



Elementary Redesign: 2010-2011

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BLUF: Since inception of the program in 2008-2009, the 3 Redesign schools (Coral Ridge, Engelhard, and Wheatley Elementary Schools) have outperformed their matched comparison group in achievement growth across all 5 content areas as well as the district elementary schools overall in 4 out of the 5 content areas.

EXECUTIVE SUMMARY

Background

- Beginning in 2008-2009, 3 elementary schools (Engelhard, Coral Ridge, and Wheatley) participated in a comprehensive redesign pilot program.
- Staff survey data were collected at the 3 Redesign schools in January as a mid-year check-in of faculty perceptions of the Redesign initiative.
- Observation data were collected at the 3 Redesign schools and 3 Comparison schools (Breckinridge-Franklin, Gilmore Lane, and Watson Lane) during the school year to observe class size ratios, classroom culture and climate, and instructional practices.
- Comprehensive Surveys were collected from all school staffs and intermediate elementary students in February to assess school culture and climate.

Major Findings: Staff Surveys and Comprehensive Surveys

- When asked what Redesign components have positively impacted their school, the highest rated components were reduced class size (94%), in-house school-nurse (84%), and an in-house instructional coach (76%).
- Based on the 2010 and the 2011 Comprehensive Surveys, students at the Redesign schools did not differ in their ratings of school climate. Teachers and parents at the Redesign schools did rate School Resources higher than the teachers and parents at the Comparison schools.

Major Findings: Observation

- *Lowered Class Sizes:* The goal for class ratios was for the Redesign schools to achieve on average a 20:1 class ratio. The data depicts that the goal was met at each of the Redesign schools, with the Redesign classrooms averaging 17 students per class and the Comparison classrooms averaging 19 students per class (Note: One comparison school implemented small class sizes this past year).
- *Culture/Climate:* Teachers at Redesign schools were more likely to utilize responsive, and reflective language and have a more student-centered environment than teachers at the Comparison schools, with the difference in student-centered environment being statistically significant.
- *Instructional Orientation (Whole Group, Small Group, Partner Work, Independent Work):* The Redesign schools had a higher proportion of teachers who utilized small group work than the Comparison schools had (35% vs. 4%, respectively) and were less likely to use whole group instruction than the Comparison schools as well (42% vs. 36%).
- *Instructional Practices:* Teachers in the Redesign schools scored significantly higher in the quality of their instructional practices than teachers in the Comparison schools.
- *Student Engagement:* Student engagement was slightly higher at the Redesign schools. The difference was not statistically significant.

Major Findings: Student Outcomes

- *Attendance:* Since the inception of the Redesign initiative, the Redesign schools have raised their student attendance by 0.4%, whereas the Comparison schools have gained 0.6%.
- *Suspensions:* Since the baseline year, the Redesign schools have had a 44% drop in suspensions. In comparison, at the elementary level there has been a 54% increase during the same period of time.
- *Achievement:* In 2010-11, Redesign schools outperformed their matched comparison group in achievement growth across all 5 content areas as well as the district elementary schools overall in 4 out of the 5 content areas.

Introduction

Beginning in 2008-2009, 3 elementary schools (Engelhard, Coral Ridge, and Wheatley) have participated in a comprehensive redesign pilot program. The purpose of the redesign was to create an environment in which 1) each student receives the individual attention necessary to improve academic performance in more personalized, caring learning environments that enhance the sense of connection to their learning, their school community, and the world around them, 2) each staff member is supported within a culture of professional growth that nurtures collegial reflection, dialogue, collaboration, and team building to enhance practice for student success, and 3) each family member serves as a welcome partner in supporting student learning.

In order to achieve this type of environment, the following strategies will be employed:

- *Lowered student- teacher ratio:* kindergarten through fifth grade classrooms will average 20-1 student-to-teacher ratios. The intent of lowered class sizes is to ensure that teachers know and teach each of their students well.
- *A full-time nurse* to address the health, wellness and attendance issues of students;
- *A full-time instructional coach* to assist teachers in deeply learning how to differentiate and adapt instruction to meet the needs of each child;
- Establish redesign schools as *Professional Development Schools (PDS)*. According to NCATE, PDSs are “innovative institutions formed through partnerships between professional education programs and P–12 schools”. The redesign schools will be partnered with the University of Louisville and will receive ongoing visits and support from a U of L staff person throughout the school year. The U of L liaisons will work with pre-service teachers and school staff on improving teaching and learning.

In addition, the 3 elementary redesign schools are participating in other district initiatives including:

- *Care for Kids*: a new initiative beginning in 2008-2009 in 28 elementary schools (including the 3 redesign schools). The initiative promotes social, emotional, ethical, and intellectual development in inclusive, caring, respectful learning communities through the implementation of Morning Meetings, Class Meetings, and Developmental Discipline (all first year). Buddy Programs, Homeside Activities, and Schoolwide Community Building Activities were also implemented starting in 2009-2010.
- GE Math and Science: As part of the GE Math and Science Initiative, a new math curriculum, *Math Investigations 2*, was implemented. Schools will also continue the use of *Science Modules*. Both the math and science components of the initiative promote active, student-centered inquiry-based problem solving learning.

Purpose and Design of the Evaluation

The purpose of the evaluation of the elementary redesign initiative is to determine the impact of the redesign initiative on school climate and culture, instructional practices, parent engagement, and student outcomes. The evaluation design utilized was a pre-post with comparison group design in which the 3 redesign schools are tracked over time to assess changes before and after the implementation of the redesign. The treatment and comparison group were matched on school demographics, and Spring 2008 comprehensive survey results (baseline). The 3 comparison schools (Gilmore Lane, Breckinridge-Franklin, and Watson Lane) are implementing other district initiatives (Care for Kids, GE Math and Science), but are not receiving the additional Redesign supports (small-class sizes, full-time nurse, full-time instructional coach). The data from the comparison schools are also being tracked over time and their data are used to compare to data from the 3 redesign schools. Breckinridge-Franklin began small class sizes in first grade in 2009-2010, but no other Redesign component. Every effort was made to ensure that the 3 comparison schools and the 3 redesign schools were similar in demographics and culture/climate prior to the redesign initiative.

Evaluation Questions

In order to fully evaluate the Redesign initiative, it is imperative that both implementation and outcome data are collected throughout the 3 year pilot. The evaluation questions that guide the data collection are outlined below:

Formative

- 1) To what extent are the lowered class size ratios achieved?
- 2) Is a full-time nurse employed at each of the redesign schools and what activities are conducted by the school nurse?
- 3) Is a full-time instructional coach employed at each of the redesign schools and what activities are conducted by the instructional coaches?
- 4) In what ways are Professional Development Schools established at the 3 elementary redesign schools? To what extent are PDS activities aligned with NCATE standards?

Summative

- 5) What is the impact of Elementary Redesign on school culture and climate?
- 6) What is the impact of Elementary Redesign on instructional practices? Are instructional practices more inquiry-based and personalized? Does the instructional coach improve the fidelity to inquiry-based instruction?
- 7) What is the impact of school nurses on attendance?
- 8) What is the impact of the Redesign initiative on student outcomes?

DATA COLLECTION ACTIVITIES

Observations. Observations were conducted at each of the 3 Redesign schools and each of the 3 Comparison schools once during the 2010-2011 school year. Teacher lists were collected from each of the 6 schools, disaggregated by grade. A random selection process was utilized to choose 1 teacher from

each grade to be observed. Whenever time allowed, an itinerant or self-contained ECE class was also randomly selected to be observed. In order to complete the scheduling of the observations, teacher schedules were collected which depicted their planning, embedded PD, and lunch times. Whenever a randomly selected teacher was not available (e.g., absent), another teacher from the same grade was randomly selected. Overall, a total of 53 teachers were observed (approximately 9 teachers at each school).

The observation measure was developed by the project evaluator in collaboration with the project director, Care for Kids Elementary Project Manager, and others in order to assess the most relevant components of climate and instruction related to the Redesign initiative that could be observed in the time allotted.

Redesign Surveys. Two staff surveys were distributed during the school year. The first survey was distributed in January 2011 to the 3 Redesign elementary schools to assess mid-year staff perceptions of the Redesign components. The end-of-year survey was distributed in May 2011 to the 3 Redesign and 3 Comparison schools in order to assess staff perceptions of CARE for Kids, and their self-reports of CARE for Kids implementation.

Comprehensive School Surveys (CSS). In addition to the Redesign surveys, the JCPS Research Department administered the Comprehensive School Surveys to all elementary school staff (certified and classified) and intermediate students (4th and 5th graders) in February of 2011.

The constructs from the Student CSS that were analyzed consisted of the following:

- 1) Overall Satisfaction- consists of 3 items including 'I am very satisfied with my school,' 'I would rather go to this school than any other school,' and 'I am very satisfied with JCPS.'
- 2) School Engagement- consists of 3 items including 'I learn interesting and useful things at school,' 'I think school is fun,' and 'I enjoy going to school.'

- 3) School Belonging- consists of 3 items including 'I really like other students in my school,' 'My friends are respected by other groups of friends,' and 'I feel like I am part of my school community.'
- 4) School Discussion- consists of 3 items including 'I can give opinions in class that disagree with the opinions of other students,' 'My teachers respect my opinion in class even if it disagrees with their opinions,' and 'I feel I can disagree openly with my teachers about events in the news.'
- 5) School Support- consists of 3 items including 'I feel my teachers really care about me,' 'I believe I can talk with my counselor, and 'My school has a caring and supportive environment for students.'
- 6) Personal Safety- consists of 3 items including 'I feel safe walking to and from school,' 'I feel safe outside the building before and after school, and 'I feel safe at school.'
- 7) Political Discussion- consists of 3 items including 'I often talk about events in the news with my teachers,' 'I often talk about events in the news with my friends,' and 'I often talk about events in the news with my parents or family.'
- 8) Conflict Resolution- consists of 3 items including 'I'm good at finding fair answers to problems,' 'I know how to disagree without starting a fight,' and 'I am good at taking turns and sharing things with others.'
- 9) Positive Character- consists of 3 items including 'I care about the feelings of others,' 'I try to help when I see people in need,' and 'I always try to tell the truth.'
- 10) Teaching- consists of 7 items including 'I have great teachers,' 'I feel my teachers really enjoy teaching me,' 'I get individual attention from my teachers to help me learn,' and 'I can talk about my school progress with my teachers.'

11) Curriculum- consists of 7 items including ‘I am reading more at home than in past years,’ ‘My social studies courses help me understand events in the news,’ ‘I do science experiments in my school,’ and ‘I can use math outside of school.’

RESULTS

Formative

1) To what extent are the lowered class size ratios achieved?

The charts below depict the overall average number of adults and the overall average number of students in the rooms observed. It should be noted that itinerant classes and self-contained ECE classes were not included in the below analyses. The goal for class ratios was for the Redesign schools to achieve on average a 20:1 class ratio. The goal was met at each of the Redesign schools, with an overall average of 10:1. As a group, the Redesign schools had about 2 fewer students than the Comparison schools. One of the comparison schools (Breckinridge-Franklin) was a small-class magnet in 2009-2010 which may be contributing to why the comparison schools also have relatively low ratios. Examples of the second adult in the classroom are a teacher assistant, ECE collaboration teacher, ESL teacher, student teacher/University of Louisville partner, and volunteer.

Group	Average Number of Adults in Classrooms Observed	Average Number of Students in Classrooms Observed	Average Number of Students for Every 1 Adult
Comparison	1.75	19.10	10.92
Redesign	2.20	17.24	7.84

2) Is a full-time nurse employed at each of the redesign schools and what activities are conducted by the school nurse?

School nurses reported their activities through an online reporting system in 2010-11. The chart below highlights the activities of the school nurses at the 3 Redesign elementary schools. According to

the data reported, on average, students were returned to the classroom 89% of the time after their visit to the school nurse.

Activity	Total (3 Schools Combined)
Child & Teen Checkup	237
Dental	101
Early Childhood	2
Health Appraisal	1
Hearing	609
Scoliosis	1
Vision	846
Vision/Hearing	4
Total Med dosages given (stock and prescription)	370
Calls to Parents	693
Calls to CPS	2
Unique Office Visits	948

3) Is a full-time instructional coach employed at each of the redesign schools and what activities are conducted by the instructional coaches?

All three schools had a full-time instructional coach in place, although one of the Redesign schools lost their instructional coach due to the coach’s promotion to an elementary principal position. Each instructional coach submitted a weekly report to the principal and the Redesign Project Manager documenting their activities and outlining next steps. Based on the weekly reports, the most prevalent activities consisted of: observing and meeting with individual teachers to support curriculum instruction, analyze/discuss assessments, and model/co-teach lessons, facilitating job-embedded professional development, reviewing student work, meeting with principal, helping with interventions supporting after-school work groups/ESS, conducting and disseminating research on differentiation, supporting KTIP teachers, meeting with UL student teachers, and helping support the numerous daily activities of the school (e.g., discipline issues, scheduling, bulletin boards, newsletter, resource library, materials).

4) In what ways are Professional Development Schools established at the 3 elementary redesign schools? To what extent are PDS activities aligned with NCATE standards?

Surveys were conducted with the University of Louisville liaisons in Summer of 2009. The activities of the liaisons consisted of supervising student teachers placed at the school, working with the supervised student teachers on their portfolios, observing student teachers, and meeting regularly with the principal and cooperating teachers to discuss the student teachers and help in other ways as needed. To the extent possible, liaisons also participated in professional developments of the school in order to know the new programs occurring this year.

In addition, in Spring 2009, survey data were collected from school staff by the University of Alabama. In partnership with the Holmes Partnership, they conducted a national survey of professional development schools to assess the beliefs, attitudes, and opinions of participants in different professional development schools. The 3 Redesign school were administered the survey via *Qualtrics Surveys*. The evaluation components assessed the nature of the partnership, the establishment of a learning community, equity and diversity for teaching and learning, and accountability to stakeholders as well as the public. There are four levels of development: beginning, developing, target, and advanced. The desired outcome for a highly functioning school-university partnership is a symbiotic relationship that creates connections between the institutions that help reform education (Trachtman, 2007).

The following results are for the 3 Redesign Schools as analyzed and summarized by Annie Smith at the University of Alabama. The results of this study show that collaborative participants perceived differences in teaching and learning as a result of the partnership. The majority of the survey responses reveal that the participants agree with the statements with the exceptions of the reverse questions. Numeric data suggest that the partnership is on “target” in terms of the nature of the partnership, equity and diversity, and program accountability. Being on target implies that the PDS work is supported

by all participants and that the policies and procedures change to meet the needs of the all partners. However, establishment of a learning community was viewed as developing. Obstacle cited were: the lack of collaborative research and educator involvement.

Overall, the teachers appeared to have more confidence due to the partnership. There were several variables contributing to this finding. First, teachers felt that they were benefiting from the partnership, through collaborative activities and initiatives. Secondly, they perceived the partnership as providing additional resources in terms of materials, tutors for their students, research information, professional development, and a lowered feeling of teacher isolation. And thirdly, the teachers wanted to have more involvement from colleagues. Overwhelmingly, the participants felt that the culture of their institution was changing for the better because of the partnership and will eventually result in improved student achievement.

Staff Perceptions of Redesign

In order to assess the faculty perceptions of the various components of Redesign, staff surveys were administered by the Department of Accountability, Research, and Planning at the mid-year point (December or January) each school year of the Redesign (2008-09, 2009-10, and 2010-11). The following data summarizes the trend from the staff surveys.

Number of Surveys Returned			
School	2008-09	2009-10	2010-11
Coral Ridge	44	26	35
Engelhard	48	45	45
Wheatley	28	26	28

In 2010-11, the percent of teachers that responded to the Elementary Redesign survey that were new to Redesign (joined the current school after the beginning of the 2008-09 school year) were 14% at Coral Ridge, 32% at Engelhard, and 39% at Wheatley. The following chart depicts the data from the staff survey for each Redesign school over the past 3 years. The most recent data shows that

Reduced Class Size and School Nurses were the most consistently rated positive components of the Elementary Redesign initiative. CARE for Kids and the instructional coach were also highly rated but did vary by school. The three lowest rated components of the Redesign were the Science Modules, Math Investigations, and the U of L partnership, although again, rating varied widely by school.

Overall Components of Redesign: CARE for Kids

Percent of teachers who ranked the component had 'A great deal' of positive impact on students

	2008-09	2009-10	2010-11
Coral Ridge	Reduced Class Size-83.3% Instructional Coach-72.5% U of L- 64.5% CARE for Kids -63.6% School Nurse- 63.6% Math Investigations- 54.1% Science Modules-48.6%	School Nurse- 100.0% Reduced Class Size-95.8% Instructional Coach-95.8% CARE for Kids -81.0% Science Modules-73.9% Math Investigations-72.9% U of L- 58.5%	Reduced Class Size-100.0% Instructional Coach-94.3% School Nurse- 91.4% CARE for Kids -88.6% U of L- 85.6% Science Modules-73.3% Math Investigations- 69.0%
Engelhard	School Nurse- 85.1% Reduced Class Size-83.3% Math Investigations-81.6% U of L- 78.9% CARE for Kids -68.8% Instructional Coach-63.8% Science Modules-59.0%	School Nurse- 90.6% Reduced Class Size-67.4% Instructional Coach-62.9% CARE for Kids -55.2% Science Modules-48.8% U of L- 37.8% Math Investigations- 36.0%	Reduced Class Size-88.6% CARE for Kids -85.7% School Nurse- 84.1% Instructional Coach-69.0% Science Modules-53.8% Math Investigations- 36.8% U of L- 30.8%
Wheatley	Reduced Class Size-85.7% School Nurse- 64.3% CARE for Kids -62.5% Instructional Coach-60.0% U of L- 41.2% Math Investigations- 39.1% Science Modules-33.3%	Reduced Class Size-88.0% School Nurse- 88.0% Science Modules-57.9% CARE for Kids -56.0% Instructional Coach-54.2% U of L- 46.7% Math Investigations- 48.1%	Reduced Class Size-92.6% School Nurse-76.9% Instructional Coach-66.7% CARE for Kids -50.0% U of L- 38.1% Math Investigations- 29.2% Science Modules-37.5%

On the survey, staffs from the Redesign schools were also asked to comment on the overall impact and of Redesign and challenges they faced. The chart below summarizes the major themes that emerged from the survey results.

Participants' Open Responses

Small Class Sizes (27.5%)	
<p>Differentiated instruction Relationships Depth of Content</p>	<ul style="list-style-type: none"> • Reduced class size makes it possible for teachers to have more individual time with each student • I love the reduced class sizes - it allows me to meet with my students individually more often, provide timely feedback, small group instruction, and differentiate instruction for each child in my class • Having a reduced class size has allowed for me to have a lot of small group, partner and one-on-one work • The reduced class sizes have given teachers the opportunity to build stronger relationships with students and get to know them on a deeper level. It has also allowed for teachers to have a more solid understanding of the needs of their students and to be able to address them appropriately. • The smaller class size has allowed me to do projects with greater depth/details. I am available to give better feedback and coach along the way through. • Smaller class sizes allows you to work more closely with your students to determine their needs
Care for Kids (17.2%)	
<p>Relationships Positive environment Problem Solving Behaviors</p>	<ul style="list-style-type: none"> • Care for Kids has helped with teacher-teacher, student-teacher, and student-student relationships. • Our morning meetings build a sense of community in the classroom. I feel students overall have a more positive attitude about themselves. • Care for Kids has improved the way children interact with each other and adults in the building. They just seem happier. • Care for Kids provides an integral emphasis on classroom community development and its connection to learning. • I was very interested in observing the impact of CARE for Kids. The students came to me without needing very much direction in social behavior which was a huge improvement over the students I have worked with previously. They are kind to one another and use appropriate language. They are better problem solvers and can work things out on their own without assistance from me. • CARE has had the greatest impact on my teaching. I have learned to interact to a greater extent with my students and in turn they with each other.

School Nurse (16.4%)	
<p>Student attendance Increased instructional time Home/School Contact</p>	<ul style="list-style-type: none"> • The nurse is a great asset. When my students feel ill and with little ones this is often, they have someone knowledgeable to go and see. I think parents also feel more confident and relaxed as well because of her. • Having a nurse to address the physical needs of students frees up time for us to continue to teach without losing instructional time. • The school nurse has truly been a blessing. More kids stay at school now because of her. She does well with taking care of the little hurts, bumps and tummy aches quickly and kids are back in class to continue learning. • The nurse gives the students the immediate medical attention that they need in order to go on and be successful in the classroom. • The school nurse has had a dramatic effect on our school. Students' medical needs are being met more efficiently and with expertise. It takes a lot of stress of the classroom community since medical matters can be handled in privacy. It also allows teachers to spend more time teaching. • Having a school nurse has helped immensely and I wonder how we ever survived without one in the past. She is there to take care of the physical needs of the students so the teachers can take care of the cognitive needs of the students.
Differentiated Instruction (15.7%)	
	<ul style="list-style-type: none"> • Differentiated instruction practices have helped me to improve my questions, and increase student interactions with each other and within the classroom setting • It has allowed for more individualized instruction to meet individual student needs • Small groups for differentiating instruction are focused more on each student. • Our students receive much more individualized/ differentiated instruction and attention due to reduced class size.

Instructional Coach (11.8%)	
Supportive Resourceful	<ul style="list-style-type: none"> • Our instructional coach is a great asset to our school. She provides teachers with ideas, leadership, and support; plus she is always willing to come into the classroom to work with students. I believe her hands-on approach with the students adds to her ability to provide teachers with "useable" ideas for helping students improve their academic performance • Instructional coaches have helped us uphold accountability for ourselves and our classes. They consistently provide research based programs and instruments to help us teach and evaluate our students on a daily basis. • Instructional coaches have been able to help teachers with interventions, accommodations, and have helped teachers better their instruction, differentiating to meet the needs of each child.
Other (University of Louisville Partnership, GE Math/Science) (11.5%)	
U of L Partnership	<ul style="list-style-type: none"> • The University student teachers have been amazing, and many have ended up on our staff! • The collaboration with the University of Louisville has been a wonderful experience for my students as well as me. • Having that extra set of hands from our U of L student teachers is so helpful and a good learning experience for them. • Having a U of L student gives me the opportunity to learn new information and ideas, as well as, me being able to share my knowledge with them. • The U of L collaboration is outstanding. It gives the U of L student a real look at life as an educator at the elementary level. And the children really enjoy learning something new from a fresh new face in the building.
GE Math and Science	<ul style="list-style-type: none"> • Using the GE Math and Science gives students a hands-on approach to learning. It gives them the opportunity to investigate to form learning rather than to be told directly from the teacher. • Math investigations and Science modules are well planned, easy to use, and students love them. • Math and science are scripted and rigorous which helps new teachers. • The kits help us teach the lessons and limited planning time because most materials are supplied in kits. • Hands on and self-discovery are key to learning math concepts.

Challenges	
Themes	Sample Comments
Parents/Home Life (24.6%) Students Incoming Skills (16.4%) Time (9.7%) Behaviors (9.7%)	<ul style="list-style-type: none"> • I find it very difficult to get parents involved in student learning and behavior • Many students are lacking the prerequisite skills and academic background they need in coming to school and being promoted. Students lack parental support. Many parents are challenged with economic issues and family problems that interfere with their ability to positively impact their child's education. • Time! Trying to get everything in! Every year there is more and more put in our day that we are accountable for. • They do not have access to books or the internet at home and we are their main source of exposure to these and other resources. • We have students who have little academic, social, emotional, or financial support from home. This puts the school in the interesting position of building a culture within the classrooms, because the students do not bring in productive, positive culture with them. • The students are not always as motivated to learn. Students can't see past what they see and hear in their own environments. Students and teachers need parental involvement. • Myriad of problems associated with poverty: instability in home life, lack of monetary and other resources in the home, lack of parental experience to help children with their homework, lack of parental presence (because they are working, or because there are so many children in the family that each one does not get sufficient "parent time"), lack of committed men in the household, drug and alcohol problems, incarceration of family members, lack of reliable transportation, and mental illness. • Bullying from a small number of our students • We still struggle from time to time with students that act out. Our resources seem limited for students that need emotional help or mental health services. It seems like it takes a long time to get these students the help they need or the proper school placement.

Summative

5) What is the impact of Elementary Redesign on school culture and climate?

The walkthrough instrument for Redesign was a composite of the walkthrough instrument for CARE for Kids and an additional 16 items on more specific instructional components related to Redesign. In terms of the culture and climate, a collaborative team developed the 58-item observation rubric. Below are the components observed with examples of items from each subscale:

CARE for Kids Walkthrough Subscale	Sample Walkthrough Items
Routines and Procedures	'Classroom norms are positively stated and posted,' 'Management signal has been established and is used consistently.'
Relationships	'Respectful interactions are exhibited between students and teacher,' 'Teacher exhibits knowledge of individual students.'
Language	'Teacher uses language that encourages and facilitates student reflection,' 'Teachers uses specific reinforcing language rather than general praise.'
Student-Centered Environment	'Students collaborate with one another,' 'There are multiple opportunities for students to have choice.'
Morning Meeting: General	'Students come to the circle in respectful manner,' 'All components of Morning Meeting are present and in order.'

For each item, observers rated the item as 'observed,' 'not observed,' or 'not applicable.' The percent of items scored yes for the Redesign and Comparison schools are in the table below.

CARE for Kids Walkthrough Subscale	Percent Implementing	
Routines and Procedures	Redesign	92%
	Comparison	89%
Relationships	Redesign	96%
	Comparison	96%
Language	Redesign	94%
	Comparison	71%
Student-Centered Environment	Redesign	84%
	Comparison	75%

In terms of CARE for Kids implementation, Redesign schools and Comparison schools were comparable in the Routines and Procedures and Relationships subscales. Redesign schools were higher in their implementation of Teacher Language and Student-Centered Environment, with the difference in Student-Centered Environment reaching statistical significance, $\chi^2(3, 53) = 7.88, p < .05$.

Another method used to assess school culture and climate was the Comprehensive School Surveys. These surveys were administered in February of 2009, 2010, and 2011 to intermediate grade elementary school students, all school staff, and all parents. Specific variables assessed included school engagement ('I think school is fun'), school belonging ('I feel like I am part of my school community'), school discussion ('My teachers respect my opinion in class even if it disagrees with their opinions'), school support ('I feel my teachers really care about me'), personal safety ('I feel safe at school'), conflict resolution ('I'm good at finding fair answers to problems'), positive character ('I care about the feelings of others'), teaching ('I have great teachers'), and curriculum ('I regularly engage in active investigations and experiments in science'). Overall, on the student surveys, in 2011, the Redesign schools did not show any difference in growth in positive school climate when contrasted with Comparison Schools. In 2010, the Redesign schools had made significant gains in positive school climate but those gains were not maintained this past year, largely due to a drop in one schools' ratings.

Similar analyses were conducted on the Teacher Comprehensive School Surveys. The constructs from the Teacher CSS that were analyzed consisted of the following:

- 1) Curriculum- consists of 5 items including 'I am requiring my students to do more challenging reading than in previous years', 'Students at my school develop confidence in applying mathematical strategies to real-life situations outside of school,' and 'I provide learning activities that help my students become better writers.'

- 2) Job Satisfaction- consists of 3 items including 'I am satisfied with the quality of communication in JCPS', 'I am very satisfied with my JCPS position', and 'I would recommend JCPS as a good place to work.'
- 3) Personal Safety- consists of 3 items including 'I feel safe on my way to and from school', 'I feel safe outside the building before and after school,' and 'I feel safe and secure at my school.'
- 4) Positive Character- consists of 3 items including 'I care about the feelings of others', 'I try to help when I see people in need', and 'I always try to tell the truth.'
- 5) School Administration- consists of 5 items including 'My principal provides effective leadership', 'My school is effectively implementing a plan to close the achievement gap,' and 'Site-Based Decision Making has helped to improve my school.'
- 6) School Belonging- consists of 3 items including 'I feel strong ties with other faculty and staff in my school,' 'I feel like I am part of the school community,' and 'My group of colleagues at school is well thought of by other faculty and staff.'
- 7) School Resources- consists of 3 items including 'My school's classrooms have reasonable numbers of students,' 'Textbooks and other school materials are of high quality,' and 'My school is equipped with up-to-date computers and other technology.'
- 8) School Support- consists of 3 items including 'I feel the teachers at my school really care about their students,' 'I believe students at my school can talk with their counselor or dean', and 'My school provides a caring and supportive environment for students.'
- 9) Site Safety- consists of 4 items including 'Safety concerns, when reported, are handled in a timely manner', 'Adults in my school intervene in any unsafe situation they observe,' and 'I would intervene in any unsafe situation I observe.'

- 10) Student Assessment- consists of 3 items including ‘Teachers effectively align their lessons with common district assessments each grading period,’ ‘My school implements a system to regularly track student proficiency throughout the year’, and ‘My school implements an effective system of regularly analyzing student work.’
- 11) Teaching- consists of 8 items including ‘I assign meaningful homework on a regular basis’, ‘Teachers at my school provide effective instruction,’ and ‘My colleagues and I work together to advance student learning.’

The chart below shows the change in school climate as rated by teachers. There was no significant difference between groups except in the area of School Resources, where the teachers at the Redesign schools rated their schools significantly higher than teachers at the comparison schools, $t(4) = -5.40$, $p < .01$.

Teacher CSS Construct	Comparison	Redesign
Curriculum	3.27	3.33
Job Satisfaction	2.93	3.19
Personal Safety	3.28	3.31
Positive Character	3.59	3.58
School Administration	3.08	3.22
School Belonging	3.34	3.44
School Resources*	2.98	3.46
School Services	2.96	3.12
School Support	3.50	3.55
Site Safety	3.08	3.14
Student Assessment	3.45	3.43
Teaching	3.32	3.42

*statistically significant at the .05 level

Lastly, analyses were conducted on the Parent Comprehensive School Surveys. The constructs from the Parent CSS that were analyzed consisted of the following:

- 1) Curriculum- consists of the items 'My child is reading better at home than in past years,' 'My child is developing the ability to apply math to real-life situations,' 'My child is writing more at home and at school than in previous years,' and 'My child is involved in community service in a way that enhances his/her learning.'
- 2) Overall Satisfaction- consists of the items 'I am very satisfied with my child's school,' 'I would rather my child go to JCPS than to a non-JCPS school,' and 'I am very satisfied with Jefferson County Public Schools.'
- 3) School Administration- consists of the items 'The superintendent and central office administrators provide effective leadership in support of my child,' 'The principal in at my child's school provides effective leadership,' 'The staff and Site-Based Decision Making Council are committed to diversity,' and 'Site-Based Decision Making Council has helped to improve my child's school.'
- 4) School Belonging- consists of the items 'My child's feels strong ties with other students in his/her school,' 'My child's peer group is well thought of by members of other peer groups,' and 'My child feels like a part of his/her community.'
- 5) School Resources- consists of the items 'My child's school has reasonable class sizes,' 'Textbooks and other school materials are of high quality,' and 'My child's school is equipped with up-to-date computers and other technology.'
- 6) School Services- consists of the items 'My child enjoys the meals served at his/her school,' 'My child's school is clean, attractive, and well-maintained,' 'A variety of guidance and support services are available to my child,' and 'I receive information regularly about JCPS programs and services.'
- 7) School Support- consists of the items 'I feel the teachers at my child's school really care about him/her,' 'I believe my child can talk with his/her counselor or dean,' 'My child's

school provides a caring and supportive environment,’ ‘I feel my child’s teachers really care about me,’ ‘I believe I can talk to my child’s counselor or dean,’ and ‘My school provides a caring and supportive environment for parents.’

- 8) Site Safety- consists of the items ‘At my child’s school, I feel bullying is a big problem’, ‘Adults in my child’s school handle safety concerns quickly,’ and ‘I believe that adults in my child’s school will take care of unsafe situations.’
- 9) Teaching- consists of the items ‘My child’s school provides academically challenging course content,’ ‘Teachers assign my child meaningful homework on a regular basis,’ ‘Teachers at my child’s school provide effective instruction,’ ‘Teachers at my child’s school are continuously improving their teaching methods,’ ‘My child receives individual attention from the teachers to help him/her learn better,’ ‘My child receives individual attention from the teachers when he/she needs help with nonacademic issues,’ ‘I have opportunities to talk about my child’s progress with his/her teachers,’ and ‘My child’s school provides regular communication to me on my child’s progress.’

Analyses comparing the Redesign schools against the Comparison schools on parent perceptions of school climate showed that there was no significant differences between groups, except in the area of School Resources. Although the parents at the Redesign schools showed somewhat higher ratings of school climate, only the difference in School Resources, reached statistical significance, $t(4) = -5.02, p < .05$.

Parent CSS Construct	Comparison	Redesign
Curriculum	3.17	3.20
Overall Satisfaction	3.14	3.21
School Administration	3.28	3.26
School Belonging	3.22	3.23
School Resources*	3.26	3.33
School Services	3.21	3.29

School Support	3.34	3.34
Site Safety	3.13	3.16
Teaching	3.34	3.36

*Statistically significant difference at the .05 level

6) What is the impact of Elementary Redesign on instructional practices? Are instructional practices more inquiry-based and personalized? Does the instructional coach improve the fidelity to inquiry-based instruction?

Instructional Orientation

First, data were analyzed to examine instructional context. The chart below depicts the average percent of time students were observed in each of the instructional orientations: whole group, small group (3 or more students), partner work (1-1 work), or independent work. There was a statistically significant difference between the Comparison and the Redesign schools on the instructional orientations, specifically with Small Group and Independent Work. Redesign schools were more likely to utilize small group and Comparison schools were more likely to utilize whole-group instruction as the instructional orientation, $t(51) = -3.55, p < .01$, $t(51) = 2.84, p < .01$, respectively.

Percent of Time Students Observed in Each of the Instructional Orientations

Group	Whole Group	Small Group	Partner Work	Independent Work
Comparison	42.31	3.57	15.61	17.50
Redesign	35.77	34.60	10.92	18.72

In addition to the above analysis, follow-up analysis was conducted on the utilization of Partner Work (Turn to a Partner, Pair and Share) and Small Group work because of its close connection to the CARE for Kids program. The below chart depicts the *percentage of teachers* observed at each school that utilized partner or small group work. The Redesign schools had a higher proportion of teachers who

utilized partner/small group work in the spring than Comparison schools. Almost twice the proportion of teachers in the Redesign Schools utilized small group or partner work when compared to their matched counterparts.

Percent of Teachers who Utilized Partner or Small Group Work

Group	Percent of Teachers who Had Partner Work
Comparison	46%
Redesign	80%

Instructional Practices

Looking at the additional observation items related to instructional practices, the Redesign schools outperformed Comparison schools on instructional practices. Multivariate analysis showed a significant difference between teachers at Redesign schools and teachers at Comparison schools in instructional practices (see chart below), $F(9, 52) = 3.13, p < .01$. Teachers at the Redesign schools were more likely to communicate to students what they are to learn, check on students during activities, give higher order feedback, use inquiry techniques, adequately pace classroom activities, have organized and clear lessons, and provide higher quality lessons overall.

Instructional Practice	Comparison	Redesign
Communicates to students what they are to learn as a result of the lesson, either written or verbally	2.79	3.44
Circulates around the classroom to check on students during activities; if in centers, monitors students in different centers	3.04	3.44
Gives higher order feedback or further clarification questions	2.75	3.40
Inquiry-techniques	2.38	3.24
Pacing of classroom activities	2.75	3.40
Activities/lessons are organized and clear	2.89	3.40
Overall, effective lesson components observed	2.68	3.44

7) What is the impact of school nurses on attendance?

Looking at the attendance data from the baseline year (07-08) to the current 2010-2011 school year showed that both Redesign and Comparison schools made gains in attendance. The Redesign schools have gained in attendance (0.4%), but not as much as Comparison schools (0.6%). Both groups gained more than Elementary schools as whole (see chart below).

Redesign School	Attendance 2007-2008	Attendance 2008-2009	Attendance 2009-2010	Attendance 2010-2011	Change from 07-08 to 10-11
Coral Ridge	94.9	95.3	95.7	95.1	+0.2
Engelhard	94.2	94.8	94.8	95.0	+0.8
Wheatley	94.5	95.0	95.0	94.6	+0.1
Total Redesign Schools	94.5	95.0	95.2	94.9	+0.4
Breckinridge-Franklin	94.0	94.6	94.1	94.2	+0.2
Gilmore Lane	94.6	95.0	94.2	94.9	+0.3
Watson Lane	93.5	93.6	94.1	94.6	+1.1
Total Comparison Schools	94.0	94.4	94.1	94.6	+0.6
District Elementary Schools	95.2	95.3	95.2	95.3	0.1

8) What is the impact of the Redesign initiative on student outcomes?

Student Engagement

The Student Engagement Scale consisted of 4 items (Cronbach’s alpha = 0.77) which assessed student engagement (i.e., student attention, engagement in activities, engagement in partner/group work, and answering of questions). The scale ranged from 1 = Few (less than half the class engaged), 2 = Some engaged (50-75%), 3 = Most engaged (76-99%) to 4 = All students engaged. There were no statistically significant differences in the level of student engagement between the Redesign and

Comparison groups, $F(4, 45) = 0.48, p > .05$, although students at the Redesign schools were slightly higher in their engagement than students at the Comparison schools.

Ratings of Student Engagement

Group	Student Engagement
Comparison	3.36
Redesign	3.56

Student Behavior

The Redesign schools have shown a significant decline in the number of suspensions since the baseline year, decreasing from 70 to 39, for a 44% drop in suspensions. For this analysis, the Comparison schools and Redesign schools were not equitably matched as the Redesign schools had 70 suspensions and the Comparison schools only had 11 suspensions in 2007-08. Thus, the Redesign schools were compared to the district as a whole and while elementary has decreased in their number of suspensions by 13%, the Redesign schools have decreased by 44% and the Comparison schools have increased by 54% during the same period.

Redesign School	Suspensions 2007-2008	Suspensions 2008-2009	Suspensions 2009-2010	Suspensions 2010-2011	Change from Baseline
Coral Ridge	7	9	4	13	+9
Engelhard	20	8	22	8	-14
Wheatley	43	23	37	18	-19
Total Redesign Schools	70	40	63	39	44% drop in suspensions
Breckinridge-Franklin	5	4	3	11	-2
Gilmore Lane	4	0	5	6	+1
Watson Lane	2	0	1	0	-1
Total Comparison Schools	11	4	9	17	54% increase in suspensions
District Elementary Schools	1112	1093	1246	966	13% decrease

Student Achievement

After the second year of the Redesign initiative, the Redesign schools are outperforming their matched comparison group across all 5 content areas as well as the district elementary schools overall in 4 out of the 5 content areas. All three Redesign schools showed growth in Academic Index in the areas of Reading, Science, and Social Studies. Two of the three Redesign schools showed growth in all content areas. The chart below depicts the change in percent of students scoring at the Proficient/Distinguished Level from Spring 2010 to Spring 2011 for the Comparison and Redesign schools, as well as the district's elementary schools overall. Change was calculated by subtracting the 2010 percentages from the 2011 percentages so that positive numbers reflected growth.

School	Reading	Math	Science	Social Studies	Writing
Breckinridge/ Franklin Elementary	-11.28	-2.58	-3.88	-6.03	-37.79
Gilmore Lane Elementary	7.08	13.5	18.67	-5.11	-5.61
Watson Lane Elementary	-0.34	4.88	-6.18	11.39	4.58
Comparison	-1.51	5.27	2.87	0.08	-12.94
Coral Ridge Elementary	-3.81	7.11	4.74	-0.7	-12.54
Engelhard Elementary	10.13	12.34	17.14	7.27	0
Wheatley Elementary	2.86	4	17.81	9.95	-11.99
Redesign	3.06	7.82	13.23	5.51	-8.18
District Elementary Overall	-0.95	2.71	0.54	4.78	-1.50

Other data: End-of-Year Data, Implementation Data

As noted in the section on data collection activities, surveys were distributed to all CARE for Kids schools at the end of the school year. The following data show the results of the Redesign staff against those of the Comparison schools' staff. Similar to last year, for most items, the Comparison schools rated CARE for Kids implementation and support higher than for the Redesign schools. It may be the case that with so many changes at the Redesign schools, CARE for Kids was less of a focus than at the

Comparison schools. The teachers at the Redesign schools did rate their in-school support of CARE for Kids higher than the teachers at the Comparison schools.

Question	Comparison	Redesign
I believe that CFK is a good way to improve students' character and school climate after having worked with it.	4.49	4.41
I closely followed the components of the CFK model.	4.32	4.18
My principal attended the CFK training with teachers.	4.39	4.27
I was often visited by my principal to see the CFK program in progress.	3.88	3.84
I was provided feedback from my principal following (his or her) visits.	3.86	3.87
My principal is supportive of the CFK model at our school.	4.52	4.46
I have access to expertise from the <i>district</i> CFK team when implementation problems are encountered.	4.12	4.06
I received quality support from <i>my school's</i> CFK Leadership team.	4.16	4.23
I have access to expertise from <i>my school's</i> CFK Leadership team when implementation problems are encountered.	4.13	4.15
I would recommend the CFK model to other schools.	4.37	4.33
CFK made a positive difference in the social emotional development of my students.	4.33	4.24
CFK made positive difference in the climate of my classroom.	4.34	4.25
CFK made a positive difference in the academic development of my students.	4.25	4.10
Overall, I enjoyed learning and implementing the CFK model.	4.38	4.21
How often did you implement:	1 = Rarely/Never to 5 = Every day	% Almost Every Day/Every Day or 1-2 times per week
Morning meetings	4.98	4.99
Class meetings (problem-solving, check-in, planning, decision-making, norm-setting)	4.52	3.88

End-of-day meetings	4.51	4.59
How often did you implement:	1 = Rarely/Never to 5 = At least 2 times every day	% Every day/At least 2 times per day
Partner activities involving 2 students (e.g., Think, Pair, Share, Turn to a Partner)	4.21	4.22
Small group activities involving 3 or more students	4.31	4.17

QUALITATIVE RESULTS

Teachers were asked to comment on the following statements:

Describe how participating in the Elementary Redesign initiative has contributed to the overall educational experience of your students. Discuss specific components (Care for Kids, reduced class size, instructional coach, school nurse, U of L, GE Math & Science) whenever possible.

Describe the challenges you and your school staff face in improving the overall educational experience of your students.

Their responses were coded into general themes. The chart below depicts teachers' responses.

Participants' Open Responses

General Comments	
Themes	Sample Comments
Relationships Attitudes Differentiated Instruction	<ul style="list-style-type: none"> Redesign has made differentiation more easily attainable and has positively affected the students' academics. Overall school-wide community is amazing. Now that we are all on the same page. Students and teachers know one another and care of one another. Our students have benefitted tremendously from the redesign initiative. The opportunity to have small class size allows our students to receive more individual personal attention from caring adults. Staff members with students, as well as students with other students are forming stronger personal relationships. The elementary redesign initiative has created a climate of acceptance and risk taking. Students feel free to participate because of CFK and the smaller class size.

CARE for Kids	
Relationships Positive environment Problem Solving	<ul style="list-style-type: none"> • CFK has nurtured and grown a closer community in our school. It has improved our school climate. • Students that know each other are more respectful and caring of each other. • Every component of CFK has had an impact on my students. The CFK program has provided us with the tools to develop a positive, supportive environment. Students are becoming more accepting of differences. • The students absolutely love the buddy program. • I love the CFK. It has made such a difference in the feel of the school. There is more respect and a general feel of calm. • The CFK program has taught our kids the importance of working together as a community. The program has also steered or thinking to a more proactive approach to discipline.
Small Class Sizes	
Differentiated instruction Relationships Depth of Content	<ul style="list-style-type: none"> • The reduced class size encourages a loving community of learners. We have the ability to get to know our students and make a connection with them. • My students have benefitted from many differentiated learning opportunities. With smaller class sizes I am able to have greater and more in depth discussions with my students. • Smaller class sizes helps with getting to know the children, target their needs easier, and allows the children to get to know each other. • With only 20 kids, science is easily managed, the module lessons are engaging. It is much easier to differentiate instruction and focus on the needs of the students.
Instructional Coach	
Supportive Resourceful	<ul style="list-style-type: none"> • Our instructional coach continuously encourages our efforts and provides great resources. • Our instructional coach is priceless. She brings so much knowledge, organization, and creativity to us that we then use to teach our children. She is a wealth of knowledge - I would be lost without her. • The instructional coach has been imperative in helping me as teacher stay on target with my teaching. • The coach continuously provided feedback on best practices and worked with teachers to strengthen instruction in all content areas.

School Nurse	
<p>Student attendance Communication Home/School Contact</p>	<ul style="list-style-type: none"> • Our school nurse helps our students stay healthy and come to school every day. Especially our diabetic students and students with asthma. • The school nurse has been a blessing. She is very helpful with sick children and can teach the class on anything they need to know about staying healthy and taking care of themselves. • The nurse saves instructional time that could be lost to attend to health needs. • We love our nurse. She has done wonders in helping students make it through the day In years past, students would have been sent home, resulting in absences. • School nurse - huge benefit in wellness, secure feelings, and health care safety. • The school nurse is a wonderful addition and there is less time on the phone with parents and more time teaching because she handles the illness issues.
Other (University of Louisville Partnership, GE Math/Science)	
<p>U of L Partnership</p>	<ul style="list-style-type: none"> • The U of L collaborative program is excellent. • U of L coaches truly help me design instruction tailored to my kids and program of studies. • Having methods from students from U of L gives the kids extra help an attention, as well as helps the UL students learn how to help, teach, and care for children. • UL students disrupt the class.
<p>GE Math and Science</p>	<ul style="list-style-type: none"> • I love the lower class size. This has been great in math and science. • The science and math programs have been school a wonderful asset to our school. • My students are highly engaged in the science modules. • Math Investigations does not allow enough practice in time, money, and basic facts.

Challenges	
Themes	Sample Comments
Student Attitudes/Discipline Diverse Learners Time/PD Parent Involvement	<ul style="list-style-type: none"> • Differentiated instruction is a great theory, but just not enough time in the day to really plan well for it and implement it. • Parental Involvement • It hard being in the spotlight. People are always waiting to see what we do next. • One of the biggest challenges is meeting of the diverse needs of our students in our continuously changing population. • A lot of the extra PD hours have been overwhelming, but getting half of them completely over the summer has helped tremendously this year. • Students who need extra counseling and help beyond CFK often do not get the services they need and greatly affect classroom learning. • Despite reduced class size and the CFK project it is still a challenge to meet each student's individual needs. • Students reading levels vary widely which makes differentiation difficult. • Students are often not ready for some of the investigation work in Math. A foundation is necessary to lay first. • The challenge we face are trying to keep parents involved with the school. • The challenges come from the high stakes curriculum established by the state. Standardized testing is not conducive to DI and is detrimental to the overall well being of each child. • Our school hosts over 14 different countries. Communication with students and parents is a big challenge.

Focus groups with students or teachers can be a powerful way to obtain participants' understanding and perspective of a program. Although it should not be the only source of data, focus groups provide an opportunity to understand whether a program is being received in the way it was intended to be received. Focus groups were conducted at the Redesign schools in April of 2009. It helped to answer questions such as "Can students articulate why they are doing the activities they are doing, such as Morning Meeting- do students understand the meaning (the 'why') behind what they are doing?" and "Do students perceive they are in a safe, supportive, and inclusive learning environment?"

The results from the focus group reflected quite positively on the Redesign schools (see Appendix). Below is a sample of quotes from students who participated in the student focus groups:

- “I’m not good at math, and my partner helps me learn it better”
- “It helps to share the work”
- “Our school is a happy place”
- “Students help each other learn”
- “Students solve problems using I-messages”
- “Our school uses different learning techniques so everyone fits in no matter what”
- “The teachers gets us started, but we do it ourselves...we run the classroom”
- “Our class is like brother and sisters- we live in 1 house and have to work together”

SUMMARY AND NEXT STEPS

This first year entailed many changes for the 3 Redesign elementary schools. Reduced class size, an in-house instructional coach, full-time school nurse, CARE for Kids, and a partnership with the University of Louisville were successfully implemented at the 3 schools. The second year of the Redesign Initiative involved improving and refining those changes that were put in place. The third year of the Redesign Initiative involved maintaining and extending the positive practices put in place. Data from multiple sources including walkthroughs, surveys, and observations show positive results in many domains. Overall, the third year of the Redesign showed good implementation of the various components and positive feedback from the teachers and students. The observation data showed that the use of small group work was more prevalent and whole-group instruction was less prevalent in the Redesign schools than the Comparison schools. The instructional climate was also higher in the Redesign schools than the Comparison schools. Data on attendance and behaviors in 2010-2011 show that Redesign schools have shown growth in attendance and are outperforming the district in lowering their suspension rate when compared to the baseline 2007-08 year. Finally, in 2010-11, Redesign schools outperformed their matched comparison group in achievement growth across all 5 content areas as well as the district elementary schools overall in 4 out of the 5 content areas.

For 2011-2012, the evaluation will shift from implementation to outcomes. Evaluation activities will focus on secondary data including:

- 1) School Climate: Comprehensive School Surveys from administrators, teachers/staff, students, and parents,
- 2) Student behavior and attendance data,
- 3) Student achievement data

The primary recommendation for the 2011-2012 school year is to continue to monitor implementation of the Redesign components, especially in creating a positive learning environment. The school climate ratings for the Redesign schools slightly decreased this past year, especially at one school. It is important to continuously monitor school climate data in order to ensure a successful learning environment for students.