in and out within the district, they will maintain continuity and consistency across school programs.

Because each of the three schools reports the highest numbers of students on free and reduced lunch in the entire district, it is also imperative to consider the supports that must be in place to provide equitable educational experiences despite poverty levels of the student populations.

In recent research examining poverty and its effects on students, data details the following:

"Childhood poverty rates are higher in the United States than in any other industrialized country, and this rate is on the rise. As of 2014, 33 percent of all people who live in poverty were children -- more than 15.4 million, or 21 percent of all children in the United States. Another 15 million (21 percent) reside in low-income families. Between 2000 and 2014, the number of children living in poverty increased from 11.6 million to 15.5 million, or by a factor of 33 percent (U.S. Census Bureau, 2014 -- source: Table 3). The number of people in poverty in 2014 climbed to 46.7 million -- one in seven Americans -- the largest number since poverty rates have been published (U.S. Census Bureau, 2014 -- source: Table 2). Equally startling, a study indicated that between 60 and 75 percent of Americans will live below or near the poverty line for at least one year of their lives," (Neuman, 2008).

Because the numbers clearly indicate just how many students come to school whilst living in poverty, educators must be privy to understanding the impact of poverty on student learning.

"Hart and Risley's (1995) study of 42 families indicated that children living in families receiving welfare heard approximately 10 million words by age three, whereas children in families in which parents were classified as professional heard approximately 30 million words in the same period. Teachers conduct most tests through formal register, which puts poor students at a disadvantage. Teachers should address this issue openly and help students learn to communicate through consultative and formal register," (Payne, R., 2008).

This is a clear issue for Kokomo School Corporation as evidenced that the lowest performing schools (proposed for the transformation zone), also maintain the highest populations of students on free and reduced lunch. Large achievement gaps between socio-economic, racial and diverse learner subgroups bring to light the urgent need for turnaround through a transformation zone.

Finally, to have teachers understanding how to impact students experiencing poverty, the work of Eric Jensen must be considered.

"Here's what we do know, as of today: a) the classroom teacher is still the single most significant contributor to student achievement; the effect is greater than that of parents, peers, schools or poverty, b) the effectiveness of classroom teachers varies dramatically, especially within schools, c) research shows teachers in the top 20%, based on year-on-year progress with their students, will

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completely erase the academic effects of poverty in five years, d) most teachers simply don't know how be a highperformer and others have lost hope and don't try anymore," (Jensen, 2013).

RESPONSE | ACTION PLAN | METRICS

In this section, Kokomo School Corporation will respond to recommendations proposed within the lever and develop an action plan with aligned metrics to measure progress towards outcomes.

In alignment with much of the recommended focus moving forward, Pettit Park Elementary has exhibited the highest levels of engagement and development to strengthen staff awareness of the effects of poverty.

- In 2015-16, PPE did a whole staff book study with the book *Engaging Students with Poverty in Mind*. In 2016-17, a small group of teachers who were not present the previous year did the same book study.
- In 2015-16 and 16-17 Kevin Dill (SNT Consulting) consulted with staff on behavior strategies and Executive Function Disorder. Through this professional development, the staff were trained on the effects of poverty and mindset.
- PPE has had the Fresh Fruit and Vegetable Grant for several years and was awarded as the school of the year last year. This exposes students to a wide variety of fresh fruits and vegetables while providing a daily healthy snack.
- Around 160 of students are provided buddy bags of food each Friday.
- In addition to the fitness students receive in gym classes, most classroom incorporate daily brain breaks that involve fitness into their rooms. This year, PPE also incorporated a Minds and Motion room and classes are encouraged to participate daily.
- PPE has been a 100-mile school, the past two years, encouraging a run/walk 100 miles during the year.
- A school-wide goal is on building relationships with students and with families. Every classroom begins each day with a Morning Meeting that includes: greeting, sharing, activity, a morning message.
- The spring 2018 semester, PPE launched an attendance campaign (Every student, Every day) to focus on and celebrate students getting to school every day.

Bon Air Elementary has conducted initial professional development to strengthen staff capacity of engaging students living in poverty. BAE book studies have included *Engaging Students with Poverty in Mind, Poor Students Rich Teaching* and *Framework for Understanding Poverty.* Similar to PPE, staff have received extensive training on Well-Managed Schools, which drive the focus of daily morning meetings. In addition, the Fresh Fruit and Vegetable Grant is also being utilized.

Bon Air Middle has taken an operational approach by revising BAM transfer request form in order to decrease mobility within KSC. Additionally, they have engaged in the following book studies: *Grit, Drive, Mindset* and *Engaging Students with Poverty in Mind.*

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The group of schools has collectively responded with a desire to implement parent trainings, family health nights and continued professional development opportunities on engaging students of poverty, specifically the effects of vocabulary deficiencies and high-engagement strategies for teaching and learning vocabulary.

Meeting the needs of all learners is not a question of possibility; it is necessary to ensure that the transformation zone schools are places that provides equal access and equity for all. This is what culturally sustaining teaching is all about: knowing the cultures, background and experiences of the individual student; in turn, educators can provide them relevant access to content, establishing ownership and meaningful connection with their learning.

It is suggested that BAE, PPE and BAM focus on assessing, analyzing and continuously improving the following factors:

1. Mobility
    a. Transition assistance
        i How does the transformation zone identify where a student is, their gaps and how to bridge the identified gaps?
2. Health and nutrition
3. Vocabulary
4. Effort
5. Hope and growth mindset
6. Cognition
7. Relationships
8. Distress

This list was generated from Eric Jensen's 2013 feature article in Educational Leadership, *How Poverty Affects Classroom Engagement.* If KSC has the transformation zone focus on each component, educators will become more attuned to the individual needs of each student. Poverty can negatively impact each of these components, and, therefore, must be deeply understood by educators.

An additional recommendation would be to embed strategic interview questions when screening potential teachers and support staff for the transformation zone sites. The US Department of Education has, in recent years, provided many resources for training on poverty. The questions below could be utilized for screening candidates, as well as leading conversations with staff throughout the transformation process.

- What do you believe causes poverty?
- Where do your beliefs come from? Were they passed down from your parents? Did you learn them from your community? Do you have your own experience with poverty, etc.?
- How are your experiences and exposure to opportunities, while growing up, different than the students and families you serve?
- Are you armed with relevant facts about poverty?

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- Are you able to suspend judgement and understand people are making the best decisions possible from their perspective?
- Are you willing to assist students and families who may believe and respond differently than you? (US Department of Education, 2012)

New York Principal, Nadia Lopez, says it best: "It's not just about being present for the kids. It's about having the audacity to fight for them: to fight for the opportunities they deserve, to make sure people know they are not invisible. A lot of my kids don't feel like there is a place for them in this world. They don't feel like they matter. You have to know what they're ready for. I don't push my scholars to go to college. I push them to consider it. I know the difference between the scholar who says he doesn't want to leave his neighborhood, and the scholar who really cannot manage the demands of college. We need to remember that everyone doesn't need to go to college," (Kitchener, 2017).

The missing components for the transformation zone are clearly defined expectations and accountability measures to track progress. Furthermore, the focus will be on transition assistance. The goals of this lever are to ensure that as students move in, the transformation zone is equipped to know where the students are, their gaps and how to bridge the identified gaps.

Per recommendations of the proposal, the schools will focus on the following goals:

1. Collaborative action-planning after professional development sessions.
    a. MEASUREMENT OF PROGRESS: Evidenced use of strategies within lesson plans and daily delivery of instruction.
2. Engaging students and parents through interactive learning opportunities.
    a. Intentional learning options focused on financial literacy, career pathways, vocabulary development, nutrition and fitness.
    b. MEASUREMENT OF PROGRESS: A set schedule for ongoing family events and feedback surveys from participants.
3. Assessment of Progress
    a. Use of attendance, mobility and student achievement data to monitor growth trends.
    b. MEASUREMENT OF PROGRESS: Use of district reports and academic growth in vocabulary on ISTEP, i-Ready and within content areas.

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Lever 2: Limited Non-Cognitive Attributes

RATIONALE FOR INCLUSION

One of the biggest levers for overall improvement across Kokomo School Corporation is in relation to non-cognitive learning. Though work with mindset and grit has begun across a few buildings, it has not been comprehensively embedded within the learning opportunities for all students. Currently, little evidence suggests that any work has begun to build a comprehensive system to promote these skills within *all* schools.

Though the mission and vision statements of each school attempt to highlight key skills necessary for operation in a 21st century world, little continuity exists within these school.

In relation to performance, a need to decrease discipline referrals is evident. Bon Air Middle School has shown initial progress with a decrease noted after implementation of a positive behavior intervention system (PBIS) at a school-wide level. If each school were operating with use of key non-cognitive learning attributes, a possible outcome to large decreases in behavior referrals and enhanced support for students needing additional intervention daily.

In addition, research demonstrates that students who are taught and practice non-cognitive attributes on a consistent basis demonstrate higher levels of academic achievement (Dweck, 2016).

Finally, it is arguable that discipline data is a direct predictor of academic achievement, engagement levels and attendance rates, either negatively or positively impacting each performance indicator.

RESEARCH TO SUPPORT

In examination of *New York Times* bestselling author, Daniel Pink's work, there is much evidence to begin by building a foundation of intrinsic motivation within the transformation zone. In chapter two of his book, *Drive*, Pink discusses seven reasons why "carrots and sticks" often, do not work.

"Extrinsic motivators, such as rewards and punishments, can often have a negative influence on workplace attitudes and behaviors rather than the intended result of an increase in productivity. One such trend, often referred to as the Sawyer Effect, addresses the reality that some rewards can transform interesting tasks into 'work' and lessen creativity and intrinsic motivation. Pink argues that the presence of "if-then' rewards forces employees to surrender a degree of autonomy and, as a result, their intrinsic motivation naturally decreases. It is also important to note that higher 'if-then' rewards do not necessarily lead to improved performance or work habit—in fact, they often stifle creativity and narrow focus. Moreover, rewards and punishments can increase unethical behaviors

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and addictive tendencies, as well as encourage short-term thinking rather than long-term, reflective decision-making," (Clark, 2012).

In accompaniment with intrinsic motivation, growth mindset is a non-cognitive attribute that will need to permeate the operations of leaders, teachers and students across the three schools.

Carol Dweck, author of *Mindset* expounded on misconceptions about this term in a recent article in the Harvard Business Review.
Misconception 1: I already have it and I always have.
Misconception 2: A growth mindset is just about praising and rewarding effort.
Misconception 3: Just espouse a growth mindset, and good things will happen.

"To briefly sum up the findings: Individuals who believe their talents can be developed (through hard work, good strategies, and input from others) have a growth mindset. They tend to achieve more than those with a more fixed mindset (those who believe their talents are innate gifts). This is because they worry less about looking smart and they put more energy into learning," (Dweck, 2016).

In alignment with observations at each of the school, there is a consistent thought pattern that evidences deeply embedded values reflecting a fixed mindset, the antithesis of a growth mindset. This will require a major culture shift and concerted efforts to restructure how students, families and colleagues are treated by school personnel.

Grit is another specific attribute that will be embedded into practice through the *Non-Cognitive Learning* lever. Angela Duckworth recently supported a theory with rigorous research that when educators *teach* grit to students, it directly ties to implications of the achievement of goals.

This said, structures and understandings must be in place for educators to effectively teach and reinforce grit.

"…research has shown that while personality traits can change over the course of a lifetime, much is predicated on factors such as environment, the process of identity development, and interactions with other people. This is critical for teachers to understand when they attempt to teach grit -- and especially for those who are required to grade it -- because being gritty is something that you *are* rather than something you *obtain*. This doesn't mean that teachers shouldn't teach grit, but they should make sure that expectations of a child's ability to demonstrate grit are realistic, because personality traits are not always that easy to change," (Zakrzewski, 2014).

Finally, this lever will also focus on a clear understanding and development of self-efficacy across all schools. How does this impact student achievement data?

John Hattie continues to conduct ongoing meta-analyses related to learning and achievement based on their effect sizes. In his acclaimed study *Visible Learning*, he analyzed 138 influences on student

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achievement outcomes – how they can either positively or negatively affect learning. He found his "hinge point" to be 0.40 and utilizes this average effect size to judge the success of influences. He focused on 6 areas that contributed to learning: the student, the home, the school, the curricula, the teacher and the teaching and learning approaches (Hattie, 2008).

His recent research is significant as his most up-to-date meta-analyses indicated the effect size for "teacher estimates of achievement" at 1.62 and "collective teacher efficacy" at 1.57, when examining 195 effects in *The Applicability of Visible Learning to Higher Education* (Hattie, 2015). When teachers develop and focus on efficacy, student success rates dramatically increase. As indicated in Hattie's most recent research, student self-efficacy and achievement improves as a result of teachers having efficacy in their students through their estimates of student achievement.

"Students who have confidence in their capabilities engage in deeper processing of the material during learning, which in turn results in a better understanding of the material. Thus, when achievement tests emphasize understanding, high self-efficacy students are likely to perform better than low self-efficacy students. Pintrich (2003a) summarizes the findings on self-efficacy as follows: "It has been a major finding ... that when people expect to do well, they tend to try hard, persist, and perform better" (p. 671). This pattern was confirmed in a recent review of self-efficacy studies in which 54 out of 60 effects were positive, prompting the authors to conclude that there was a "small favorable influence of positive self-beliefs on academic achievement," (Valentine, DuBois, & Cooper, 2004, p. 126).

An obstacle that is commonly defined by educators is how to make individual goal setting and teaching about metacognition a reality in their instruction; how to embed it for students to truly gain the non-cognitive and cognitive skills they need to be successful.

"Research indicates teachers feel teaching goal-setting is an effective way to enhance academic engagement. However, teachers ultimately feel unprepared to embed goal-setting instruction into academic content to support active student engagement. Therefore, the purpose of this study was to investigate the effects of goal-setting instruction on academic engagement for middle school students at risk for academic failure. Results indicated a functional relation between goal-setting lessons and students' active academic engagement," (Rowe, Mazzotti, Ingram & Lee, 2017).

In relation to building a growth mindset, grit, setting goals, developing intrinsic motivation, self-efficacy or metacognition, it is clear that each attribute must be intentionally taught by the teacher.

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RESPONSE | ACTION PLAN | METRICS

In this section, Kokomo School Corporation will respond to recommendations proposed within the lever and develop an action plan with aligned metrics to measure progress towards outcomes.

Currently, across the three schools, teachers have engaged in book studies on the topics of grit, developing drive and mindset. Though this seems to be a struggle for some identified personnel (in particular, mindsets regarding students), evidence of progress does exist. Students at the middle school level have engaged in goal setting which resulted in increased parent involvement by 10% from SY 16-17 to SY 17-18, during parent conferences and through meetings with families and the guidance counselor.
Additionally, beginning in February 2018, the middle school launched the use of a Growth Mindset curriculum. This curriculum incorporates pre- and post-survey data, specifically measuring growth mindset with embedded videos and lessons.

For Bon Air Elementary, the focus has consisted of book studies on grit and mindset. Though little has been implemented to measure progress. A focus on implementing goal-setting and action projects within the classroom resulted after attending the Model Schools conference. Kickboard data is utilized to set goals and celebrate progress.

Pettit Park Elementary started this work during the 2016-17 school year by exposing staff to articles/videos/discussion about growth mindset. That was followed up during a spring book study when about 35% of the staff read Dweck's *Mindset* book. As a part of the study, they had an online discussion over the chapters and then presented to the staff as a whole in May.

Additionally, staff members from all locations (including PPE) attended Model Schools conference during summer 2017 in which they are surrounded by growth mindset thinking and examples. Growth mindset has been infused into PD throughout the year. A collection of read alouds is beginning to be assembled that can be used in classrooms and/or to jumpstart Makerspace learning. Metacognition strategies are a huge part of the Benchmark Literacy Program that is a part of their elementary Reading Curriculum, with Eureka math allowing for lots of time for students to share and discuss their thinking around math.

As a result of Pettit Park's focus, many classes have had an increased focus on the closing/sharing part of reading and math workshops. This is when student reflect on the learning of the day and explain things in their own way to each other. Every teacher sets reading level goals with their students. Most teachers conference with students to set the goal and determine action steps. Teachers use other data from i-Ready, classroom assessment, and Kickboard to set individual and class goals. Goals are celebrated in a variety of ways when met.

To help transition from a culture of compliance to a strengthened culture for learning, the *Non-Cognitive Attributes* lever will focus on development and implementation of the following skills across all schools in the transformation zone:

1. Growth mindset
2. Grit

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3. Goal setting
4. Intrinsic motivation
5. Self-efficacy
6. Metacognition

In analysis of each school's current vision, all teams will work together to create a strong vision that embodies the above-named attributes. The current vision statements of each school are not in alignment:

- All students at Pettit Park will engage in their own learning experiences by embedding technology through a rigorous curriculum, authentic assessment, and differentiated instruction to be prepared for our changing world. Students deserve a clear and consistent environment that promotes lifelong learning and the life principles of: be respectful, be on time/on task, be cooperative, be kind and safe.
- Bon Air Elementary will demonstrate Encouraging Excellence Everyday with Commitment, Compassion, and Community. We work very hard to show our students that we are committed to daily student success through developing engaging lessons that address real world contexts, incorporate technology, and promote lifelong learning in the context of a compassionate community that embeds high expectations for students and staff.
- Bon Air Middle will create a safe and effective learning environment that will produce educational and career opportunities for all. Focus is placed on mastery of academic skills, community service, self-discipline and personal values to develop an ongoing partnership between education and business industry which contributes to an ever-changing global economy.

By establishing a common vision with key attributes, all members of the transformation zone can begin to operate in such a way that the culture becomes, "*This is how we do school."*

Per recommendations of the proposal, the schools will focus on the following immediate goals:

1. Goal Setting
    a. Intentional and timely goal setting for all staff and students.
    b. MEASUREMENT OF PROGRESS: A set schedule for teacher/student data discussions; revisiting of student goals early and often in order to provide appropriate interventions and accelerations for student learning. By SY 20-21, all students will be given the opportunity to participate in student-led conferences where they share their academic goals, progress, and plans with parents.
2. Metacognition
    a. Training for staff on questioning and discussion techniques to promote and facilitate metacognitive skills with students.
    b. MEASUREMENT OF PROGRESS: Targeted walkthroughs with feedback cycles will be used to inform teacher practice.
3. Assessment of Progress

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a. Bi-annual grit and growth mindset surveys for students and staff.
b. MEASUREMENT OF PROGRESS: Re-administer annually to track progress as a transformation zone.

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Lever 3: Socio-Emotional Learning & Trauma Supports

RATIONALE FOR INCLUSION

Within the student body at Pettit Park Elementary, 23% of students are identified as students with disabilities (SWD's). Collectively across grades 3-5, the average Math pass rate for SWD's in 2017 was 12% and 3% for English.

At Bon Air Elementary, 32% of students are categorized as having a disability. The average Math and English pass rates in 2017 were both reported at 21%.

Bon Air Middle is comprised of 30% students with disabilities. Of this population, only 4% demonstrated a passing score on both English and Math ISTEP assessments. Advanced STEM courses (such as Algebra 1) may be an option, however, data indicates that less than 1% of students participate.

Across the three schools, the current enrollment fluctuates between 1,000-1,035 students. This means the transformation zone would compromise approximately 20% of the entire district's population. If we average the percentage of students with disabilities (SWD's) across the three campuses, the average percentage of students with disabilities is 28.6%.

To understand the current context of students with disabilities is important. Why? There are substantial achievement gaps between SWD's and their peers. Moreover, to lead with this data indicates that there are many more *unidentified* students who may have experienced trauma or require individualized support for socio-emotional learning (SEL).

Even though teacher to student ratios are quite low as compared to the rest of the State, it is very clear that each campus is missing the mark when it comes to supporting students who are performing at varying levels, in particular, students with IEP's. Further development of SEL and trauma practices will help bridge this gap. Furthermore, if there are large gaps already existing with identified students with disabilities, how many more students have experienced trauma on multiple levels and require specific strategies and differentiation to meet their learning needs? By highlighting the gap in identified student with disabilities, this section proposes an overall effort to meet the SEL and trauma needs of *every* student, as many are never adequately identified and responded to.

RESEARCH TO SUPPORT

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Though many organizations (including school districts) are taking proactive approaches to support students' socio-emotional needs, this can require specific and ongoing training and support for teachers. "Social and emotional learning (SEL) enhances students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges," (CASEL, 2017).

As the research indicates, students *must* be provided with support that is both positive and individualized for their personal needs.

"There is a broad agreement that today's schools must offer more than academic instruction to prepare students for life and work (National Research Council, 2012). The life conditions of children have changed dramatically during the last century (Weissberg & Greenberg, 1998; Weissberg, Walberg, O'Brien & Kuster, 2003). Families face increased economic and social pressures. Children are exposed to an increasingly complex world through media and have unmediated access to information and social contacts through various technologies. In many communities, there is less support for and involvement in institutions that foster children's social-emotional development and character.

Today's educators face the major challenge of educating an increasingly multi-cultural and multi-lingual group of students from racially, ethnically and economically diverse backgrounds. Teachers, student support staff, and community agencies serve students with different abilities and motivation for engaging in learning, behaving positively, and performing academically. It has been estimated that 40 to 60% of U.S. high school students – across urban, suburban and rural schools – are chronically disengaged (Klem & Connell, 2004).

According to the 2013 Youth Risk Behavior Survey, large percentages of high school students engage in risky behaviors that jeopardize their futures (e.g. substance use, violence and bullying, unprotected sexual intercourse with multiple partners, and mental health difficulties). Furthermore, many students have social-emotional competence deficits that lower their academic performance and disrupt the educational experiences of their peers (Benson, 2006).

…[SEL] efforts are typically introduced as short-term, piecemeal pilot programs that are not well integrated into the academic mission of schools. Furthermore, without strong leadership from district and school leaders, there is rarely effective staff development and support for quality implementation. When programs are insufficiently coordinated, monitored, evaluated, and improved over time, they are less beneficial to students and not likely to be sustained," (Durlak, 2015).

Knowing this, Kokomo School Corporation must deepen efforts to strategically align the mission of the transformation zone to correspond with and provide long-term solutions for the socio-emotional development of *all* students.

It is reported that 26% of children in the United States will witness or experience a traumatic event before they turn four (National Center for Mental Health Promotion and Youth Violence Prevention, 2012). In one year, 39% of children between the ages of 12 and 17 reported witnessing violence, 17%

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reported being a victim of physical assault and 8% reported being the victim of sexual assault (Finkelhor, D., Turner, H., Ormrod, R., Hamby, S. & Kracke, K., 2009).

Young children exposed to five or more significant adverse experiences in the first three years of childhood face a 76% likelihood of having one or more delays in their language, emotional or brain development.

As the number of traumatic events experienced during childhood increases, the risk for the following health problems in adulthood increases: depression; alcoholism; drug abuse; suicide attempts; heart and liver diseases; pregnancy problems; high stress; uncontrollable anger; and family, financial, and job problems (Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services, 2011).

People who have experienced trauma are:

- 15 times more likely to attempt suicide
- 4 times more likely to become an alcoholic
- 4 times more likely to develop a sexually transmitted disease
- 4 times more likely to inject drugs
- 3 times more likely to use antidepressant medication
- 3 times more likely to be absent from work
- 3 times more likely to experience depression
- 3 times more likely to have serious job problems
- 2.5 times more likely to smoke
- 2 times more likely to develop chronic obstructive pulmonary disease
- 2 times more likely to have a serious financial problem (Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services, 2011).

The statistics related to students who experience trauma should be enough, alone, to urge schools to support students through multiple layers of support. Traumatic experiences have the power to influence thinking and day-to-day emotions, including students' abilities to self-regulate and be motivated in the same ways as students who have not experienced trauma. This, in turn, impacts student achievement. It is arguable that the most influential factor on student achievement are positive emotional experiences linked to learning.

"In Pekrun's control-value theory (2006), achievement emotions are defined as emotions directly tied to achievement activities or achievement outcomes. Two types of achievement emotions can thus be distinguished: activity emotions pertaining to ongoing achievement related activities, and outcome emotions pertaining to the outcomes of these activities. The latter includes prospective emotions as well as retrospective emotions. Some examples of these activity emotions are enjoyment arising from learning, boredom experienced in academic lectures, and anger when dealing with difficulties. The control-value theory (Pekrun, 2006) implies that prospective outcome emotions are assumed to be a

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function of outcome expectancy, and retrospective outcome emotions are aroused when success or failure has occurred," (Mega, Ronconi, & De Beni, 2014).
The recent data and research stressing the importance of understanding and responding to students' socio-emotional needs, as well as students affected by trauma are the basis for the following proposed actions. It should also be considered

RESPONSE | ACTION PLAN | METRICS

In this section, Kokomo School Corporation will respond to recommendations proposed within the lever and develop an action plan with aligned metrics to measure progress towards outcomes.

It is proposed that the transformation zone would begin the work towards building campuses that are more inclusive for all students. We suggest this become established through the following key components:

1. Development and implementation of SEL daily practices.
    a. The Collaborative for Academic, Social and Emotional Learning (CASEL) is a Chicago-based nonprofit that advocates and provides resources for educators to provide authentic, socio-emotional learning experiences for students. We would encourage the transformation zone to focus on their five core competencies:
        i. Self-awareness
        ii. Self-management
        iii. Social awareness
        iv. Relationship skills
        v. Responsible decision-making
2. Development and implementation of strategies for trauma.
    a. At the core of the word – inclusion is about an all-embracing society. One of the clear places to start is through differentiation. A working definition of differentiation is based upon design and delivery of instruction that best meets the needs of every learner. Teachers should not only consider styles of learning, but also, readiness levels as they prepare their lessons. Readiness is inclusive of the *whole* student, which means having tools for meeting the needs of students who have experienced varying levels of trauma.
    b. "During differentiated instruction, educators provide all students with access to the general education curriculum by varying the learning activities, content demands, modes of assessment and the classroom environment to meet the needs and support the growth of each child," (Thousand, Villa & Nevin, 2015). This includes SEL and factors that must be addressed in relation to trauma.

These two strategies will provide a different perspective in the "why" for all educators. The transformation zone cluster of schools must establish a solid foundation that focuses on each student as an individual with a unique contextual story. To peel back the layers to appropriately support each

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student, teachers and leaders must first be focused and trained to know the signs of trauma and understand the core competencies associated with SEL.

Throughout the three schools that would be part of the transformation zone, research demonstrated positive actions that correlate with lever two.

At Bon Air Middle School, the entire staff has been trained in Well-Managed Schools, with the addition of a Four County case worker during SY 15-16. All staff have received an initial training on trauma sensitive classrooms.

In addition, as indicated in the school's SY 17-18 SQR from the Indiana Department of Education, parents and students spoke enthusiastically about their school being a safe and caring environment.

Bon Air Elementary School has engaged in ongoing training on trauma and secondary trauma beginning in 2016. Currently, no data-based evidence demonstrates the actionable effect this has had upon classroom instruction and teacher implementation of strategies associated with trauma and SEL. However, BAE does receive school-based services through Four County Counseling Center, as well as being adopted by local churches.

Pettit Park Elementary similarly started to engage in professional learning about the effects of trauma, social skills learning, and executive functioning skills. This work began in SY 16-17 and has continued through the current school-year.

PPE has a social skill of the week and resources are provided for teachers to lead this in their classroom. This school's part-time social worker carries a case load of students she meets with weekly or biweekly and they have school-based Four County Counseling Center in the building 2.5 days a week (will be full time once new case managers are hired). Approximately 20 students receive this service and a few more will be completing intakes soon. Approximately 8-10 of students are involved in Wrap-Around Services through The Villages. These teams provide the following services: therapy, school-based support, home-based support, and other agencies collaborate together at least monthly to align services and progress monitor goals for each child/family.

Pettit Park has roughly 4-6 families under DCS Educational Support, meaning the school leader meets or talks regularly to their DCS caseworkers or the Educational Liaison about strengths, weakness, and supports.

Pettit Park maintains many resources available for social emotional learning in classrooms or small groups, including explicit teaching of calm down strategies and a sensory room to support students.

No data-based evidence demonstrates the actionable effect this has had upon classroom instruction and teacher implementation of strategies associated with trauma and SEL. Currently, all schools within the transformation zone have indicated continuation of implementing professional development for all staff, specifically on trauma sensitive classrooms and secondary trauma.

Per recommendations of the proposal, the schools will focus on the following goals:

Development and implementation of SEL daily practices while working alongside Four County Counseling Center to extend services for Medicaid students.

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They will encourage and focus on five core competencies:

Self-awareness

Self-management

Social awareness

Relationship skills

Responsible decision-making

MEASUREMENT OF PROGRESS: Pre- and post- student surveys at beginning and end of each year for all students in the transformation zone.

1. Trauma sensitive classroom and secondary trauma training.
    a. Intentional social group meetings with students at all schools (through social workers, counselors, teachers and leaders).
    b. MEASUREMENT OF PROGRESS: A set schedule for ongoing trauma development with strategies that will be implemented into daily instruction (include within lesson planning). Leader observations of implementation of strategies.
2. Assessment of Progress
    a. Implementation of systems already in place (Well-Managed Schools, Kickboard).
    b. MEASUREMENT OF PROGRESS: Behavior tracking in Kickboard. Goal setting with groups of students and celebrations with acquisition of applied skills (such as, responsible decision-making).

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Lever 4: Building & Maintaining Strategic Partnerships

RATIONALE FOR INCLUSION

The three sites within the transformation zone each hold partnership with programs like Boys Town, Well Managed Schools and PBIS programs. Additionally, each school has a parent leadership team, PTA, Boy Scouts and Girl Scouts program and partners with United Way. However, evidence does not suggest continuity and/or strategic planning with partners to maximize the relationships.

Additionally, with goals of reduced mobility and increased retention and attendance, it is unclear what community partnerships (if any) work alongside each school to provide mentoring and incentives for groups of students or the entire campus.

RESEARCH TO SUPPORT

In Douglas Reeves' extensive research regarding high performance in high-poverty schools, there is a clear pattern of focal areas that 90-90-90 schools operate under:

1. A focus on academic achievement
2. Clear curriculum choices
3. Frequent assessment of student progress and multiple opportunities for improvement
4. An emphasis on nonfiction writing
5. Collaborative scoring of student work (Reeves, 2003).

Reeves' body of work also explores the value of every adult in the system. Leaders recognized that student school days did not begin when they walked through the school doors; nor did it end when they left their respective classrooms. Because of this, it is important to consider the collaborative nature of strategic partnerships with advocates, community members, nonprofits and other organizations that could be leveraged to provide the above stated components. He finds through accountability reporting (specifically for Milwaukee Public Schools) that no matter the techniques utilized to accomplish the common five practices previously mentioned, the techniques were:

1. Persistent
2. Replicable
3. Consistent

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This means that school leaders within the transformation zone *must* ensure that any strategic partners have participated in some type of onboarding/orientation and are held accountable to the same standards adhered to by those staff employed within the transformation zone. This is essential for establishing persistent, replicable and consistent language, behavior and action.

Furthermore, there must be a consideration as to why the partnership is being entered, beginning with these questions:

1. How does the partnership directly impact student performance indicators?
2. How does the partnership support the teaching and learning in classrooms?
3. How does the partnership provide additional value to the transformation zone community?
4. Does the partnership maintain and provide positive influence on the culture and climate of the learning environment?
5. Are team leaders able to monitor and ensure that the partnership is effective (accountability)?

"Extensive research supports that social, emotional and behavioral competencies are necessary for effective life functioning and that these skills can be taught. It is also true that many students have, or are at risk for developing, significant social, behavioral, and/or emotional problems, to which many teachers and schools struggle to effectively respond and intervene," (Reinke, et al., 2011).

"To address these gaps in services, there has been an increased focus on developing and implementing universal intervention programs that promote positive behavioral and social-emotional development for at-risk children, especially in under-resourced schools located in low-income neighborhoods (Daly et al., 2013). Delivering and evaluating these programs in schools situated within impoverished neighborhoods is especially critical given that socioeconomic status (SES) is a key factor in the behavioral and social outcomes of school-age children," (Spencer et al., 2002).

Strategic partnerships should align outcomes of programming to the strategic performance goals for the school it serves. Whether it is a nonprofit providing 1-to-1 mentoring, a for-profit company providing ongoing development of PBIS systems or a contributor to attendance incentives, it is imperative that partnerships undergo a rigorous, outcomes-based evaluation upon entry into partnership. Partnerships must only be maintained on the basis of performance and their impact upon the greater school community.

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In *The School Leadership Playbook: A Field Guide for Dramatic Improvement*, the operations and planning portion of the tool details clear actions and three stages of implementation for stakeholder communications through action one.

	Principal Actions	School Actions
Stage 1	Map community leaders and key political relationships. Share the school vision and strategic plan with community and political leaders to engage their support.	Community leaders and families receive consistent communication about key school events and information. Structures are in place to ensure that all stakeholders have multiple opportunities to engage in a dialogue with members of school leadership. Communications from stakeholders are responded to in a timely manner, with appropriate tone and a tailored message.
Stage 2	Develop an initial plan to communicate with key community leaders and families; the plan should include a communication calendar, key messages, audiences, communication media, timeline for rollout and staff responsibilities for executing the plan. Build staff capacity to build meaningful relationships with community members and all stakeholders.	The leadership team drives key messages to internal and external stakeholders. Stakeholders have multiple ways to communicate with all staff in addition to key leadership.
Stage 3	Put structures and processes in place to consistently partner with stakeholders, including staff, families, and students, to inform and adjust strategies.	Community participation is evident in multiple aspects of the school. Stakeholders and community members have multiple ways and opportunities to become involved in the school.

(Desravines & Fenton, 2015)

RESPONSE | ACTION PLAN | METRICS

In this section, Kokomo School Corporation will respond to recommendations proposed within the lever and develop an action plan with aligned metrics to measure progress towards outcomes.

Though a handful of strategic partnerships for all three sites are formed, empirical evidence is not available that the vital components of partnership is happening: ongoing evaluation of effectiveness with programming. Therefore, it is proposed that the transformation zone undergo the development of a rubric and screening process before entering into a strategic partnership with any organization.

The rubric would answer the following questions:

1. How does the partnership directly impact student performance indicators?
2. How does the partnership support the teaching and learning in classrooms?

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3. How does the partnership provide additional value to the school community?
4. Does the partnership maintain and provide positive influence to the culture and climate of the learning environment?
5. Are team leaders able to monitor and ensure that the partnership is effective (accountability)?

In addition, the transformation zone must ensure that all leaders are equipped to lead and implement the actions detailed in the chart within this section and should be considered as part of the leader readiness interviews that take place prior to a school leader being appointed. The ability to navigate strategic partnerships and see any community member – including parents – as viable strategic partners is essential to leaders' philosophies within the transformation zone.

Bon Air Middle maintains a few key strategic partnerships to support their school community. As a result of Bridges Outreach after-school programming, student involvement in out-of-school time activities has increased through this partnership. In addition, the number of Indiana University Kokomo Education students who serve BAMS through their practicum experiences has increased from just four students in SY 16-17 to 20+ in SY 17-18.

As a school, BAM next step is to develop key partnerships with organizations and businesses that are focused on the following:

- Medical/Dental
- Counseling (for SEL support)
- Technology
- Computer Science
- Manufacturing
- Health Services

Both BAE and PPE partner with Kiwanis Club Readers and Rotary Reads. PPE has established a few more key partnerships with local churches and businesses for school initiatives.

PPE has been adopted by Grace United Methodist Church. Grace United Methodist Church support both schools in many ways such as: stocking clothing closets, supplying food to back to school cook-out and other family events, healthy snack for After School Success Academy, school supplies during the year, books for students to take home at Halloween time, All Pro Dad's breakfast to reach out to dads, mentors and tutors, and lots of love and inspirational support for teachers and staff.

Kiwanis Readers also sponsor BUG club so that the elementary schools can recognize students who Bring Up Grades from one grading period to the next.

Duke Energy has helped support a summer jump start program for students prior to entering Kindergarten.

Moving forward, the transformation zone will implement practices for strategic partnerships that are focused on student achievement and addressing obstacles in learning.

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Per recommendations of the proposal, the schools will focus on the following goals:

1. Develop partnerships with businesses and organizations to enhance Science and Technology instruction.
    a. MEASUREMENT OF PROGRESS: Growth demonstrated on student assessments.
2. Assessment of Progress
    a. Use of proposed rubric to guide entering into strategic partnerships.
    b. MEASUREMENT OF PROGRESS: Use of student achievement data (proficiency and growth) to measure impact of partnership. For example, comparison of student reading scores who are part of Rotary Readers vs. those who are not. This can be done using inferential testing (independent samples *t*-test).

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Strand 2 | Optimal Learning Environment

In addition to addressing barriers for student learning, the transformation zone schools must focus on creating common systems and practices that foster respect and rapport with all stakeholder relations. In turn, impacting each school's culture and climate. The transformation zone will support efforts to strengthen family, community and engagement through extended learning and leadership teams that promote positive behavior supports through programs like CHAMPS and Well Managed Schools (at all locations). While working to establish a healthy culture and climate with high expectations, the transformation zone will heavily focus on instruction aligned to a rigorous, standards-based curriculum. By working on all levers simultaneously, sustainable student achievement will begin increasing each year.

Figure 5: EES Model for School Transformation, Strand 2

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Lever 5: Instruction Aligned to Rigorous, Standards-Based Curriculum

RATIONALE FOR INCLUSION

The beginning of this section will provide a profile of each school proposed to be part of the transformation zone. Each school profile will specifically provide narrative details gathered in collaboration with a service provider for ongoing support. The narratives provide current results, all of which are substantially reliant upon student engagement, based on instruction aligned to rigorous, standards-based curriculum and successful outcomes. Additional analysis of current practices regarding assessment in the transformation zone can be found in Appendix D.

In an optimal learning environment, a guaranteed and viable curriculum, aligned to state standards drives rigorous teaching and learning practices in every classroom. Teachers have unpacked standards and understand how to articulate daily objectives for learning from the standards. Common, best-practice strategies (such as use of Webb's DOK) are utilized for daily lesson planning to ensure high levels of rigor, resulting in increased student engagement.

Considerations for this lever are based on current curriculum and instruction practices for each school, as outlined below.

Pettit Park
Curriculum & Instruction

- During the 2016-2017 school year, teachers worked on developing proficiency scales and began the process of creating common assessments. Through the 2016-17 school year, grades 3-5 continued to work on their units. This will be a living document that will be revised as needed based data and teacher feedback.
- Work needs to continue with the development of aligned common assessments and a focus in grade level team meetings on student data to determine proper interventions and enrichment tasks to meet students' needs.
- While significant professional development and resources have been focused on Reading the past several years, math support has been sporadic. A new series was adopted last year and continued training and support is needed for teachers.

Bon Air ES
Curriculum & Instruction

- An area of strength for the school is the commitment to developing units of study and priority standards that adhere to our priority standards and curriculum. Weekly grade level meetings for collaboration and weekly online lesson plan checks to monitor implementation of the

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Units of Study are conducted. To sustain this strength, continued collaboration time and professional development will be provided.

- An area that needs improvement is developing a clear understanding of why the curriculum is critical to our teaching and student learning. Work on our curriculum requires professional development, clear communication, and time to unpack the priority standards and check for student learning. The leadership team is continuing to work on plans to improve this area through professional development, supporting teachers as they build formative assessments and proficiency scales to track the newly developing curriculum.

Bon Air MS
Curriculum & Instruction

- Staff surveys indicate that rigor of classroom instruction does not meet rigor of ISTEP+ assessment.
- Instructional programming is disjointed with students working with several different teachers for special education and remediation; but there is not a system in place to make sure that all teachers know exactly what each student needs. This confuses the students and the teachers.
- There has been great effort put forth to consider a guaranteed and viable curriculum, but it is not being implemented with fidelity. Staff know what the essential learnings should be, but are not aligning their work with these outcomes.
- Formative assessments are not being utilized to inform instruction. Assessments that are not directly aligned with the student outcomes are not being utilized.

RESEARCH TO SUPPORT

The foundational lever for the *Optimal Learning Environment* is focused on practices that create a cultural foundation across all three schools. The transformation zone model will have Pettit Park Elementary School and Bon Air Elementary School serving as feeder schools to Bon Air Middle School. By creating a common culture, there will be continuity for all students, families and staff personnel. This culture for teaching and learning is built upon rigorous, standards-based curriculum that drives student engagement levels.

Additionally, in order to provide consistent instruction and learning supports across grade levels, teachers will loop with students in grades K-2, providing a personalized learning experience across four trimesters (essentially two school years with the same teacher). Similarly, teachers in third and fourth grades will loop to provide three trimesters of teaching and learning to students, clustered based on data.

Indiana University professor and author, George Duh examined the correlation between student engagement and college readiness. Utilizing multiple surveys and institutional examples for the body of his work, the data directed him to conclude that when certain activities are emphasized, students are more likely to engage in them. This is important research as it connects to the idea that when a teacher is excited about something – students will also be excited, therefore, promoting engagement.

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Duh also breaks down the following specifics regarding students who exhibited higher levels of engagement:

- Were more challenged academically
- Reported more active and collaborative learning activities
- Interacted more frequently with faculty
- Perceived the campus environment as being more supportive (Duh, 2007).

In a similar case study conducted by Kristy Cooper, she analyzed 581 different classrooms. The classrooms were all from one large, diverse high school. Connective instruction, academic rigor and lively teaching were found to have increased student engagement exponentially in her study. Her study brings up the idea of teaching *for* engagement, which could be viewed as "controversial," with other arguments stating that instruction should be rigorous, not solely based on "fun" learning activities, which often resonate with the word engagement. However, research conclusively points towards engagement as the primary factor which impacts success across all other indicators within the classroom (Cooper, 2014).

In another recent study analyzing data collected from over 165,000 4th graders who were assessed utilizing the U.S. National Assessment of Educational Progress (NAEP) – there is strong research that supports engagement as a leading indicator for student achievement. Utilizing student eligibility for Free & Reduced Lunch as an indicator, results indicated that if students were consistently engaged with informational text outside of school and via cross-curricular engagement, there were positive associations with test scores. Active engagement with informational text measures were considered to be discussion about reading and reading-related activities like projects or reports (Dreher & Schugar, 2017).

Finally, in consideration of relationships between adults and students, a 2016 study was conducted to test the theory that middle and high schools characterized by an authoritative school climate and accompanying discipline structures yield higher academic outcomes and engagement. The study utilized statewide samples of 39,364 students in grades 7 and 8 (423 middle schools), as well as 48,027 in grades 9 through 12 (323 high schools). In both samples, higher student engagement, higher course grades and higher educational aspirations were associated with authoritative school climate theory (higher disciplinary structure and student support). Looking at school level data, higher disciplinary structure was associated with higher engagement as well as student support indicative of higher engagement and grades for both samples. These findings are new evidence that an authoritative school climate is conducive to increased engagement and achievement at middle and high school levels (Cornell, Konold & Shukla, 2016).

As mentioned, strategic service providers will collaborate with all transformation zone schools to establish research-based, best practices within the proposed model for school transformation. One common denominator across all research is the evidence of rigor directly influencing student engagement levels, with a byproduct being increased student academic performance.

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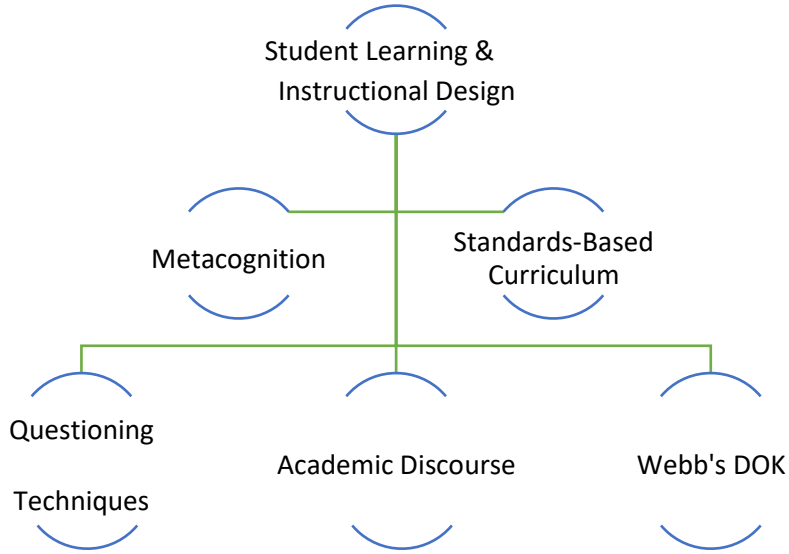
The ideas of academic rigor are tied to the following model:



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RESPONSE | ACTION PLAN | METRICS

In this section, Kokomo School Corporation will respond to recommendations proposed within the lever and develop an action plan with aligned metrics to measure progress towards outcomes.

Bon Air Middle has focused on culture and climate; specifically demonstrating growth with large decreases in student discipline data. Within SY 17-18, the staff has developed curriculum maps for core subjects and began to build proficiency scales in February 2018.

With recent data from the Indiana Department of Education's SQR, conducted in February 2018, it is highly evident that BAM (and all schools in the transformation zone) require ongoing development and support with instruction aligned to rigorous, standards-based curriculum.

According to the report, in 26 of 33 classrooms observed, high expectations for academics weren't evident in addressing the rigor of Indiana's Academic Standards. In addition, within the component of *Effective Instruction* for the report, the school was rated as "ineffective;" there was no evidence of any of the indicators happening in the school.

In particular, in 48% of classrooms, the lesson objectives were not aligned to state standards, therefore; student learning did not reflect what they are expected to master. Finally, in 76% of classrooms observed, lessons, assignments and assessments did not exhibit the rigor necessary to challenge and engage students, while furthering students' depth of knowledge.

With similar patterns for BAE and PPE, the initial work of developing units of study based on priority standards and aligning daily learning targets and proficiency scales has begun. However, evidence demonstrates a high need for further support and provision of development with this lever in order

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for the transformation zone to provide equitable access to instruction aligned to rigorous, standards-based curriculum.

Current research and data (provided through SQR's and external reports) directly satisfy a multitude of necessary improvements for all three campuses, solely through the foundational lever for the *Optimal Learning* strand. Through the transformation zone proposal for Kokomo School Corporation, structure would be established through common practices and standard operating procedures for establishing rigorous, standards-based instruction through common instructional practices.

Instructional design is often thought of in a silo – apart from student learning and results via varying types of assessment. The first step to increasing academic rigor across the zone is to ensure that teachers have a balanced approach when it comes to designing instruction.

Based upon the above diagram, there must be a conscious shift to teaching metacognition. Metacognition is the very act of students thinking…about their thinking. Moreover, it teaches students self-regulation skills. This is vital to providing rigorous learning opportunities as it shifts the heavy thinking to students – vs. a "sit and get" approach. So what are the key benefits to promoting student metacognition and how does it lend itself to increased academic rigor?

1. "Knowing the limits of your own memory for a particular task and creating a means of external support.
2. Self-monitoring your learning strategy, such as concept mapping, and then adapting the strategy if it isn't effective.
3. Noticing whether you comprehend something you just read and then modifying your approach if you did not comprehend it.
4. Choosing to skim subheadings of unimportant information to get to the information you need.
5. Repeatedly rehearsing a skill in order to gain proficiency.
6. Periodically doing self-tests to see how well you learned something." (Malamed, 2013).

Next, to accompany the goal of increased rigor, based upon standards-based instruction is implementation of common practices with questioning techniques. After establishing common questioning practices, it is recommended that teachers focus on promoting relevant academic discourse as well as implementation of Webb's Depth of Knowledge.

Just like any content or strategies taught to students, the same can be done with questioning frameworks like Webb's Depth of Knowledge (DOK). Often, educators focus on the planning purposes that can be associated with Webb's DOK and forget the power to utilizing it to enhance student learning, while promoting student ownership of learning.

In review, the following steps are recommended:

1. Increasing student engagement throughout the teaching and learning process.
    a. Identification and implementation of high-leverage, common student engagement strategies (such as strategies from *Teach Like a Champion).*

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2. Developing deep relationships with students through looping.
3. Implementing structured and common practices for:
    a. Cohesion between student learning and instructional design.
    b. Use of metacognition to increase engagement and rigor.
    c. Varied and high-level questioning techniques.
    d. Promoting relevant academic discourse.
    e. Use of Webb's Depth of Knowledge.

Per recommendations of the proposal, the schools will focus on the following goals:

1. Transformation zone-wide assessment calendar.
    a. The transformation zone will establish an assessment calendar focused on data cycles.
    Consistent, non-negotiable meetings with focus on analysis and action with student data. Calendar details formative assessments, summative assessments, data meetings and reteaching cycles.
    b. MEASUREMENT OF PROGRESS: Teacher re-teaching plans based on response to data. Data tracking tools (online dashboard) for tracking student mastery with power standards.
2. Implementation of proficiency scales.
    a. MEASUREMENT OF PROGRESS: Implementation and use of proficiency scales to shift current grading practices and inform teaching and learning.
3. Data focused on standards mastery.
    a. Ensure that teaching and learning is focused on power standards mastery and deliver of instruction meets the rigor level required of the Indiana Academic Standards.
    b. Ongoing opportunities for professional development with Depth of Knowledge and enhancing student engagement with rigor levels; application to instructional strategies.
    c. MEASUREMENT OF PROGRESS: Weekly review of student data (both teachers and school leaders) to track student mastery of standards.
4. Assessment of Progress
    a. Use of assessment audit data to align all assessments to standards accordingly.
    b. Measurement of reinforcement and enrichment to properly support all student levels, while further helping support the RTI process, ensuring a guaranteed and viable curriculum that is equitable for *all* students.
    c. MEASUREMENT OF PROGRESS: Use of student achievement data (proficiency and growth) to measure impact of rigorous, standards-based instruction.

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Lever 6: Extended Learning

RATIONALE FOR INCLUSION

Students at the three campuses proposed for a transformation zone currently attend school for 180 academic school days. If the transformation zone added (12 staff and student) days to the calendar, all three schools would be able to provide three focused days per grading period for technology, career exploration and other targeted initiatives to enrich current curriculum. In addition, this proposal recommends that the district extend the school day by one hour for the transformation zone campuses. By adding additional (12 staff and student) days to the calendar and one hour daily, students will gain 264 additional hours of academic instruction. This equates to nearly 40 additional days of school. By extending learning time, additional enrichment periods as well as core curriculum instruction necessary to help students grow (with intervention and acceleration) can be provided. To support this shift, see more budgetary details in Appendix B.

In addition, PPE and BAE sites will enroll PreK. Students in grades K-2 will have a four-trimester experience with the *same* teacher. Ideally, they will have two years with each teacher at K2, spending three to four trimesters focused on a competency-based approach. The additional trimester essentially creates 1 additional year of schooling at the primary level if this is necessary for students.

A similar experience will be offered to students in grades 3-4, ensuring consistent teachers via looping.

At the middle school level, students will identify a specific career focus. Finally, included are academic achievement specifics for each school.

RESEARCH TO SUPPORT

An optimal environment for learning is built upon consistency with educators. Schools that have a high mobility rate with principals and teachers often experience lower achievement results across multiple performance indicators. In developing high performing schools, there are clear developmental scales for a teacher who is providing effective teaching and learning strategies for *all* students. Note the scales below are from the *High Reliability Schools* model:

"*Not using* indicates that a teacher is not aware of a particular strategy or is aware of it but has not tried it in his or her classroom.

At the *beginning* level, a teacher knows about a strategy and uses it in the classroom but exhibits errors or omissions in its execution.

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At the *developing* level, the teacher uses the strategy without significant errors or omissions and with relative fluency.

At the *applying* level, a teacher not only executes a strategy with fluency but also monitors the class to ensure that the strategy is having its desired effect.

Finally, at the *innovating* level, the teacher monitors the class to ensure that a strategy is having its desired effect with the majority of students and makes necessary adaptations to ensure that all students populations are experiencing the strategy's positive effects," (Marzano, Simms & Warrick, 2014).

This is a relevant developmental scale because it is *much* harder to achieve the rapport and development across students and teachers with high rates of mobility. The proposal to implement extended learning through time allocation and looping will not only increase teacher effectiveness at exponential levels, it will enhance student performance.

For example, if a teacher begins at the *not using* level with a particular strategy, it is much more likely s/he will progress more rapidly if the focus is not solely on building a relationship and rapport with students; with looping, the teachers already know student personalities, learning styles and may be afforded many more opportunities to grow their practice due to increased levels of student engagement. This results in optimal levels of teacher *and* student performance.

A core practice to be implemented for this lever is looping. In one recent study, both student performance and engagement/attitudes were greatly impacted by teacher looping and the deepened relationships, as a result of the practice.

"…this study was to examine the impact of looping on the reading achievement of second graders. The impact of looping on the attitudes towards school of these students and their parents also was assessed. The Fountas and Pinnell Benchmark System was used to collect baseline reading scores for both looping and non-looping students at the beginning of their first-grade year. The same measurement was used in the third quarter of the students' second grade year and the amount of reading growth between the looping and non-looping students was compared. Results indicated the gains in reading levels were statistically significantly larger for the students who looped compared to those who did not (t=3.33, p<.003), although on average both groups progressed. Surveys also were given to the students and parents of both groups to determine their attitudes towards school. The mean ratings of items related to positive feelings about school were higher for each item for the looping students and their parents compared to those of non-looping students and their parents and the scales' mean total scores were significantly higher for looping students (t= 4.774, p< .000) and parents (t=5.061, p<.000) than for their non-looping counterparts," (Riley, 2014).

In theory, it makes sense that more school days will equate to increased student achievement. However, research suggests that the extended time is not solely about allocation. It is, however, contingent upon engaged time and academic learning time (Aronson, Carlos & Zimmerman, 1999).

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This is why the recommendation is not only for additional days, but accompanying strategies and methods that will increase engaged and academic learning time. Both factors *do* exhibit a positive relationship to achievement.

RESPONSE | ACTION PLAN | METRICS

In this section, Kokomo School Corporation will respond to recommendations proposed within the lever and develop an action plan with aligned metrics to measure progress towards outcomes.

Currently, each school within the transformation zone hosts summer and after-school programs for students. At BAE, this includes Kokomomentum, Math Ninjas (after school tutoring- grades 4 & 5 targeted students) and Maker Space (during school but non-classroom extension activities). Specifically, at PPE, 25 of their 2nd-5th graders participate in Kokomomentum. Approximately 30 students in grades 3-5 participate in Success Academy two days per week. Finally, PPE hosts a 3-week Summer Literacy Camp for students (12 days total).

At BAM, their hosting of a 12-day summer camp resulted in those same students increasing attendance in the current school year from the previous year. With the help of their SIG, they are now able to provide after-school opportunities for students with intervention of core subjects and STEM-based programs.

Moving forward, the transformation zone schools would like to shift to offer an extended school day/year, while tracking the impact on student performance. Other factors, like students beginning with the school in PreK will also be taken into consideration.

In the *Extended Learning* lever, the priority recommendations for the transformation zone are as follows:

1. All students enroll in PreK.
2. Teachers loop with students across a trimester structure for a minimum of two academic school years. This is for grades K-2, where students are moved forward based on their demonstrated evidence of success with key learning outcomes (competency-based/personalized learning system).
3. Implement an extended day and extended year calendar that focuses on use of *learning* time, not solely added days to the calendar.
    a. The extended learning time will focus on reinforcement and enrichment to properly support all student levels. These additional days will further help support the RTI process, ensuring a guaranteed and viable curriculum that is equitable for *all* students.

Another gap recognized is the lack of data-driven instruction provided during after-school and summer programs. Though attendance demonstrated an increase for those students participating in summer camp at the middle school level, there was no data collected on student achievement for

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out-of-school time participants vs. non-participants (in after-school and summer programming for all schools).

Per recommendations of the proposal, the schools will focus on the following goals:

1. Implement an extended day and extended year calendar that focuses on use of *learning* time, not solely added days to the calendar.
    a. MEASUREMENT OF PROGRESS: Walk-through observations to ensure that teaching and learning is aligned to rigor of the state standards to enhance and extend learning.
2. Instruction focused on power standards mastery.
    a. Ensure that teaching and learning is focused on power standards mastery and delivery of instruction meets the rigor level required of the Indiana Academic Standards.
    b. MEASUREMENT OF PROGRESS: Weekly review of student data (both teachers and school leaders) to track student mastery of standards.
3. Assessment of Progress
    a. Collect student achievement data on standards covered in extended learning time to see impact of extra minutes on student learning.
    b. MEASUREMENT OF PROGRESS: Use of student achievement data (proficiency and growth) to measure impact of rigorous, standards-based instruction.

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Lever 7: Proactive Behavioral Supports

RATIONALE FOR INCLUSION

Evidence suggest there are not common positive behavior supports implemented currently across the three sites. Though all sites have engaged in multiple professional development opportunities related to Boys Town, PBIS, classroom management, and strategies for supporting student behaviors (in SY 16-17), there is no evidence at each site yielding high results, *yet*. Bon Air ES utilizes Well Managed Schools as a resource for positive behavior supports. Per the external review data at Bon Air MS, data suggests there is not a clear and consistent behavior plan that is equitable for all. However, out of the three locations, BAM has demonstrated the most growth, as evidenced in the response below and February 2018 SQR.

According to the end-of-year external reports conducted in June of 2017, student behavior was viewed as a challenge among parents, teachers, and students. Many opportunities still exist for continued development and growth in this area.

PETTIT PARK ELEMENTARY | Behavior & Safety

- Pettit Park is aligning all support avenues to ensure that resources are being distributed with equitable access and no student is "slipping through the cracks." In SY 2017-2018, the staff has begun using assistance request forms that can be turned in to ask for help with anything. A student intervention team made up of the principal, instructional coach, academic and behavioral facilitator, social worker, school-based case manager, and special education teacher meet regularly to ensure all staff concerns are being addressed and no one is being missed.
- As a district and school, all the necessary policies, procedures, and systems are in place to ensure a safe and high-quality educational environment for students. The governing body supports the school leadership and there is autonomy in decision-making at the school level that will impact student learning and success.

BON AIR ELEMENTARY | Behavior & Safety

- The school reported 232 discipline referrals for SY 2016-2017.
- Discipline referrals have been high for the past two years.
- There were 36 suspensions for SY 2016-2017.
- The number of suspensions have increased over the last two years.
- 100% of staff participated in Well-Managed School Training in SY 2016-2017.
- Student attendance ranged between 94-95% for the past two years

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BON AIR MIDDLE | Behavior and Safety

- There were 193 discipline referrals in SY 2016-2017.
- There were 176 discipline referrals in SY 2015-2016.
- There were 493 discipline referrals in SY 2014-2015.
- Discipline referrals dropped significantly over the past 3 years, though referrals are still high.
- There were 46 suspensions/expulsions in SY 16-17.
- There were 15 suspensions/expulsions in SY 15-16.
- There were 37 suspensions/expulsions in SY 14-15.
- Attendance rate was 96% for SY 2016-2017.
- Attendance rate was 95% for SY 2015-2016.
- There were 37 incidents of truancy for SY 2016-2017.
- Teacher attendance was 93% in SY 2016-2017.
- Teacher retention rate was 90% in SY 2016-2017.

RESEARCH TO SUPPORT

A safe and collaborative culture is not only essential for student behaviors, but also for adult behaviors. Often, educators believe positive behavior supports are solely for students. However, if this culture is not created by leaders with teachers, how might teachers see effective modeling of strategies?

In the research associated with developing HRS's, the beginning of a school's transformation is measured by the "well-being" of the school. "Namely, do faculty, staff, students, parents and the community feel that the school is safe and maximizes collaboration for the enhancement of student learning? Level 1 has eight leading indicators:

1.1 The faculty and staff perceive the school environment as safe and orderly.

1.2 Students, parents and the community perceive the school environment as safe and orderly.

1.3 Teachers have formal roles in the decision-making process regarding school initiatives.

1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.

1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.

1.7 The success of the whole school, as well as individuals within the school, is appropriately acknowledged.

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1.8 The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers," (Marzano, Simms & Warrick, 2014).

After these foundational indicators are considered, the lever *Positive Behavior Supports* examines what may already be in place and working and what might better develop a clear system for supporting student behaviors positively and consistently across the transformation zone.

Culture is pervasive and sets the overall tone of how all stakeholders "do school." Says Dr. Kent D. Peterson, a professor in the Department of Educational Administration at the University of Wisconsin Madison, "School culture is the set of norms, values and beliefs, rituals and ceremonies, symbols and stories that make up the 'persona' of the school."

This should help inform where to target efforts and *how* to do this for each leadership team. For example, if staff ceremonies are lacking – this is essential to morale…which impacts retention and attracting talent to the transformation zone. The depth of importance for each set should be considered, along with what it could mean, ultimately, for student outcomes.

The Glossary of Education Reform defines school culture: "…refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school functions, but the term also encompasses more concrete issues such as the physical and emotional safety of students, the orderliness of classrooms and public spaces, or the degree to which a school embraces and celebrates racial, ethnic, linguistic, or cultural diversity."

The *Proactive Behavioral Supports* lever has many layers that must begin with a common language and consistent practices across the transformation zone.

Climate is the "look" and "feel", along with daily practices that equate to the environment of a school. They are the details that contribute to the bigger culture of a school. From the IDOE Turnaround Principal Toolkit, specifically the indicators for culture and climate, a full inventory, evaluation and alignment of the following is recommended for the three campuses:

→Safety plan

→Student/parent/staff handbooks

→School climate surveys

→Disaggregated discipline data (violence & vandalism, suspension, referrals, bullying, etc.)

→Student behavior management plan/code of conduct

→Attendance records

→Facility inspection reports

→Violence prevention programs

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→Walkthrough observations

→School accident/student health reports

RESPONSE | ACTION PLAN | METRICS

In this section, Kokomo School Corporation will respond to recommendations proposed within the lever and develop an action plan with aligned metrics to measure progress towards outcomes.

It is recommended that the transformation zone begin with the 8 HRS indicators to inform strategic planning for culture and climate that develops positive behavior supports and a safe learning environment.

Next, leaders and teachers should develop, practice and implement the following steps:

1. Determine one system for behavioral data tracking (such as Kickboard).
2. Create transformation zone-wide expectations for behavior and academics.
3. Development of common daily routines and procedures.
4. Agreed upon use of consistent language for adult-to-adult, adult-to-student and student to-student interactions.
5. Common, consistent and ongoing evaluation of PBIS programming and what components should be part of trend data.

Most notable for BAM has been the sharp decrease in discipline referrals over the past five (5) school years.

School Year	# of referrals	Percent Decrease
2013-2014	3670	N/A
2014-2015	493	86.5% decrease
2015-2016	176	64% decrease
2016-2017	165	6% decrease
2017-2018 to date	123	25% decrease as of March 1, 2018

A common thread for all schools is responding to data and agreeing on common language and practices for monitoring student behaviors. A next step for the transformation zone schools will be utilizing Well Managed Schools, CHAMPS and Kickboard as foundational tools for consistently implementing practices, tracking data and responding accordingly.

Per recommendations of the proposal, the schools will focus on the following goals:

1. Determine one system for behavioral data tracking (such as Kickboard).
    a. MEASUREMENT OF PROGRESS: Walk-through observations to ensure that teaching and learning is aligned to rigor of the state standards to enhance and extend learning.
2. Create transformation zone-wide expectations for behavior and academics.

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a. Agreed upon use of consistent language for adult-to-adult, adult-to-student and student to-student interactions.
b. Development of common daily routines and procedures.
c. MEASUREMENT OF PROGRESS: Weekly review of student data (both teachers and school leaders) to track student behavior data trends.

3. Assessment of Progress
    a. Common, consistent and ongoing evaluation of PBIS programming and what components should be part of trend data
    b. MEASUREMENT OF PROGRESS: Weekly review of student data (both teachers and school leaders) to track student behavior data trends.

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Lever 8: Family & Community Involvement

RATIONALE FOR INCLUSION

The beginning of this section will provide an in-depth profile of each school proposed to be part of the transformation zone. Each school profile will specifically provide narrative details gathered in collaboration with a service provider for ongoing support. Evidence directly examines the current state of family and community involvement at each site.

OBSERVATIONS | PETTIT PARK ELEMENTARY

Family & Community Partnerships

- Stakeholders have many opportunities to participate in the educational process. There is still a struggle with getting high numbers of stakeholders to take an active role in the process. The school needs to find more ways for everyone to have a sense of ownership in the process and in school improvement.
- 80-90% of parents attend parent-teacher conferences. Staff reaches out multiple times to reach parents and most at-risk families are the hardest to contact.
- Stakeholders must be more involved and building a strong collaborative culture with a passion for school improvement. While high expectations for staff and students are developed, there is continual growth in the mission to implement this with fidelity every day in Pettit Park's Teaching and Assessing for Learning.
- Attendance is increasing at monthly parent meetings, about 3-4 parents and community members and 3-4 staff members attend each time.
- Several strong community partnerships aid the school to ensure that students' physical needs are being met. Within the school, there are multiple avenues that work to support the social and emotional needs of students. These extra supports then complement the academic and relational support that is offered by the classroom teacher.

OBSERVATIONS | BON AIR ELEMENTARY

Family & Community Partnerships

- One area that needs improvement is communication and focused sharing of the purpose and directions with our families and community.
- Through the school's SIG, they are working diligently on establishing family leadership teams. Actions that are being implemented to sustain strengths, as well as improve areas of need include the following:
    - Establishing, growing, and sustaining a family leadership team; ○ School leadership team;

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    - Establish a school student leadership team.
- An area for further improvement is the under-utilization of services. The social service team meets several times a year to discuss how to meet the needs of all students.
- There needs to be consistent communication among all stakeholders.
- BAE has averaged 98% attendance of Parent-Teacher conferences for the past two years.

OBSERVATIONS | BON AIR MIDDLE

Family & Community Partnerships

- A high concentration of absences is prevalent from a small group of students (over 60% of the absences come from 12% of the students).
- Attendance is around 92%.
- Parent involvement is minimal. Parents have not been invited to look at what is needed instructionally for their child. Parents and teachers need to come together to support students.
- Parents often see staff as authority; parents need to perceive staff as partners that can help when a child is struggling.

RESEARCH TO SUPPORT

The goal for the parent and community involvement lever is to not only increase the number of stakeholders involved in the transformation zone, but to further expand *how* family and community members are involved within the schools.

In 2012, the Program for International Student Assessment (PISA) database was utilized to examine the effects of parent involvement directly on student achievement. The study utilized principal and parent survey reports from 7 countries. Deeper analysis of results revealed three dimensions of parent involvement within schools:

1. Parent-initiated involvement
2. Teacher-initiated involvement
3. Parent volunteerism

Principals who reported parent-initiated involvement was a correlating factor (positively) to student achievement. In select schools, parent results indicating teacher-initiated involvement negatively predicted student achievement. The greater revelation through this body of research indicates that schools must understand the source of information for survey measures. Evidence suggests that schools should utilize parent surveys to analyze within-school variations in student achievement, while principal reports could be used to further analyze student achievement variations across schools (Sebastian, Moon & Cunningham, 2017).

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In order for the transformation zone to reap the student achievement benefits of deeper parental and community engagement, there must be clear structures for meetings, volunteering and roles within the school community and clear awareness of what effective involvement includes.

In a recent article featured in *Learning Disability Quarterly (LDQ),* Dr. David Connor and Dr. Wendy Cavendish explore themes that characterize parents of students with disabilities and their relationships with teachers. With suggested improvements for how parents can be involved in the decision-making process, particularly in negotiation of Individualized Education Plans (IEP's), they conclude that, "…we emphasize the onus placed upon school professionals to better understand parental positionalities and needs, be culturally cognizant and competent in interactions, with the specific purpose of consciously addressing power differentials that have historically inhibited authentic parent–professional relationships," (Connor & Cavendish, 2017).

The transformation zone must establish common practices that are built on knowing, understanding and defining action and effective involvement, while communicating what this is with all stakeholders.

RESPONSE | ACTION PLAN | METRICS

In this section, Kokomo School Corporation will respond to recommendations proposed within the lever and develop an action plan with aligned metrics to measure progress towards outcomes.

Through the transformation zone proposal for Kokomo School Corporation, structure would be established through common practices and standard operating procedures for:

1. Effectively building and sustaining relationships with families and community members.
    a. Establishing a culture where parents and community members are seen as partners.
    b. Develop clear systems for who, why and how each parent or community member is contributing to the transformation zone.
    c. Define clear roles and responsibilities.
2. Implementing structured and common practices for all parent and community meetings.
    a. Outcome-oriented meetings with established norms and consensus-building strategies.
3. Increasing parent involvement through extended services.
    a. An example of extended services is offering a monthly career workshop for all middle school students to attend with their parents. As students are engaging with their career pathway, it will be an opportunity for them to spotlight what they are learning while bringing community members to provide career development workshops for parents to grow alongside their students.

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Both PPE and BAE leverage the community partners to enhance parent nights and events. Such events include themes like a Holiday Fun Night, Princess Ball and a Grandparents Breakfast. Both schools cited that back-to-school events and others throughout the year (such as Spelling Bee, Veteran's Day program and Music programs) are very well-attended by parents and family members. PPE maintains an official PTA as of SY 16-17 and partner heavily with the school. PPE was able to add a parent liaison position as a result of their SIG. However, BAE and BAM would like to acquire a parent liaison position to help plan events, trips and community outreach.

An additional point of improvement for BAM has been an increased number of families meeting with the guidance counselor to discuss student achievement data and academic resources available. Prior to SY 17-18, the number of family and counselor meetings was not higher than 15%; this year, parent meetings have exceeded 50% of families meeting with the counselor.

Per recommendations of the proposal, the schools will focus on the following goals:

1. Increasing parent engagement through multiple interactions.
    a. Increasing parent involvement through extended services.
        i. An example of extended services is offering a monthly career workshop for all middle school students to attend with their parents. As students are engaging with their career pathway, it will be an opportunity for them to spotlight what they are learning while bringing community members to provide career development workshops for parents to grow alongside their students.
    b. MEASUREMENT OF PROGRESS: Surveys with parents to determine needs and drive engagement opportunities; feedback to evaluate effectiveness of interactions.
2. Implementing structured and common practices for all parent and community meetings.
    a. Outcome-oriented meetings with established norms and consensus-building strategies.
    b. MEASUREMENT OF PROGRESS: Meeting minutes and sign-ins from any events/meetings involving families.
3. Assessment of Progress
    a. MEASUREMENT OF PROGRESS: Use of data to examine if family and community engagement has increased as a result of the parent liaison role and multiple opportunities for interaction. This would be done utilizing an independent samples *t*-test to determine whether students with parents that have three or more interactions with the school significantly outperform students with less than three interactions, using ISTEP data.

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Strand 3 | Teaching and Learning

While establishing an optimal learning environment with barriers for student learning adequately addressed, daily, teaching and learning must be re-structured to reflect preparation and interests of the 21st-century student. To establish personalized, college and career trajectories for each student, Kokomo Schools must innovate and re-design programming for the three schools within the transformation zone through relentless focus on teaching and learning in alignment with strategic planning over 6 years (2018-2024).

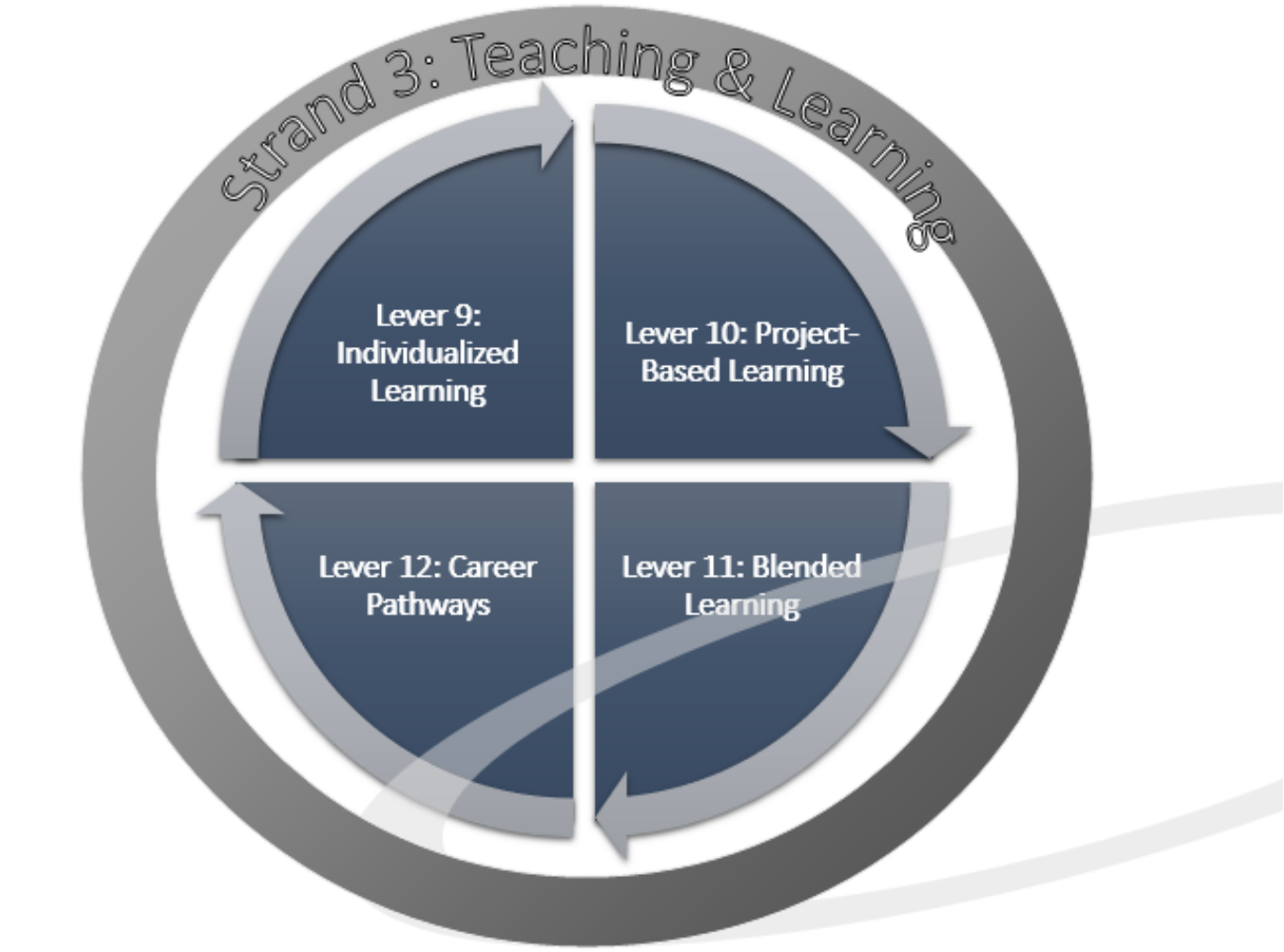

Figure 5: EES Model for School Transformation, Strand 3

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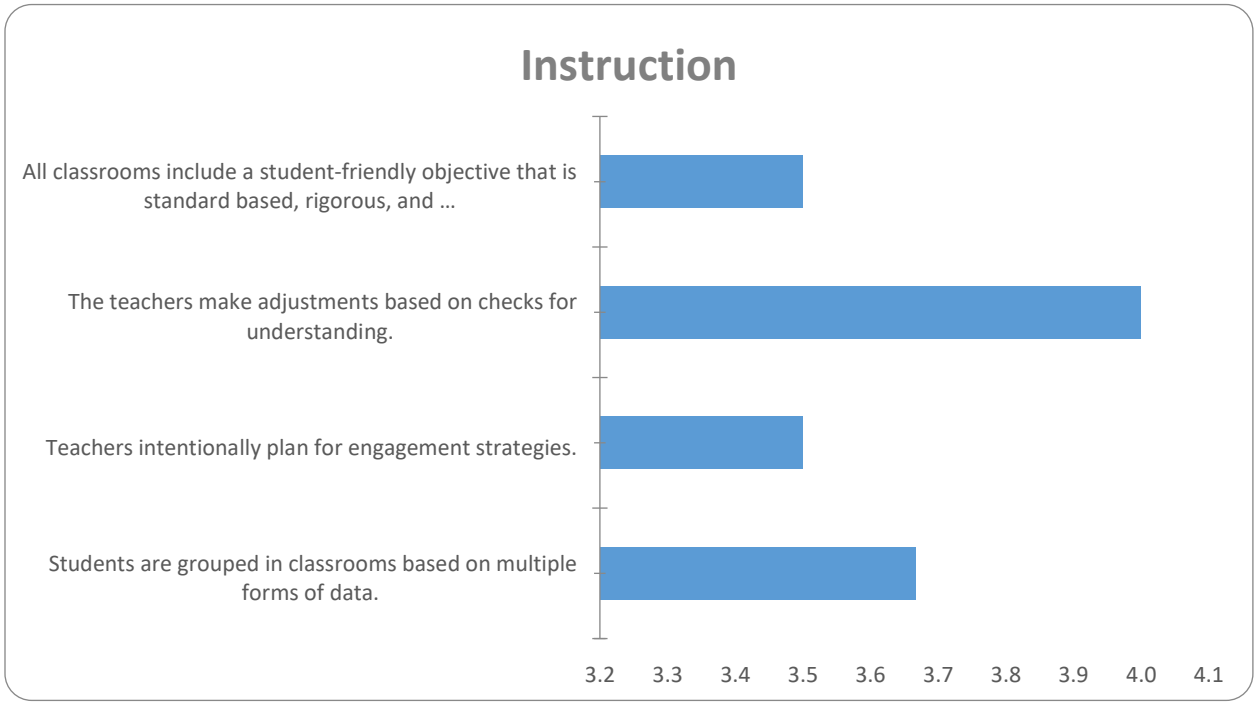
Lever 9: Individualized Learning

RATIONALE FOR INCLUSION

Upon further examination of data from the 2017 external review of each campus, teaching and learning should be more focused on students as individual learners. Students who are far behind need more time to catch up. A common thread communicated by school leaders is the need for students to have an individual prescription to help close achievement gaps.

The focus is on teaching concepts, versus making adequate adjustments in response to data to meet student needs academically. This also demonstrates the further need of support in delivering rigorous, standards-driven instruction.

<u>Pettit Park Elementary</u>
Instruction is perceived as moderately strong.
○ Two opportunities for improvement: All classrooms include a student-friendly objective that is standard based and rigorous and teachers intentionally plan for engagement strategies.



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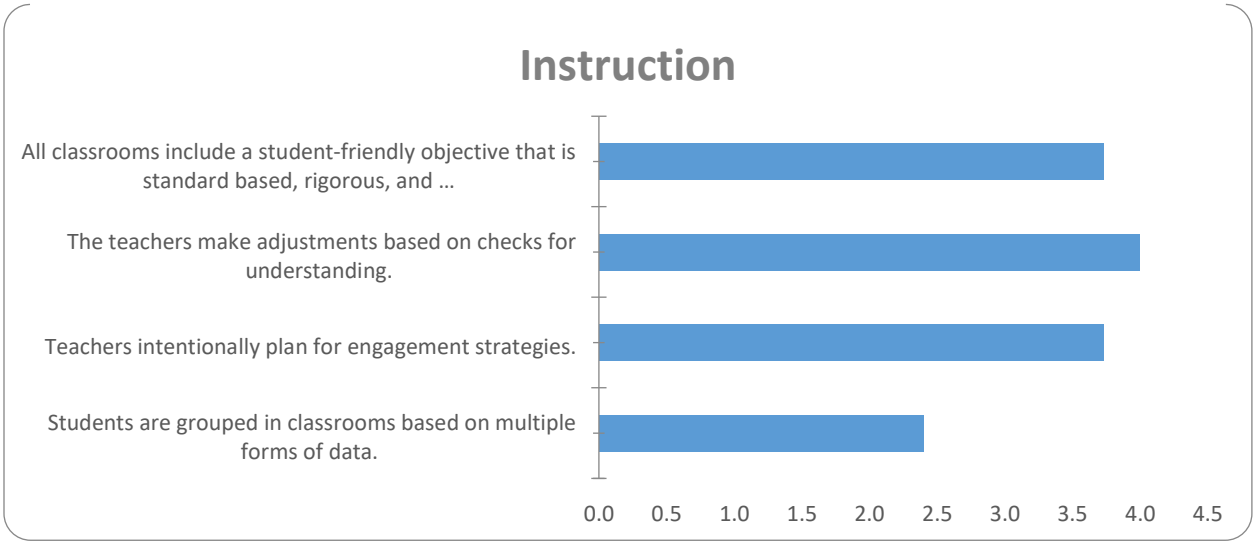
Bon Air Middle

Instruction is perceived as moderately strong.

- Opportunity - Group students in classrooms based on multiple forms of data.



Bon Air Elementary

Instruction is perceived as moderately strong.

- Two opportunities for improvement: Teachers could make more frequent adjustments on checks for understanding and group students in classrooms based on multiple forms of data.

Though instruction was *perceived* as moderately strong, the most recent [initial draft] SQR data (February 2018) indicates instruction as "ineffective" at the transformation zone schools, further making the case for support. Perception is not reality.

Because this is a common area of practice that must be strengthened, it is recommended that the transformation zone will develop individualized digital learning plans (ILP's) for each student. Individualized learning should evolve based on assessment, an area that needs support in the transformation zone. Instead of providing an "equal" approach for all students, the goal will be for the transformation zone to use quality assessments and provide individualized learning opportunities for *all* students, driving equity and individual academic growth in lieu of uniform proficiency goals.

RESEARCH TO SUPPORT

Karen Weselby likens student learning styles to the unique nature of fingerprints. Her working definition of differentiation is based upon design and delivery of instruction that best meets the needs of every learner. Teachers should not only consider styles of learning but also readiness levels

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as they prepare their lessons. Differentiation can occur via content, process, assessment or learning environment.
Notably, her work describes behaviors of teachers who practice differentiation to include the following:

- Design lessons based on students' learning styles
- Group students by shared interest, topic or ability for assignments
- Assess students' learning using formative assessment
- Manage the classroom to create a safe and supportive environment
- Continually assess and adjust lesson content to meet students' needs (Weselby, 2014).

In order to develop individualized learning for every student, the transformation zone must consider assessment practices. Moreover, they must evaluate the current guaranteed and viable curriculum and its ability to drive standards-based instruction.

Laura Robb explores the idea of assessment as a number one indicator for differentiation that personalizes learning for every student.

"Differentiation is a way of teaching; it's not a program or package of worksheets. It asks teachers to know their students well so they can provide each one with experiences and tasks that will improve learning." This theory further supports coaching and monitoring teachers to ensure they have adopted this "way of teaching" within the practices of their classroom. She also lays out some key principles that form a foundation for differentiation:

- Ongoing, formative assessment
- Recognition of diverse learners
- Group work
- Problem solving
- Student choice (Robb, 2008).

A classroom is the birthplace for the continuous improvement process. Currently, this is not evidenced in the transformation zone's practices. Mike Schmoker expounds on this idea stating, "…an enormous proportion of daily assessments are simply never assessed – formally or informally. For the majority of lessons, no evidence exists by which a teacher could gauge or report on how well students are learning essential standards," (Schmoker,2006).

Knowing that all teachers want to grow their own practice as well as grow each of their learners, evidence continually points back to consistent implementation of high-leverage assessment practices as the key for moving the needle on student achievement. These assessment practices include development of standards-aligned common formative assessments and grading scales.

The main source for differentiation is via multiple data streams and varied forms of assessment. Assessment should be consistent and varied. When implemented well, assessment opens doors to new learning for *all* students. States Carol Tomlinson, "Assessment always has more to do with helping students grow than with cataloging their mistakes," (Tomlinson, 1999).

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Teachers must see checking for understanding to support all individual learners in order to provide precise and rigorous instruction. This means they must have a deep understanding of what skills must be taught in order for students to demonstrate mastery of a particular standard.

Finally, assessment should link to proficiency scales that are driven by Indiana's state standards, which drive what every student needs. Traditional letter grades often fail to inform teachers, students or parents how well students actually know the learning target. After determining priority standards (*Note: Each site is currently undergoing this process), school teams should build scales for all priority standards.

Scales are very different than a traditional 100-point system. If we stick to outdated forms of assessing student learning, we will often miss the impact of instruction and student progression. Consider Robert Marzano's breakdown of utilizing scales:

A well-written scale can be thought of as an applied version of learning progression. A scale should make it easy for teachers to design and score assessments. To be most useful, scales should be written in student-friendly language. The teachers should introduce each scale to the students and explain what is meant by the content with each score value. Below is an example of a generic scale (pp. 44–45). [1]

Table 3.5 Generic Form of the Scale

Score 4.0	More complex content
Score 3.0	Target learning goal
Score 2.0	Simpler content
Score 1.0	With help, partial success at a score of 2.0 content or higher
Score 0.0	Even with help, no success

[1] Marzano, R. (2009). *Formative Assessment and Standards-Based Grading.* Bloomington, IN: Marzano Research Library.

For each priority standard selected within any course, teams will follow these three steps:

1. Identify the concepts and skills a student would need to demonstrate to meet this standard (proficiency) and place in Level 3.
2. Identify the concepts and skills students would need to demonstrate to move towards securing Level 3 (foundational) and place in Level 2 of template.

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3. Consider how a student would extend the learning and demonstrate mastery of the standard and be placed in level 4.
4. A simple way of thinking and communicating to your students and parents would be the following:

Score 4.0	Mastery- Demonstrates success on any task they encounter for that standard while displaying higher levels of complexity
Score 3.0	Proficiency- Is meeting the requirements of the standard
Score 2.0	Foundational- Has a foundation to build from but is not meeting the standard yet
Score 1.0 or below	Pre-Foundational- Requires help (or even when help) cannot even demonstrate success on basic understandings or applications.

* It should be noted that when you get down to Level 1.0 or below, you would have to conference with the student to determine what level they are at (Marzano, 2009).

RESPONSE | ACTION PLAN | METRICS

In this section, Kokomo School Corporation will respond to recommendations proposed within the lever and develop an action plan with aligned metrics to measure progress towards outcomes.

In order to accelerate learning and complement the other levers over the next 6 years, the following are proposed actions within this lever:

1. Development of individualized digital learning plans (ILP's) for all students in order to track engagement, interest and inclination to identified career pathways. ILP's can be utilized to track students' successful matriculation and retention K-8 within the transformation zone. ILP's would also be tracked by students utilizing binders.
2. Implementation of proficiency scales.
3. Implementation of teacher-developed, common formative assessments.
4. Establishment of common daily formative assessment practices.
5. Weekly data meetings to analyze and adjust instruction.

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In SY 17-18, students began work with data binders at PPE. Teachers are consistently using data from daily exit tickets to guide small group instruction and data meetings are held every Tuesday, often examining tech platform data (i.e. from Achieve 3000 reports).

Both BAE and BAM indicate minimal degrees of personalization for students based on use of programs like i-Ready or Achieve 3000. However, no indication of students tracking their own progress towards goals and mastery of standards currently exists.

All schools within the transformation zone have indicated the need for further development on competency-based teaching and learning. Accompanying this need is necessary evaluation of the rigor of assessments to be aligned to what students must demonstrate mastery of on assessments like ISTEP.

Per recommendations of the proposal, the schools will focus on the following goals:

1. Development of individualized digital learning plans (ILP's) for all students in order to track engagement, interest and inclination to identified career pathways. ILP's can be utilized to track students' successful matriculation and retention K-8 within the transformation zone.
    a MEASUREMENT OF PROGRESS: Ongoing formative assessments and analysis at data meetings. Students know what is expected of their learning and where they are currently performing. Every student, teacher and leader is building and can access an individualized, digital learning plan to track growth and attainment of goals.
2. Implementation of teacher-developed, formative assessments for individual students.
    a MEASUREMENT OF PROGRESS: Data binders, data walls and individualized learning plans for all students.
3. Establishment of common daily formative assessment practices to individualize student instruction.
    a MEASUREMENT OF PROGRESS: Walk-through observations accompanied by coaching and feedback for effective implementation of best-practice strategies like exit tickets and checks for understanding.
4. Weekly data meetings to analyze and adjust instruction.
    a MEASUREMENT OF PROGRESS: Meeting agendas and reteaching plans based on analysis of data.

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Lever 10: Project-Based Learning

RATIONALE FOR INCLUSION

One of the largest opportunities for continuous attraction and retention of students and their families at Pettit Park, Bon Air Elementary and Bon Air Middle is by introducing teaching and learning options that align to the needs of the 21st century learner *and* worker, specifically in Kokomo. Although all these schools are named as technology academies, much evidence is missing that would indicate fully adopted practices to innovate teaching and learning.

Bon Air Middle is also considered a career academy. An urgent need to develop continuity across all programs through creation of a transformation zone is a driver for this lever. By embedding specific programs, such as computer science for *all* students, paired with other 21st-century skills, like artificial intelligence and robotics, these skills can then be specified into career pathways of relevance when students enter grade six.

By streamlining the overall vision and mission of the transformation zone, providing all team members with adequate and relevant training and implementing rigorous components of innovation, the transformation zone will spur engagement and learning, while reducing the mobility of families; in turn, attracting more families.

Considerations for this lever are based on current curriculum and instruction practices for each school, as outlined below.

Pettit Park Elementary
Curriculum & Instruction

- During the 2014-15 school year, most intermediate classrooms were just moving to more of a workshop approach that allows for significant amounts of small group instruction and individualized learning.
- Our building utilizes a workshop approach for instruction in reading, writing and math. Data from classroom walkthroughs conducted first semester showed professional development was necessary in this area. Building principal and instructional coach along with another building administrator and coach presented 11 weeks of training and adjusted the focus of each week to the needs identified by walkthroughs.

Bon Air Elementary
Curriculum & Instruction

- An area that needs improvement is developing a clear understanding of why the curriculum is critical to teaching and student learning. Work on ~~our~~ curriculum requires professional

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development, clear communication, and time to unpack the priority standards and check for student learning. The leadership team is continuing to work on plans to improve this area through professional development, supporting teachers as they build formative assessments and proficiency scales to track the newly developing curriculum.

Bon Air Middle
Curriculum & Instruction

- Staff surveys indicate that rigor of classroom instruction does not meet rigor of ISTEP+ assessment.
- Great effort has been put forth to consider a guaranteed and viable curriculum, but it is not being implemented with fidelity. Staff know what the essential learnings should be, but are not aligning their work with these outcomes.
- Students do not understand where they are in the learning process. Grading practices lack meaningful feedback on student progress and do not connect the identified curriculum.

RESEARCH TO SUPPORT

In Tony Wagner's text, *The Global Achievement Gap*, he explores the urgency to provide innovative teaching and learning options. The reality in education right now is most teaching and learning practices have not adapted to the fast-paced, 21st century world that students live in.

"Schools – especially high schools – aren't changing, then, in part because there is no consensus about what types of changes are needed or might work – or even whether there's a need for change at all. Business leaders (who, many are surprised to hear, have been the primary advocates for education reform), educators, and parents alike rarely talk to one another and so share little or no common ground. As in the well-known Indian fable, each group is blindfolded, touching just a part of the truth. For some time I've wanted to write a book that would contribute to a dialogue among these three groups about what we want our high school graduates to know and be able to do.

My interest in this problem became more pressing as I began to observe, with a growing sense of alarm, the accelerating pace of change in the twenty-first century and the ways which this change was leaving our schools and our children further and further behind. Computers and the Internet were becoming essential tools in every workplace – but from what I saw in schools, students rarely used technology as a part of their learning in the classrooms. Students and teachers also continued to learn and work in isolation – whereas the rest of the work world had been organized into teams for decades.

Early in 2006, I read Thomas Friedman's *The World is Flat.* He makes the case that *any job – blue or white collar – that can be broken down into a routine and transformed into bits and bytes can now be exported to other countries where there is a rapidly increasing number of highly educated "knowledge workers" who will work for a small fraction of the salary of a comparable American worker.* Reading

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this book deepened my understanding of the profound implications these sudden technological and economic transformations have for our economy and for our children's future. Friedman was talking not just about today's manufacturing jobs – most of which have already disappeared from this country. He was talking about professional jobs for engineers, architects, software code writers, technical support specialists, customer service representatives, accountants, and the like. All of these jobs and many more rely mainly on skilled used of data and other kinds of information that can now be sent or received and processed nearly instantly almost anywhere in the world," (Wagner, 2014).

And Wagner is not the only researcher demonstrating what has come to pass in the 21st century.

"To meet the needs of an increasingly technologically advanced society, the workplace has emerged from its once individualized and industrialized focus on routine work into a global workplace that emphasizes knowledge-work, innovation, and invention of new products and services (Florida, 2003). As the workplace has transformed, so have the skills needed by those who perform the work. In a 2007 report by the National Center on Education and the Economy, *Tough Choices or Tough Times*, the prediction that routine middle-class jobs will become automated is given credence, as the report points to the importance of *creative work* in the United States in research and development, marketing and sales, and information technology; and the reduction of routine work done by people that will be performed by machines. As a result, creative employees are needed, individuals who have the capacity to continually take in new knowledge and information, and exhibit innovation and complex problem-solving ability," (Skiba, Tan, Sternberg, & Grigorenko, 2010).

Ron Ritchart provides additional support through his latest book, *Creating Culture of Thinking: The 8 Forces We Must Master to Truly Transform Our Schools*. This supports the *Innovative Teaching and Learning Options* lever, specifically in support of teachers implementing project-based learning to increase authentic engagement and develop deep thinking skills. Authentic engagement is described by Ritchart (based on the work of Newman, Bryk, & Nagaoka, 2001), as:

1. Novel application
2. Meaningful inquiry
3. Effective communication
4. Purposeful reach

Ritchart provides foundational elements that are part of this lever for transforming schools, advocating that, "…the fundamental goal of schools must be about developing students' thinking skills, students' thinking should be visible, and the role of classroom culture is essential in supporting students' learning," (Dole, 2017).

Many of these elements can be provided and enhanced through effective use of technology. However, proper support, training and expectations are absolutely non-negotiable to provide innovation and further learning options for students. In a recent case study, the advocacy for developmentally appropriate implementation is essential for increasing student engagement and

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achievement. "Although many elementary schools have adopted one-to-one programs, we still lack information on how teachers integrate iPads or other tablets into their daily instruction, especially in early childhood settings. The purpose of this case study was to present how four experienced iPad-using early childhood teachers integrated one-to-one iPads into their literacy instruction. Based on observations and interviews, we found that these four teachers' used iPads in both teacher-directed and developmentally appropriate practices. The teacher-directed approaches focused on using iPads to practice basic literacy skills in different learning stations, while the developmentally appropriate approaches engaged students in childcentered digital production projects," (Ding, Glazewski, Lu & Ottenbreit-Leftwich, 2017).

Finally, the foundation of project-based learning must be driven by standards-based instruction. Curriculum defines what students need to learn. Common formative assessments, grading scales and data systems indicate whether students are learning. Though a project-based learning curriculum usually boasts a multitude of cross-curricular connections, it is essential that what students are learning is driven by the Indiana state standards.

RESPONSE | ACTION PLAN | METRICS

In this section, Kokomo School Corporation will respond to recommendations proposed within the lever and develop an action plan with aligned metrics to measure progress towards outcomes.

For the transformation zone, students would experience exposure to a multitude of career and technological training options.

Every student in grades K to 8 will be provided with learning experiences aligned to the Indiana academic standards, including computer science standards, while project and inquiry-based learning will provide enhanced learning opportunities in the areas of robotics and artificial intelligence.

Exposure through a standards-driven curriculum (with special focuses on computer science, artificial intelligence and robotics) beginning upon entry into school will ignite student interest and retain families to stay in programs at Pettit Park and Bon Air, thus reducing mobility rates.

The relevance for this lever is more than solely exposing students to deepen experiences through the sciences. Indiana University Kokomo professor emeritus of sociology and co-author of *Deep Inequality: Understanding the New Normal and How to Challenge It,* Earl Wysong shares the realities of the economic climate in Kokomo.

"In Kokomo, if you're not a blue collar Chrysler worker or a professional, you're earning $9 to $10 an hour, which is not a lot of money if you're trying to raise a family," says Wysong.

The purpose of a transformation zone across the three schools will not only benefit Kokomo School Corporation; it will have a ripple effect across the entire community. Instructional content associated

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with computer science, artificial intelligence and robotics are the vehicles for exposure and engagement.
This lever will focus on equipping all team members to effectively provide teaching and learning opportunities through:

1. Project-based and inquiry-based learning opportunities aligned to Indiana's academic standards.
2. Student interactions focused on effective collaboration, communication, creativity and critical thinking.

Project-based learning is not seen as an expectation, nor is it consistent across all three schools in the proposed transformation zone. This is likely because of the lack of learning and development related to the topic.

All school leaders have detailed the need for and desire to embed Project Based Learning (PBL) into teacher planning and delivery of instruction, school-wide. School Leaders have also indicated implementation goals focused on intentionality with rigor and standards-aligned PBL.

Per recommendations of the proposal, the schools will focus on the following goals:

1. Implementation of project-based and inquiry-based learning opportunities aligned to Indiana's academic standards.
    a. Ongoing staff professional development opportunities to learn about PBL and embedding PBL into current curriculum maps.
    b. MEASUREMENT OF PROGRESS: Implementation of PBL across all three schools as evidenced in curriculum maps and delivery of instruction.
2. Student interactions focused on effective collaboration, communication, creativity and critical thinking.
    a. A focus on development of 21st Century skills.
    b. MEASUREMENT OF PROGRESS: As evidenced in data collection with alignment to PBL rubrics developed by staff.
3. Assessment of Progress
    a. MEASUREMENT OF PROGRESS: Use rubrics to understand and implement PBL projects within current curriculum. Ensuring that teachers are assessing multiple facets of PBL through effective development and implementation of rubrics.

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Lever 11: Blended Learning

RATIONALE FOR INCLUSION

Though all three schools boast 1-to-1 technology resources for students, it is unclear as to how the technology is used with fidelity and impacting student achievement. Additionally, there does not seem to be a streamlined correlation between the standards-based curriculum and integration into a blended learning model.

In order to enhance and leverage a blended learning model throughout a 5-year implementation plan, the lever *Blended Learning* will hold significant impact in relation to personalized learning experiences for students with goals tied to increased attendance and engagement. In addition, it will afford all students the opportunity to experience learning beyond the classroom that is aligned to Indiana's academic standards, preparing them for a global, 21st century economy.

RESEARCH TO SUPPORT

Blended learning (BL) is still a fairly new concept in the P12 education sector. This said, the transformation zone will require robust effort to define, teach and help all staff members apply the concepts with fidelity and relevance to their teaching and learning practices.

"Across contexts and institutions, varying ideas exist of what constitutes a BL environment (Porter, Graham, Spring & Welch, 2014). This distinction is most noticeable between postsecondary and K-12 sectors. Although BL at both levels is similar in many ways, it must be adapted to fit the K-12 setting (Staker & Horn, 2014). Horn & Staker's (2015) three-part definition of BL focuses on the element of student control over their own learning experience, learning in a supervised brick-and-mortar location away from home, and the importance of an integrated learning experience. The integration aspect focuses on the coherence between the F2F and online components to deliver cohesive instruction for the learner about a given topic (Horn & Staker, 2015). An effective implementation of blended learning is well-coordinated with each component supporting the other," (Graham, Ikahihifo & Spring, 2018).

Along with a working definition across the transformation zone, there will be concerted effort to develop a collaborative network of BL teacher leader experts across all three campuses.

"Blended learning (BL) remains a buzz term in language teaching. The term means different things to different people. Despite various interpretations, a general understanding has emerged that BL courses combine face-to-face classroom teaching with an online component," (Sharma, 2017).

"Results show that the instructor expertise, students' perceived task value and achievement goals are the most influential factors, followed by the LMS quality, instructor support, and students' general

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self-efficacy. Contradictory to previous studies, the LMS quality only has an indirect effect on student satisfaction, via perceived achievement goals. In different BL conditions, the LMS quality has significantly different effect on student satisfaction, when interacting with the instructor expertise. The two modalities of BL programs also yield differences in students' perceived achievement goals and their demand for the LMS's functionality and design, hence crucial implications for pedagogical practices and institutional policy addressed," (Blieck, Diep & Zhu, 2017). This research is notable as many observations indicate that issues such as network reliability and common programming must be addressed to focus on more substantial elements of a blended learning model.

Next, examination for how blended learning can have an impact directly on each content area would provide structure to programming. One such area of focus would be writing and cross-curricular alignment with Indiana computer science standards.

"Whenever a technological tool is implemented as part of course instruction (as a means of improving academic writing), instructors need to effectively communicate a) the value of the tool to the students, b) its connection to positive learning outcomes and coursework, and c) best practices that can assist students as they engage with the technology. If not done effectively, the potential for the technology to assist students in the writing process is often negated.

Although technology offers students great affordances for group collaboration outside the formal classroom environment, a number of factors can impede effective group work related to academic writing. These include lack of pedagogical supports, poor moderation of online social interactions and interpersonal issues that can emerge, and students' reluctance to engage with the tool until assignment deadlines approach," (Bodnaresko, Burns, Danyluk, Ribeiro & Scott, 2017).

Finally, one of the biggest questions associated with implementation of blended learning are the results. Widespread studies indicate that most programs need a minimum of 2-3 years to track the positive impact of the programming.

"Research shows that implementation of a new program needs time to settle. Therefore, it could take more than one year to show a change in student achievement. It's important for teachers to continue to try new ideas that could benefit their students and education is consistently changing. Implementing technology has become a must in almost every district," (Cracraft, 2015).

A similar study to Cracraft's was conducted in 2016, demonstrating improvement in third-grade science assessment achievement. The leading indicator for higher performance (and consistent with other similar studies) was: blended learning increased student engagement in learning, boosting ownership and banishing boredom (Khader, 2016).

It is also important to note that this is a complete shift in education that is necessary and relevant in order for students to compete in a global economy.

"Michael B. Horn, co-founder and distinguished fellow of the Christensen Institute, said at least three fourths of United States school districts have implemented some form of blended learning--and he

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estimated about 10 million students are benefiting. Besides giving students a choice in how they learn best, Horn said, effective blended learning shares the following characteristics:

* The teacher has an engaged role and is using the technology to get to know students better.

* A strong classroom culture in place that is widely shared and practiced. "Every routine, from asking for help to moving from one activity to the next, is very crisp and well understood by students," Horn said.

* A clear purpose to every learning experience. "There should be thoughtfulness and intentionality behind the use of each mode or activity," he said. "It's not done ad hoc." Instead, there is a strategy behind it: "I'm using this modality to accomplish this specific purpose--and here's why," (Pierce, 2017).

Years of data related to effective implementation also indicate increased student achievement for those schools adopted blended learning practices.

"…the Christensen Institute and the Evergreen Education Group published *Proof Points*, a compilation of 12 case studies of school districts around the country that have experienced improved student outcomes since implementing blended learning. The case studies demonstrate blended learning's transformative power in high-poverty areas. Among the districts featured in these proof points, three-quarters serve communities where over 50 percent of students qualify for free and reduced-price lunch. Many are using blended learning to accelerate students on the wrong side of the achievement gap. For example, Spokane Public Schools created the Individual Credit Advancement Now (ICAN), a blended credit recovery program that has seen a promising 87 percent completion rate. Spokane also launched On Track Academy, a blended alternative school for students who have fallen behind in credit accumulation. Since implementing these two blended, intervention programs in 2008, Spokane's graduation rates have risen an impressive 23 percent.

DC Public Schools (DCPS) has likewise seen blended learning move the needle among its students, 75 percent of whom qualify for free and reduced-price lunch. The district has deployed a variety of blended learning models: elementary schools use the Station Rotation model, middle schools use the Individual Rotation model, and high schools use the Enriched Virtual model for credit recovery. These blended learning programs are seeing significant results: blended-learning math students outperform students in traditional math classes across the district. And in reading, blended-learning students show the greatest improvement rates. In addition, since adopting blended learning, the district has watched attendance rise 3 percent and truancy decline by an impressive 10 percent. As the system adds more blended classes across a larger swath of schools, DCPS leaders are betting that these trends will only accelerate," (Freeland, 2016).

In order for blended learning to have a deep impact, such as in the cases of D.C. Public Schools, the opportunities must be aligned to the rigor levels required of Indiana academic standards, in particular, Mathematics and Reading.

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RESPONSE | ACTION PLAN | METRICS

In this section, Kokomo School Corporation will respond to recommendations proposed within the lever and develop an action plan with aligned metrics to measure progress towards outcomes.

Developing a clear program model with rollout across the three schools in the transformation zone will create sustainable impact. In order to accelerate learning and complement the other levers over the next 6 years, strategic service providers will collaborate with the transformation zone schools and district leaders to implement the following:

1. Effective professional learning and communication to educators regarding:
    a. The value of the tech tools for students and teachers
    b. Connection to positive learning outcomes and units of study
        i. Articulated alignment of blended learning to core standards reinforcement and acceleration
    c. Establishment of best practices to assist students as they engage with technology
2. Identification of transformation zone teacher leader experts for Blended Learning
3. Increased learning opportunities outside of school through a blended learning model
4. Increased opportunities for differentiated instruction, small group and individualized learning due to the blended learning design.

Similar to PBL, blended learning has few consistent expectations across the transformation zone schools. As a result, clear evidence for leaders and teachers to see its impact on student achievement does not currently exist.

All schools have access to a variety of platforms, such as Canvas, i-Ready, Achieve 3000 and Mastery Connect. However, due to lack of authentic and intentional development of teachers, (like the SAMR model, establishment of guidelines and use, etc.), there are still major gaps in implementation of technology to support a blended learning approach.

One such example are the varying numbers for BAMS. All schools are 1-to-1, however when asked about tech integration, the use of tools to support daily instruction is scattered.

- Canvas - 50% of teachers
- Achieve 3000 – 75% of teachers
- i-Ready – 80% of teachers
- Mastery Connect - 15% of teachers

Per recommendations of the proposal, the schools will focus on the following goals:

1. Effective professional learning and communication to educators regarding:
    a. The value of the tech tools for students and teachers
    b. Connection to positive learning outcomes and units of study

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i. Articulated alignment of blended learning to core standards reinforcement and acceleration

c. Establishment of best practices to assist students as they engage with technology

d. MEASUREMENT OF PROGRESS: Implementation into daily instruction as evidenced through walk-throughs and lesson plans.

2. Increased opportunities for differentiated instruction, small group and individualized learning due to the blended learning design.

a. MEASUREMENT OF PROGRESS: Student achievement growth data aligned to areas for focus within blended learning opportunities. (i.e. focus on power standards through a specified platform for reinforcement.)

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Lever 12: Career Pathways

RATIONALE FOR INCLUSION

Though Bon Air Middle is named a Career Academy within the district, only 8th graders are currently offered the opportunity to be part of the Career Center within the district. Of those 8th graders, only 10% currently participate in programming.

In a 2017 external review of the middle school, surveys and artifacts indicate that there is a need for a culture to be developed surrounding programming. For example, the school's newsletter focuses on after-school programming and field trips. A simple cultural shift would be communicating the benefits of a career pathway through programming offered.

In grades 6-7, students will begin selecting their career pathways program from the following options:

- ➔ Manufacturing
- ➔ Health Services
- ➔ Computer Science

This will allow students to focus on goal setting and personalized learning experiences.

For both elementary campuses, because there is not a focus on non-cognitive attributes (which include goal-setting – See Lever 2), nor is there emphasis on computer sciences, students come to the Career Academy unprepared and unexposed to tap into the program offerings. In the transformation zone model, students will begin charting a career pathway prior to entering Bon Air Middle. The school will also offer career pathways for *all* students in grades 6-8.

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RESEARCH TO SUPPORT

Kokomo, Indiana has experienced various degrees of fluctuation since the recession in 2007. Although, the metro area made a comeback, they have recently experienced layoffs in the manufacturing industry from two of the largest employers, Delphi and Chrysler. Even with the setbacks, manufacturing and the need for a workforce that exhibits mastery of computer science skills is the leading industry in the Kokomo area.

As detailed in Governor Eric Holcomb's 2018 agenda, one pillar is specifically focused on developing a 21st Century skilled and ready workforce.

Employment and Earnings by Industry, 2016	Employment	Pct Dist. in County	Earnings ($000)	Pct Dist. In County	Avg. Earnings Per Job
Total by place of work	49,999	100.0%	$2,619,456	100.0%	$52,390
Wage and Salary	42,591	85.2%	$1,992,754	76.1%	$46,788
Farm Proprietors	394	0.8%	$12,548	0.5%	$31,848
Nonfarm Proprietors	7,014	14.0%	$126,642	4.8%	$18,056
Farm	473	0.9%	$16,459	0.6%	$34,797
Nonfarm	49,526	99.1%	$2,602,997	99.4%	$52,558
Private	44,142	88.3%	$2,347,985	89.6%	$53,192
Accommodation, Food Serv.	4,421	8.8%	$81,744	3.1%	$18,490
Arts, Ent., Recreation	431	0.9%	$4,256	0.2%	$9,875
Construction	1,712	3.4%	$81,644	3.1%	$47,689
Health Care, Social Serv.	6,336	12.7%	$332,080	12.7%	$52,412
Information	300	0.6%	$14,762	0.6%	$49,207
Manufacturing	12,192	24.4%	$1,212,274	46.3%	$99,432
Professional, Tech. Serv.	1,393	2.8%	$54,041	2.1%	$38,795
Retail Trade	5,998	12.0%	$157,310	6.0%	$26,227
Trans., Warehousing	1,012	2.0%	$48,778	1.9%	$48,200
Wholesale Trade	1,027	2.1%	$69,817	2.7%	$67,981
Other Private (not above)	9,185*	18.4%*	$286,860*	11.0%*	$31,231*
Government	5,384	10.8%	$255,012	9.7%	$47,365

Source: U.S. Bureau of Economic Analysis
* These totals do not include county data that are not available due to BEA non-disclosure requirements.

Per the governor's agenda and some of its key indicators, "Indiana must build the 21st Century talent required to sustain our prosperity and competitive edge as the world economy changes. Here are outcomes our plan to align workforce and education should produce:

- Every Hoosier student should receive an effective baseline education infused with STEM, intellectual curiosity, critical thinking and other attributes that prepare them for lifelong learning
- Students should graduate from high school ready to go to college, pursue meaningful training and employment in a field of their choice, or with skills to go directly into a quality job
- The state will build the framework for the new system through the Governor's Education to Career Pathway Cabinet, enabling plans, resources and operations to be locally determined and managed
- Local and regional communities – and their businesses, elected officials, education institutions and other stakeholders – should have the flexibility and funding to design education and workforce training programs that make sense for their economic foundations and employment needs and aspirations

Steps for 2018 that will lead to more systemic change in 2019 and beyond:

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- Establish the Governor's Education to Career Pathway Cabinet to create a framework so local leaders can build and align education and training to local needs
- Require every Indiana school (K-12) to offer at least one computer science course by 2021 and offer teachers professional development in computer science
- Create career pathways for high school juniors and seniors that prepare them for postsecondary options such as apprenticeships, work-based learning, technical preparation, dual credit, college prep and courses that lead to industry credentials and certifications
- Work with the Department of Education, industry sectors and others to strengthen K-12 STEM curricula
- Increase license flexibility for K-12 teachers in technology, STEM and career curricula."

Furthermore, states like Indiana have adopted employability skills benchmarks (usually through each state's Department of Workforce Development). For Indiana, their *Learning Strategies* directly correlate with the skills developed through a STEM program:

Written Communication - Applies reading, writing, math and scientific principals and procedures

Decision Making - Utilizes critical thinking skills to make informed decisions based on options, rewards, risks, limits and goals

Initiative - Applies self-motivation and self-direction to learning

Technology Savvy - Applies existing and emerging media and computer application skills

Attention to Detail - Demonstrates high-quality work by reviewing the detailed aspects of work process and end products or service

Organization - Plans and organizes long and short term academic, career and social/emotional goals; balances all types of workplace and personal situations

Information Gathering - Observes and gathers evidence and considers multiple perspectives to make informed decisions; locates, organizes, analyzes and communicates information

Problem Solving - Applies critical thinking skills to complex problems; evaluates causes, problems, patterns or issues and explores workable and innovative solutions to improve situations

Through the transformation zone, the skills identified in the Governor's agenda will be at the forefront of teaching and learning.

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Additionally, embedded financial literacy skills will highlight student learning. In order to have a deeper impact in the greater-Kokomo community and end generational cycles of poverty, the transformation zone must better equip their students to compete financially with their peers on a national and international scale. This includes a foundation in financial literacy.

Studies like one conducted by the Utrecht School of Economics in Dutch primary schools focused upon the impact of a financial literacy programming on savings behaviors of fifth and sixth-grade students. The results? The savings probability (based on post-assessment scores) for fifth-graders increased by 7 percentage points (Kalwij, Alessie, Dinkova, Schonewille, van der Schors & van der Werf, 2017). Even with a short-term program (45-minute education program) over a consolidated number of weeks, gains were yielded in student perspective of money, in particular, the concept of saving.

Exposure to key concepts in finance such as budgeting, cost of living, saving and investing should be embedded throughout each students' career pathway and individual learning plans (ILP's) via daily learning opportunities. Additionally, there must be a concerted effort to align the standards-driven Mathematics curriculum to spiral these concepts and develop deeper relevance across content areas for students.

RESPONSE | ACTION PLAN | METRICS

In this section, Kokomo School Corporation will respond to recommendations proposed within the lever and develop an action plan with aligned metrics to measure progress towards outcomes.

Developing goals across 6 years will be part of the implementation planning in SY 2018-2019. Sustainability will be created through both the elementary and middle school programs focused on technology: computer science, artificial intelligence and robotics. Both Bon Air and Pettit Park will serve as direct feeders to Bon Air Middle School, which will become a true Career Academy. This will also create continuity and further opportunity for collaboration across all campuses.

In order to accelerate learning and complement the other levers over the next 6 years, the following are proposed actions within this lever:

1. Effective professional learning and communication to educators regarding:
    a. The value of computer science education and associated skills with artificial intelligence and robotics.
    b. Connection of computer science standards to positive learning outcomes and standards driven units of study.
    c. Establishment of best practices to assist students as they are exposed to new learning.

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2. Student goal setting to create deeper relevance across core content areas to success within career pathways (alignment to Indiana academic standards).
    a. For example, ideally a student would know they have not yet mastered a core Indiana Math standard and how this could influence their success within the Robotics classroom.
3. Identification of transformation zone teacher leader experts for career and computer science learning.
4. Career Academy will be focused on direct workforce gaps in Kokomo. Selection of one of the three options (below) will be determined by students and aligned to project-based learning throughout grades 6-7 that ties into the 8th grade Career Academy.
    a. Manufacturing
    b. Health Services
    c. Computer Science
5. The Career Academy pathway will embed financial literacy programming.

Defining how to prepare students for post-secondary success will be important in moving forward for all of the transformation zone schools. BAM currently offers Career Pathways, Career Explorations and KACC programming for 8th graders. PPE would like development on the implementation of the Indiana Computer Science Standards and how this looks, while BAE focuses on providing different grade levels with college and career visits to spark interest:

K = IUK

1 = KACC

2/3 = Ivy Tech

4 = IWU

5 = IUPUI

Having a clear transformation zone vision will be integral to the success of this lever.

Per recommendations of the proposal, the schools will focus on the following goals:

1. Career in Classrooms
    a. The value of computer science education and associated skills with artificial intelligence and robotics. Connection of computer science standards to positive learning outcomes and standards-driven units of study.
    b. Establishment of best practices to assist students as they are exposed to new learning. Identification of transformation zone teacher leader experts for career and computer science learning.
    c. MEASUREMENT OF PROGRESS: Implementation of IN Computer Science standards.
2. Career Courses in School (i.e. Computer Science)
    a. Student goal setting to create deeper relevance across core content areas to success within career pathways (alignment to Indiana academic standards).

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b. For example, ideally a student would know they have not yet mastered a core Indiana

Math standard and how this could influence their success within the Robotics classroom.

c. MEASUREMENT OF PROGRESS: Digital, individual learning plans for all students.

3. Career Academy for BAM
    a. Focused on direct workforce gaps in Kokomo (manufacturing, health services and computer science). Selection of one of the three options (below) will be determined by students and aligned to project-based learning throughout grades 6-7 that ties into the 8th grade Career Academy. The Career Academy pathway will also embed financial literacy programming.
    b. MEASUREMENT OF PROGRESS: Pre- and -post financial literacy surveys. Increased enrollment in Career Academy programming options.

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Strand 4 | Talent Development and Operations

The final section of this proposal focuses on innovative strategies for attracting and retaining talented and committed educators who will serve within the transformation zone schools. This strand is aligned to the principles and timelines in the ESEA Flexibility Waiver and IC 20-28-11.5. These levers embody the opportunity to substantially improve the quality of educators, the feedback they receive and shine a spotlight on schools with excellence in practices and student outcomes (the transformation zone) and create a scalable and sustainable model for developing high-performing schools.

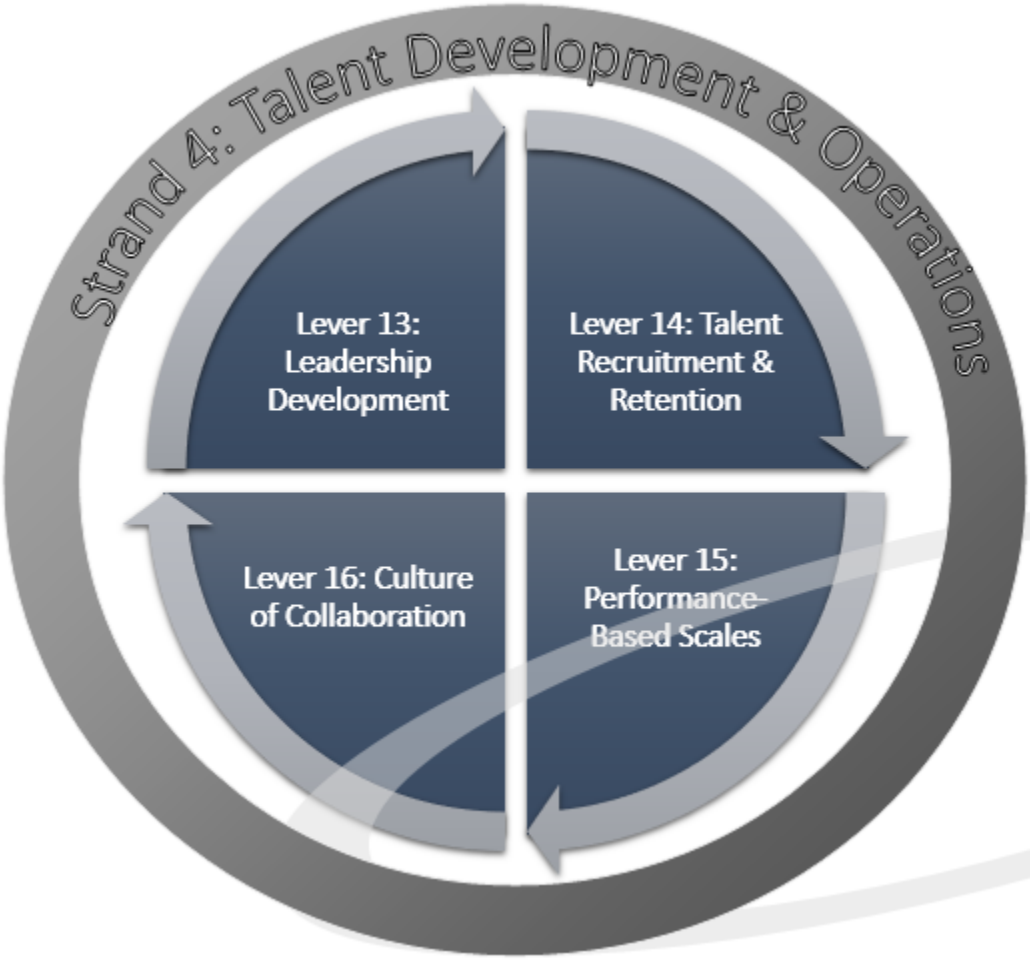

Figure 6: EES Model for School Transformation, Strand 4

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Lever 13: Leadership Development

RATIONALE FOR INCLUSION

Currently, no evidence of a clear process for the intentional creation of a leadership "development" within the transformation zone that identifies teacher leaders who can be developed to lead rollout and implementation of new initiatives within their buildings. The benefits of developing a leadership development are:

- Providing a shared leadership model in each school.
- Leveraging current teachers within KSC who can further develop their leadership capacity.
- Developing the next principals and assistant principals from within the district.
- Creating a premiere network of leaders who can learn from one another in order to influence change at their schools.

Following are profiles for each school on current leadership practices.

Pettit Park Elementary
Leadership

- PPE continues to grow in our use of assessments and then using the data to drive what is happening in the school. Currently, several assessment systems are in place related to student learning and needs but sometimes, the staff does not analyze the data enough to get the maximum power from the assessment.
- Grade level teams meet regularly, but data is only consistently focused on once a month. Similarly, the leadership team collects and examines a plethora of data but can sometimes fall short on fully analyzing the results and implementing action steps.
- With newer staff members on board further support is needed in looking at the data and making changes to address students' needs. Only 8 of 20 teachers have been at Pettit for 3 or more years.

Bon Air Elementary
Leadership

- BAE has worked hard to establish leadership across the school to improve communication and input regarding our direction and purpose.
- Data practices are highly inconsistent, as well as ongoing feedback and building of teacher capacity.

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Bon Air Middle
Leadership

- Capacity must be built through more teacher leaders focused on student achievement. A system for analyzing data and applying the knowledge to turn over the responsibility to the teachers so they can apply immediately to the student learning in their classrooms. There needs to be a structure for collaboration that will guide the work to get improved student outcomes.
- Staff talk about data, but nothing is changing. Something remains missing in the approach on taking action once the team analyzes student learning trends. There is no system to discuss it, make changes, and then reassess what is happening.
- The school has been caught in the cycle of not really believing *all* students can achieve in spite of challenges from poverty and other interruptions in their lives. They must make sure that they focus on what they *can* influence – teaching and learning. As a staff, they must think more about what is possible and how they can make it happen. This type of outlook should be modeled for the students.
- There needs to be opportunities for teachers to become leader of instruction and train one another in what is working. Teacher leadership structures at Bon Air need to be strengthened. They need support and insight from those who have turnaround experience. They need to know how to build an infrastructure that will get results for improved student achievement and not take away from the focus. Meetings and time not focused on student achievement is wasted time.
- Teachers need to get immediate and non-evaluative feedback on how they are doing with implementing high leverage strategies.

RESEARCH TO SUPPORT

While providing remarks at the American Association of Colleges for Teacher Education Conference in 2010, former U.S. Secretary of Education Arne Duncan asked, “Why is it, as a nation that exalts outstanding teachers, do we continue to do a spotty job of preparing teachers and principals to lead in the classroom and schoolhouse?”

National organizations, such as New Leaders and Leading Educators focus on building teacher leadership capacity in order to enact increased student achievement and develop shared leadership models. After two years of data collection, the Emerging Leaders Program (ELP) designed for teachers through New Leaders noted the following:

- “Teacher leaders can immediately boost student learning in their schools. Some 70 percent of ELP participants achieved notable gains in student achievement across classrooms they supervised during their training year.

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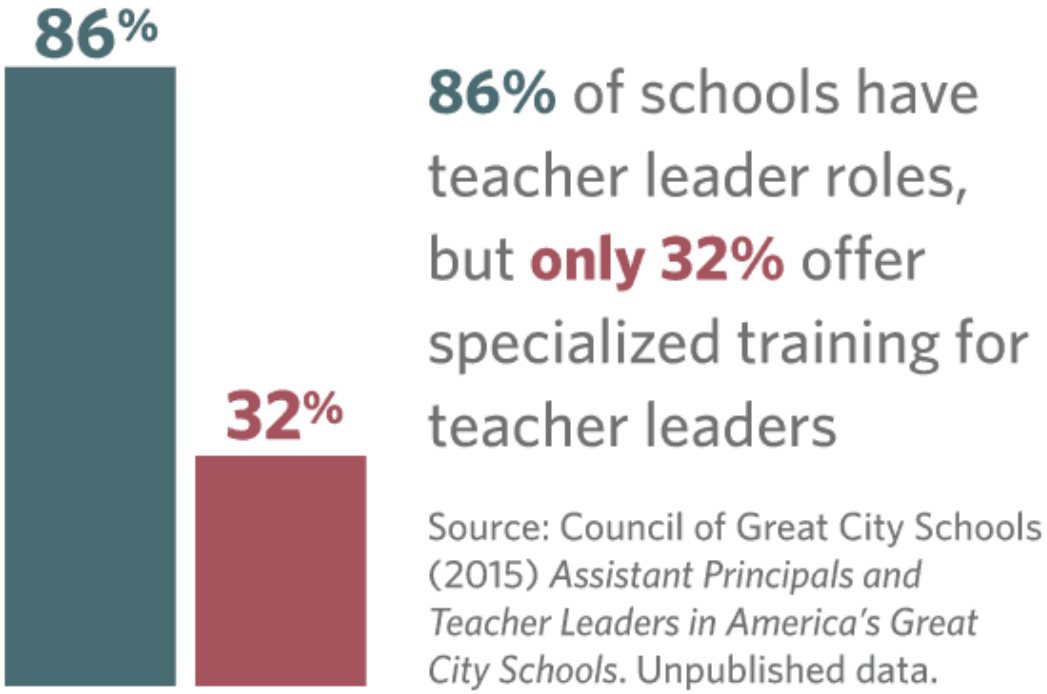
- Teacher leaders can quickly develop and apply critical leadership skills. ELP participants made significant, measurable gains on high-impact skills, such as using data to strengthen instruction and coaching teachers to improve.
- Teacher leaders can fill gaps in the leadership pipeline. After one year of training, 80 percent of



ELP participants who were accepted to a principal apprenticeship met proficiency standards on key leadership skills," (Valdez, Broin & Carroll, 2015).

Research across multiple leadership programs indicates that many schools have teacher leader roles, however, there are not clear pathways with quality training that prepares teachers for those roles.

By implementing shared leadership models, the transformation zone has the opportunity to:

- Support principals adequately.
- Provide advancement for teachers while allowing them to stay close to the classroom.
- Retain talent at high needs schools.
- Equip teachers to be leaders; in other words, great teachers are not automatically great leaders.

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"We found that just one year of active, ongoing leadership training has an immediate effect on student learning and teacher development, and it quickly develops participants to share leadership at their schools—both in the short- and long-term," (Valdez, Broin & Carroll, 2015).

RESPONSE | ACTION PLAN | METRICS

In this section, Kokomo School Corporation will respond to recommendations proposed within the lever and develop an action plan with aligned metrics to measure progress towards outcomes.

Application of a leadership development program within the transformation zone should focus on the following outcomes:

1. Teacher leadership capacity-building.
2. Shared leadership models at each campus.
3. Administrator leadership development.
4. Coaching and feedback for 1-2 years within the program and a long-term plan for sustainable leadership and leader development.

The principal at BAM is currently participating in Indiana Principal's Institute, with the school leader at PPE is in the process of applying for IPLI. However; leaders at PPE do not indicate participation in programs for their ongoing development as leaders.

Approximately 20% of staff across the transformation zone currently have some role of leadership. This varies across buildings from leading team meetings with administrative support, to heading up committees for the school. At PPE in particular, one such program is the mentor teacher program where a more experienced teacher mentors a teacher new to the building for at least one year.

Per recommendations of this proposal, the following are goals for the transformation zone:

1. Defined protocol and group norm in response to 2018 SQR evidence.
    a. Purposeful, outcome-oriented meetings.
    b. MEASUREMENT OF PROGRESS: Results and actions after meetings (i.e. through classroom practice, ultimately, impacting student outcomes and teacher practice).
2. Shared leadership models at each campus.
    a. MEASUREMENT OF PROGRESS: Effective Instructional Leadership Teams for the transformation zone that meet with their content and grade-level teams, leading out on data protocols and analysis.
3. Administrator leadership development.
    a. Opportunities for the transformation zone administrators to receive ongoing training, feedback and coaching to continue improving their practice.
    b. Coaching and feedback for 1-2 years within the program and a long-term plan for sustainable leadership and leader development.

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c. MEASUREMENT OF PROGRESS: Increased student achievement data and staff performance.

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Lever 14: Talent Recruitment and Retention

RATIONALE FOR INCLUSION

Currently, Kokomo attends multiple teacher fairs in and out of the state of Indiana. However, the onboarding and orientation systems for all new teachers to KSC needs to be evaluated and improved upon to retain highly talented teachers, while developing their leadership capacity and teaching practice.

RESEARCH TO SUPPORT

One of the first components examined is the role of poverty and race as it pertains to teacher retention. Utilizing a study from the state of Georgia, there is a clear indication that teachers who serve in schools with higher rates of both minority students and low-income students leave the school, district, or profession – completely.

"There is a large degree of racial segregation in public elementary schools in Georgia. The index of dissimilarity for black and white students in Georgia public schools was 62.1 in the 2000-01 school year (Freeman, et al., 2002). This index number implies that 62.1 percent of Georgia public elementary school students would have to change schools in order for there to be an equal racial makeup in all Georgia public schools. Freeman, et al. also report high degrees of segregation by income class as well. Metropolitan areas in the Northeast and Midwest tend to have the most racially segregated schools (Clotfelter, 1999).

We find that teachers are more likely to change schools–both within and across districts–if they begin their teaching careers in schools with lower student test scores, schools with lower income students, or schools that have higher proportions of minority students. We find that teachers are much more likely to exit schools with large proportions of minority students, and that the relationships found for student test scores and poverty rates in the univariate tabulations are being driven to a large extent by the fact that these variables are highly correlated with the proportion of minority students in a school. More specifically, the results from both our linear probability model and competing risks model indicate that a one standard deviation increase in the proportion of black students in a school increases the probability that a "median type" teacher will exit a particular school in a particular year by more than twenty percent, whereas one standard deviation changes in student test scores, poverty, or teacher pay lead to only small changes in the overall exit probability," (Scafidi, Sjoquist, Stinebrickner, 2005).

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In a 2009 study conducted by the Consortium on Chicago School Research, the report sought to understand the schools that teachers leave. The aspects of teachers, students and schools examined in the study were as follows:

- Teacher Background
    - Age, gender, race, undergraduate institution, college degrees, new to Chicago Public Schools
- Characteristics of the Student Body
    - Percent meeting state standards, percent low-income students, racial composition
- School Structure and Social Context
    - Elementary/High
    - Size, change in number of students enrolled
    - Neighborhood crime, neighborhood economic conditions
    - Student mobility rates
    - School probation status (on probation, entered probation, left probation)
    - Change in principal
- School Climate
    - Parent involvement, parent support, teacher-parent trust
    - Teacher influence, collective responsibility, socialization of new teachers, reflective dialogue, teacher-teacher trust
    - Teacher-principal trust, principal instructional leadership, innovation, program coherence, professional development, access to new ideas
    - Student perceptions of safety, peers, community, teacher-student trust, class engagement, discipline problems

The overall data included 72,940 records of 24,848 teachers in 538 elementary schools, and 27,643 observations of 9,882 teachers in 118 high schools. This is an important body of research to consider because, at the time, the national rate of teachers who stayed in their same school the following year was roughly 84%. In Chicago Public Schools, however, the rate of teachers remaining in their school beyond two years was only 65-69%. Notably, the study revealed that the absolute highest teacher mobility rates are in very low performing schools with high percentages of low-income students. These are the exact characteristics of Pettit Park ES, Bon Air ES and Bon Air MS.

“Feng, Figlio and Sass (2010)1 used data collected from Florida schools that experienced accountability “shock” due to changes in state-ordered school grading. They found that schools that experienced a negative shock (a decreased grade) became less likely to retain their teachers than were schools that received no accountability shock. Schools that experienced positive shocks (an increased grade) showed a less significant increase in teacher retention than schools experiencing no shock. This accountability effect on teacher attrition is

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consistent with Clotfelter et al.'s (2004) study in North Carolina and Sims's (2009) study in California. Both studies found that labeling schools as low-performing or failing to meet AYP exacerbated these schools' difficulty in retaining teachers," (Sun, Saultz & Ye, 2017).

With this research in mind, the retention trends and teacher survey responses according to external evaluations at each site indicate the same pattern. Consistently, schools who steadily show decreased school ratings or have been labeled as low-performing and/or failing, struggle to retain teachers.

KSC Superintendent Jeff Hauswald noted, "Beginning teachers who leave the profession within the first few years create additional burdens for school districts. Teacher turnover increases staff vacancies and the costs associated with filling positions. Moreover, beginning teachers require greater investment through professional development, mentoring from veteran teachers, and additional time for evaluation. These additional costs are not recuperated when a teacher does not remain in the profession.

One reason for recent teacher turnover during the past decade: Indiana has failed miserably in keeping school funding on par with inflation. Consider the funding levels from 2010 to 2016: During this time, the State has increased funding for education by $270 million from approximately $6.55 billion to $6.82 billion. This $270 million has resulted in an average increase in foundation-level funding for public schools of just over 4% (or .687% per year)...which is less than 1% a year. At the same time, according to the Historical Inflation Rate Index published by the Bureau of Labor Statistics, inflation has increased an average of 1.68% annually over the same period of time."

RESPONSE | ACTION PLAN | METRICS

In this section, Kokomo School Corporation will respond to recommendations proposed within the lever and develop an action plan with aligned metrics to measure progress towards outcomes.

The recommendation for the transformation zone is to primarily focus on in-district talent who has a passion and desire to serve at one of the three campuses, while creating systems that will retain highly talented educators. In addition, it is suggested to partner with Indiana University-Kokomo, Indiana University Purdue University Indianapolis and Marian University in order to recruit from a university program that specifically trains pre-service teachers with a framework for understanding how to provide equity and access to students in poverty.

Note the priority recommendations for this lever:

- Develop a team of parents, community partners, teachers, students and leaders who will create screening questions for all candidates.
- Require scenario and application-based interview requirements (i.e. model lesson with students).
- Seek out talent from *within* the district first.
- Partner with universities to develop pre-service teacher pipelines.

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- ✦ Create a premiere new teacher cohort that provides ongoing support the first two years within the transformation zone (ongoing professional development, intra-school visits, mentor advising).
- ✦ Addition of a Teacher Education track as a career pathway; attracting future teachers *from* Kokomo to stay in the system.

All schools within the transformation zone have exhibited concerted efforts to retain staff through things like staff shout-outs and recognition (creating a positive staff culture), strengthening teacher mentor programs and social activities to engage staff positively.

Administrators have been given more autonomy to interview candidates and recommend new hires. District HR hiring practices are evidenced to be efficient, timely and effectively.

Per the recommendations of this proposal, the following goals have been identified:

1. Create a premiere new teacher cohort that provides ongoing support the first two years in the transformation zone (ongoing professional development, intra-school visits, mentor advising).
    a. MEASUREMENT OF PROGRESS: Teacher retention and attendance rates.
2. Implementation of quarterly staff culture and climate surveys to drive leader decision-making and practices.
    a. MEASURMENT OF PROGRESS: Improved scores on culture/climate surveys for the transformation zone schools. Teacher retention and attendance rates. Also, teacher compensation will be commensurate with increased number of hours spent and days added to the student and staff calendar due to the extended time lever.

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Lever 15: Performance-Based Scales

RATIONALE FOR INCLUSION

As a district, Kokomo School Corporation boasts that the majority of teachers are rated as "effective" or
"highly effective." In SY 2014-2015, only 7 educators across the entire *district* were categorized as "improvement necessary" or "ineffective." There must be a disruption in evaluation, how it correlates to pay and implementation for the transformation zone of schools. If the majority of leaders and teachers are highly effective at all three sites, it is arguable that student performance should be much higher.

The proposal with this lever is that BAE, PPE and BAM will attract and retain the most motivated, dedicated and talented leaders and teachers if a differentiated pay compensation model is adopted, solely for the transformation zone.

RESEARCH TO SUPPORT

As one of the most controversial school leaders of the 21st-Century, Michelle Rhee is famous for fighting against the DC Public Schools teacher union to enforce a rigorous evaluation system that rewarded higher pay for teachers consistently yielding high results for students. Rhee ushered in the era of performance pay in education, something that many reformers support.

"Teachers in the United States are compensated largely on the basis of fixed schedules that reward experience and credentials. However, there is a growing interest in whether performance-based incentives based on rigorous teacher evaluations can improve teacher retention and performance. The evidence available to date has been mixed at best. This study presents novel evidence on this topic based on IMPACT, the controversial teacher-evaluation system introduced in the District of Columbia Public Schools by then-Chancellor Michelle Rhee. IMPACT implemented uniquely high-powered incentives linked to multiple measures of teacher performance (i.e., several structured observational measures as well as test performance). We present regression-discontinuity (RD) estimates that compare the retention and performance outcomes among low-performing teachers whose ratings placed them near the threshold that implied a strong dismissal threat. We also compare outcomes among high-performing teachers whose rating placed them near a threshold that implied an unusually large financial incentive. Our RD results indicate that dismissal threats increased the voluntary attrition of low-performing teachers by 11 percentage points (i.e., more than 50 percent) and improved the performance of teachers who remained by 0.27 of a teacher-level standard deviation. We also find evidence that financial incentives further improved the performance of high-performing teachers (effect size = 0.24)," (Dee & Wyckoff, 2015).

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In recent years, Indiana has focused its efforts on improving student achievement and the quality of instruction for all students, consistent with the principles and timelines in the ESEA Flexibility Waiver and IC 20-28-11.5.

Legislation in 2011 established new parameters for holding both principals and teachers accountable for their students' performance and achievement through meaningful evaluations (Indiana Department of Education, 2015). These evaluations can also be linked to performance pay models within districts.

Dr. Terry McDaniel, Indiana State Professor has been conducting state-wide surveys the past three years to measure the need for teachers and what may attract new talent to the profession.

"The teacher shortage is real and we continue to see the proof," McDaniel said. "We need to continue to find ways to keep our good teachers in the profession and recruit high-quality new teachers." McDaniel said many teachers are leaving the profession and few people are entering it.

Survey respondents said poor pay has contributed to the lack of qualified teaching applicants.

Many students don't go into education because of the cost of obtaining a degree and the salary they'd receive, McDaniel said. The average beginning teacher salary in Indiana is about $34,000, he said," (Chicago Tribune, 2017).

Kokomo School Corporation has the unique opportunity to implement performance pay on a localized scale within the transformation zone. This allows for educators who are *choosing* to teach at one of the three sites to opt in for performance pay, being afforded the opportunity to teach at another location if they do not want to participate in performance pay measures.

RESPONSE | ACTION PLAN | METRICS

In this section, Kokomo School Corporation will respond to recommendations proposed within the lever and develop an action plan with aligned metrics to measure progress towards outcomes.

Austin Independent School District (AISD) REACH pay for performance program has become a national model for compensation reform. Their model is associated with increased student test scores for math and reading during its initial year of implementation. Though there were not dramatic gains in year two of implementation, student test scores were maintained (Balch & Springer, 2015).

Based on research from both DCPS and AISD, the following compensation scales are proposed for the transformation zone model in KSC:

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- Additional compensation in year one for multiple years of student gains (growth and proficiency).
    - Consistent Practices
- Additional compensation after completion of third year of teaching within the transformation zone.
    - Persistent Dedication
- Additional compensation for teachers who enter the leadership development program.
    - Replicable Strategy and Capacity Building
- Additional compensation for school leaders who meet the following criteria:
    - Student attendance rates of 96% or higher
    - Student growth rates of 80% or more hitting targets in any category (Reading or Math)
    - Student proficiency rates of 80% or more in any category (Reading or Math)

The proposed compensation model is unique in that it would reflect the additional time and work required within the transformation zone.

This compensation model would align to Reeves' work on 90-90-90 schools, employing the concepts of consistency, persistence and replication. It would also provide multiple avenues and choice for teachers to take advantage of performance pay while building their practice and leadership capacity in order to increase outcomes for all learners.

We also believe that these practices would yield increased retention rates for leaders and teachers within the transformation zone, providing consistency and higher student performance rates.

At PPE, currently, some teachers have the opportunity to earn stipends for work above and beyond. Some of this is for ongoing efforts like the curriculum and scales development. Other opportunities are for taking on an extra role like After School Success Academy teachers. Teachers are awarded with opportunities like one-day conferences or bigger professional development opportunities like Model Schools Conference.

State grants for teachers who stay at priority schools and are rated "highly effective" on their evaluation are currently available. However, all schools have indicated a desire for merit-based pay scales for teachers to supplement salaries, with merit pay offered for student growth, student pass percentages, participating in off-site professional development, etc. A model that is varied in its approach.

One suggestion is to track and monitor teacher performance which indicates a disconnect between ongoing formal and informal evaluation systems.

Based on collaboration with all school leaders in the transformation zone, the following compensation scales are proposed for the transformation zone model:

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- Additional compensation in year one for multiple years of student gains (growth and proficiency).
    - Consistent Practices
- Additional compensation after completion of third year of teaching within the transformation zone.
    - Persistent Dedication
- Additional compensation for teachers who enter the leadership pipeline program.
    - Replicable Strategy and Capacity Building
- Additional compensation for school leaders who meet the following criteria:
    - Student attendance rates of 96% or higher
    - Student growth rates of 80% or more hitting targets in any category (Reading or Math)
    - Student proficiency rates of 80% or more in any category (Reading or Math)

The proposed compensation model is unique in that it would reflect the additional time and work required within the transformation zone. It would also not involve professional learning opportunities (such as attending a conference) as a reward; this would be part of the culture and expectation with compensation based on growth and performance.

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Lever 16: Culture of Collaboration

RATIONALE FOR INCLUSION

Based on recent progress monitoring reports with each site's school improvement plan, as well as recent external reviews, many team members desire a culture where they might collaborate, analyze and improve upon practice, as well as receive ongoing feedback. Though the desire is present, no indicators provide evidence that clear structures and processes provide access to this type of culture. Principals are given the autonomy to call meetings 45 minutes prior to school as often as they would like.

However, each campus has detailed through their School Improvement Plan (SIP) progress monitoring from SY 2017-2018 that they are still struggling with the following concepts:

- Finding appropriate time allocations to collaborate; particularly utilizing student data to drive decision-making
- Focusing on the right work within collaborative time allocations
- Utilizing the proper data to analyze progress and effectiveness of teaching
- Understanding how to respond appropriately to data in order to impact student achievement
- Leader ability to lead data conversations

"Successful schools included an intensive focus on student data from multiple sources, and specifically focused on cohort data. They were less interested in comparing last year's fourth grade class to this year's fourth grade class (which are, in most instances, different children) and more interested in comparing the same student to the same student. Their most important questions were not *Is this year's class different from last year's class?* But rather:

- *What percentage of a group of students is proficient now compared to a year ago?*
- *What percentage of our students have gained one or more grade levels in reading when we compare their scores today to their scores a year ago?*
- *Of those students who were not proficient a year ago, what percentage are now proficient?*
- *Of those students who were proficient a year ago, what percentage are now advanced?*

In brief, these teachers compared the students to themselves rather than to other groups of students. This analysis allowed them to focus their teacher strategies on the needs of their students and not on generic improvement methods," (Reeves, 2003).
Because the collaboration at each of the three sites is ineffective, student achievement continues to remain stagnant at low-performing levels.

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Outlined in the following portion are the current professional development practices of each school.

Pettit Park Elementary
Professional Development

- Based on data collected from walkthroughs, significant professional development has been offered related to instructional strategies, curriculum, and meaningful assessments with data. Some teachers have embraced these offerings and the work in their classroom has been positively impacted. However, all strategies are not implemented with fidelity consistently. Teachers continue to grow in their own understandings and the leadership monitor and add measurements to ensure implementation of these strategies.
- Curriculum maps and units are housed on the PPE shared drive so all teachers have access and can continually add resources. A full set of the units is also maintained in the main office.
- Continued growth with use of assessments and then using the data to drive what is happening in the classroom. Several assessment systems are in place related to student learning and needs, but sometimes teachers more professional development is needed to get the maximum power from the assessment data.
- Teachers meet regularly to examine and discuss data but further work is needed on the next steps. Similarly, the leadership team collects and examines a range of data, but must fully analyze the results and implement action steps.

Bon Air Elementary
Professional Development

- An area that needs improvement is getting all staff growing and developing. The staff that do not adhere to the school's purpose, direction, and focus are addressed individually and provide teachers with professional development and side-by-side feedback while maintaining high expectations. This will be true for SY 2017-2018.
- Continued work is necessary to use data to drive communication to help improve learning for staff and students. One of the goals of improvements in this area is to establish and maintain regular data meetings.

Bon Air Middle
Professional Development

- More opportunities to be reflective on practices are necessary, with measurement and accurate focus on student learning outcomes.
- Teachers and leaders need to be researchers when implementing a new high leverage strategy and look at the impact on learning.
- More time is necessary to provide training and support to non-certified staff to build the necessary skills to improve and support instruction adequately.
- Staff is limited in turnaround experience. The team needs to partner with schools that have turned around and learn from those schools.

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- Structured collaboration meetings are necessary to ensure teachers maintain focus on student outcomes. This structure will include a clearly articulated agenda, with meeting norms, and focused on student outcome goals. In addition, progress monitoring of the implementation of these outcomes are necessary to ensure implementation within the classroom.
- A solid system for guaranteeing learning with Tier 2 and 3 instructional opportunities. Individualized prescriptions will be accomplished in a timely fashion.
- Create measurements to ensure autistic population that is consistently making progress.
- There is a desire to integrate STEM instruction and real-world applications with the essential standards. Support is required for implementing project-based learning.
- Professional development will focus on answering the following four critical questions in guiding their work:
    - What do we want students to know and be able to do?
    - How will we know when they have learned it?
    - What will we do when they haven't learned it?
    - What will we do to extend the learning when they already know it?

RESEARCH TO SUPPORT

To have purposeful time to examine one's practice and reflect upon progress towards goals is essential to the continuous improvement cycles within a school. Often, school leaders make the mistake of creating time for collaboration, but it becomes mundane and has little impact upon shifting teacher practice and impacting student outcomes.

"I know many educators who have been expected to spend precious collaboration time going through cycles analyzing data from benchmark tests, focused on making sure that all students have content memorized, or know how to pick the author's message from 4 multiple choice options, sharing strategies and resources to reteach and improve test scores. These are often compliance-based cycles, where the agenda is externally set and analyzing data and filling out forms can quickly become the focus, not learning. If these cycles of learning are focused on the wrong goals, we can simply go through the motions, collecting data, and revising lessons. The data might even show we get better, but to what end? Do the professional learning experiences align with what we believe is best for learners and help move towards the larger goals or ones that are easy to measure?

If the world is changing, the research and evidence become irrelevant if you don't consider a new context.

For these professional learning experiences to move educators, classrooms, and world forward, a shift from compliance-based cycles to empowering teachers to drive their learning is critical. Imagine this same cycle, but instead, teachers have opportunities to experience new models of learning and shift their thinking about what is possible in the classroom. Based on new experiences, teachers work together to select goals, research what works in their classrooms with their learners. They determine

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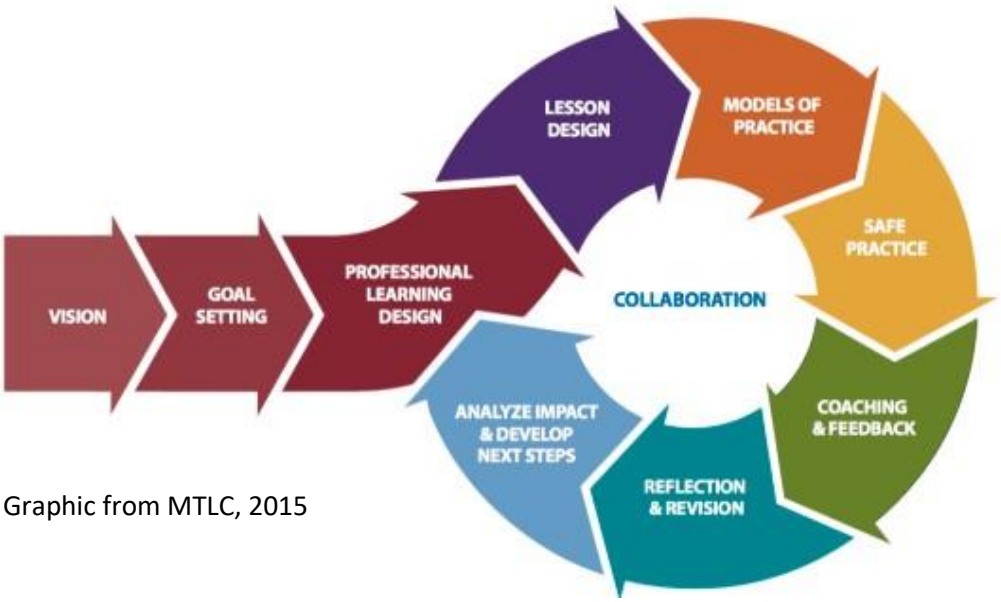
the best evidence to gather and analyze based on their goals. Teachers collectively provide and receive peer feedback and support to improve based on the shared vision, their goals, and the needs of their
learners. This following cycle was created to ensure that the vision and goals for learners remain the driving force for job-embedded cycles of professional learning.



Graphic from MTLC, 2015

To meet the needs of learners in your classrooms and move forward, not just get better at what has always been done, here are 4 questions to assess your professional learning cycles:

- What is the vision for learners?
- How do professional learning experiences model the type of learning you want to see in the classroom?
- How are teachers empowered to drive their own professional learning cycles based on their needs and the needs of the learners in their classrooms?
- How does the evidence you collect and use to guide decisions align with your vision for learners?

If teachers don't experience new and different models of professional learning that shift the mindset from compliance to empowerment, we might be focused on getting better at the wrong things," (Martin, 2017).

With many studies beginning in the mid- to late 90's when *PLC*'s began catching on, there is a wealth of research proving that collaboration not only improves student results, but can actually shift the professional culture of an entire school or district. One such study was conducted in 2006 by Vicki

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Vescio. Her analysis of multiple studies helps us understand the power of developing an *ongoing* collaborative community culture.

"Although many of the 11 studies failed to describe specific changes in pedagogy, change in the professional culture of a school is a significant finding because it demonstrates that establishing a PLC contributes to a fundamental shift in the habits of mind that teachers bring to their daily work in the classroom. All 11 of the studies cited empirical data suggesting a change in the professional culture of the school had occurred. Six of the studies drew upon quotes from participants to document this finding (Andrews & Lewis, 2002; Berry, Johnson, & Montgomery, 2005; Englert & Tarrant, 1995; Hollins et al., 2004; Phillips, 2003; Strahan, 2003). Three of the studies used survey data that compared participants to non-participants (Dunne et al., 2000;

Supovitz, 2002; Supovitz & Christman, 2003); one drew on both interview quotes and survey data to document three different levels of implementation of a PLC and to report teachers' perceptions about how the level of participation in PLCs was impacting their work environment (Bolam et al., 2005); and one used survey data to document the differences in core characteristics of PLC across schools (Louis & Marks, 1998)," (Vescio, V., 2007). To further study her entire review, click HERE.

Vescio goes on to compare the findings *specifically* correlated with student results.

"In the middle school case study of teachers collaborating to create innovative curriculum, the goal of the teachers' work was to improve learning for low and underachieving students (Phillips, 2003). The teachers in studies by Strahan (2003), Hollins et al. (2004), and Englert and Tarrant (1995) all had an underlying focus of improving student literacy. Bolam et al. (2005) found that in effective PLCs the ''pupil learning was the foremost concern'' (p. 146) and that PLCs at higher levels of development had stronger linkages between student achievement and teachers' professional learning. Similarly, two overlapping studies (Supovitz, 2002; Supovitz & Christman, 2003) powerfully demonstrated the importance of focus in teachers' collaborative actions. In their report about reform efforts in both Cincinnati and Philadelphia, the authors state that teachers who participated on teams or in small communities that focused on instructional practice reported changes in instructional culture. The teachers who reported that they did not use designated meeting times to focus on teaching practice did not report changes in the instructional culture. These findings reinforce the importance of persistently pursuing an instructional focus as teachers engage in their work in learning communities," (Vescio, V., 2007).

Known for his esteemed work in developing training, support and endless resources through his company, Solution Tree, Richard DuFour sums up the success of a PLC eloquently by stating, "The success of the PLC concept depends not on the merits of the concept itself, but on the most important element in the improvement of any school – the commitment and persistence of the educators within it."

"Members of PLCs are action oriented: they move quickly to turn aspirations into action and visions into reality. They understand that the most powerful learning always occurs in a context of taking action, and they value engagement and experience as the most effective teachers. Henry Mintzberg's (2005) observation about training leaders applies here: deep learning requires experience, which

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requires taking action. It "is as much about doing in order to think as thinking in order to do" (p. 10). In fact, the very reason that teachers work together in teams and engage in collective inquiry is to serve as catalysts for action," (DuFour, DuFour, Eaker & Many,2006).

RESPONSE | ACTION PLAN | METRICS

In this section, Kokomo School Corporation will respond to recommendations proposed within the lever and develop an action plan with aligned metrics to measure progress towards outcomes.

Development of a collaborative community culture across the transformation zone is necessary for advancement.

Before diving into the very important work of developing a Collaborative Community Culture (CCC) in the transformation zone, common language and terminology must be established. Terms like PLC have actually become quite buzzworthy within the past decade. Many schools are trying their hand at starting a "PLC" or group within their school. Transformation zone schools' perspective is that staff should work to develop a culture built on collaborative community practices vs. one-time or specific time periods. Below are some key components to develop a CCC:

1. It is an ongoing process.
2. CCC involve cycles of continuous improvement.
3. The CCC conducts ongoing action research and asks one another questions to expand their thinking.
4. The key purposes of a CCC are to:
    a. Increase student academic results.
    b. Improve teacher practices.
5. It requires the efforts of the entire transformation zone. Think of school teams (grade-level, content area, etc.) as building blocks for establishing a CCC.

What it is NOT:

1. It is not a program.
2. It is not implemented or led by just one person.
3. It is not regular meetings to complete tasks.
4. It is not just one team of teachers.
5. There is not a pre-determined timeline for a CCC. It is ongoing. (For example, "*We are doing a Math PLC during first semester."*)

Think of a collaborative community culture as a domino effect. If the adults are consistently becoming more effective to help students learn, then those same adults must be continuously

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learning. In turn, teaching practice grows. A CCC creates the structures necessary for teachers to experience "on-the-job" learning.

Next, the transformation zone must focus collaborative meetings on defining what proficiency really looks like for their students with each standard, as well as a focus on examination of student work. Most schools (especially those serving a low-income population) do not have additional funding for collaborative meeting days. Therefore, the shifts to create a collaborative community culture rely on intentional planning and non-negotiable expectations for sacred meeting times. The transformation zone will need to adapt an approach that maintains a laser-like focus on student work and consensus with parameters for student proficiency.

In order to maintain this focus on student outcomes and aligned to 2018 SQR recommendations, agendas, norms and progress monitoring for implementation of work conducted at ongoing meetings must be provided within the transformation zone.

All schools within the transformation zone have begun the work of understanding professional learning communities (PLC's) and that a true culture of collaboration focuses on the *right* work through ongoing, sustainable, collaborative practices.

The transformation zone will require additional time and intentionality to continue diving into this work and strengthening their culture of collaboration – at each school and across the entire zone.

Next, the transformation zone will focus collaborative meetings on defining what proficiency really looks like for their students with each standard, as well as a focus on examination of student work. Most schools (especially those serving a low-income population) do not have additional funding for collaborative meeting days. Therefore, the shifts to create a collaborative community culture rely on intentional planning and non-negotiable expectations for sacred meeting times. The transformation zone will need to adapt an approach that maintains a laser-like focus on student work and consensus with parameters for student proficiency.

Per the initial recommendations of this proposal, the following goals have been set:

1. Establishment of professional learning calendar for the transformation zone, focused on teacher input with topics of learning. Inclusive of weekly team meetings.
    a. MEASUREMENT OF PROGRESS: Ongoing teacher feedback and increased collaboration outside of scheduled meeting times.
2. Outcome-oriented meetings with established norms and driven by data.
    a. MEASUREMENT OF PROGRESS: Student achievement data and increased teacher collaboration.
3. Measurement of implementation.

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a. In response to the 2018 SQR trends, admin must monitor and measure the implementation and effectiveness of application with concepts learned through professional development.

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Conclusion

Kokomo School Corporation believes all students deserve access to a quality education through equitable opportunities. Through a rigorous review of data, root cause analyses, and the development of targeted strategies outlined in this proposal plan, KSC is on course to achieve the goal that their three lowest performing schools will become a zone of high-performing schools. Furthermore, the innovative transformation zone model will create a scalable, sustainable and replicable process for other schools and districts to follow.

KSC and Equitable Education Solutions included a wide variety of stakeholders to help develop this plan. KSC will continue to utilize the stakeholders throughout the implementation of the transformation zone plan. KSC desires to be a leader in addressing the performance gaps with low-income populations and implementing strategies to ensure all students achieve at high levels. This includes a focus on equitable educational opportunities for all. The Kokomo School Corporation looks forward to implementing this transformational model that will afford *all* students to be provided with a quality education.

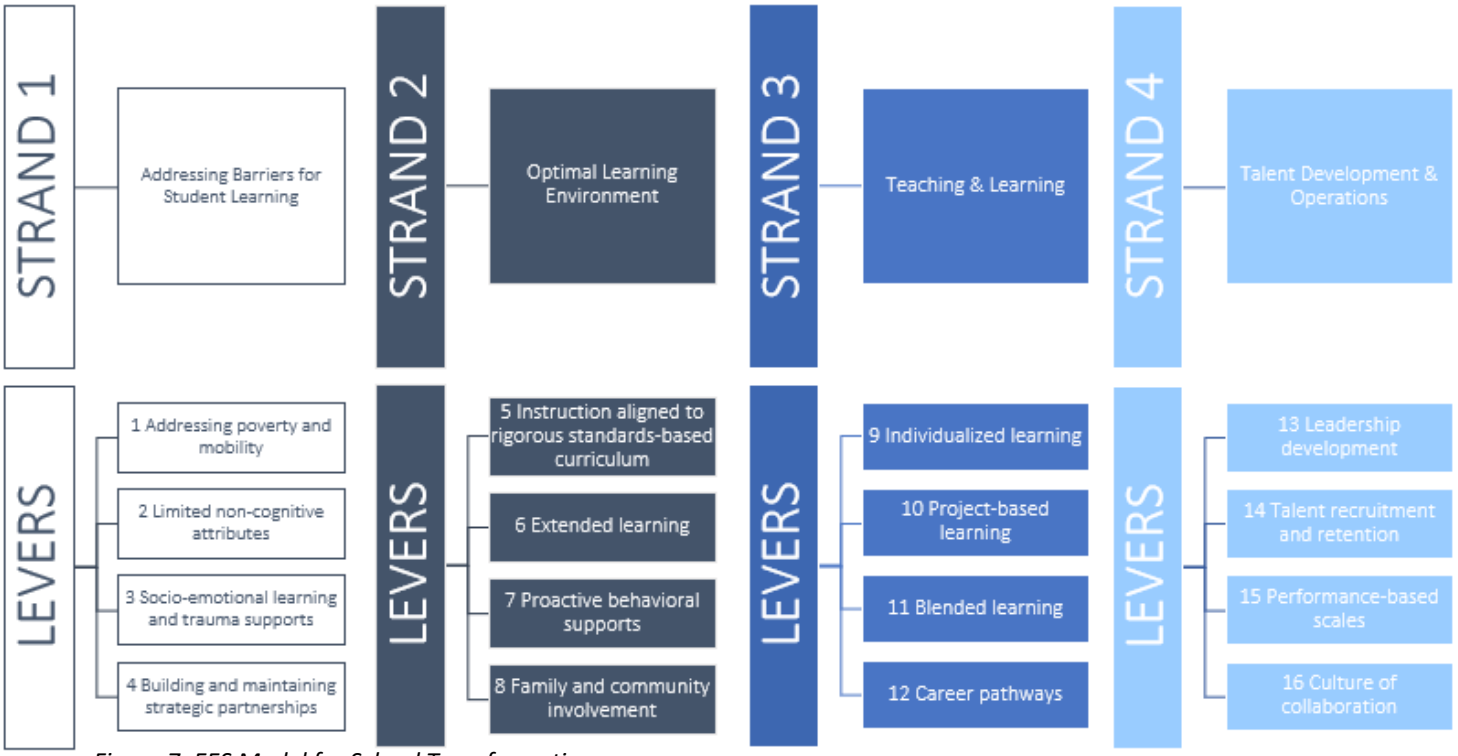

Figure 7: EES Model for School Transformation

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Appendix A: School Performance Benchmarks

Bon Air Elementary School

School Performance Benchmarks

Each school within the transformation zone has established five performance benchmarks aligned to current data (SY16-17). The goal for two-year benchmarks is to focus on improving student performance and growth in order to provide indicators for long-term, sustainable gains. The overall goal for Bon Air Elementary School is to move to a letter grade of "C" or better by the end of year 5.

SY 16-17 DATA

Performance Domain (511 IAC 6.2-10-4)			
Grades 03-08			
	Pass Rate	Participation	Points
English/Lang. Arts	32.9 % (79 / 240)	96.3 % (284 / 295)	32.9
Mathematics	17.8 % (43 / 242)	96.9 % (286 / 295)	17.8
Growth Domain (511 IAC 6.2-10-5)			
Grades 04-08			
	Top 75% Growth	Bottom 25% Growth	Points
English/Lang. Arts	85.2	83.2	84.2
Mathematics	71.7	81.6	76.7

SCHOOL PERFORMANCE BENCHMARKS

PERFORMANCE BENCHMARK	SY 16-17	YEAR 2	YEAR 5
1. Increase the number of growth points awarded in the Top 75% subgroup.	71.7	80	90
2. Increase the percentage of students passing the ELA standardized test.	32.9%	50%	70%
3. Increase the percentage of students passing the Math standardized test.	17.8%	40%	60%
4. Increase the number of growth points awarded in the bottom 25% subgroup in Math.	81.6	88	93
5. Increase the number of growth points awarded in the bottom 25% subgroup in ELA.	83.2	88	94

* All benchmark targets are for students that are enrolled in the Transformation Zone for 2 or more consecutive years.

** All benchmarks are tentative due to lacking current 17-18 year data and the transition to ILEARN.

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Pettit Park Elementary School

School Performance Benchmarks

Each school within the transformation zone has established five performance benchmarks aligned to current data (SY16-17). The goal for two-year benchmarks is to focus on dramatically improving student growth in order to provide indicators for long-term, sustainable gains in performance. The overall goal for Pettit Park Elementary School is to move to a letter grade of "C" or better by the end of year 5.

SY 16-17 DATA

Performance Domain (511 IAC 6.2-10-4)			
Grades 03-08			
	Pass Rate	Participation	Points
English/Lang. Arts	17.3 % (19 / 110)	97.7 % (127 / 130)	17.3
Mathematics	20.5% (23 / 112)	99.2 % (130 / 131)	20.5
Growth Domain (511 IAC 6.2-10-5)			
Grades 04-08			
	Top 75% Growth	Bottom 25% Growth	Points
English/Lang. Arts	79.3	39.3	59.3
Mathematics	53.8	28.6	41.2

SCHOOL PERFORMANCE BENCHMARKS

PERFORMANCE BENCHMARK	SY 16-17	YEAR 2	YEAR 5
1. Increase the percentage of students passing the ELA standardized test.	17.3%	40%	60%
2. Increase the percentage of students passing the Math standardized test.	20.5%	40%	60%
3. Increase the number of growth points awarded in the Top 75% subgroup in Math.	53.8	80	90
4. Increase the number of growth points awarded in the bottom 25% subgroup in ELA.	39.3	80	90
5. Increase the number of growth points awarded in the bottom 25% subgroup in Math.	28.6	80	90

* All benchmark targets are for students that are enrolled in the Transformation Zone for 2 or more consecutive years.

** All benchmarks are tentative due to lacking current 17-18 year data and the transition to ILEARN.

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Bon Air Middle School

School Performance Benchmarks

Each school within the transformation zone has established five performance benchmarks aligned to current data (SY16-17). The goal for two-year benchmarks is to focus on improving student performance and growth in order to provide indicators for long-term, sustainable gains. The overall goal for Bon Air Middle School is to move to a letter grade of "C" or better by the end of year 5.

SY 16-17 DATA

Performance Domain (511 IAC 6.2-10-4)			
Grades 03-08			
	Pass Rate	Participation	Points
English/Lang. Arts	32.9 % (79 / 240)	96.3 % (284 / 295)	32.9
Mathematics	17.8 % (43 / 242)	96.9 % (286 / 295)	17.8
Growth Domain (511 IAC 6.2-10-5)			
Grades 04-08			
	Top 75% Growth	Bottom 25% Growth	Points
English/Lang. Arts	85.2	83.2	84.2
Mathematics	71.7	81.6	76.7

SCHOOL PERFORMANCE BENCHMARKS

PERFORMANCE BENCHMARK	SY 16-17	YEAR 2	YEAR 5
1. Increase the percentage of students passing the ELA standardized test.	32.9%	50%	70%
2. Increase the percentage of students passing the Math standardized test.	17.8%	40%	65%
3. Increase the number of growth points awarded in the Top 75% subgroup in Math.	71.7	85	93
4. Increase the number of growth points awarded in the bottom 25% subgroup in ELA.	83.2	88	94
5. Increase the number of growth points awarded in the bottom 25% subgroup in Math.	81.6	88	93

* All benchmark targets are for students that are enrolled in the Transformation Zone for 2 or more consecutive years.

** All benchmarks are tentative due to lacking current 17-18 year data and the transition to ILEARN.

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Appendix B: Transformation Zone Budget

Category	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Permanent/ Sustaining KSC Costs	12 Days/36 Hours $381,703.00	100% Grant Funded $1,011,688.00	80% Grant Funded $821,679.00	60% Grant Funded $625,742.00	40% Grant Funded $423,742.00	20% Grant Funded $215,542.00	0% Grant Funded $0.00
Grant Costs - Supplies/ Parent Involvement	$ 96,000.00	$ -	$ 25,000.00	$ 75,000.00	$ 50,000.00	$ 25,000.00	$ -
Grant Costs - Transportation	$ -	$ 100,000.00	$ 100,000.00	$ 80,000.00	$ 60,000.00	$ 40,000.00	$ -
Grant Costs - Personnel	$ 240,000.00	$ 240,000.00	$ 240,000.00	$ 240,000.00	$ 240,000.00	$ 240,000.00	$ -
External Staff/ Contracts	2-Year Initial $200,000.00	$ -	$ 165,000.00	$ 165,000.00	$ 165,000.00	$ 165,000.00	$ -
Evaluation/ Research	2-Year Initial $50,000.00	$ -	$ 60,000.00	$ 60,000.00	$ 60,000.00	$ 60,000.00	$ 60,000.00
Yearly Total	$ 967,703.00	$ 1,351,688.00	$ 1,401,679.00	$ 1,245,742.00	$ 998,742.00	$ 745,542.00	$ 60,000.00
7-Year Total: $ 6,771,096.00							

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Within the transformation zone budget, key components will drive the work, steadily creating scalable and sustainable solutions over the 7-year plan. Narrative considerations for the budget line items are provided below.

Permanent/Sustaining KSC Costs
The initial implementation of the transformational zone plan will include grant dollars to fully fund the additional hours and school days of school staff. To ensure sustainability across the transformation zone plan, KSC will absorb (in a progressive manner) the cost of the additional hours and school days of school staff through local funds.

Supplies/Parent Involvement
Provide additional funding for instructional supplies and technology needs for each building within the transformational zone. Also, provide funding to increase family and community engagement through various events and trainings offered during the school year.

Transportation
To allocate funding to ensure equitable access to all students within the transformation zone due to additional bus routes that occurs due to longer school day and extended school year.

Personnel
Grant funds to support certified staff members in each building within the transformational zone to assist in the development of a comprehensive curriculum, align assessments that provide "real time" data to inform teacher and student academic needs, provide teachers with resources to develop student interventions based on data and support teachers in creating and sustaining a classroom environment based on respect. Additionally, this position will assist the building principal in ensuring the implementation timelines outlined in this plan are met. Finally, money would be spent to create bonuses based on performance that is outlined in Strand 4.

External Staff/Contracts
In order to ensure ongoing implementation of all the levers within the transformation zone plan, KSC will partner with Equitable Education Solutions, a school improvement consulting firm, to execute the transformation zone plan with adequate support and services. This will include a year of planning, monitoring the implementation of all levers, effective professional development and evaluation of practices.

Evaluation/Research
As part of the transformation zone model for Kokomo School Corporation, the district will partner with the following service providers to conduct ongoing research over the 7-years of implementation. These partnerships will ensure accountability while developing a body of research to support and evaluate the model's effectiveness.

Bradley Balch, PhD | *Professor and dean emeritus at Indiana State University*

Steve Gruenert, PhD | *Professor at Indiana State University*

Terry McDaniel, PhD | *Professor at Indiana State University*

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Appendix C: Implementation Timelines

This appendix provides a lever-by-lever implementation timeline developed by KSC administrators.

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The planning timeline below captures when each indicator will be fully implemented for Lever 1: *Addressing Poverty and Mobility.*

X = Year of full implementation

+ = Refinement of practice based upon ongoing evidence and development

Strand 1: Addressing Barriers for Student Learning						
Lever 1: Addressing Poverty and Mobility						
Indicators	**P**	**1**	**2**	**3**	**4**	**5**
The transformation zone has a common vision established, which drives school culture and informs decision-making.	**X**					
All adults understand that academics, equity and environment are indicators that effect student success, regardless of socio-economic background. (Ongoing professional learning)	**X**	**+**	**+**			
Teaching and learning practices indicate clarity in understanding issues, such as vocabulary deficits, that are widely prevalent in students living in poverty and teachers implement strategies that are research-based.		**X**	**+**	**+**		
Collaborative action planning after poverty and mobility professional development sessions.		**X**	**+**	**+**		
Intentional interactive learning opportunities for parents and students focused on financial literacy, career pathways, vocabulary development, nutrition and fitness.		**X**	**+**	**+**		
Use of attendance, mobility and student achievement data to monitor growth trends.			**X**	**+**	**+**	**+**

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The planning timeline below captures when each indicator will be fully implemented for Lever 2: *Limited Non-Cognitive Attributes.*

X = Year of full implementation

+ = Refinement of practice based upon ongoing evidence and development

Strand 1: Addressing Barriers for Student Learning						
Lever 2: Limited Non-Cognitive Attributes						
Indicators	**P**	**1**	**2**	**3**	**4**	**5**
Intentional and timely goal setting for all staff and students regarding academic outcomes.		X	+	+	+	+
Training for staff on questioning and discussion techniques to promote and facilitate metacognitive skills with students.		X	+	+		
Bi-annual growth mindset and grit surveys for students and staff.		X	+	+	+	+
Professional development and establishing of norms for working with data that all teachers participate in and leadership monitors outcomes in a variety of manners.	X	+	+			
Established schedule for student and teacher data discussions.	X	+	+			
Implementation of student-led conferences to share academic goals, progress and plans with parents.			X	+		

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The planning timeline below captures when each indicator will be fully implemented for Lever 3: *Socio-Emotional Learning and Trauma Supports.*

X = Year of full implementation

+ = Refinement of practice based upon ongoing evidence and development

Strand 1: Addressing Barriers for Student Learning						
Lever 3: Socio-Emotional Learning and Trauma Supports						
Indicators	**P**	**1**	**2**	**3**	**4**	**5**
Classroom practices indicate a clear understanding and implementation of the following within daily SEL practices: 1. Self-awareness 2. Self-management 3. Social awareness 4. Relationship skills 5. Responsible decision-making		**X**	**+**			
Trauma sensitive classroom and secondary trauma training.	**X**	**+**	**+**			
Staff employ teaching practices that recognize the correlation between students exposed to five or more significant adverse experiences in their first three years following baseline data collection and professional development.		**X**	**+**	**+**		
Fidelity of implementation with Researched based Proactive Behavioral Program (such as Well-Managed Schools) and behavioral tracking system.	**X**	**+**	**+**			

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The planning timeline below captures when each indicator will be fully implemented for Lever 4: *Building and Maintaining Strategic Partnerships.*

X = Year of full implementation

+ = Refinement of practice based upon ongoing evidence and development

Strand 1: Addressing Barriers for Student Learning						
Lever 4: Building and Maintaining Strategic Partnerships						
Indicators	**P**	**1**	**2**	**3**	**4**	**5**
Use of agreed-upon standards for building strategic partnerships.	**X**					
Data tracking of student groups aligned to community partnerships to inform the impact of partnership on student performance and culture of learning (independent samples *t*-test)		**X**	**+**	**+**	**+**	**+**
Annual review of strategic partnerships within the transformation zone.		**X**	**+**	**+**	**+**	
Targeted partnerships for: • Medical/dental • Counseling (SEL support) • Technology • Computer Science • Manufacturing • Health Services		**X**	**+**	**+**		

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The planning timeline below captures when each indicator will be fully implemented for Lever 5: *Instruction Aligned to Rigorous, Standards-Based Curriculum.*

X = Year of full implementation

+ = Refinement of practice based upon ongoing evidence and development

Strand 2: Optimal Learning Environment						
Lever 5: Instruction Aligned to Rigorous, Standards-Based Curriculum						
Indicators	**P**	**1**	**2**	**3**	**4**	**5**
Guaranteed and viable curriculum aligned to Indiana state standards across all classrooms.		**X**				
All teachers have unpacked standards and understand how to plan and deliver daily instruction aligned to the rigor levels required for mastery of standards.	**X**	**+**	**+**			
Common formative and summative assessments are aligned to curriculum maps and satisfy the rigor levels of state standards, in all classrooms.	**X**	**+**	**+**			
Webb's DOK drives rigor, increasing student engagement levels in all classrooms.		**X**	**+**	**+**		
Daily learning targets are aligned to Indiana State Standards, satisfying the rigor expected for mastery in all content areas.	**X**					
Re-assessment after reteaching cycles (driven by data analysis) provide evidence of mastery on previously taught standards.			**X**	**+**	**+**	

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The planning timeline below captures when each indicator will be fully implemented for Lever 6: *Extended Learning.*

X = Year of full implementation

+ = Refinement of practice based upon ongoing evidence and development

Strand 2: Optimal Learning Environment						
Lever 6: Extended Learning						
Indicators	**P**	**1**	**2**	**3**	**4**	**5**
Implementation of extended day and extended year calendar focused on use of learning time. (12 days and one-hour per day)		**X**				
Extended learning times focus on reinforcement and enrichment with power standards.		**X**	**+**			
Looping is utilized as a strategy for ongoing support of student learning.		**X**				
Preschool enrollment is an option for all families.	**X**					
All students are offered the opportunity to participate in after-school and summer learning programs to accelerate their learning within the zone.	**X**					
Data collection systems implemented during after-school and summer learning to track student progress and consistently refine programming.	**X**	**+**	**+**			

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The planning timeline below captures when each indicator will be fully implemented for Lever 7: *Proactive Behavioral Supports.*

X = Year of full implementation

+ = Refinement of practice based upon ongoing evidence and development

Strand 2: Optimal Learning Environment						
Lever 7: Proactive Behavioral Supports						
Indicators	**P**	**1**	**2**	**3**	**4**	**5**
Agreed upon use of consistent language for adult-to-adult, adult-to-student and student to-student interactions	**X**	**+**				
All adults in the transformation zone support common practices to build and sustain trusting relationships with students.	**X**	**+**				
Implementation of structured and common practices (like CHAMPS) in all classrooms.	**X**	**+**				
Common systems utilized to track behavioral data and inform actions.	**X**	**+**	**+**			
Development and implementation of common school-wide expectations, routines and procedures.	**X**	**+**				
Common, consistent and ongoing evaluation of PBIS programming and what components should be part of trend data		**X**	**+**	**+**		

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The planning timeline below captures when each indicator will be fully implemented for Lever 8: *Family and Community Involvement.*

X = Year of full implementation

+ = Refinement of practice based upon ongoing evidence and development

Strand 2: Optimal Learning Environment						
Lever 8: Family and Community Involvement						
Indicators	**P**	**1**	**2**	**3**	**4**	**5**
Implementation of extended services to increase parent involvement.			**X**	**+**		
Implementation of structured and common practices for all parent and community meetings.		**X**	**+**			
Outcome-oriented community meetings with established norms and consensus building strategies.		**X**	**+**			
Use of data to examine if family and community engagement has increased as a result of multiple opportunities for interaction through strategies started within School Improvement Grants.			**X**	**+**	**+**	
Clear systems for who, how and why each parent or community member is contributing to the school community.		**X**	**+**			
Parent-led meetings and workshops to increase family involvement.			**X**	**+**		

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The planning timeline below captures when each indicator will be fully implemented for Lever 9: *Individualized Learning*.

X = Year of full implementation

+ = Refinement of practice based upon ongoing evidence and development

Strand 3: Teaching and Learning						
Lever 9: Individualized Learning						
Indicators	**P**	**1**	**2**	**3**	**4**	**5**
Development of individualized learning plans (ILP's) for all students in order to track academic achievement, engagement, interest and inclination to identified career pathways.		**X**	**+**	**+**	**+**	**+**
Use of ILP's to track students' successful matriculation and retention PK-8 within the transformation zone.			**X**	**+**	**+**	**+**
Implementation of proficiency scales.	**X**	**+**				
Create and implement of teacher-developed, common formative tiered assessments.	**X**	**+**				
Establishment of common daily formative assessment practices.		**X**	**+**	**+**	**+**	**+**
Weekly data meetings to analyze and adjust instruction.	**X**	**+**	**+**	**+**	**+**	**+**

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The planning timeline below captures when each indicator will be fully implemented for Lever 10: *Project-Based Learning.*

X = Year of full implementation

+ = Refinement of practice based upon ongoing evidence and development

Strand 3: Teaching and Learning						
Lever 10: Project-Based Learning						
Indicators	**P**	**1**	**2**	**3**	**4**	**5**
Ongoing staff professional development opportunities to learn about PBL and embedding PBL into curriculum maps.		**X**	**+**	**+**	**+**	
Implementation of project-based and inquiry-based learning aligned to Indiana's academic standards.			**X**	**+**		
Student interactions focused on the 21st Century Skills' "4 C's" • Collaboration • Communication • Creativity • Critical Thinking		**X**	**+**			
Development and implementation of rubrics to understand and implement PBL projects within current curriculum.			**X**	**+**	**+**	**+**

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The planning timeline below captures when each indicator will be fully implemented for Lever 11: *Blended Learning.*

X = Year of full implementation

+ = Refinement of practice based upon ongoing evidence and development

Strand 3: Teaching and Learning						
Lever 11: Blended Learning						
Indicators	**P**	**1**	**2**	**3**	**4**	**5**
Effective professional learning and communication for transformation zone regarding value of tech tools for students and teachers.	**X**	**+**				
Establishment of common, best practices to facilitate student learning utilizing technology.	**X**	**+**				
Connection of technology that fosters depth within student understanding for all units of study.		**X**	**+**			
Development of an articulated alignment of blended learning to core standards reinforcement and acceleration.		**X**	**+**	**+**	**+**	**+**
Analysis of blended learning model impact on differentiated instruction, small groups and individualized learning.			**X**	**+**	**+**	**+**

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The planning timeline below captures when each indicator will be fully implemented for Lever 12: *Career Pathways.*

X = Year of full implementation

+ = Refinement of practice based upon ongoing evidence and development

Strand 3: Teaching and Learning						
Lever 12: Career Pathways						
Indicators	**P**	**1**	**2**	**3**	**4**	**5**
Alignment of Indiana computer science standards to positive learning outcomes and standards-driven units of study.		**X**	**+**			
Identification of transformation zone teacher leader experts for career and computer science learning.	**X**	**+**	**+**	**+**	**+**	**+**
Student goal-setting to create deeper relevance across core content areas to success within career pathways (alignment to Indiana academic standards).			**X**	**+**		
Career Academy for Bon Air Middle School, focused on direct workforce gaps (manufacturing, health services and computer science).		**X**	**+**			
Implementation of financial literacy programming.			**X**	**+**		
Ongoing data analysis of student ILP's, computer science standards implementation and financial literacy growth surveys.			**X**	**+**	**+**	**+**

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The planning timeline below captures when each indicator will be fully implemented for Lever 13: *Leadership Development*.

X = Year of full implementation

+ = Refinement of practice based upon ongoing evidence and development

Strand 4: Talent Development and Operations						
Lever 13: Leadership Development						
Indicators	**P**	**1**	**2**	**3**	**4**	**5**
Defined protocol and group norms with use of consensus-building strategies.	**X**	**+**				
Shared leadership models established within the transformation zone.	**X**	**+**	**+**	**+**	**+**	**+**
Establishment of Instructional Leadership Teams (ILT's) who conduct grade-level and content meetings to lead data protocols and analysis.	**X**	**+**	**+**	**+**	**+**	**+**
Opportunities for all transformation zone administrators to receive ongoing training, feedback and coaching.	**X**	**+**	**+**	**+**	**+**	**+**
Coaching and feedback for 1-2 years within the transformation zone model.		**X**	**+**	**+**		
Development and implementation of sustainable leadership and leader development model.		**X**	**+**	**+**	**+**	**+**

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The planning timeline below captures when each indicator will be fully implemented for Lever 14: *Talent Recruitment and Retention.*

X = Year of full implementation

+ = Refinement of practice based upon ongoing evidence and development

Strand 4: Talent Development and Operations						
Lever 14: Talent Recruitment and Retention						
Indicators	**P**	**1**	**2**	**3**	**4**	**5**
Creation of a new teacher cohort, providing ongoing support the first two years of each teacher working within the transformation zone model.		**X**	**+**	**+**		
Implementation of intra-school visits.	**X**	**+**	**+**	**+**	**+**	**+**
Development and implementation of quarterly staff culture and climate surveys to drive leader decision-making.	**X**	**+**	**+**	**+**	**+**	**+**
Quarterly analysis of staff attendance and retention.	**X**	**+**	**+**	**+**	**+**	**+**

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The planning timeline below captures when each indicator will be fully implemented for Lever 15: *Performance-Based Scales.*

X = Year of full implementation

+ = Refinement of practice based upon ongoing evidence and development

Strand 4: Talent Development and Operations						
Lever 15: Performance-Based Scales						
Indicators	**P**	**1**	**2**	**3**	**4**	**5**
Additional compensation for multiple years of student gains (growth and proficiency).		**X**	**+**			
Additional compensation after completion of third year teaching within transformation zone.				**X**		
Additional compensation for teachers entering leader development program options within the district.		**X**	**+**	**+**	**+**	
Additional compensation for school leaders meeting following criteria: • Student attendance rates of 96% or higher • Student growth rates of 80% or more hitting targets in any category (Reading or Math) • Student proficiency rates of 80% or more in any category (Reading or Math)		**X**	**+**	**+**	**+**	**+**

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The planning timeline below captures when each indicator will be fully implemented for Lever 16: *Culture of Collaboration.*

X = Year of full implementation

+ = Refinement of practice based upon ongoing evidence and development

Strand 4: Talent Development and Operations						
Lever 16: Culture of Collaboration						
Indicators	**P**	**1**	**2**	**3**	**4**	**5**
Establishment of professional learning calendar for the transformation zone, informed by teacher input with topics of learning.	**X**	**+**	**+**	**+**	**+**	**+**
Outcome-oriented meetings with established norms and driven by data.	**X**	**+**	**+**	**+**	**+**	**+**
Admin monitoring and measurement of implementation and effectiveness with concepts learned through professional development.	**X**	**+**	**+**	**+**	**+**	**+**
Teacher-led professional development sessions.			**X**	**+**	**+**	
Peer walk-throughs and feedback.					**X**	**+**

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Appendix D: Transformation Zone Assessment Audit Report

Transformation Zone Assessment Audit Report

Bon Air Elementary School
Bon Air Middle School
Pettit Park Elementary School

EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

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Table of Contents

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Summary

This report is designed to provide an overview of current assessment practices within Bon Air Elementary School (BAE), Bon Air Middle School (BAM) and Pettit Park Elementary School (PPE). After examining 300+ assessments (4,000+ items) collectively from the transformation zone, recommendations are provided for how to increase the impact of assessment on student achievement.
In order to shift teaching practice and advance student learning beyond current proficiency levels in all content areas, it is essential to celebrate what is working and prioritize the findings that require action. With further analysis of the findings in the report, utilize these principles to guide thinking, directly from Paul Brambrick-Santoyo's text, Driven by Data: "Assessments are not the end of the teaching and learning process; they're the starting point. Standards are meaningless until you define how you will assess them." (Bambrick-Santoyo, 2010)

When schools begin with the end in mind, assessment being the starting point, they have a roadmap for developing their teaching and learning by keeping students first.

Report findings indicate a few celebrations for the transformation zone. Although student learning is being assessed, there are identified gaps in *how* students are being assessed. Further analysis implicates that work done with priority standards and developing a guaranteed and viable curriculum is evident in *initial* common practices. Notably, approximately some assessments at BAM indicate the beginning stages of project-based learning. For example, career exploration included a number of project-based learning assessments. Needless to say, this indicates that in one specific area, rigor is being approached at high levels and there are already shifts towards project-based learning.

Data also provides evidence of gaps in understanding and application with the following mastery models that can be utilized for teaching and learning:

- Leveraging conceptual, procedural and application levels with the Standards for Mathematical Practice (SMP's)
- Implementation and use of:
    - Metacognition
    - Webb's Depth of Knowledge (DOK)

We look forward to providing you with ongoing solutions to build upon developed areas and increase capacity in deficiencies as identified in this report.

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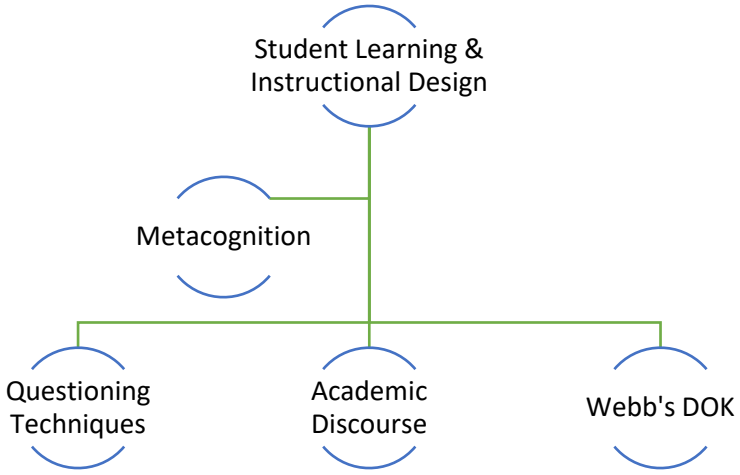
The Challenge: Assessment Aligned to Rigorous Standards-Based Curriculum

The majority of K12 schools in the United States recognize the absolute necessity of creating rigorous assessment systems and practices for students. In recent years, many strategic initiatives aligned with new national and state standards have emerged.

Schools have many opportunities to create a thriving culture rooted in best practices for utilizing data to inform instruction. Yet many of these same schools struggle considerably to implement and design curriculum, provide adequate access for all students and provide teaching and learning that helps students achieve mastery of the rigor expected by national standards. In addition, most schools adopt an "all or nothing" approach, instead of, primarily, identifying needs and allowing students and teachers to fail forward. In other words, sustaining a culture where growth and learning come from failure. Management leader Peter Drucker says, "Culture eats strategy for breakfast." If schools do not begin shifting where value is placed, strategies to implement assessment practices effectively will continue to fail.

Research to Support Assessment Components

Schools who excel with assessment to drive decision-making understand the approach to rigor and relevance with teaching and learning.



Equitable Education Solutions model for increasing rigor.

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There are multiple indicators that informed this assessment report and we urge you to examine the base of research existing to understand *why* the indicators were chosen for the assessment audit. In the next section, the report will present the transformation zone's current trends, aligned to current research related to the data trends identified through the assessment audit. Following the current data and research, Equitable Education Solutions will provide a recommended plan of action for moving your current assessment practices forward. Each data set will explore patterns via the following groupings: overall reporting for the transformation zone, primary grades (K-2), intermediate grades (3-5) and middle grades (6-8).

"The driving force for the 21st century is the intellectual capital of citizens," said the Metiri Group in its white paper, Twenty-First Century Skills. "Political, social and economic advances in the United States during this millennium will be possible only if the intellectual potential of America's youth is developed now."

In order to engage the intellectual potential for Kokomo's youth, specifically the transformation zone, data trends must be considered regarding current practices. Assessment audit data was focused on ELA and Math, with Social Studies, Science and other content areas included across grades 6-8.

The following data will dive into the analysis trends examining:

- Subject and item-level analysis
- Metacognition practices
- Rigor
    - Webb's DOK
    - Bloom's Taxonomy
    - Conceptual, Procedural and Application methods (Math)

Data Trends: KSC Transformation Zone

ASSESSMENT LENGTH AND QUANTITY OF SKILLS

According to recent research (specifically related to the adoption and implementation of Next Generation Science Standards), "Classroom assessments are an integral part of instruction and learning should include both formative and summative tasks: formative tasks are those specifically designed to be used to guide instructional decision making and lesson planning; summative tasks are those that are specifically designed to assign student grades." (National Research Council, 2014).

One data trend examined with the length and quantity takes into account additional research conducted by the National Research Council: "…to further their learning and to solve problems, students need to experience instruction in which they (1) use multiple practices in developing a particular core idea and (2) apply each practice in the context of multiple core areas. Effective use of the practices often requires that they be used in concert with one another, such as supporting explanation with an argument or using mathematics to analyze data." (2014)

Though this body of research is focused upon science, it is universal in understanding the depth and breadth required for students to demonstrate mastery across *all* subjects, through a variety of tasks that require multiple modalities.

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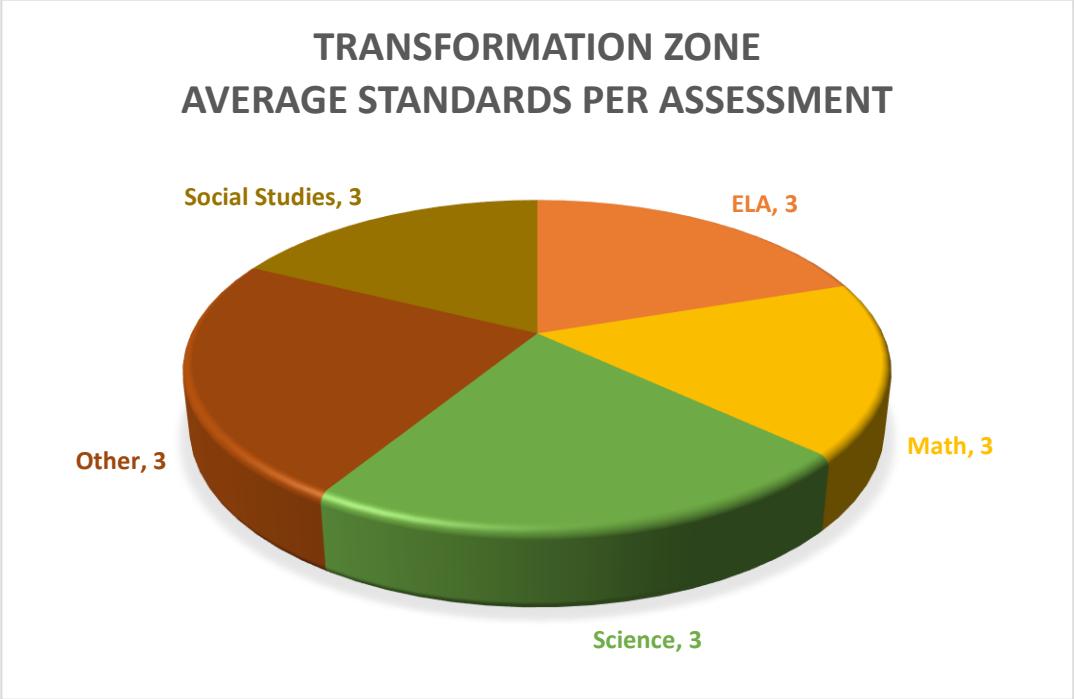
Evidence suggests that across all content areas, the average assessment is measuring mastery of three state standards, consistently. The data associated with the set indicates evidence of ongoing formative assessment sources.

Data trends related to the length of assessments in ELA and Math across the transformation zone suggest that teachers are focused on 3-4 items devoted to the same skill. The correlation of number of items per assessment and standards assessed proves that teachers are generally asking anywhere from 3-4 questions to assess student mastery with any given standard. When the number of assessment questions is divided by the number of standards beings assessed, data shows there are between 3-4 items per standard on each assessment. This demonstrates the need for further consistency in assessment practices across all content areas.

Because this is a consistent trend across all both subject areas, it is a notable celebration that on average, there are three standards per assessment. The research moving forward will focus on *how* students are being asked to demonstrate mastery.



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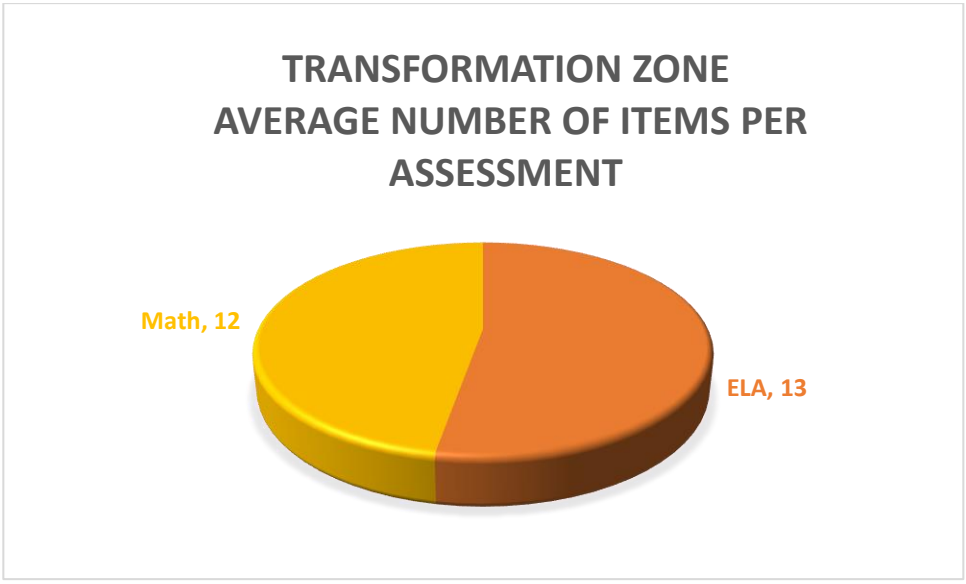

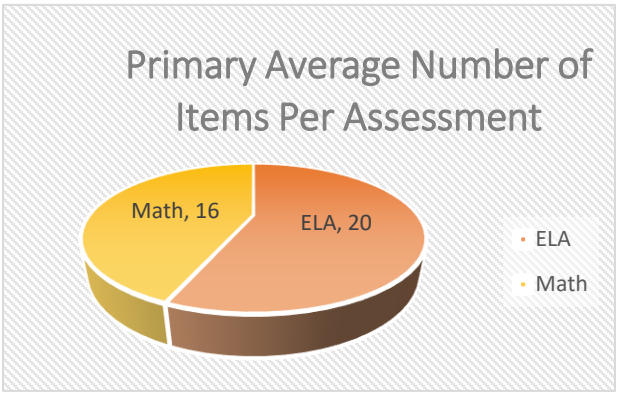

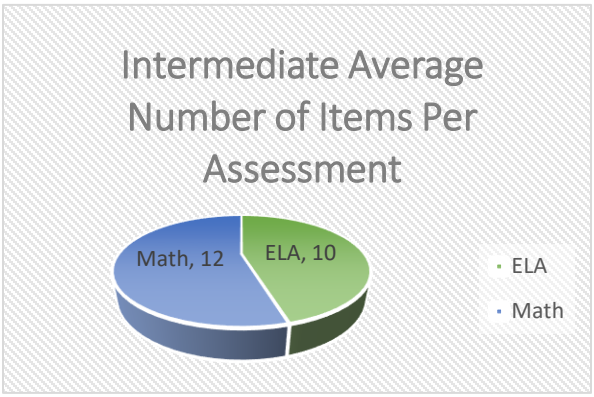

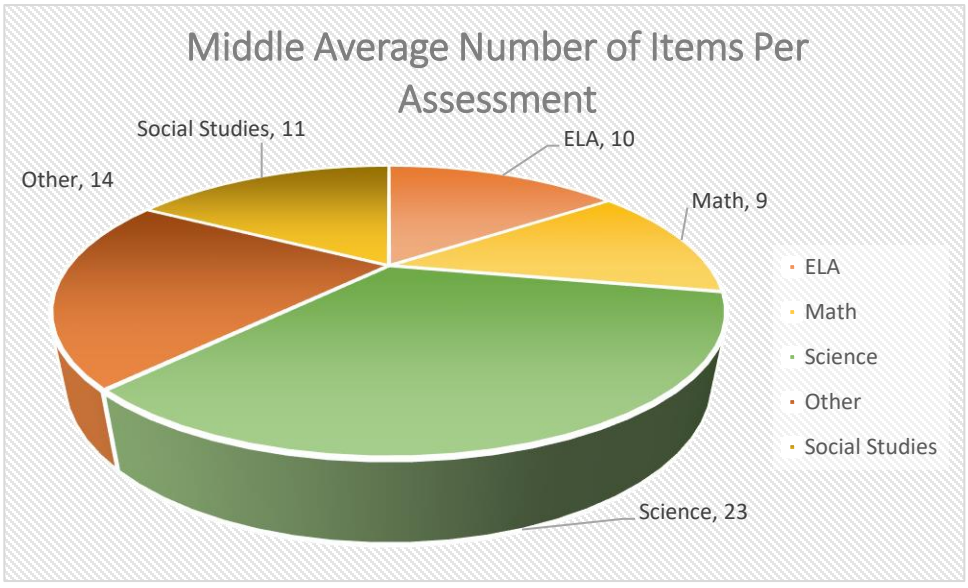

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RECOMMENDATIONS

1. Focus on celebrating that the transformation zone is not typically OVER-assessing students. This is a big win to be recognized and can be leveraged to move forward in shifting from *what* is being assessed to *how* students are being asked to demonstrate mastery.
2. All schools in the transformation zone are already working to create proficiency scales and data systems for tracking standards mastery. The next step should be development of varied forms of assessment aligned to teacher-developed curriculum maps, ensuring that rigorous resources are utilized *consistently* across *all* content areas.

MEASUREMENT OF PROGRESS:

Assessments align to:

- Rigor levels of Indiana State Standards
- Curriculum maps
- Daily learning targets

ITEM FORMAT ANALYSIS

In 2014, implementation of Indiana's College and Career Readiness Standards began. With the most rigorous state standards revision in recent years, teaching and learning must focus on mastery of concepts that are an inch wide and a mile deep. Older versions of standards and accompanying curriculum saw instruction more focused upon covering *more* concepts with less depth – a mile wide and an inch deep.

With standards shifting to an increased reading of non-fiction text, literacy instruction in the content areas, academic vocabulary and text-dependent questions, it is essential for the transformation zone to continuing shifting *how* students are assessed. Teachers must be teaching and assessing at levels that will promote student achievement. An additional celebration consistent in ELA assessments were a use of rubrics to assess student writing in the middle grades.

In a recent ASCD Educational Leadership article, Grant Wiggins asks the question *"How good is good enough?"* He challenges that if the goal is to support *all* students in reaching mastery, educators must ask what level is required to be a "master."

"Surprisingly, Benjamin Bloom, the founder of modern mastery learning, finessed the question. Bloom nowhere defined mastery; he only proposed that we set "absolute," criterion-referenced standards at the local level (Bloom 1968). Because Bloom offered no practical advice beyond looking to past local results to set valid standards, few schools have tried to define mastery of those standards—with unfortunate consequences.

Numerous writers on and practitioners of mastery learning, for example, propose that mastery be set locally as a percentage score on *any* test. Thus, if you achieved 85 percent or 90 percent on any test of content, you would be deemed to have demonstrated mastery—no matter how picayune or low-level the test questions."

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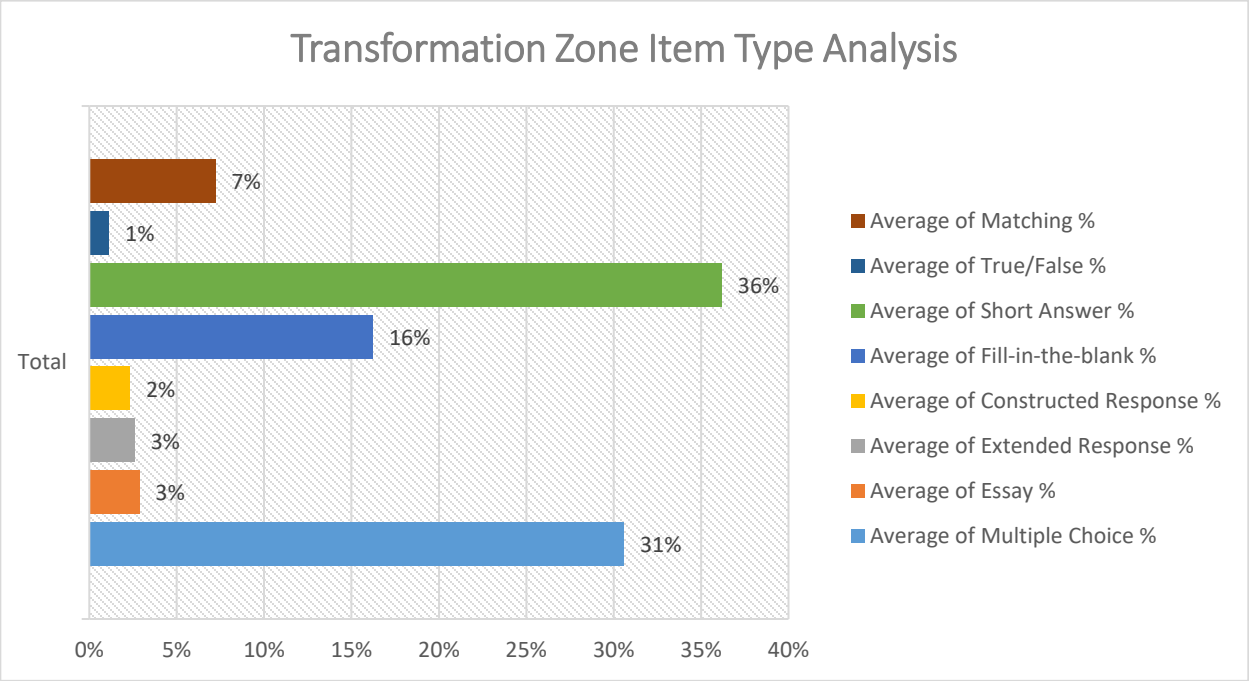
As Kubina and Morrison (2000) put it, “If experts in "mastery learning" cannot provide explicit, objective benchmarks in performance criteria that signal adeptness, who can? … When teachers, districts, or even states set subjective performance standards for mastery, knowledge of effective teaching practices and student learning diminishes.” (pp. 85–86)

“And that's where it stands today. Many schools that call themselves mastery-based (or proficiency-based or competency-based) are using invalid and unjustified schemes for giving scores and accolades. Rather than designing backward by establishing complex, worthy, and valid tasks on which students must demonstrate high-level ability (Wiggins & McTighe, 2005), schools too often reduce mastery to a high grade on a simplistic and non-validated assessment.” (Wiggins, 2013).

This compelling question of “*How good is good enough?”* must be considered as the transformation zone moves forward in their assessment journey in order to grow all students.

Another key component analyzed were the types of questions that were driving assessments throughout the transformation zone. This set of data indicates that assessments are largely conducted with use of multiple choice, fill-in-the blank and short answer items. Notable is that oral assessments were highly prevalent at the primary levels, especially for ELA, many of them being short answer response.



With further analysis by grade levels, trends indicate that there is a large shift between primary and intermediate levels in relation to item type; *how* students are being assessed. For example, 49% of primary assessment items are short answer while multiple choice make up 56% of intermediate items.

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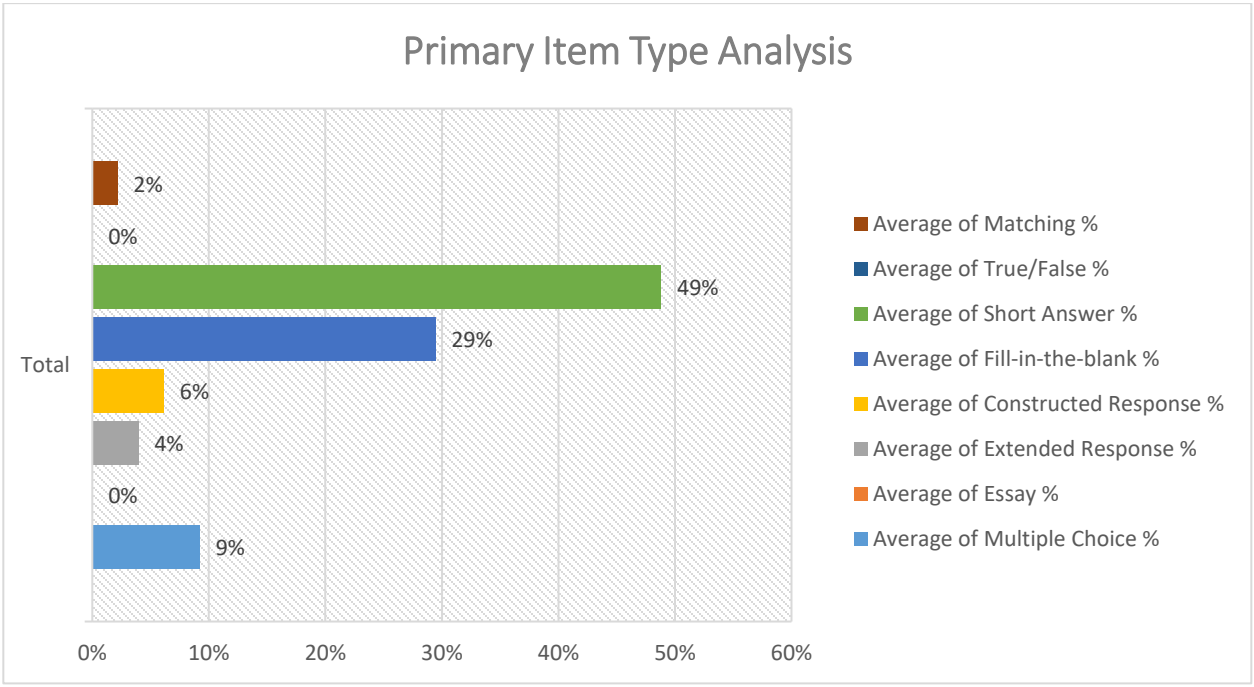

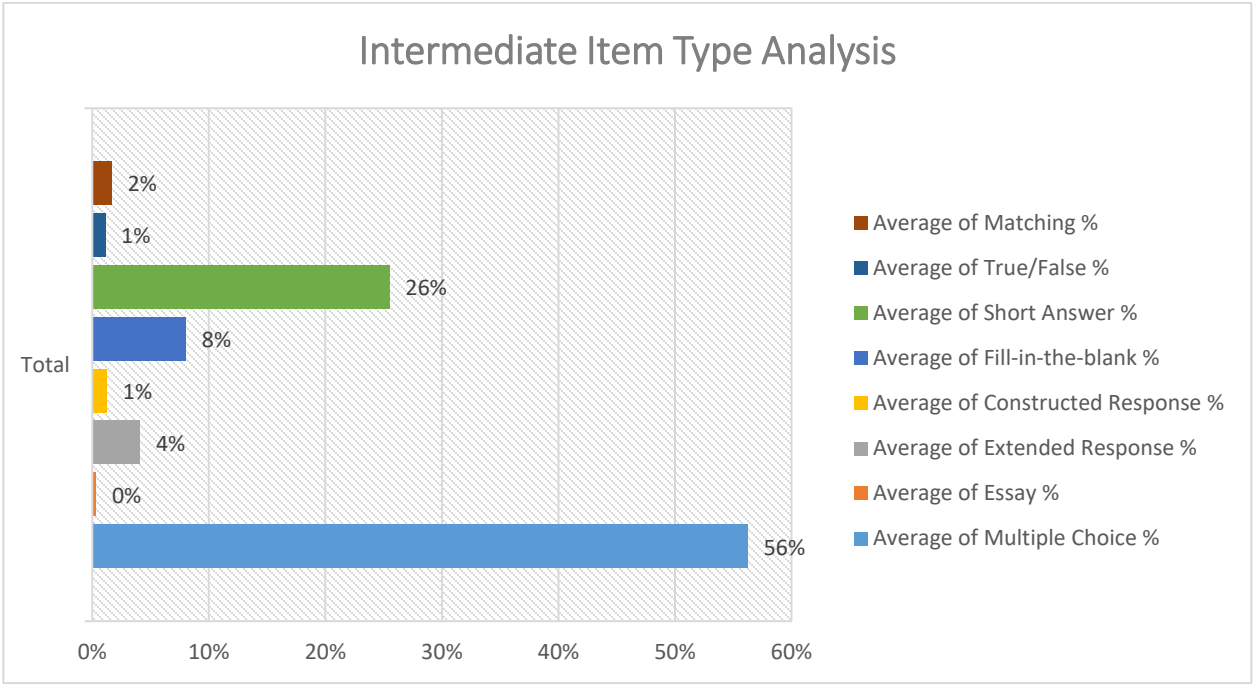

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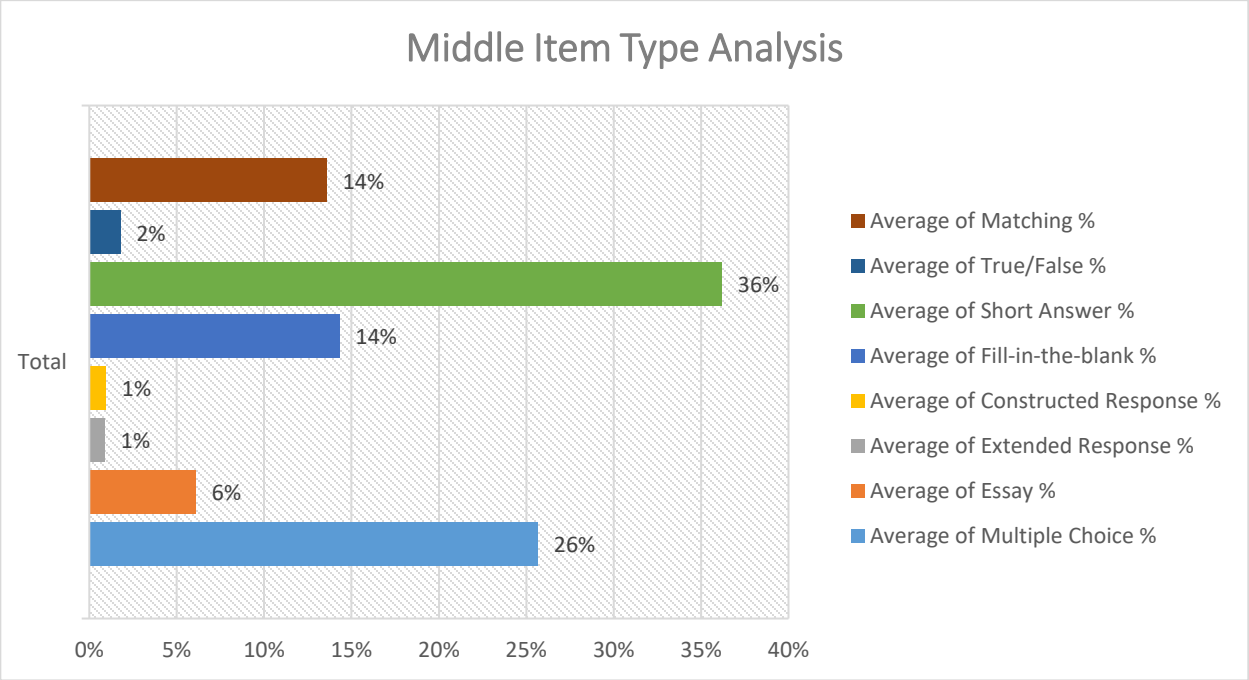

RECOMMENDATIONS

1. Focus on establishing *how* students are being assessed.
    a. Especially in the grade levels utilizing Eureka Math & I-Ready, there were higher levels of varied item types as well as metacognition.
2. Utilization of project-based learning to vary assessment.
3. Use of performance tasks to assess student learning, increasing levels of rigor.

MEASUREMENT OF PROGRESS:

Implementation of varied assessments such as project-based assessments or performance tasks.

METACOGNITION IN ASSESSMENT

Even if students are able to produce a mastery score, for assessments to authentically capture student thinking *processes*, metacognition is a necessary component. This is especially true with the transformation zone transitioning from a traditional grading approach to use of proficiency scales.

Metacognition is the very act of students thinking…about their thinking. Moreover, it teaches students self-regulation skills. This is vital to providing rigorous learning opportunities as it shifts the heavy thinking to students – vs. a "sit and get" approach. What are the key benefits to promoting student metacognition and how does it lend itself to increased academic rigor?

1. "Knowing the limits of your own memory for a particular task and creating a means of external support.
2. Self-monitoring your learning strategy, such as concept mapping, and then adapting the strategy if it isn't effective.

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3. Noticing whether you comprehend something you just read and then modifying your approach if you did not comprehend it.
4. Choosing to skim subheadings of unimportant information to get to the information you need.
5. Repeatedly rehearsing a skill in order to gain proficiency.
6. Periodically doing self-tests to see how well you learned something." (Malamed, 2013)

Metacognition is important to the learning process as it allows two processes to occur at the same time, increasing student retention:

1. Student monitoring of their own progress
2. Students making changes in order to adapt strategies being utilized

From the text Four-Dimensional Education: The Competencies Learners Need to Succeed, the *why* for infusing metacognition into teaching and learning is further solidified:

"Perhaps the most important reason for developing metacognition is that it can improve the application of knowledge, skills, and character qualities in realms beyond the immediate context in which they were learned. This can result in the transfer of competencies across disciplines—important for students preparing for real-life situations where clear-cut divisions of disciplines fall away and one must select competencies from the entire gamut of their experience to effectively apply them to the challenges at hand. Even within academic settings, it is valuable—and often necessary—to apply principles and methods across disciplinary lines.

Transfer can also be necessary within a discipline, such as when a particular idea or skill was learned with one example, but students must know how to apply it to another task to complete their homework or exams, or to a different context. Transfer is the ultimate goal of all education, as students are expected to internalize what they learn in school and apply it to life.

Metacognition can be developed in students in the context of their current goals and can enhance their learning of competencies as well as transfer of learning, no matter their starting achievement level. In fact, it may be most useful for lower-achieving students, as the higher-achieving students are already employing strategies that have proven successful for them. For learning disabled and low - achieving students, metacognitive training has been shown to improve behavior more effectively than traditional attention-control training." (Bialik, Fadel & Trilling, 2015)

For every item included in the assessment audit, measurement of *any* metacognition was assessed; meaning, if even one question on the assessment required students to consider their own thinking patterns, it was indicated in the item-level analysis. Notably, there was a much higher presence of metacognition in content areas such as career exploration where project-based learning was evidenced.

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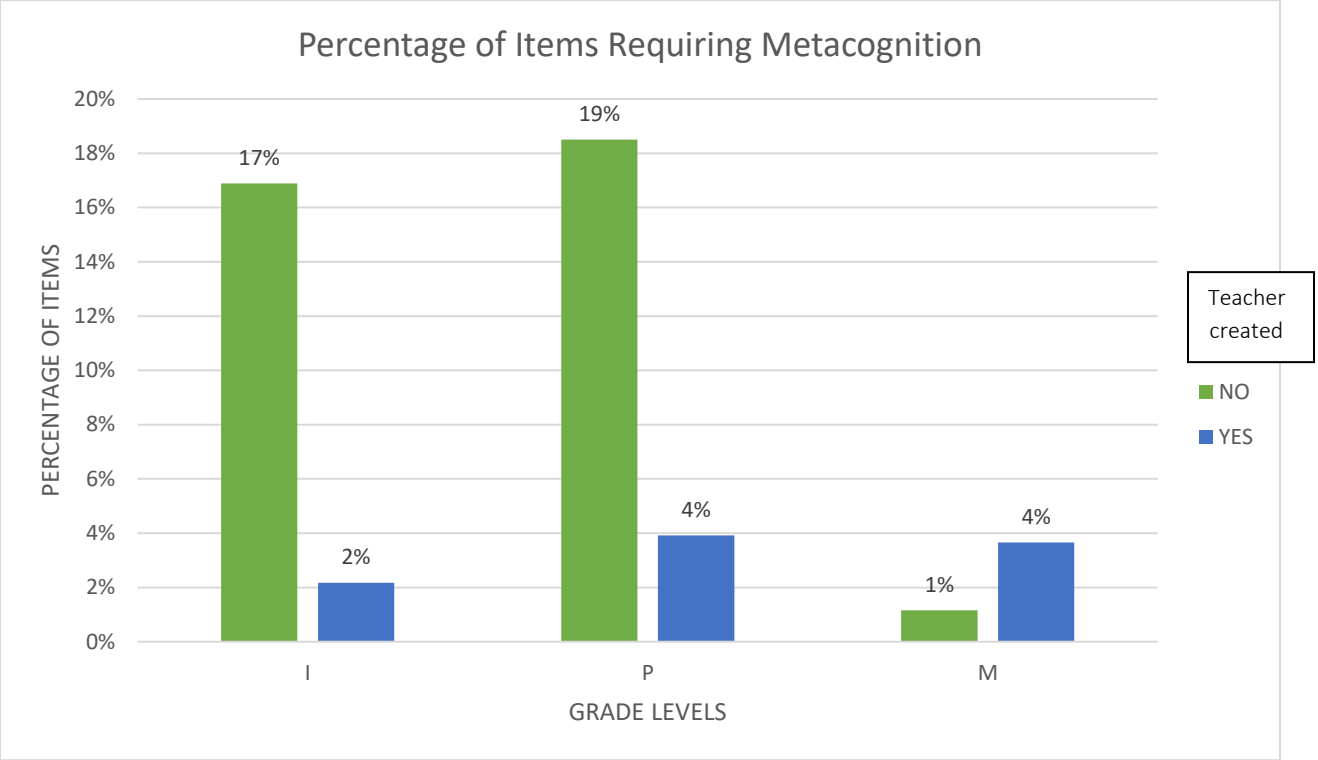

The chart above compares non-teacher created assessments to teacher-created assessments. As evidenced, when teachers utilize a guaranteed and viable curriculum, driven by varied assessments from resources like Eureka Math, there are exponentially higher levels of items that require metacognition, particularly in the primary and intermediate grade levels.

RECOMMENDATIONS

1. Professional learning opportunities on metacognitive strategies for teaching and learning.
2. Further implementation of metacognition through assessment question types.

MEASUREMENT OF PROGRESS:

All assessments require at least one opportunity for students to engage metacognitive strategies.

MASTERY MODELS FOR ASSESSMENT

Mastery models provide a simple approach to providing differentiated instruction. By utilizing mastery models, students out-perform a traditional, uniform approach to teaching and learning *every* time.

In a 1990, the most exhaustive meta-analysis ever conducted was completed by Kulik, Kulik and Bangert-Drowns to measure the effectiveness of mastery learning models. Their findings indicated that students in a mastery model class typically spent only 2-3 minutes longer per hour on their work, also indicating that teacher preparation time is increased prior to delivery of instruction as opposed to a traditional, non-differentiated learning model.

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"We recently reviewed meta-analyses in nearly 40 different areas of educational research. Few educational treatments of any sort were consistently associated with achievement effects as large as those produced by mastery teaching. The mastery model predicts higher examination scores, reduced variation in examination scores, and more positive academic attitudes with mastery teaching, and we found all of these effects in mastery classes. The effects, however, were not as large as sometimes claimed for mastery procedures." (p. 292).

Bloom's Taxonomy boasts six levels that can be utilized to drive delivery and assessment of teaching and learning.

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

Likewise, Webb's Depth of Knowledge (DOK) utilizes four levels:

- Recall and Reproduction
- Basic Application of Skills/Concepts
- Strategic Thinking
- Extended Thinking

Just like any content or strategies we teach students, we can do the same with Webb's Depth of Knowledge (DOK). Often, educators focus on solely the planning purposes that can be associated with Webb's DOK and forget the power to utilizing it to enhance student learning, while promoting student ownership of learning. Consider the following list of strategies to provide to teachers for implementation of Webb's DOK:

- "Explicitly teach students about the different cognitive levels and ensure that they understand what each of the terms means. Then, have them analyze question prompts for DoK level and assess what they are being asked to do—e.g., are they asked to categorize, infer, or predict?
- Work with students on unpacking strategies that help them engage in that cognitive activity. Consider creating process charts with them to identify the skills needed. For example, what kinds of skills and tools might we need to analyze a character's motivation in a story?
- Give students the opportunity to develop their own questions aligned to the DoK levels that can be used in collaborative settings through group work, in Socratic seminars or through a carousel, for example.
- Offer students the opportunity to reflect on their strengths—are they really strong in certain areas, but want to further develop in others?
- Have students code their assignments and questions. This is empowering and offers students a chance to reflect on what they are being asked to do." (Tramantano, 2017)

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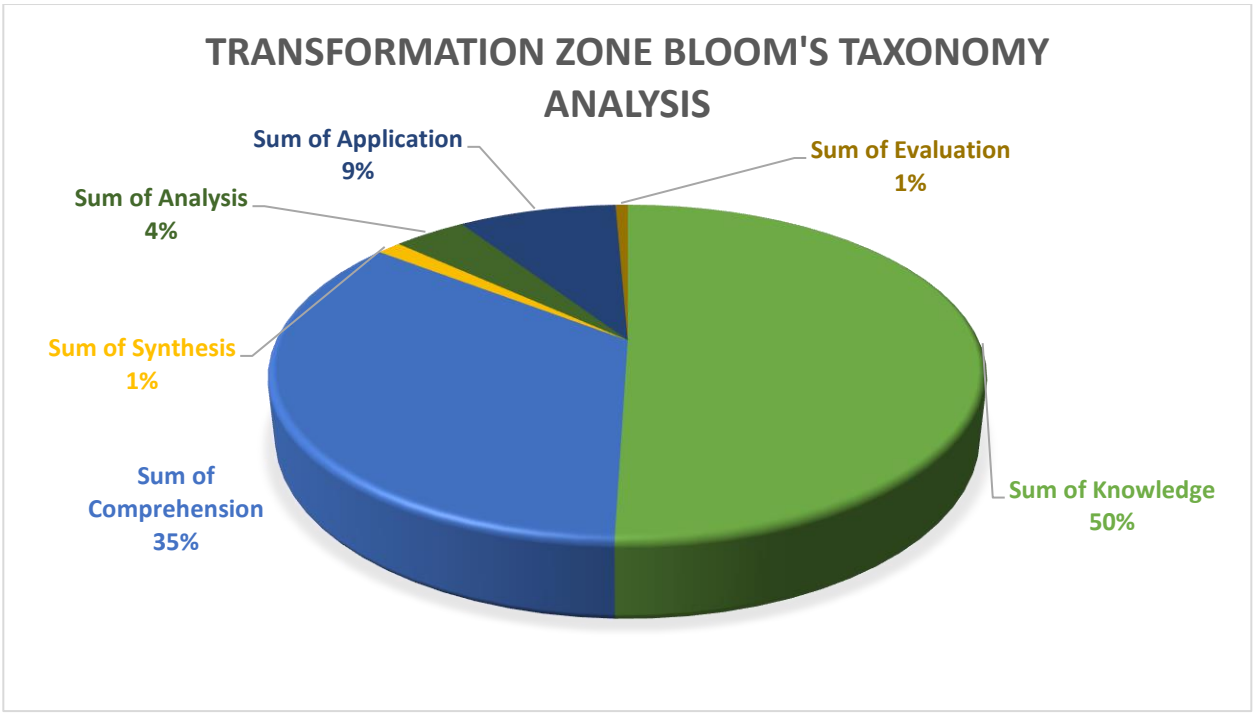
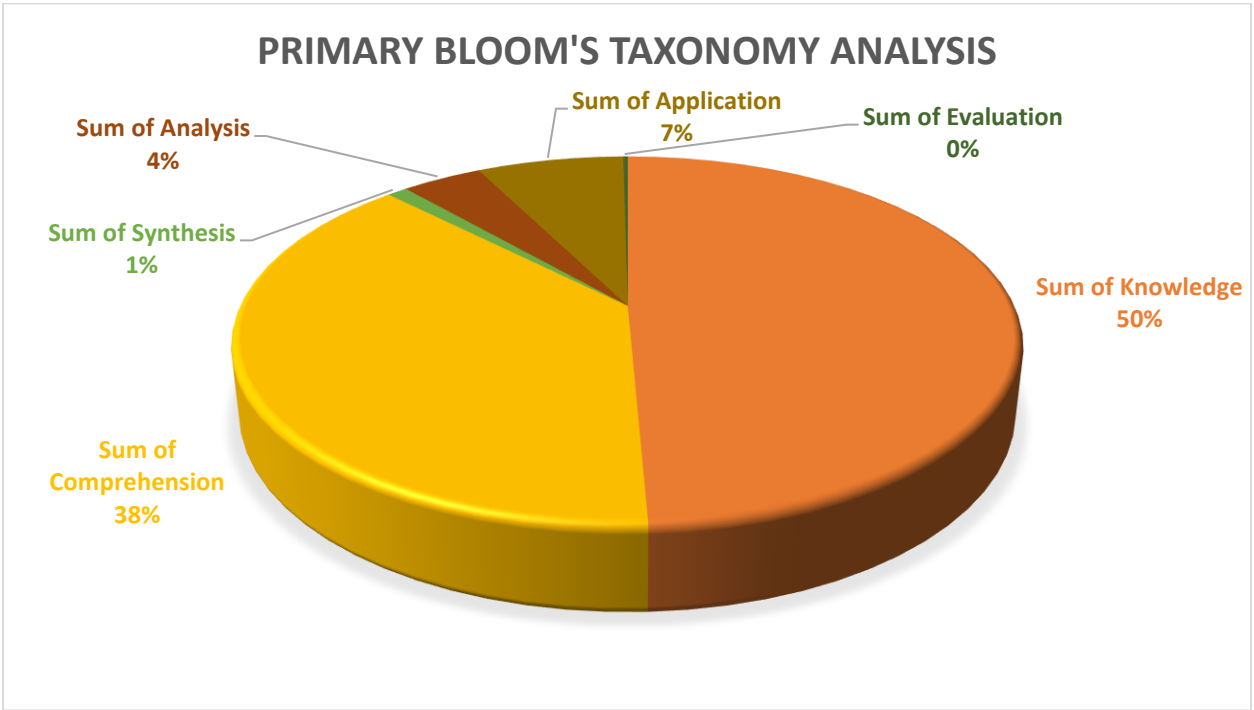
The initial measurement of data examines the trends of use within in each model. Results indicate that on average, assessments across the transformation zone access the lower 50% of both mastery models. In most cases, students are being asked to utilize knowledge and recall skills.





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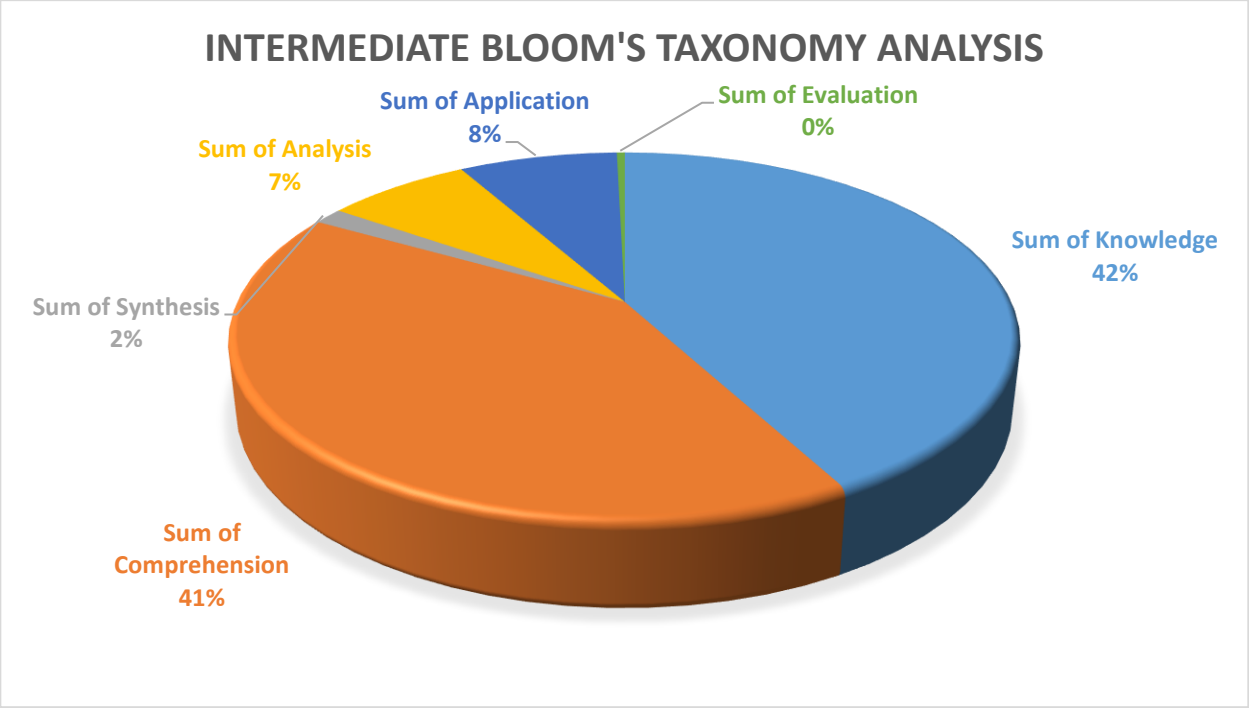

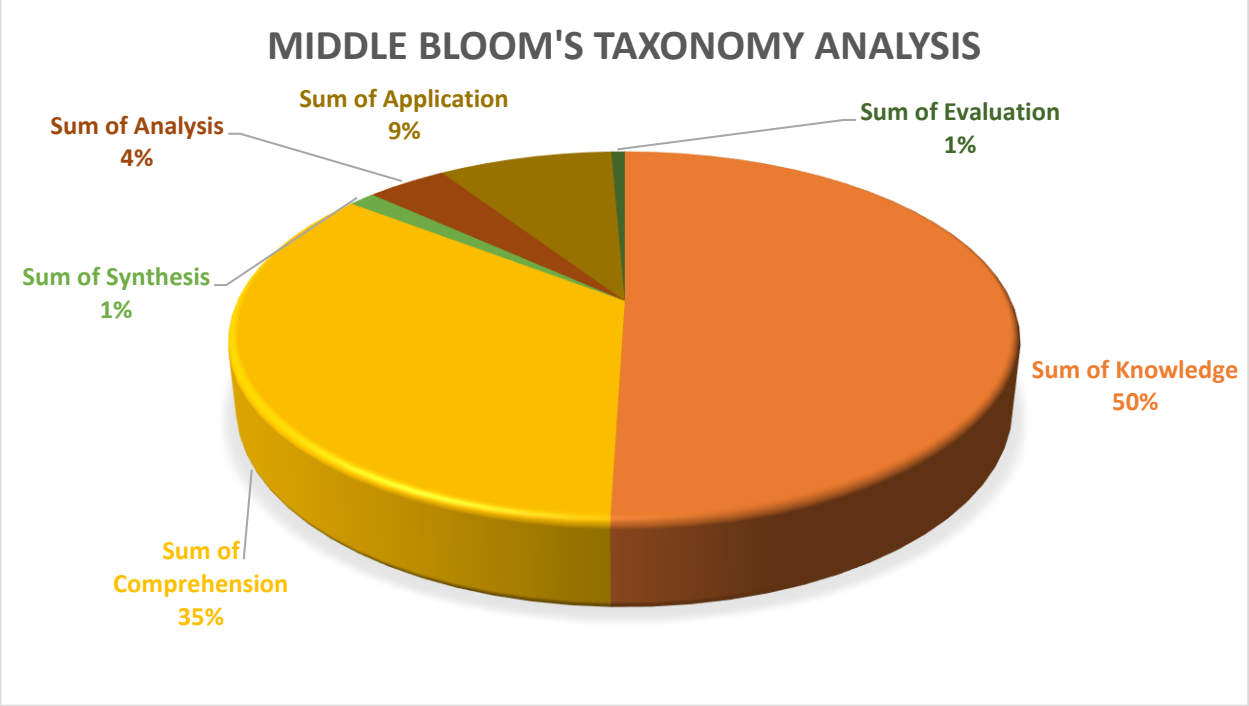

This trend informs multiple solutions for increasing the rigor levels of assessments to align with the rigor expected for state standards mastery. Next, item level analysis was utilized to further examine the impact on rigor levels through the lens of Webb's Depth of Knowledge (DOK).

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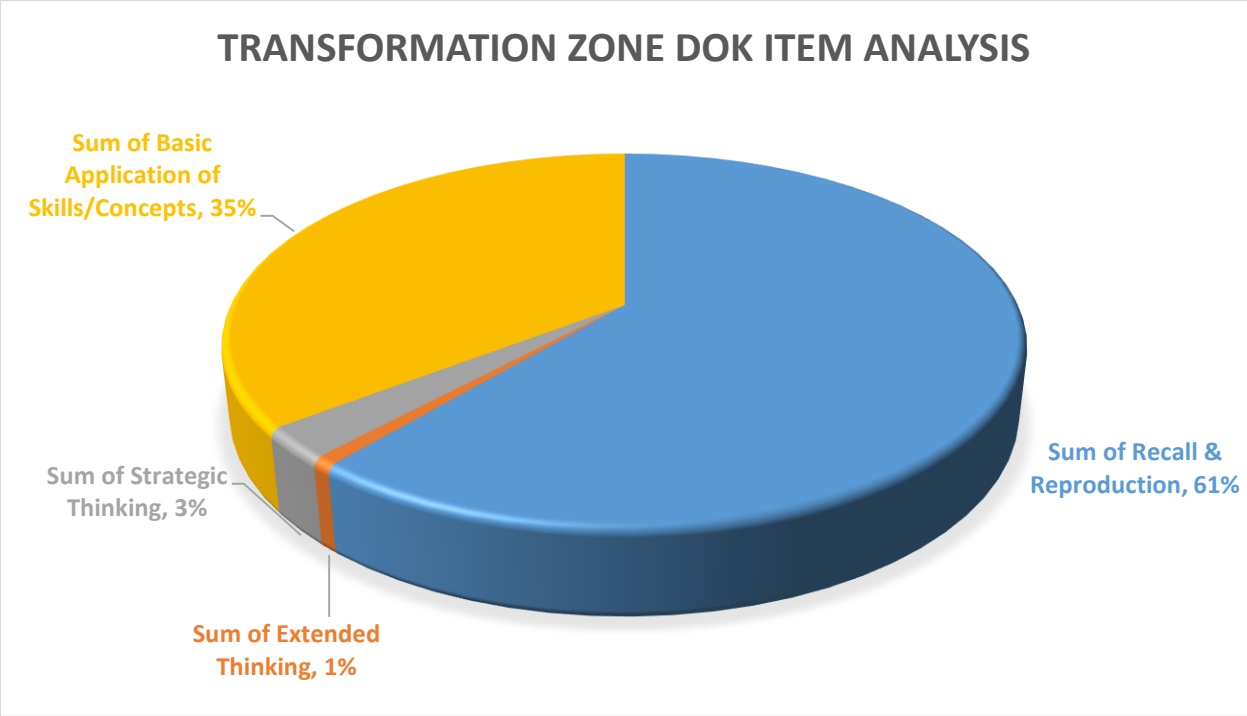

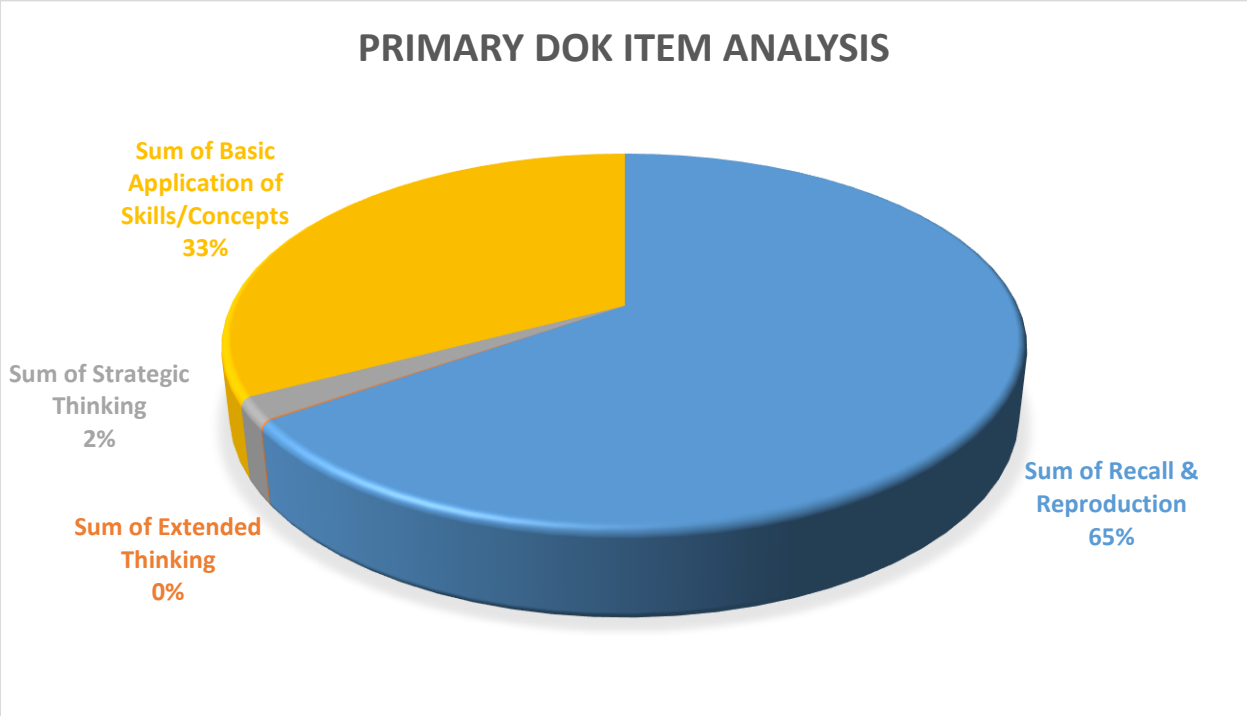

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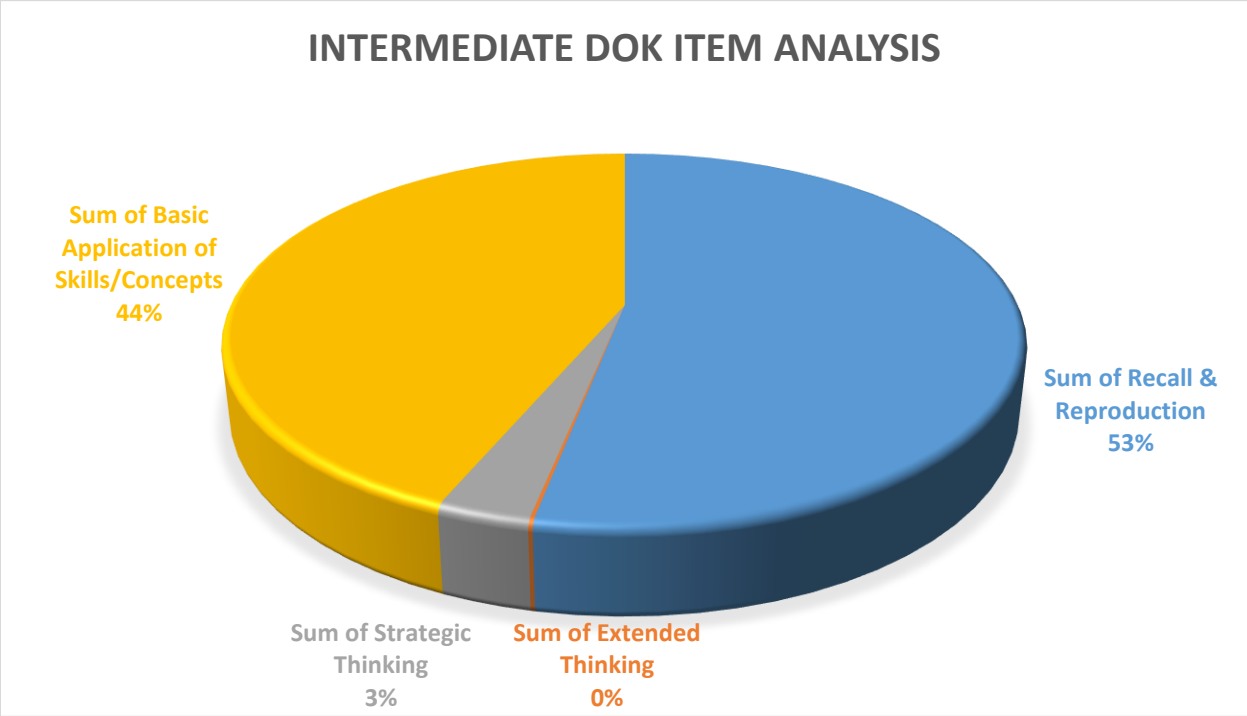

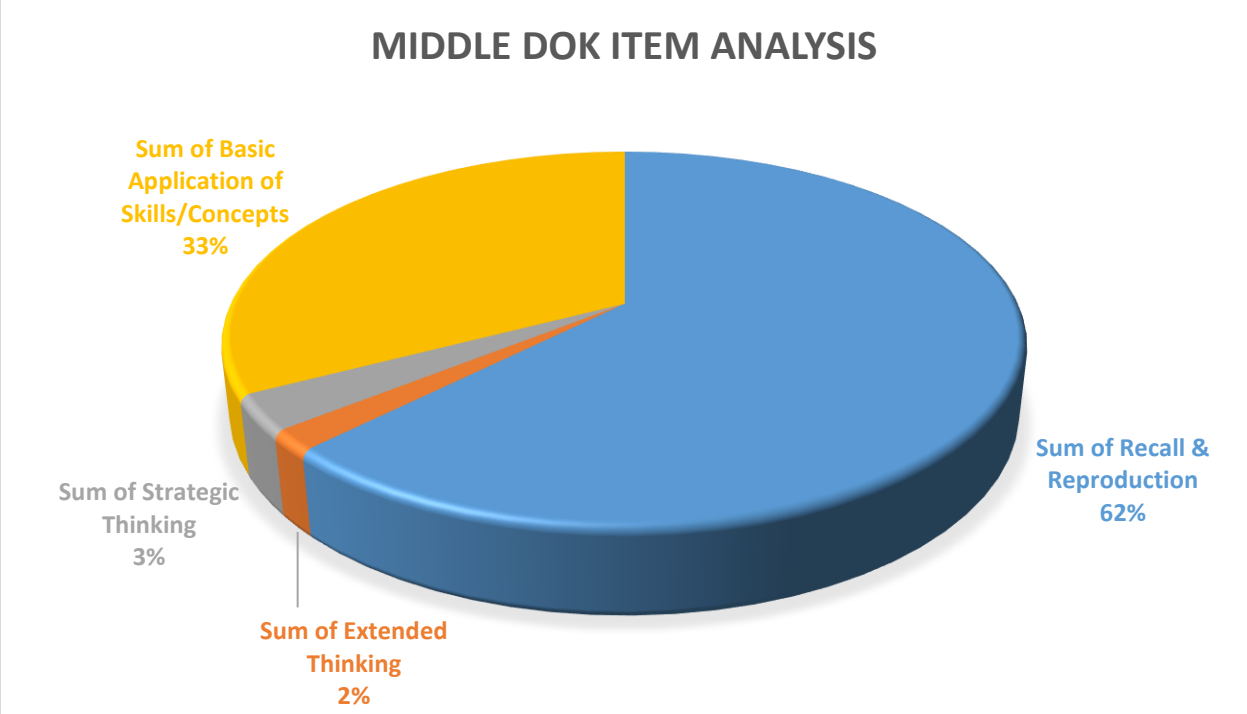

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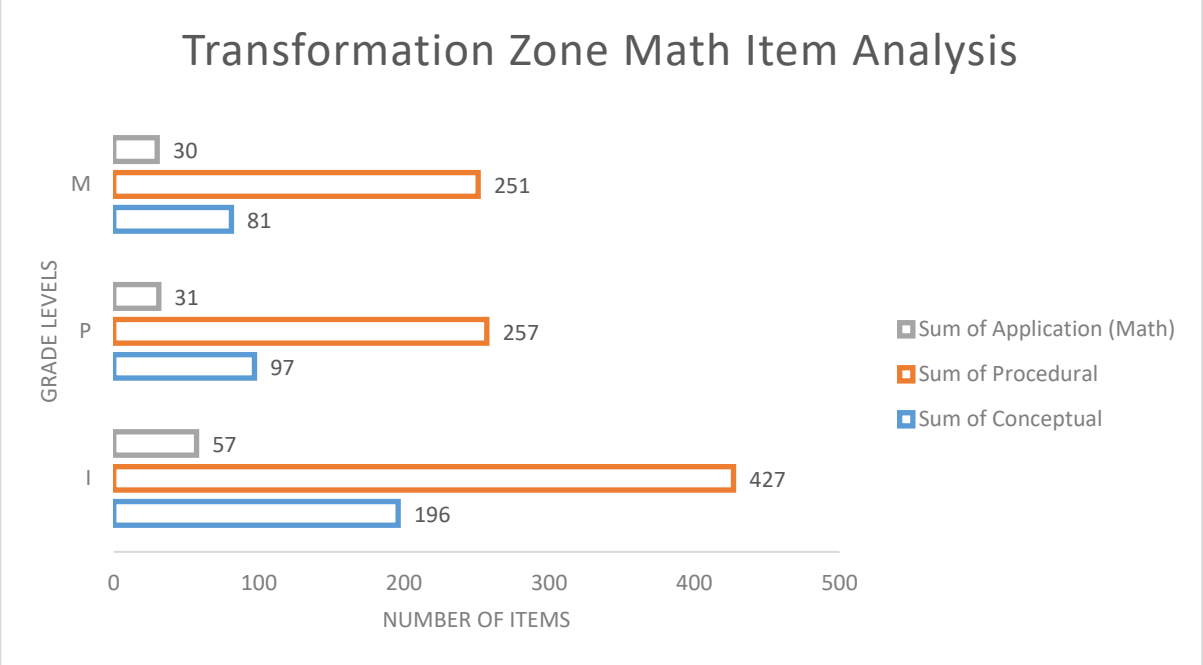
Within each subject, even further evidence reveals that application is rarely being assessed. Specifically in Math, trends suggest that student opportunities to demonstrate mastery of conceptual and application levels of mastery are far less than procedural. Conceptual knowledge is required for procedural and application levels of mathematical processes and concepts.



However, a celebration is that 26% of items are conceptual in nature. This is often not as typical beyond primary grades, but essential to students effectively mastery standards through the procedural and application levels. An increase in conceptual and application level items is necessary, however, there is a strong start with conceptual. Following are some definitions to give you a clear understanding regarding approaches to teaching math:

- Conceptual
  - When students demonstrate an understanding of meaning
- Procedural
  - When students utilize algorithms and formulas to solve a problem. (i.e. *plug and chug*) **It is possible for students to show procedural mastery without having a conceptual understanding.
- Application
  - When students can apply conceptual and procedural understanding to inquiry-based tasks, utilizing complex problem-solving skills

"After extensive study of the different strategies the students used the researchers concluded that the difference between high and low achieving students was not that the low achieving students knew less mathematics, but that they were interacting with mathematics differently. Instead of approaching numbers with flexibility and using 'number sense' they seemed to cling to formal procedures they had learned, using

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them very precisely, not abandoning them even when it made sense to do so. The low achievers did not know less but they did not use numbers flexibly – probably because they had been set on the wrong path, from an early age, of trying to memorize methods and number facts instead of interacting with numbers flexibly," (Boaler, 2009).

Daniel Willingham, cognitive scientist breaks down conceptual and procedural knowledge this way: "A procedure is a sequence of steps by which a frequently encountered problem may be solved. For example, many children learn a routine of "borrow and regroup" for multi-digit subtraction problems. Conceptual knowledge refers to an understanding of meaning; knowing *that* multiplying two negative numbers yields a positive result is not the same thing as understanding *why* it is true…knowledge of procedures is no guarantee of conceptual understanding; for example, many children can execute a procedure to divide fractions without understanding why the procedure works. Most observers agree that knowledge of procedures *and* concepts is desirable."

The research provided has focused on three major areas aligned to the results of the assessment audit for the transformation zone. Further recommendations based on the data trends and current research are detailed in our recommendations below.

RECOMMENDATIONS

1. Professional development for all staff on the following mastery models:
    a. Depth of Knowledge
    b. Conceptual, Procedural and Application levels in Math instruction and assessment
2. Focus on selection of texts/tasks and rigor levels aligned to DOK.

MEASUREMENT OF PROGRESS: Students are interacting with content at varying levels daily, with application on assessments.

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Evidence-Based Solutions

Though a persistent challenge is aligning assessment practices to the daily rigor levels of standards-based instruction, based on evidence, there are few strategic solutions that can be provided to sum up the assessment audit findings for the transformation zone. We believe that taking these steps will progressively shift teacher practice, while increasing student achievement.

1

Metacognition practices. Focus on *how* students are thinking is equally as important as *what* they are learning. In order for the transformation zone to advance student achievement, there must be an effort to increase the amount of metacognition that is happening through daily instruction efforts, as well as embedded in assessments.

2

Webb's Depth of Knowledge. Empirical evidence from the audit suggests that teachers may be familiar with Webb's DOK, however, application with designing assessments is a priority area for consideration. In order to develop effective assessments, the transformation zone must be trained on Webb's DOK practices.

3

Rigorous instructional practices. Appropriate selection of texts and tasks aligned to curriculum maps and corresponding, ongoing assessments are critical to growth of student performance in the transformation zone. Understanding concepts such as Math instruction provided procedurally, conceptually and at the application levels is essential to moving forward. Utilization of mastery models in daily delivery of instruction as well as application to assessment are essential to student growth.

The process of adopting *and* sustaining a new approach to assessment requires support. Most schools require support in order to collect and analyze current practices, determine needs, identify priorities and create an implementation plan with core team members to lead assessment practices. Additionally, capacity-building of team members can be challenging.

A school environment must be conducive to failure. This begins with purposeful engagement with all stakeholders and developing buy-in. After this, it is important for the transformation zone to determine if

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they also need to take steps to improve their overall mindset and systems that accompany assessment. A big win for the transformation zone is that much of the data reveals those content areas who are utilizing the guaranteed and viable curriculum with fidelity have a much greater depth of question types and mastery model levels within their assessments.

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Cover page image source: etec.ctlt.ubc.ca

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Appendix E: Commitment to Research Letter

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April 13, 2018

Dear State Board of Education Members,

It is with great enthusiasm that we tender this letter of support and commitment to contributing research and new-knowledge regarding the Transformation Zone proposal from the Kokomo School Corporation.

As researchers, we each have distinct interests informed by a scholar-practitioner lens that enhance and build capacity around the 16 proposed change levers. Dr. Balch will focus on career pathways, family and community involvement, and socio-emotional learning and trauma supports. Dr. McDaniel will address leadership development, talent recruitment and retention, and performance-based scales. Dr. Gruenert's focus will include a culture of collaboration, addressing poverty and mobility, and project-based learning. Peer review will also be utilized to support content validity and reliability. Regarding the remaining seven change levers, the three of us will collaborate collectively through supplemental research projects, believing we can best build knowledge on these important topics by working together.

We have sustained records of new-knowledge contributions through a variety of venues (e.g., books, journal publications, presentations). Further, we remain very committed to publishing our findings through nationally recognized peer-reviewed journals and other important venues, such as presentations, to ensure any generalizable knowledge is shared with other education professionals and policy makers throughout the transformation timeline.

As researchers with teaching, administration, and school board experience, we are most pleased to have the opportunity to submit this letter of support. Please feel free to contact us with questions.

Sincerely,

Bradley Vance Balch, Ph.D.
Professor & Dean Emeritus

Terry McDaniel, Ph.D.
Professor

Steve Gruenert, Ph.D.
Professor

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