Bayside Sixth Grade Campus:
Comprehensive Evaluation

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Comprehensive Evaluation
Report
October 2016

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Executive Summary

In accordance with the provision outlined in 8 VAC 20-131-300C of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia,* the School Board successfully presented a proposal for a conditional accreditation rating for Bayside Middle School based on reconstitution to the State Board of Education in the fall of 2014. That proposal, designed to better meet the academic and overall needs of students in the Bayside district, led to the creation of a stand-alone Bayside Sixth Grade Campus, with grades seven and eight remaining at Bayside Middle School. The purpose of this evaluation is to provide a comprehensive evaluation of the implementation and delivery of services at the Bayside Sixth Grade Campus during 2015-2016 and to assess the progress made toward goals. The evaluation used a mixed-methods design to collect both quantitative and qualitative information about the school.

Key Evaluation Findings

Impetus for Creating the Bayside Sixth Grade Campus

➢ As a result of Bayside Middle School being accredited with warning in mathematics for three consecutive years with projections that the school would not be accredited in 2014-2015, Virginia Beach City Public Schools (VBCPS) sought a conditional accreditation for the school based on reconstitution.
➢ The plan for a separate Bayside Sixth Grade Campus was approved by the State Board of Education and was implemented in 2014-2015.
➢ Relatively high percentages of stakeholders agreed that they understood the vision (73% to 85%) and reasons (71% to 74%) for creating the Bayside Sixth Grade Campus.

Implementation Components

➢ Each of the school administrators surveyed agreed that the shared governance team was effective in providing the support he/she needed to do his/her job effectively.
➢ In efforts to promote consistency, those continuing service at Bayside were required to agree to a three-year commitment and to sign a commitment to a list of staff expectations.
➢ Bayside Sixth Grade Campus instructional staff were more likely to have a graduate degree, but had fewer years of teaching experience on average and were more likely to be new to the division and have a provisional credential.
➢ Eighty-four percent (84%) of the staff at Bayside 6 felt professional learning opportunities were job-embedded, yet only 58 percent felt that the environment at Bayside 6 allowed them to communicate and collaborate with their peers to refine their skills, and 54 percent felt the environment allowed them to continuously implement new strategies.

Teacher Perceptions of Professional Learning

Survey Statement	Percent Agree
The professional learning I receive is job-embedded.	84.0
I received sufficient professional learning in language arts to effectively meet my students' needs.	75.0
The professional learning I receive is aligned to the needs of my students.	72.0
I received sufficient professional learning in mathematics to effectively meet my students' needs.	63.6
The environment at Bayside Sixth Grade Campus allows me to continuously learn new strategies.	60.9
The professional learning I receive is effective in helping me meet my students' needs.	60.0
The environment at Bayside 6 allows me to communicate and collaborate with my peers to refine my skills.	58.3
The environment at Bayside 6 allows me to continuously implement new strategies.	54.2

- A smaller campus and smaller core classes were implemented to foster stronger relationships between teachers and students and to allow for more individualized academic attention to each pupil.
- Sixty-eight percent (68%) of students agreed that the size of their classes allowed them to work better with their teachers.
- Literacy and mathematics specialists were allocated to work directly with students and facilitate teacher professional learning. A revised schedule was also adopted to increase allocation of time to mathematics and reading instruction and to ensure that both mathematics and reading instruction occurred daily.
- Survey data demonstrated widespread agreement among stakeholders that Bayside 6 provided high-quality instruction in reading and mathematics.

Perceptions of Reading and Mathematics Instruction
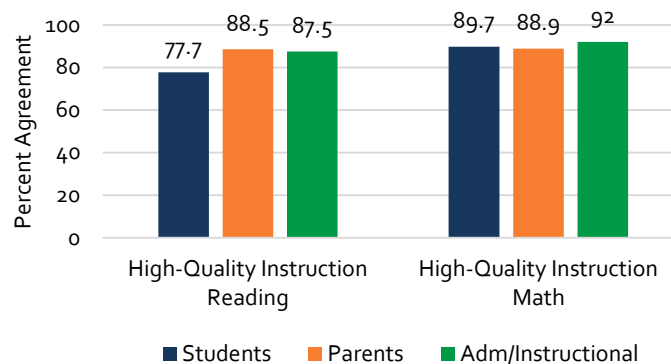
- Three of the school's five consistent community partners returned surveys regarding their partnerships with Bayside 6. They expressed satisfaction with their ability to work with the school on providing an academic club and a mentorship program for students, particularly those who are military-connected.
- Survey data revealed that 91 percent of parents agreed that Bayside 6 encouraged them to be involved with their child's learning, and 87 percent agreed that they were comfortable with their communication and interaction with their child's teachers. Approximately 83 percent indicated that school events were scheduled to encourage parental participation.
- Approximately 71 percent of parents agreed that the separate campus helped them build stronger relationships with their child's teachers.

Student Characteristics

- Based on September 30 enrollment figures, 369 students were enrolled at Bayside 6 in 2015-2016.
- In 2015-2016, the student body was 55 percent male (up from 51% in 2014-2015), 66 percent African American (up from 59% in 2014-2015), and 71 percent of the students qualified for free or reduced price meals (similar to 2014-2015).

Progress Toward Meeting Goals

Goal #1: Reading Achievement

- With a passing rate of 69 percent, Bayside 6 did not meet accreditation standards in reading in 2015-2016 (75% benchmark). However, the passing rate was higher than the two years prior to reconstitution (55% and 65%, respectively).
- Gaps in unadjusted passing rates in reading among Bayside 6 students and sixth graders across the division's middle schools have diminished since reconstitution, from approximately 18 to 21 percentage points to 11 to 15 percentage points.

Unadjusted English (Reading) Passing Rates Among Sixth Graders

Chart showing Percent Passing by year:
- 12-13: Bayside 53, Division 74
- 13-14: Bayside 59, Division 77
- 14-15: Bayside 71, Division 82
- 15-16: Bayside 66, Division 81

Legend: ■ Bayside ■ Division
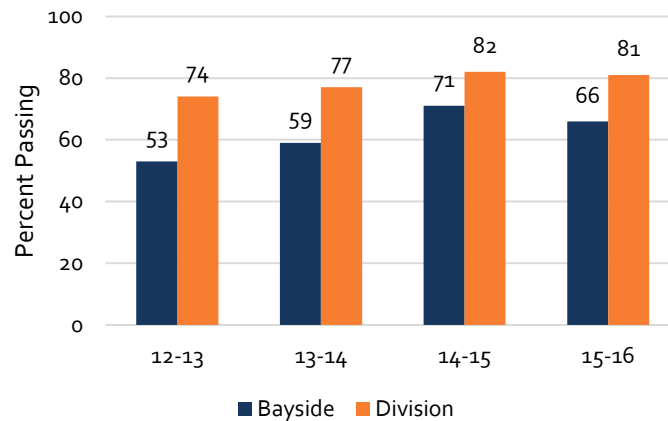
➢ While the average Reading Inventory (RI) Lexile scores of Bayside sixth graders were below those demonstrated at the division level among sixth graders in both semesters, rates of growth from fall to spring appeared slightly higher for Bayside sixth graders, especially after reconstitution.

➢ Data from the RI also showed that 85 percent of Bayside sixth graders showed growth from fall to spring in 2014-2015 and 77 percent showed growth in 2015-2016. Both of these percentages were higher than the percentages of all division sixth graders who showed growth on the RI during those two years.

➢ Stakeholders agreed that students improved in their reading skills.

Percent Agreeing That Students Improved in Reading

Chart showing Percent Agreement:
- Students: 87.6
- Parents: 84.6
- Adm/Instructional: 88.5

Legend: ■ Students ■ Parents ■ Adm/Instructional
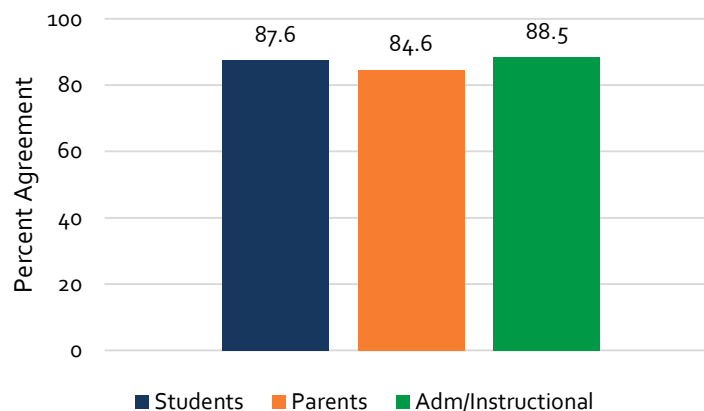
Goal #2: Mathematics Achievement

➢ Since reconstitution, student achievement in mathematics has improved among Bayside sixth graders. Bayside 6 earned full state accreditation in its first year as a stand-alone campus in 2014-2015 with a pass rate of 81 percent in mathematics. Bayside 6 also met the state accreditation benchmark in 2015-2016 with an 80 percent pass rate (10 percentage points beyond the benchmark).

➢ Although the 80 percent pass rate did not meet the school's Plan for Continuous Improvement (PCI) goal, accreditation pass rates in mathematics were 15 to 19 percentage points higher among sixth graders than before reconstitution.

➢ Mathematics improvement since reconstitution was notable among Bayside sixth graders taking advanced mathematics (pre-algebra). Prior to reconstitution, pass rates among sixth graders on the grade 8 SOL test ranged from 56 to 78 percent. Since reconstitution, pass rates have been 100 percent each year.

➢ Gaps in unadjusted passing rates in mathematics among Bayside 6 students and sixth graders across the division have diminished since reconstitution, from approximately 18-20 percentage points to 11 percentage points in 2015-2016.

Unadjusted Mathematics Passing Rates Among Sixth Graders
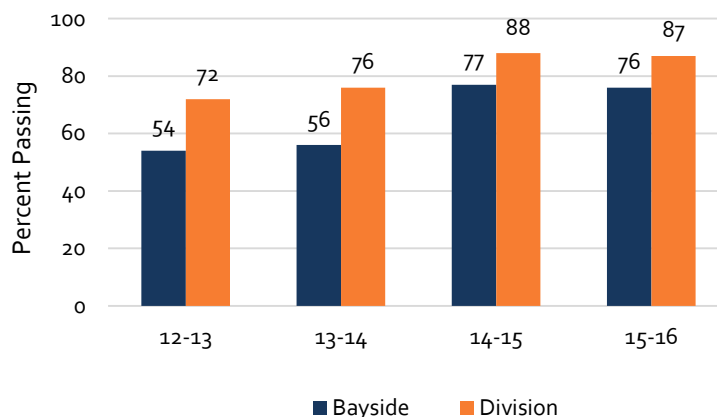
Note: Results include sixth graders' performance on both grade 6 and grade 8 SOL tests.

➢ The Math Inventory (MI) data showed that the percentage of sixth graders showing growth from fall to spring after reconstitution (78% in 2014-2015 and 73% in 2015-2016) was higher than before reconstitution (55%) and the percent showing growth was more similar to the division's sixth graders.
➢ Stakeholders agreed that students improved in their mathematics skills.

Percent Agreeing That Students Improved in Mathematics
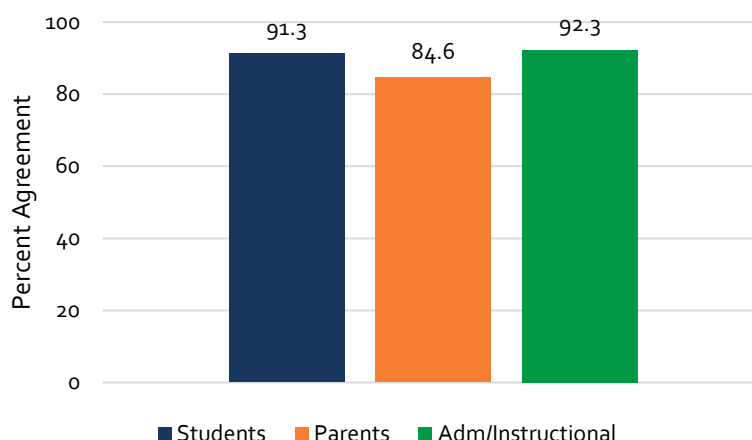
Goal #3: Discipline and Social-Emotional

➢ The overall number of referrals for all violations of the *Code of Student Conduct* among sixth graders at Bayside has increased since reconstitution from 600 and 453 (in 2012-2013 and 2013-2014, respectively) to 853 and 1,034 (2014-2015 and 2015-2016, respectively).
➢ School/classroom-initiated referrals for disrespect, defiance, and disruption in 2015-2016 were 12 percent higher than in the two years prior to reconstitution combined. As a result, Bayside 6 did not meet their PCI goal in this area.
➢ Fifty percent (50%) of the 401 referrals for such referred incidents resulted in suspension in 2014-2015, while 226 of the 537 referrals, or 42 percent, led to suspension in 2015-2016. Therefore, there was a reduction in the percentage of suspensions for these types of referrals.

Number of School/Classroom Discipline Referrals for Disrespect, Defiance, and Disruption
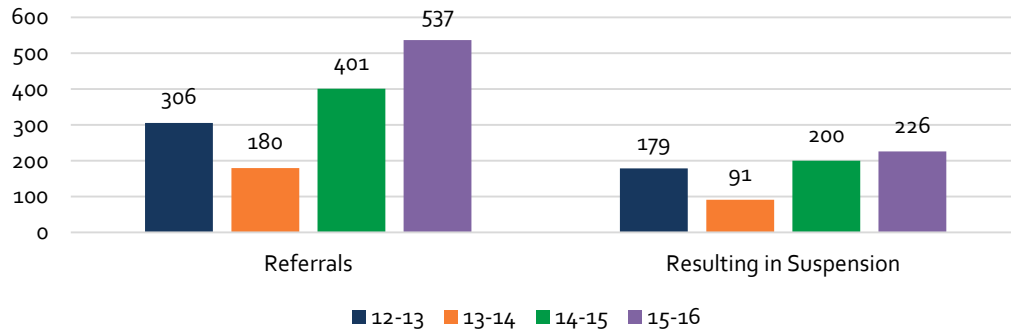
- Less than 10 percent of the student body accounted for 70 percent of all suspensions received in 2015-2016.
- The mean number of referrals per child at Bayside 6 has doubled since 2013-2014.
- The most often cited recommendation for improvement for next year among both staff and students related to improved student behavior.
- Administrative/instructional staff agreement on the following survey items related to behavior were low: students knowing consequences for misbehavior (41%), high expectations for student behavior at Bayside 6 (52%), and the school provides a safe and orderly place to learn (44%).
- Survey results from administrative/instructional staff and students showed that students treating teachers with respect and students treating other students with respect were both concerns at the school.

Stakeholder Perceptions

- Perceptions of administrative/instructional staff were notably lower in multiple areas compared to students' and parents' perceptions.
- While nearly 79 percent of parents, 77 percent of students, and 73 percent of noninstructional staff reported being satisfied with their experience at Bayside 6 in 2015-2016, less than one half (44%) of administrative/instructional staff reported being satisfied.

Overall Stakeholder Perceptions

Percent Satisfied With Experience at Bayside Sixth Grade Campus

Category	Percent Satisfied
All Staff	52.6
Adm/Instructional	44.4
Noninstructional Staff	72.7
Parents	79.2
Students	77.3
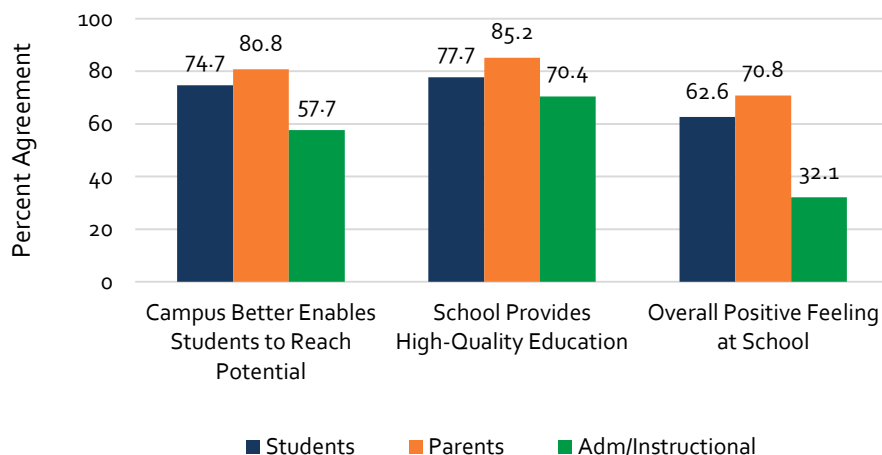
Percent Satisfied
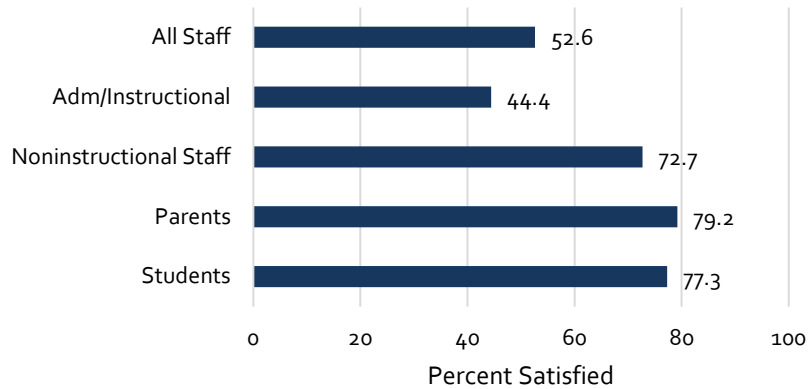
Additional Cost

➢ Based on expense records from multiple departments and estimates of personnel costs based on additional FTEs and average salaries and benefits, the additional cost of the stand-alone Bayside Sixth Grade Campus was approximately $1.96 million in 2014-2015 and approximately $1.81 million in 2015-2016. Additional start-up costs for the campus prior to operation were just under $300,000.

➢ The additional costs each year of operation were largely based on the additional personnel that were needed to operate the campus, the additional teacher allocations that the campus received over and above the typical allocation, building costs which included day-to-day operations and energy costs, and transportation.

Recommendation #1: Continue the Bayside Sixth Grade Campus with modifications while sharing the results of the evaluation and engaging stakeholders in discussions regarding whether to continue the initiative or merge the two schools back together. *(Responsible Group: Department of School Leadership)*

Rationale: The additional elements of support provided to the sixth graders of the Bayside community have led to academic gains in both mathematics and reading. Improvement in year one of the reconstitution, 2014-2015, led to full state accreditation for Bayside 6, with pass rates on state Standards of Learning exams meeting and exceeding benchmarks at 81 and 75 percent, respectively. This past year, Bayside 6 again exceeded the state accreditation benchmark in mathematics by 10 percentage points, although the accreditation benchmark for English (Reading) was not met in 2015-2016. Additional performance data on the Reading Inventory (RI) and the Math Inventory (MI) demonstrated some evidence that Bayside sixth graders showed somewhat higher growth from fall to spring after reconstitution and also compared to the division's sixth graders. Other survey data showed that relatively high percentages of students, parents, and administrative/instructional staff agreed that as a result of instruction at Bayside 6, students' reading skills improved (85% to 89%) and mathematics skills improved (85% to 92%).

Despite such improvement, work remains to be done in assisting students in the development of numeracy and literacy skills. While narrowing over the past two years, gaps persist in performance between Bayside 6 students and their sixth grade counterparts throughout the city's middle schools. Over one half (52%) of the students at Bayside 6 were reading below grade level as measured by the RI at the end of 2015-2016. Similar results were found on the MI where 70 percent of students did not score in the proficient or above range on the MI in spring 2016.

While there appears to be a thorough understanding among Bayside 6 instructional staff of the reason, rationale, and vision for the establishment of the stand-alone campus, less pronounced is the belief that the model better enabled students to reach their full potential. Less than 58 percent of administrative/instructional staff survey respondents agreed with this statement, and less than one half (48%) agreed that the campus directly contributed to student success. Further, only 48 percent of instructional staff respondents believed that the stand-alone campus has helped them build stronger relationships with students, and less than 30 percent believed the model has helped them build stronger relationships with families. When asked about one's satisfaction with his/her experience at Bayside 6 in 2015-2016, 44 percent of administrative/instructional staff respondents reported being satisfied which was noticeably lower than other respondent groups (79% for parents, 77% for students, 73% for noninstructional staff). Successfully addressing staff concerns regarding student behavior and professional learning may prompt greater overall "buy in" by the staff and contribute to the impact of the stand-alone campus over time if the initiative continues.

With additional annual costs of the initiative just under $2 million and approximately $4 million already invested, key stakeholders will need to assess if the gains accrued have been sufficiently high to warrant the continued fiscal commitment.

Recommendation #2: Continue the dialogue between staff and administrators to arrive at a clearer and more consistent agreement on expectations for student behavior and application of the school division's *Code of Student Conduct* when violations occur. *(Responsible Groups: Bayside Sixth Grade Campus, Department of School Leadership, Office of Student Leadership)*

Rationale: In offering insights for improvement at Bayside 6 for the coming year, both staff and students cited the need to address inappropriate student behavior as their most notable recommendation. The proposal to the State Board of Education for reconstitution set forth academic goals focused on mathematics and reading achievement, as

well as goals designed to assist students in the development of personal and social-emotional goals, such as respecting oneself and others. Growth in these areas not only benefits each individual student as he/she prepares for the future, but also helps create the type of academic environment where substantive teaching and learning can fully occur.

Data showed that the number of disciplinary referrals increased notably after reconstitution, and considerable concern regarding student behavior was also manifested in both open- and closed-ended responses offered by staff. Survey results showed that only 7 percent of Bayside 6 administrative/instructional staff felt students treated one another with respect, and only 15 percent felt students treated teachers with respect. Relatively low percentages agreed that students knew the consequences of their behavior, that there were high expectations for student behavior, and that the campus provided a safe and orderly place to learn (41%, 52%, and 44%, respectively). Only 32 percent of instructional staff agreed that there was an overall positive feeling at the school. Continued collaboration between administration and staff on Positive Behavior Interventions and Supports (PBIS) and developing agreements on how to limit and address inappropriate student behavior will likely aid the campus in its ability to enhance both academic achievement and personal and social-emotional development. This would be particularly germane in instances where students are accruing multiple referrals (as data showed, less than 10 percent of those who attended Bayside 6 for at least some portion of the school year accounted for nearly 70 percent of all suspensions in 2015-2016).

Recommendation #3: Revise the existing professional learning program at Bayside Sixth Grade Campus to include additional topics requested by staff and allow for greater time to collaborate, build staff efficacy, and implement new instructional strategies. *(Responsible Groups: Department of School Leadership, Department of Teaching and Learning)*

Rationale: The Bayside 6 staff cited a wide variety of professional learning opportunities that aided in the inauguration and continuation of the stand-alone campus in its first two years of existence. Eighty-four percent (84%) felt such training was job-embedded. Only 58 percent, however, felt the environment at Bayside 6 allowed them to communicate and collaborate with peers to refine their skills, while 54 percent felt the environment allowed them to continuously implement new strategies. Interestingly, notwithstanding gains in mathematics achievement, over a third of math teachers did not feel they received sufficient professional learning in math to effectively meet their students' needs. Just under 61 percent agreed that the environment at Bayside 6 allowed them to continuously learn new strategies, and 60 percent agreed that the professional learning they received was effective in helping them meet their students' needs. As the third year of the Bayside 6 campus begins, revisiting the professional learning series is recommended. This could include an incorporation of additional topics desired by classroom practitioners. Seeking additional financial resources for remuneration for professional learning outside the confines of the regular school day might allow for the time often needed for deep, meaningful collaboration. Consideration of additional early release days might also provide teachers greater time and opportunity to collaborate. It might similarly inspire the type of confidence required for teachers to take responsible risks and implement new and innovative instructional strategies in the classroom.

Recommendation #4: Administer a spring 2017 survey to assess if improvements integral to the program's long-term impact have been made in the areas noted above. *(Responsible Group: Department of Planning, Innovation, and Accountability)*

Rationale: Given the concerns raised and manifested through survey data, primarily by the Bayside 6 instructional staff, an additional survey is recommended for administration in the second semester of 2017. This will provide the campus an additional year to address concerns raised regarding student behavior, professional learning, and belief in the overall efficacy of a stand-alone campus among staff. This could provide stakeholders with additional information to inform conversations regarding future decisions about the continuation of the model.

Introduction

Background

Bayside Middle School was reconstituted for the 2014-2015 school year, leading to the creation of a stand-alone Bayside Sixth Grade Campus (Bayside 6) housed at the former Kemps Landing Magnet School site, and maintenance of grades seven and eight at Bayside Middle School. This reconfiguration, requested by the School Board and approved by the State Board of Education in Richmond, Virginia, was implemented based on data which suggested that the traditional grades six through eight middle school configuration at Bayside was not successfully meeting the academic and developmental needs of its students.[1] Of particular note was that Bayside Middle School had not been accredited in mathematics for three consecutive years. In order to better assist students in their inaugural year of middle school, the first year of secondary education in both the scholastic and affective realm, Bayside 6 was created. At the campus, special consideration was given to new approaches to:

➢ School Governance
➢ Staffing
➢ Professional Learning
➢ Instructional Programming
➢ Community Participation
➢ Parental Support and Engagement

Purpose

This evaluation provides the School Board and the Superintendent with information about the implementation of Bayside 6 and student outcome measures to date. Because this initiative receives local funding for operation, this evaluation is required by Policy 6-26.[2] The comprehensive evaluation focuses on the operation of the school, the characteristics of the students enrolled, progress toward meeting established goals and objectives, stakeholder perceptions, and additional cost of the establishment and maintenance of Bayside 6.

Program Overview

Based on the July 23, 2014 letter to the State Board of Education outlining the plan for reconstitution of Bayside Middle School, changes in several areas of school operation were outlined.

School Governance: The creation of a shared governance team was designed to give principals at both sites, Bayside 6 and Bayside Middle, greater access to central office staff in support of the core responsibilities of the principal including setting direction, developing personnel, and strengthening the organization through professional learning.

Staffing: Choosing quality instructors and providing appropriate levels of staffing are critically important components in promoting student success. As a result, a specialized application process and additional allocations of teachers were added to the campuses beginning in 2014-2015.

Professional Learning: Based on the July 23, 2014 letter to the State Board of Education, an alternate professional learning plan was to be crafted which would require all staff to participate in job-embedded professional learning aligned with the needs of the students.

Instructional Programming: To promote a stronger focus on student learning, a reduction in class size in core content classes was planned (22:1) based on the proposal to the State Board and alternate methods of instructional delivery, particularly in mathematics and reading, were identified. This was facilitated in large measure by the addition of mathematics and literacy specialists who worked directly with students and also provided staff professional learning opportunities.

Community Participation: Realizing the important role the community plays in concert with the school in educating students, an outreach effort to secure increased participation by local businesses, churches, and civic leagues was encouraged.

Parental Support and Engagement: The smaller size of the campus itself, as well as individual classes within, was designed to help facilitate closer relationships and clearer communication between and among students, parents, teachers, and administrators.

Program Goals and Objectives

In keeping with the goals established in the approved request for reconstitution and those mechanisms designed to foster academic growth, the Bayside 6 Plan for Continuous Improvement (PCI) for 2015-2016 outlined the following goals designed to enhance achievement in both reading and mathematics, as well as student discipline:

Goal #1: Reading Achievement

Goal #1a: By the end of the 2015-2016 school year, Bayside Sixth Grade Campus will meet or exceed the reading SOL pass rate of 75 percent when calculated by accreditation rules.

Goal #1b: By the end of the 2015-2016 school year, Bayside Sixth Grade Campus will decrease the failure rate on the reading SOL test by 10 percent when calculated by federal accountability rules for the students with disabilities subgroup.

Goal #2: Mathematics Achievement

Goal #2a: By the end of the 2015-2016 school year, Bayside Sixth Grade Campus will increase the pass rate by 5 percentage points when calculated by accreditation rules in mathematics (81% to 86%).

Goal #2b: By the end of the 2015-2016 school year, Bayside Sixth Grade Campus will decrease the failure rate on the mathematics SOL test by 10 percent when calculated by federal accountability rules for the students with disabilities subgroup.

As noted above, both academic goals were set forth paying special attention to increasing the pass rates of special education students.

The PCI's third goal speaks to the reconstitution plan's emphasis on personal/social growth of students and seeks to improve student behavior.

Goal #3: Discipline

Goal #3: During the 2015-2016 school year, Bayside Sixth Grade Campus students and staff will foster a positive school culture through the utilization of Positive Behavior Interventions and Supports (PBIS) in order to decrease school/classroom-initiated discipline referrals involving the three Ds (disrespect, defiance, and disruption) by 10 percent.[3]

In addition to the written goal included in the PCI, the leadership team of Bayside Sixth Grade Campus also indicated that the intent was to reduce the number of school/classroom-initiated discipline referrals involving the three Ds that resulted in suspension.[4]

Along with the goals specified in the school's PCI, the letter to the State Board of Education noted the following expectations as a result of creating the Bayside Sixth Grade Campus:

- Stronger focus on student learning.
- Promote development of relationships with parents.
- Build teacher-student relationships.
- Development of students' social and organizational skills.
- Focus on social-emotional needs of students.
- Provide environment for teachers to build their self-efficacy, continuously learn and implement new strategies, communicate and collaborate with peers to refine skills.

Data related to these areas will also be presented throughout the Evaluation and Results section of this report where appropriate.

Evaluation Design and Methodology

Evaluation Design

The purpose of the comprehensive evaluation was to assess the extent to which Bayside 6 was implemented according to the reconstitution plan presented to the State Board of Education and to assess progress towards meeting the school's goals. The evaluation utilized a mixed-methods design to collect both quantitative and qualitative information about the school's operation and compared the information gathered to the reconstitution application. Academic performance data, discipline data, and perception data from surveys were used to assess the extent to which progress was made towards meeting goals.

Evaluation Questions

Evaluation questions for this report were crafted by evaluators with feedback from Bayside 6 administrators. The evaluation questions established for the comprehensive evaluation follow.

1. **What was the impetus for creating the Bayside Sixth Grade Campus?**

2. **What were the components of implementing the Bayside Sixth Grade Campus?**

   a. School Governance
   b. Staffing

c. Professional Learning
d. Instructional Programming
e. Community Participation
f. Parental Support and Engagement

3. **What were the characteristics of the students enrolled at the Bayside Sixth Grade Campus during the 2015-2016 school year and did they change since the campus configuration began?**

4. **What progress is being made toward meeting the goals of the Bayside Sixth Grade Campus?**

5. **What were stakeholders' perceptions of the Bayside Sixth Grade Campus (i.e., building administrators, staff, students, parents, and community partners)?**

6. **What was the additional cost of implementing the Bayside Sixth Grade Campus to the school division including one-time start-up costs and recurring costs during 2015-2016?**

Instruments and Data Sources

Multiple instruments and data sources were used to gather data throughout 2015-2016. Qualitative data were collected through a meeting with the school leadership team and open-ended survey questions. Quantitative data were gathered through the VBCPS data warehouse, along with state and federal accountability reports. The Department of Planning, Innovation, and Accountability employed the following data collection methods:

➢ Examined the Plan for Continuous Improvement for Bayside 6.
➢ Conducted an informational meeting with the principal and leadership team of Bayside 6.
➢ Collected implementation-related data from the leadership team at Bayside 6 and the senior executive director of middle schools in the Department of School Leadership.
➢ Gathered and analyzed data from the VBCPS data warehouse related to student progress in the school.
➢ Administered surveys to Bayside 6 students, parents, administrators, instructional and noninstructional staff, and community partners.
➢ Collected staffing data from the Department of Human Resources.
➢ Collected budget and cost information from the departments of Budget and Finance, School Leadership, Teaching and Learning, Technology,

and School Division Services (e.g., facilities, transportation).
➢ Examined middle school climate survey results from 2014-2015 to provide a reference point for applicable survey items; it should be noted that student respondents to the divisionwide survey were eighth graders rather than sixth graders.

Surveys

The Department of Planning, Innovation, and Accountability invited Bayside 6 students, parents, administrators, instructional staff, noninstructional staff, and community partners to complete an online survey regarding their perceptions of the campus during May 2016. For this evaluation, the evaluators used the following survey instruments calling for both open- and closed-ended responses:

➢ **Students** – The instrument gauged student perceptions of Bayside 6 with a focus on instruction, class size, school climate, behavioral expectations, and personal/social growth. Most survey statements were rated on a 4-point Likert scale from Strongly Agree to Strongly Disagree (with one statement on a 4-point Likert scale from Very Satisfied to Very Dissatisfied). Open-ended response questions invited students to recommend additional resources that could have helped them succeed, identify the best thing about attending Bayside 6 this year, and recommend what could be done to improve the experience for students in 2016-2017. The 298 student respondents represented 84 percent of Bayside 6 students (N=356).
➢ **Parents** – The instrument gauged parent perceptions of Bayside 6 with a focus on the vision/purpose of Bayside 6, instruction, expectations, school climate, and communication with the school. Most survey statements were rated on a 4-point Likert scale from Strongly Agree to Strongly Disagree (with two statements on a 4-point Likert scale from Very Satisfied to Very Dissatisfied). An open-ended response question asked for comments about their and their child's experiences at Bayside 6 in 2015-2016. The 27 parent respondents represented 9 percent of Bayside 6 parents (N=292).
➢ **Administrative/Instructional/Noninstructional Staff** – An instrument gauged administrative, instructional, and noninstructional staff perceptions of Bayside 6 with a focus on school governance, instruction, professional development, school climate, communication, and school/family

relationships. Survey items varied depending on the employee group that staff members selected on the survey (i.e., administrative, instructional, noninstructional). Most survey statements were rated on a 4-point Likert scale from Strongly Agree to Strongly Disagree (with one statement on a 4-point Likert scale from Very Satisfied to Very Dissatisfied). Seven open-ended response questions were also presented, depending on employee group. The 42 staff respondents represented 58 percent of Bayside 6 administrative, instructional, and noninstructional staff (N=72). The response rate was 100 percent for the three administrators, 62 percent for the instructional staff, and 45 percent for the noninstructional staff.

➢ **Community Partners** – A brief instrument gathered information from partners regarding their partnership with Bayside 6 during the 2015-2016 school year. One item was a closed-ended question asking partners to rate their satisfaction with their partnership with Bayside 6 on a 4-point Likert scale from Very Satisfied to Very Dissatisfied. Another closed-ended item asked the partner for intentions for continuing the partnership for the following year (yes, no, not sure/don't know). Open-ended items asked partners to describe the components of their partnership, what students gained from that partnership, and recommendations on how that partnership might be improved. The three partner responses returned represented 60 percent of the five surveys emailed.

Data Analysis

The Bayside Sixth Grade Campus student enrollment, demographic, and performance data were extracted from the VBCPS data warehouse using query statements and exported to Microsoft Excel spreadsheet files to allow for data analysis. Research and evaluation staff downloaded survey results for the student, parent, staff, and community partner surveys from SurveyMonkey. Open-ended comments were analyzed for common themes. Other survey data were analyzed using frequency analyses in SPSS. Survey agreement percentages reported in the evaluation are based on those who answered the survey item (i.e., missing responses were excluded from the percentages). Cost data from various departments were compiled and summarized for the evaluation.

Evaluation Results and Discussion

This evaluation describes the implementation of Bayside 6 and its progress towards meeting program goals. This section of the report provides the results associated with each evaluation question and a discussion of the results.

Impetus for Creating the Bayside Sixth Grade Campus

The first evaluation question focused on the impetus for creating the Bayside Sixth Grade Campus. At the time of the proposal to the State Board of Education in July 2014, Bayside Middle School was accredited with warning in mathematics for three consecutive years with projections that the school would not meet accreditation benchmarks in mathematics, English, and history for the 2014-2015 school year based on 2013-2014 SOL results. Based on data in the reconstitution proposal presented to the State Board of Education, unadjusted preliminary mathematics SOL scores for the sixth grade at Bayside Middle School from spring 2012, 2013, and 2014 were 38.2, 53.4, and 54.3 percent, respectively. Unadjusted preliminary reading SOL scores in grade six for that time period were 79.7, 52.8, and 58.5 percent, respectively (see Figure 1).

Figure 1: Unadjusted Preliminary SOL Pass Rates at Bayside Middle School
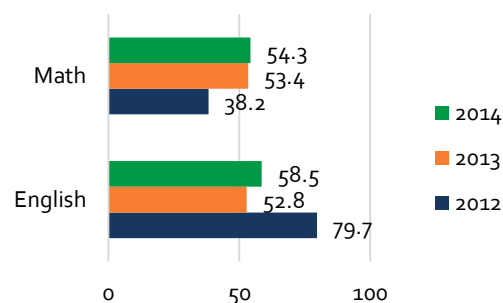
In seeking a model which had the potential to better meet the academic and personal/social needs of sixth graders than the traditional grade six through grade eight middle school, Virginia Beach City Public Schools sought a conditional accreditation rating for Bayside Middle School based on reconstitution. The definitions of reconstitution that were applied according to the letter to the State Board included Governance, Instructional Program, Staff, and Student Body. The school division was granted authorization by the State Board of Education to reconstitute Bayside Middle

School and establish the stand-alone Bayside 6 campus beginning in 2014-2015. Separate accreditation ratings would therefore be secured by Bayside 6 and Bayside Middle School (seventh and eighth grades). The 2015-2016 school year marked the second year of this reconstituted model, with Bayside 6 serving 369 students on September 30, 2015.

Goals were established related to both the academic and personal/social growth of the students. In support of this model, a new governance structure was adopted. A specialized application process was utilized and additional staffing was allocated to Bayside 6, including mathematics and reading specialists. Professional learning in support of new instructional strategies was offered to enhance student academic achievement and development. The new model also focused on increasing community participation and enhancing communication with parents. Survey data showed that 85 percent of parents, 82 percent of noninstructional staff, and 73 percent of administrative/instructional staff agreed that they understood the vision for Bayside 6 (see Figure 2).

Figure 2: Percent Agreeing That They Understood the Vision for Bayside 6
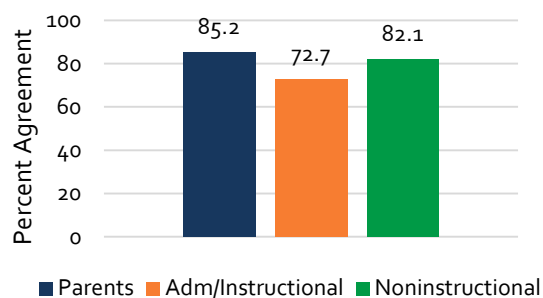
Note: Noninstructional includes office staff and support staff.

In addition, 74 percent of parents, 73 percent of noninstructional staff, and 71 percent of administrative/instructional staff agreed that the reasons for creating Bayside 6 were clear to them (see Figure 3). Thus, there appears to be a thorough understanding of the rationale and vision for the creation of Bayside 6.

Figure 3: Percent Agreeing That the Reasons for Creating Bayside 6 Were Clear
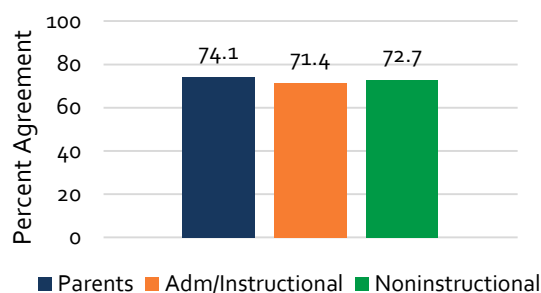
Implementation Components

The second evaluation question focused on Bayside 6 implementation components including school governance, staffing, professional learning, instructional programming, community participation, and parental support and engagement.

School Governance

A Wallace Foundation publication suggests that "district offices can be turned into a crucial ally of education reform".[5] With such assistance to building-level leaders, resources can be identified, supported, and monitored more closely to ensure increased student achievement and professional learning for staff. Based on the July 23, 2014 letter to the State Board of Education, the shared governance team for both schools was to meet every two weeks at Bayside Middle School and also each month with the Superintendent and Senior Leadership Team, with regular reports to the School Board. The shared governance team consisted of the following:

➢ Principal
➢ Senior Executive Director of Middle Schools
➢ Chief Academic Officer
➢ Executive Director of Secondary Teaching and Learning
➢ Executive Director of Differentiated Academic Programs and Professional Learning
➢ Chief Strategy and Innovation Officer for Planning, Innovation, and Accountability

A closer connection between the principals and the central office was designed to assist building-level administrators address staff concerns, instructional necessities, community needs, and professional learning opportunities. The shared governance model also parallels the expectations of the Virginia Department of Education's Office of School Improvement's Differentiated Technical Assistance Team.

According to the Bayside 6 leadership team, once Bayside 6 earned full accreditation for 2015-2016 based on 2014-2015 SOL results, their governance process was not as stringent as it was during the first year of operation. As part of the spring survey regarding their perceptions of Bayside 6, each administrator surveyed agreed that the shared governance team was effective in providing the support needed to effectively do his/her job. Each administrator also agreed that he/she had access to central office staff when needed for assistance and support. Comments on the survey regarding the governance process indicated that the shared governance model similarly allowed for collaboration and communication between Bayside 6 and Bayside Middle School. As one administrator noted, "We are in constant communication with each other" on matters ranging from testing, scheduling, and staffing to academic progress, discipline, and transitions. The sharing of elective teachers between schools and the sponsoring of some extracurricular activities by Bayside 6 faculty at Bayside Middle were also noted in descriptions of collaboration. The role of the Bayside 6 counselor was accentuated when administrators were asked to describe collaboration with its feeder elementary schools. Topics reported included academic and discipline matters, PBIS, transitions, as well as a Bayside 6 program where students read to their younger counterparts at Pembroke Elementary School.

Staffing

According to the July 23, 2014 letter to the State Board of Education, staff members at Bayside Middle School were informed of the reconstitution plan, and teachers who were on staff in the spring of 2014 at Bayside Middle were given the opportunity to remain at Bayside or seek a placement elsewhere in the division through a voluntary transfer. In efforts to promote consistency, those continuing service at Bayside were required to agree to a three-year commitment. Those teachers also agreed to sign a commitment to a list of expectations, including, for example, support of the mission of the Bayside Middle School community; knowledge of the Bayside Middle plan for continuous improvement (PCI); a vigorous use of data to direct instructional practice; and the offering of frequent, descriptive feedback to parents (see Appendix A for a list of staff expectations). According to the proposal letter, 20 of the original 37 core subject teachers, or 54 percent, elected to remain at Bayside. New hires were deemed strong and established in the delivery of content and flexible in providing engaging learning environments.

In addition to the specialized process for securing teachers for the Bayside schools, another element of the reconstitution proposal was the hiring of additional core teachers to reduce the class sizes for all core content area classes to no more than 22 students per class with a proposed additional 13 core teachers between the two schools. While the original plan was a class size of 22 students, when the plan was implemented, the goal was to increase staffing to ensure a class size of 20 students.[6] Based on information from the Department of Human Resources staffing list as of October, six additional core teachers and one additional special education teacher were hired each year at Bayside 6.

The characteristics of the staff at Bayside 6 compared to all VBCPS middle schools in the fall of 2015 are included in Table 1.[7] Bayside 6 instructional staff were more likely to have a graduate degree, but had fewer years of teaching experience on average and were more likely to be new to the division and have a provisional credential. Regarding demographic characteristics, 83 percent of the instructional staff was Caucasian, 13 percent was African American, and 3.3 percent was American Indian.

Table 1: Fall 2015 Characteristics of Bayside 6 Instructional Staff and All Middle School Staff

Characteristic	Bayside 6	All VB Middle Schools
Percent With Graduate Degrees	56.7%	53.1%
Percent New to System	10.0%	5.1%
Percent Teachers With Provisional Credentials (2014-2015)	6.0%	3.0%
Average Years Teaching Experience	9.7	14.7

This increase in staffing was intended to facilitate a more individualized focus on each student, the development of student-teacher relationships, and enhanced connections with parents and families. As noted in research, smaller classes have been found to strengthen the student-teacher bond.[8] Such a focused approach was also designed to help mitigate against the higher retention and disciplinary referral rates manifested nationally in grade six versus the upper middle grades. Survey results demonstrated that 83 percent of students, 92 percent of parents, and 93 percent of administrative/instructional staff believed that Bayside 6 teachers cared about how well their students did in school (see Figure 4).

Figure 4: Percent Agreeing That Teachers Care About How Well Students Do in School
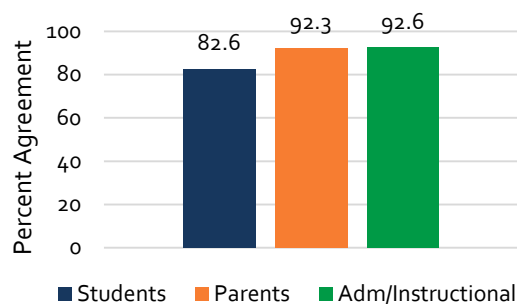
The campus was also staffed with an additional mathematics specialist and an additional reading specialist to assist with direct mathematics and reading instruction to students.

Professional Learning

Regular, structured, and job-embedded professional learning for staff was provided and included sessions led by the added mathematics and reading specialists. The structure of the program and the school day were also developed in efforts to create an environment for teachers to build their self-efficacy, continuously learn new strategies, and collaborate with peers within the school and across the division in efforts to hone their craft. Topics that were proposed for instructional staff included:

➢ Focused literacy and numeracy
➢ Brain-based research
➢ Teaching the adolescent learner
➢ Effective professional learning communities (PLCs)
➢ Meeting the needs of the under-resourced learner and community
➢ Aligning the written, taught, and tested curricula
➢ Data analysis and data-driven decision making
➢ Positive Behavioral Interventions and Supports (PBIS)

Based on information provided by teachers through the spring survey, 33 separate and distinct professional development topics were identified as having been received. The most often cited topic was Positive Behavioral Interventions and Supports (PBIS) (n=10). Other topics receiving more than one citation included curriculum alignment, balanced assessment, reading strategies, learning targets, professional learning communities, questioning strategies, MANDT training, and the incorporation of technology in the classroom (from Google to NBC Learn).

Table 2 captures instructional staff respondents' perceptions of the professional learning provided. A relatively large percentage (84%) agreed that the professional learning received was job-embedded. However, just over one half (54%) agreed that the environment at Bayside 6 allowed them to continuously implement new strategies, while 58 percent agreed that the environment enabled them to communicate and collaborate with peers in refining their skills. Although there was an emphasis on mathematics instruction, 64 percent agreed that the professional learning they received in mathematics was sufficient in helping them meet student needs in mathematics.

Table 2: Teacher Perceptions of Professional Learning

Survey Statement	Percent Agree
The professional learning I receive is job-embedded.	84.0
I received sufficient professional learning in language arts to effectively meet my students' needs.	75.0
The professional learning I receive is aligned to the needs of my students.	72.0
I received sufficient professional learning in mathematics to effectively meet my students' needs.	63.6
The environment at Bayside Sixth Grade Campus allows me to continuously learn new strategies.	60.9
The professional learning I receive is effective in helping me meet my students' needs.	60.0
The environment at Bayside 6 allows me to communicate and collaborate with my peers to refine my skills.	58.3
The environment at Bayside 6 allows me to continuously implement new strategies.	54.2

Instructional Programming

A smaller campus and individual core classes for students were implemented to foster stronger relationships between teachers and students and to allow for more individualized academic attention to each pupil. Among students who responded to the spring survey, 68 percent agreed that the size of their classes allowed them to work better with their teachers. A revised schedule was also adopted to increase the time for mathematics and reading instruction to 75 minutes for each subject and to ensure that both mathematics and reading instruction occurred daily.[9] Remediation

and enrichment, as appropriate, were also provided for students, as was instruction to foster the social and organizational skills of the students.

Open-ended survey results showed that Bayside 6 teachers felt that "the key instructional program components" at Bayside 6 centered around small-group instruction and small class size (n=7), as well as a focus on reading (n=4). Similarly, when asked to identify "the best thing" about Bayside 6 as it relates to "meeting student needs," teachers identified the smaller overall school and individual class sizes (n=6) and PBIS (n=4). Another response receiving multiple citations included the presence of literacy and mathematics specialists at the site.

Survey results demonstrated substantial agreement that Bayside 6 provided high-quality instruction in reading, with 89 percent of parents, 88 percent of administrative/instructional staff, and 78 percent of students agreeing (see Figure 5).

Figure 5: Perceptions of High-Quality Reading Instruction
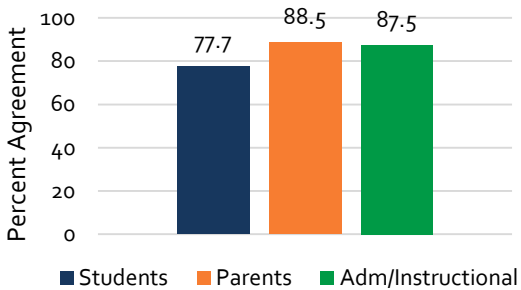
Survey data also demonstrated widespread agreement among stakeholders that Bayside 6 provided high-quality instruction in mathematics (see Figure 6). Ninety-two percent (92%) of administrative/instructional staff, 90 percent of students, and 89 percent of parents agreed to the survey item.

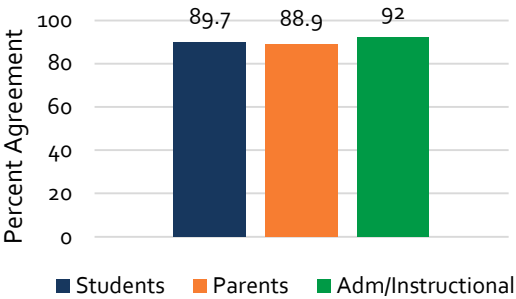**Figure 6: Perceptions of High-Quality Mathematics Instruction**

Complementing a focus on the development of mathematics and reading skills, the Bayside 6 reconstitution proposal also sought to enhance students' academic experience with a stronger focus on student learning. A review of the survey data demonstrates the levels of student agreement with statements regarding the learning environment and teacher support were relatively high (see Table 3).

Table 3: Students' Perceptions of Learning Environment

Survey Statement	Percent Agree
I learned something interesting at school within the past week.	87.2
This school provides students with the things they need to learn (for example, books and computers).	85.5
I had the resources I needed to do well in my classes this year.	84.8
I had the support from my teachers to do well in my classes this year.	83.8
I am learning and doing things in school that are matched to my needs and interests.	83.2
In my school, I am learning to be creative and find new ways to do things.	79.9
I receive assistance at this school that help me make informed decisions about my options after I graduate from high school.	75.6
Having Bayside 6 as its own campus has allowed me to reach my academic goals this year.	74.7
In my school, I am learning to work together with others who may think differently than me.	72.3
The size of my classes allowed me to work better with my teachers.	68.2

Community Participation

Research shows that schools benefit when their educational efforts are complemented by active and substantive involvement by community partners. [10] In addition to the important financial and human capital local business entities can provide, there are also a host of concerned citizens who wish to volunteer their time to their local schools. Whether it be an additional pair of hands in the main office, mentoring a child, reading to a group of students, or simply attending a school event, such actions buttress and complement the student in his/her academic and extracurricular pursuits. To that end, the faculty and staff at Bayside 6 continue to be encouraged in the areas of outreach to facilitate the development of such relationships. Each community partner responding to the survey reported that it was satisfied with its partnership(s) with Bayside 6. Activities partners reported as having provided the school included mentoring of students (including military children) and an "academic club."

Parental Support and Engagement

The literature continues to suggest the valuable nature of parental support and involvement in the educational life of their child and the overall life of the school he/she attends.[11] Thus, an integral part of the staffing of Bayside 6 included not only having teachers with strong content knowledge, but a similar ability to connect with the students, parents, and communities they serve.

Prior to the reconstitution plan presentation, the school division held an informational meeting at the Bayside 6 site to share the reason for the change, the vision for a stand-alone campus including the focus on promoting the development of relationships with families, and the process which would be involved in the establishment of the new campus. According to the proposal letter to the State Board, the meeting was well attended and questions were invited both in that venue and via email.

The reconstituted smaller campus and smaller class sizes sought to promote the development of relationships with parents. While 71 percent of parents agreed that having a separate Bayside Sixth Grade Campus allowed them to build stronger relationships with their child's teachers, 58 percent of parents felt the stand-alone campus allowed them to build stronger relationships with administrators (see Figure 7).

Figure 7: Parents Agreeing That Separate Campus Helped Build Stronger Relationships
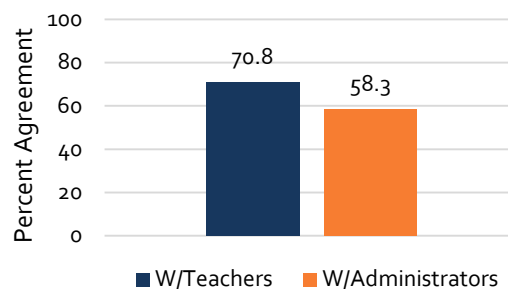
As Figure 8 suggests, lower percentages of administrative/instructional staff agreed that the stand-alone campus has allowed them to build stronger relationships with their students (48%) and with families (30%).

Figure 8: Administrative/Instructional Staff Agreeing That Separate Campus Helped Build Stronger Relationships
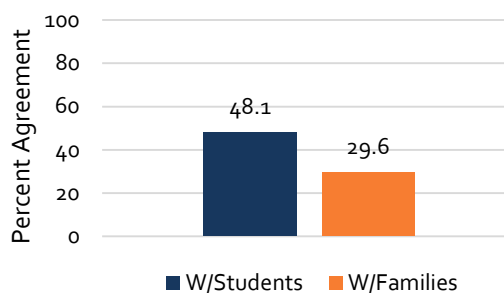
In addition to survey items regarding building relationships, parents were also asked about communication and involvement. Survey data were positive and showed that 91 percent of parents agreed that Bayside 6 encouraged parents to be involved with their child's learning, and 87 percent agreed that they were comfortable with their communication and interaction with their child's teachers. Approximately 83 percent felt that school events were strategically scheduled to encourage parental participation. In addition, 67 percent reported having participated in VBCPS-sponsored family events or programs in 2015-2016, and 92 percent reported using VBCPS resources such as online materials to "help support" their child's education during the school year. Over 95 percent of parents reported being satisfied with VBCPS programs and resources to support their child's education.

Student Characteristics

The third evaluation question addressed the student characteristics at Bayside 6 during 2015-2016 and the extent to which the characteristics of students changed since the campus configuration began. Table 4 shows the demographic characteristics of students enrolled at Bayside 6 in 2015-2016, with additional historical data dating back to 2012-2013 and 2013-2014 prior to reconstitution.

Table 4: Demographic Characteristics of Bayside 6 Students and Division Sixth Graders
**Based on Annual September 30 Enrollment**

Characteristic	2012-2013		2013-2014		2014-2015		2015-2016	
	Bayside	Division	Bayside	Division	Bayside	Division	Bayside	Division
	N=366	N=5,342	N=334	N=5,237	N=349	N=5,163	N=369	N=5,316
Male	50.5%	50.9%	48.2%	50.6%	51.3%	50.9%	55.0%	51.4%
Female	49.5%	49.1%	51.8%	49.4%	48.7%	49.1%	45.0%	48.6%
African American	62.0%	25.2%	55.4%	24.9%	59.0%	23.2%	66.4%	24.9%
Asian	3.3%	5.4%	3.3%	6.2%	3.2%	6.0%	3.8%	5.5%
Caucasian	18.6%	51.3%	21.0%	50.9%	18.9%	50.6%	14.1%	50.7%
Hispanic	7.1%	9.5%	10.8%	9.4%	8.3%	9.9%	7.0%	9.5%
Other	1.1%	0.8%	0.6%	0.6%	0.3%	0.8%	1.1%	0.6%
Two or More	7.9%	7.8%	9.0%	7.9%	10.3%	9.5%	7.6%	8.9%
Economically Disadvantaged	70.5%	35.1%	68.0%	37.5%	70.5%	37.6%	71.3%	37.6%
Special Education	13.1%	11.2%	13.8%	11.2%	12.6%	11.1%	9.8%	11.3%
Limited English Proficient	1.6%	1.1%	1.2%	0.8%	0.6%	1.0%	0.3%	1.1%
Gifted	5.5%	15.9%	8.4%	16.8%	6.9%	16.9%	7.3%	17.6%
Military Connected*	9.8%	20.3%	12.0%	21.5%	10.3%	20.7%	12.2%	19.8%

* Includes military connected only, not government connected.

The overall demographic distribution of students at Bayside 6 does not appear to have changed dramatically since the reconstitution began in 2014-2015 or in the two years immediately prior to reconstitution. However, areas of interest include the increase in the percentage of males as part of the student body in 2015-2016, rising from 51 percent of the school's overall population in 2014-2015 to 55 percent this past school year. Males were 48 percent of the overall population the year prior to reconstitution. African American membership also increased approximately 7 percentage points during this past school year (from 59% in year one of reconstitution to 66% in 2015-2016); African American enrollment in 2013-2014 was 55 percent. Caucasian membership fell 5 percentage points between 2014-2015 and 2015-2016, from 19 percent to 14 percent; Caucasian membership was 21 percent in 2013-2014. The percentage of special education students also fell nearly 3 percentage points from 2014-2015 to 2015-2016, from 13 percent to 10 percent.

In addition to the demographic characteristics above, mean attendance rates at Bayside 6 and across all division middle school sixth graders were calculated and are shown in Figure 9. The mean attendance rate at Bayside 6 did not change appreciably with the inauguration of the reconstituted campus; it did, however, fall from 94.67 percent to 93.68 percent in 2015-2016.

Figure 9: Mean Attendance Rates at Bayside 6 and All Middle School Sixth Graders
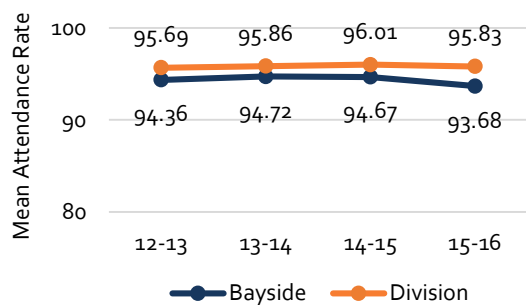
Progress Toward Meeting Goals

The fourth evaluation question focused on progress made toward meeting the goals of the initiative. The Bayside Sixth Grade Campus Plan for Continuous Improvement (PCI) in 2015-2016 served as the source of goals that were assessed as part of this evaluation. The PCI outlined three goal areas focused on reading achievement, mathematics achievement, and discipline data. Data for each PCI goal area are provided in this section, and a summary table in Appendix B provides a synopsis of the results. In addition, the July 23, 2014 letter to the State Board of Education noted the intent to foster the development of students' social skills and focus on the personal/social needs of the students. For certain data presented in this section, division results are included as a reference point because other comparable schools or sixth grade classes were not available. When survey data are presented for the division middle schools, the data are based on results from the 2014-2015 climate surveys of all eighth graders, parents, and instructional staff.
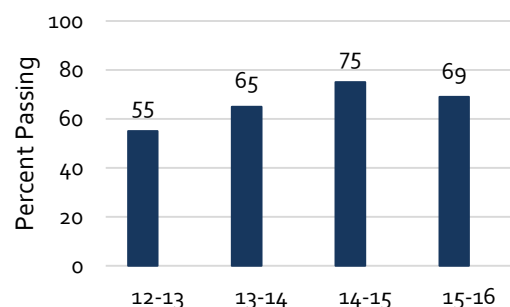
Goal #1: Reading Achievement

SOL Data

Goal #1a: By the end of the 2015-2016 school year, Bayside Sixth Grade Campus will meet or exceed the reading SOL pass rate of 75 percent when calculated by accreditation rules.

Based on the PCI developed by Bayside 6 for the 2015-2016 school year, one of the school's goals was to maintain a 75 percent pass rate in English (Reading). To assess this goal, Figure 10 presents the English SOL passing rates based on accreditation rules. Accreditation rules permit adjustments to pass rates resulting from successful remediation efforts and the allowable

exclusion of some limited English proficient and transfer students. For example, with students who fail an SOL and successfully re-test in the same year, the first score is not included in the accreditation calculation. Furthermore, the scores of transfer students who enroll after the twentieth day of classes and LEP students enrolled for less than 11 semesters in an American school may be excluded from the accreditation calculation. Passing rates required for accreditation in 2015-2016 remained at 75 percent for English.

As shown in Figure 10, the accreditation passing rate for sixth graders was notably lower in the two years prior to the campus reconfiguration (55% and 65% for Bayside 6 students taking the reading SOL exam). After the reconfiguration, the accreditation passing rate increased to 75 and 69 percent in 2014-2015 and 2015-2016, respectively. However, the 2015-2016 accreditation passing rate did not meet the goal set forth in the school's PCI, nor the benchmark for state accreditation in English (Reading).

Figure 10: Yearly SOL Progress in English (Reading) – Sixth Grade Accreditation Passing Rates

Note: Results based on sixth graders only at Bayside Middle School in 2012-2013 and 2013-2014.

Goal #1b: By the end of the 2015-2016 school year, Bayside Sixth Grade Campus will decrease the failure rate on the reading SOL test by 10 percent when calculated by federal accountability rules for the students with disabilities subgroup.

With a pass rate of 17 percent among special education students on the reading SOL, Bayside 6 did not meet its 2015-2016 PCI goal. In 2014-2015, 68 percent of students with disabilities did not pass the reading SOL test, and this increased to 83 percent in 2015-2016. In order to successfully reduce the failure rate by 10 percent, the passing rate would have had to reach at least 39 percent in 2015-2016.

Although the PCI goal was not focused on the unadjusted SOL scores, Figure 11 presents these additional data. Unadjusted SOL data were based on all test takers, and for the purposes of these data, students' highest test score was included if they took the test more than once. Overall, the gaps between Bayside and the division's sixth graders were reduced during the two years after reconfiguration. While gaps ranged from 18 to 21 percentage points prior to reconfiguration, those gaps have diminished to 11 to 15 percentage points after reconfiguration.

Figure 11: Unadjusted English (Reading) Passing Rates Among Sixth Graders
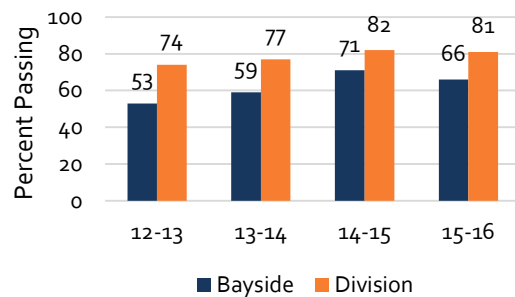
As noted in Figure 12, the average scale scores achieved on the grade 6 English (Reading) SOL test taken by Bayside 6 students increased after reconfiguration in 2014-2015, thus slightly closing the gap existing between Bayside sixth graders and all division sixth graders. In 2015-2016, that gap widened as the average scale score at Bayside 6 fell, whereas the divisionwide average scale score improved.

Figure 12: Average Reading SOL Scale Scores for Bayside 6 and Division Sixth Graders
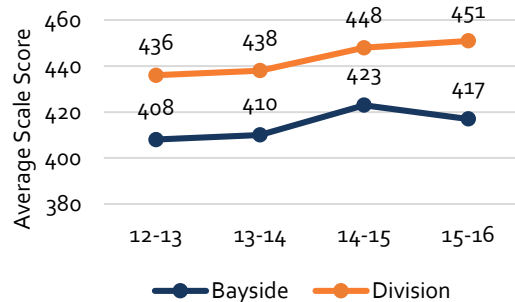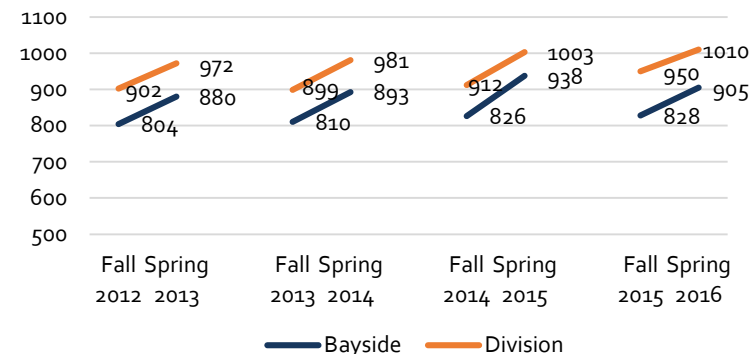

Reading Inventory (RI) Data

In addition to analyses of SOL test results, analyses were also conducted on the annual Reading Inventory (RI) tests taken by sixth graders in both the fall and spring of each academic year. Figure 13 presents the average

Lexile scores as a result of the students' performance on the RI. Data are based on students who had both a fall and spring score in a given school year. While the average Lexile scores of Bayside sixth graders were below those demonstrated at the division level among sixth graders in both semesters, rates of growth from fall to spring appeared slightly higher for Bayside sixth graders, especially after reconstitution. The difference in the rates of growth from fall to spring between Bayside and the division were higher in the two years after reconstitution (21 and 17 Lexiles, respectively) compared to the two years before reconstitution (6 and 1 Lexiles, respectively).

Figure 13: Average Reading Inventory Lexile Scores for Sixth Graders at Bayside and in the Division

The following data in Table 5 compare the levels of proficiency achieved in the fall and spring administrations of the Reading Inventory (RI). Data are based on students who had both a fall and spring score in a given school year. Proficiency was based on earning a Proficient or Advanced level of performance. Due to a change in the Lexile benchmark for reading on grade level, the percent of students reading below grade level at the beginning and end of the year declined beginning in 2014-2015. While the percentage of Bayside 6 students reading on grade level as measured by the RI was lower than sixth graders divisionwide, the change in the percent reading on grade level from fall to spring increased for Bayside sixth graders after reconstitution and was more pronounced relative to the change at the division level. As shown in Figure 14, an additional 22 percent and 16 percent of Bayside students were reading on grade level after reconfiguration compared to 8 percent and 13 percent prior to reconfiguration.

Table 5: Change in Percent Reading on Grade Level as Measured by the RI

Year	Fall RI % Reading on Grade Level	Spring RI % Reading on Grade Level	Difference
Bayside 6th Graders			
2012-2013	56.6	64.5	7.9
2013-2014	55.8	68.8	13.0
2014-2015	32.4	54.5	22.1
2015-2016	32.1	47.7	15.6
Division 6th Graders			
2012-2013	70.4	79.6	9.2
2013-2014	71.0	81.4	10.4
2014-2015	48.5	65.8	17.3
2015-2016	56.3	66.7	10.4

Figure 14: Change in the Percent of Students Reading on Grade Level From Fall to Spring as Measured by the RI
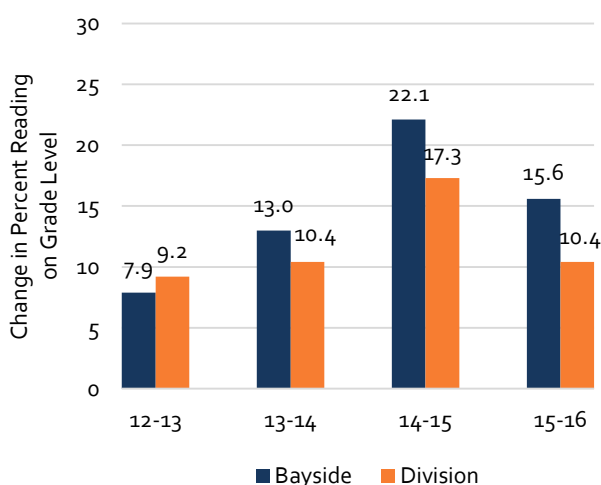

Data were also analyzed to determine specific percentages of students at Bayside 6 and sixth graders across all middle schools who increased their reading ability as measured by their performance on both a fall and spring RI. As Table 6 shows, Bayside 6's percentage of sixth graders showing growth on the RI increased in the first year of reconstitution (85%) and continued to slightly outpace the division's sixth grade percentage demonstrating improvement (6% and 3% higher than the division in 2014-2015 and 2015-2016, respectively).

Table 6: Percentage of Sixth Graders Showing Growth on RI Over Year

Year	Bayside 6th Graders	Division 6th Graders	% Difference
2012-2013	71.4	71.5	(0.1)
2013-2014	78.1	75.7	2.4
2014-2015	84.9	78.7	6.2
2015-2016	76.9	73.7	3.2

Stakeholders were asked about the development of reading skills on the spring survey. As shown in Figure 15, 88 percent of students agreed that as a result of the instruction they received, they have improved in reading. This result was somewhat higher than all eighth graders who responded to a similar survey item on the 2014-2015 climate survey (84%). In addition, 85 percent of parents and 89 percent of administrative/instructional staff agreed that their child/student improved in reading as a result of instruction at Bayside 6.

Figure 15: Percent Agreeing That Students Improved in Reading
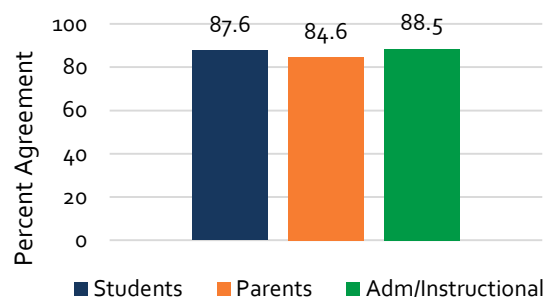
Goal #2: Mathematics Achievement

SOL Data

Goal #2a: By the end of the 2015-2016 school year, Bayside Sixth Grade Campus will increase the pass rate by 5 percentage points when calculated by accreditation rules in mathematics (81% to 86%).

Based on the PCI developed by Bayside 6 for the 2015-2016 school year, one of its goals was to achieve an 86 percent pass rate in mathematics. To assess progress toward achievement of this goal, Figure 16 presents the mathematics SOL passing rates based on accreditation rules. Accreditation rules permit adjustments to pass rates resulting from successful remediation efforts for qualifying students and the allowable exclusion of some limited English proficient

and transfer students. Passing rates required for accreditation in 2015-2016 remained at 70 percent for mathematics.

As shown in Figure 16, the accreditation passing rate was notably lower in the two years prior to the campus reconfiguration (65% and 61% for sixth graders at Bayside Middle). After the reconfiguration, the accreditation passing rate increased to 81 and 80 percent in 2014-2015 and 2015-2016, respectively. While the 2015-2016 accreditation passing rate did not meet the goal of 86 percent set forth in the school's PCI, it was 10 percentage points higher than the benchmark required for state accreditation and well above the pass rates achieved prior to reconstitution. Note that these accreditation figures include results for all sixth graders and their performance on both sixth and eighth grade SOL tests.

Figure 16: Yearly SOL Progress in Mathematics – Sixth Grade Accreditation Passing Rates
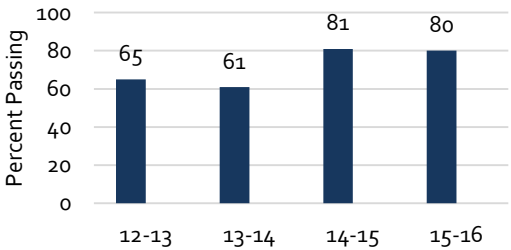
**Goal #2b: By the end of the 2015-2016 school year, Bayside Sixth Grade Campus will decrease the failure rate on the mathematics SOL test by 10 percent when calculated by federal accountability rules for the students with disabilities subgroup.**

Bayside 6 did meet its goal of decreasing its failure rate among special education students by 10 percent from 67 percent in 2015 to 60 percent in 2016. The resulting passing rate improved from 33 percent to 40 percent for the 2015-2016 school year.

Although the PCI goal was not focused on the unadjusted SOL scores, Figure 17 presents these additional data. Unadjusted SOL data are based on all test takers, and for the purposes of these data, students' highest test score was included. Overall, the gaps between Bayside 6 and the division sixth graders were reduced during the two years after reconfiguration. While gaps ranged from 18 to 20 percentage points prior to reconfiguration, those gaps have diminished to 11 percentage points after reconfiguration. Again, these figures include results for all sixth graders and their

performance on both sixth and eighth grade SOL tests (see Figure 17).

Figure 17: Unadjusted Mathematics Passing Rates Among Sixth Graders
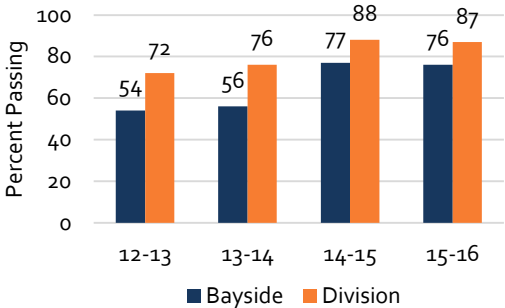
Note: Results include sixth graders' performance on both grade 6 and grade 8 mathematics SOL tests.

Sixth graders who take a grade 6 mathematics course are slated to take the state's grade 6 mathematics SOL test. Many, however, begin middle school taking advanced mathematics and are thus called upon to sit for the grade 8 SOL test at the end of their sixth grade year. Therefore, an analysis of how sixth graders performed on these two tests separately was conducted, and results are presented in Figures 18 and 19.

Again, passing rate gaps between Bayside 6 students and the division's sixth graders on the grade 6 SOL test lessened after reconstitution (see Figure 18). While gaps between the performance of sixth graders at Bayside Middle School and all divisionwide sixth graders ranged from 13 to 16 percentage points prior to 2014, those gaps decreased to 8 to 11 percentage points after reconstitution.

Figure 18: Grade 6 Student Pass Rates on Grade 6 Mathematics SOL Test
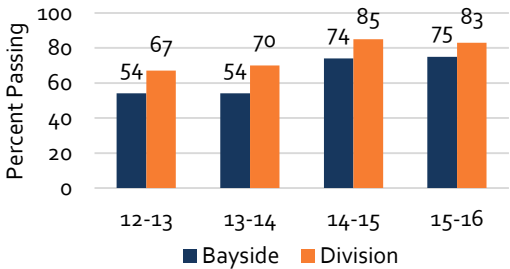
Where passing rate gaps on the grade 8 SOL test among sixth graders ranged from 17 to 25 percentage points prior to the establishment of the Bayside 6 campus, those gaps diminished afterward, with Bayside sixth graders joining their divisionwide sixth grade

counterparts in achieving a 100 percent pass rate in 2014-2015 (see Figure 19). In 2015-2016, Bayside sixth graders' continued pass rate of 100 percent outpaced the divisionwide sixth grade pass rate of 98 percent.

Figure 19: Grade 6 Student Pass Rates on Grade 8 Mathematics SOL Test

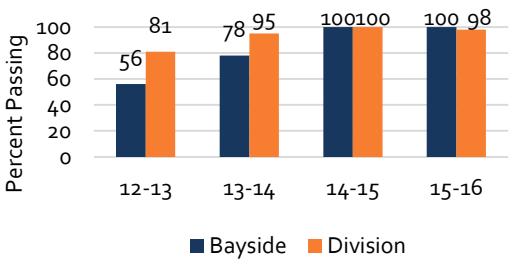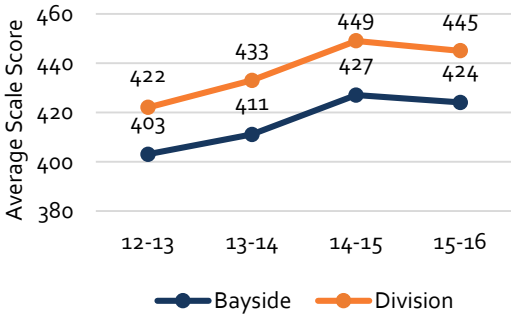The average scale score achieved on the grade 6 and grade 8 SOL mathematics tests taken by Bayside sixth graders increased after reconfiguration and generally kept pace with the rate of change manifested by fellow sixth graders across all middle schools. Slight dips from 2014-2015 to 2015-2016 were demonstrated at both Bayside 6 and with sixth graders across all middle schools. Average scale scores for Bayside sixth graders remained, however, above those demonstrated before reconstitution. The gaps in average scale scores overall did not change noticeably (see Figure 20).
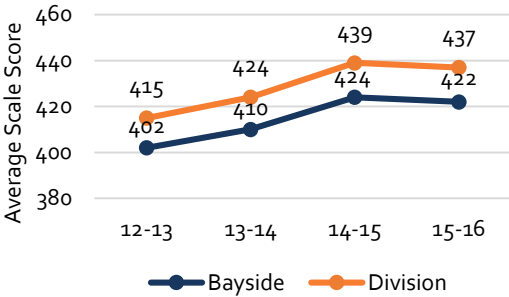
Figure 20: Average Mathematics SOL Scale Scores for Bayside 6 and Division Sixth Graders

Note: Includes grade 6 and grade 8 SOL mathematics tests taken by sixth graders.

Increases in the average scale scores on the grade 6 mathematics SOL test taken by sixth graders across the division and at Bayside 6 continued through 2014-2015, while exhibiting a slight decrease in 2015-2016 (see Figure 21). Average scale scores for Bayside 6 on the grade 6 SOL test remained higher than before reconstitution. However, the gaps in average scale scores between Bayside sixth graders and all division sixth graders increased by 1 to 2 scale score points.

Figure 21: Average Scale Scores on Grade 6 Mathematics SOL Test for Sixth Graders at Bayside and in the Division

As Figure 22 denotes, average scale scores by Bayside 6 students on the grade 8 mathematics SOL test were appreciably higher after reconstitution. For Bayside 6 students taking the grade 8 mathematics SOL test, the gaps which existed when compared to all division sixth graders diminished in 2014-2015 and disappeared in 2015-2016, with the Bayside 6 average scale score of 483 outpacing the division sixth grade average of 470.

Figure 22: Average Scale Scores on Grade 8 Mathematics SOL Test for Sixth Graders at Bayside and in the Division
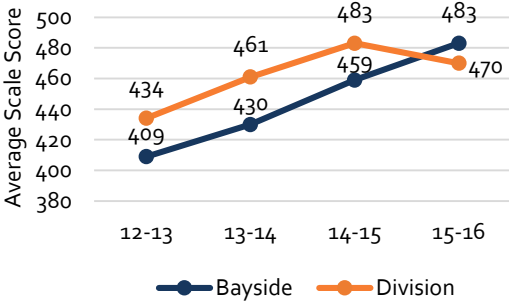
Math Inventory (MI) Data

In addition to analyses of SOL results, analyses were also conducted on the annual Math Inventory (MI) tests taken by sixth graders in both the fall and spring of each academic year. Figure 23 presents the average quantile scores as a result of the students' performance on the MI. Data are based on students who had both a fall and spring score in a given school year. Overall, the pattern of improvement from fall to spring are similar for sixth graders at Bayside and sixth graders in the entire division after Bayside's reconfiguration (2014-2015 and 2015-2016). Prior to reconstitution, the rate of growth of all division sixth graders outpaced that of Bayside sixth graders.

Figure 23: Average Math Inventory Scores for Sixth Graders at Bayside and in the Division
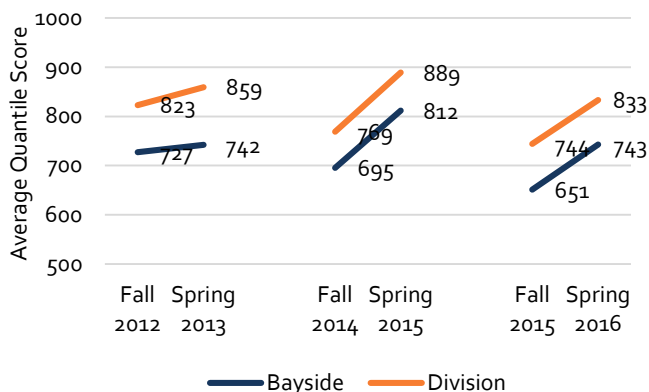
Note: Data from 2013-2014 are not included because data were not available from sixth graders at Bayside Middle School.

The following data in Table 7 compares the levels of proficiency achieved in the fall and spring administrations of the Math Inventory (MI). Data are based on students who had both a fall and spring score in a given school year. Proficiency was based on earning a Proficient or Advanced level of performance. Due to a change in the Quantile benchmark for mathematics proficiency, the percentage of students deemed proficient at the beginning and the end of the year declined notably in 2015-2016. Overall, the pattern of results from fall to spring were similar for sixth graders at Bayside and sixth graders in the entire division after Bayside's reconfiguration (i.e., increases in percentage of students who were proficient, but lower percentages who were proficient in spring 2015-2016 compared to spring 2014-2015). Bayside's increase in the percentage of students who were proficient, however, did show some improvement in 2014-2015 (increase of 24%) with the inauguration of the stand-alone Bayside 6 campus compared to all division sixth graders (increase of 21%). That progress did not continue in 2015-2016 where similar percentage increases were demonstrated at Bayside and across the division and were lower than in 2014-2015. Noticeable declines in the percent of sixth graders who were proficient were manifested in the fall and spring semesters of 2015-2016 across the division. Approximately 30 percent of Bayside 6 students tested at the proficient and above category in the spring of 2016.

Table 7: Change in the Percent of Students Proficient or Above From Fall to Spring as Measured by the MI

Year	Fall MI % Proficient and Above	Spring MI % Proficient and Above	% Difference
Bayside 6th Graders			
2012-2013	47.2	45.6	(1.6)
2014-2015	38.2	62.4	24.2
2015-2016	17.9	29.5	11.6
Division 6th Graders			
2012-2013	68.0	69.5	1.5
2014-2015	53.8	74.7	20.9
2015-2016	39.4	50.4	11.0

Note: 2013-2014 MI data not available at Bayside 6.

Data were also analyzed to determine specific percentages of students at Bayside 6 and sixth graders across all middle schools who increased their mathematic ability as measured by their performance on both a fall and spring MI. After the reconstitution, Bayside 6 improved the percentage of sixth graders showing growth on the MI (78% in 2014-2015 and 73% in 2015-2016). In addition, the percentage of students showing growth was slightly higher than the divisionwide percentage for sixth graders (1% higher in 2015-2016). Table 8 depicts the results.

Table 8: Percentage of Sixth Graders Showing Growth on MI Over Year

	Bayside 6th Graders	Division 6th Graders	% Difference
2012-2013	55.2	62.8	(7.6)
2014-2015	78.3	79.3	(1.0)
2015-2016	72.6	71.6	1.0

Stakeholders answered a survey item regarding their perceptions of mathematics improvement. Approximately 91 percent of students agreed that as a result of the instruction they received, they improved in mathematics, with 62 percent of that group "strongly agreeing" with this statement. This result was somewhat higher than all eighth graders who responded to a similar survey item on the 2014-2015 climate survey (86%). In addition, 92 percent of administrative/ instructional staff and 85 percent of parents agreed (see Figure 24).

Figure 24: Percent Agreeing That Students Improved in Mathematics

Figure 25: Number of School/Classroom Discipline Referrals for Disrespect, Defiance, and Disruption
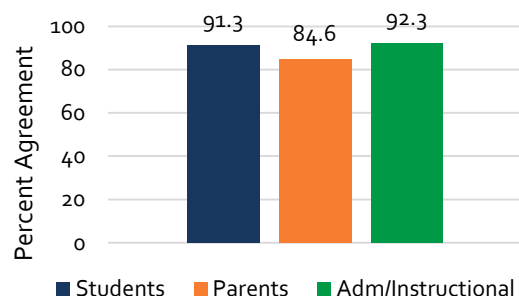
Goal #3: Discipline and Social-Emotional Development of Students

Goal #3: During the 2015-2016 school year, Bayside Sixth Grade students and staff will foster a positive school culture through the utilization of Positive Behavior Interventions and Supports (PBIS) in order to decrease school/classroom-initiated discipline referrals involving the three Ds (disrespect, defiance, and disruption) by 10 percent.[12]

In addition to the written goal included in the PCI, the leadership team at Bayside 6 also indicated that the intent was to reduce the number of the school/classroom-initiated discipline referrals involving the three Ds that *resulted in suspension*.[13]

As part of Bayside 6's PCI for 2015-2016, a goal was established to decrease the number of school/classroom initiated discipline referrals for defiance, disobedience, and disrespect by 10 percent from 2014-2015 to 2015-2016. Historical discipline data were analyzed based on information extracted from the data warehouse. Figures reported in this section are based on primary offense. Rather than seeing the overall number of such referrals decline by 10 percent from 401 to 361 in 2015-2016, the number increased by 34 percent to 537 (see Figure 25). School/classroom-initiated referrals for disrespect, defiance, and disruption in 2015-2016 were 12 percent higher than in the two years prior to reconstitution combined. As the data further suggest, 50 percent of the 401 referrals for such referred incidents resulted in suspension in 2014-2015, while 226 of the 537 referrals, or 42 percent, led to suspension in 2015-2016. Thus, there was a reduction in the percentage of suspensions for these types of referrals.
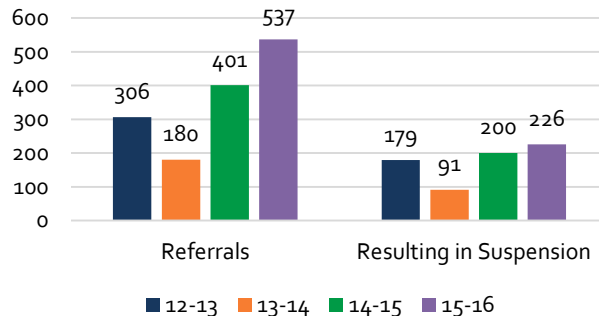
The overall number of referrals for all violations of the *Code of Student Conduct* among sixth graders at Bayside has increased since reconstitution from 600 and 453 (in 2012-2013 and 2013-2014, respectively) to 853 and 1,034 (2014-2015 and 2015-2016, respectively).

The mean number of all disciplinary referrals per student was also calculated based on the sixth grade cumulative enrollment over the course of the year and the total number of disciplinary referrals. That figure increased after reconstitution from 1.20 in 2013-2014 to 2.52 in 2015-2016 and remained appreciably higher than the mean number of referrals per student across all sixth graders during that period of time (see Figure 26).

Figure 26: Mean Number of Disciplinary Referrals at Bayside 6 and for the Division's Sixth Graders
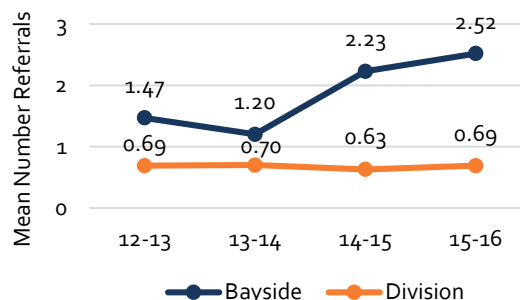
Table 9 presents the number of annual suspensions received at Bayside 6 and across all the division's sixth graders over the past four academic years for all offenses. After reconstitution, a greater percentage of Bayside sixth graders did not receive a suspension (zero suspensions), but the percentage of students not receiving a suspension remained lower than the division's sixth graders.

**Table 9: Number of Suspensions Received at Bayside 6 and for Sixth Graders at All Middle Schools**

| Number of | 0 | | 1 | | 2 | | 3 | | 4 or More | |
Suspensions	Bayside	Division	Bayside	Division	Bayside	Division	Bayside	Division	Bayside	Division
2012-2013	61.5%	82.5%	17.6%	9.7%	6.6%	3.3%	3.7%	1.3%	10.5%	3.2%
2013-2014	66.0%	83.1%	16.0%	8.7%	9.0%	3.4%	4.0%	1.8%	5.1%	3.0%
2014-2015	71.5%	85.8%	9.2%	7.6%	7.9%	3.0%	3.1%	1.1%	8.4%	2.5%
2015-2016	70.5%	85.6%	12.4%	8.3%	5.1%	2.4%	2.4%	1.0%	9.5%	2.7%

Note: Row percentages may not equal 100 percent due to rounding.

An analysis was also conducted which revealed that 39 of the 410 students who attended Bayside 6 for at least some portion of the school year, or 9.5 percent, accounted for 283 of the 406, or 70 percent, of the total suspensions in 2015-2016. Nearly 71 percent of those who attended Bayside 6 for at least some portion of the school year were never suspended, while another 12 percent were suspended on a single occasion.

Several survey items addressed stakeholders' perceptions of behavior at the school. As shown in Figure 27, 86 percent of students and 100 percent of parents reported that students know the consequences for misbehavior. However, only 41 percent of administrators and instructional staff agreed.

Figure 27: Percent Agreeing That Students Know Consequences for Misbehavior
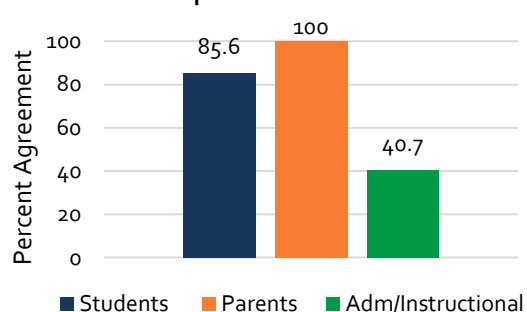
In response to the statement regarding high expectations for student behavior at Bayside 6, 88 percent of parents and 83 percent of students agreed, while only 52 percent of administrative and instructional staff agreed (see Figure 28).

Figure 28: Percent Agreeing That There Were High Expectations for Student Behavior at Bayside 6
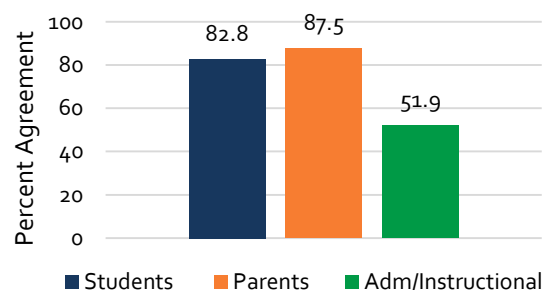
In response to the survey item focused on a safe and orderly place to learn, 73 percent of students and 74 percent of parents agreed with the statement, while less than half (44%) of administrative and instructional staff concurred. Bayside sixth graders' perceptions were similar to other eighth graders completing the climate survey in 2014-2015, but staff members' perceptions were substantially less positive (see Figure 29).

Figure 29: Percent Agreeing That Bayside 6 Provides a Safe and Orderly Place to Learn
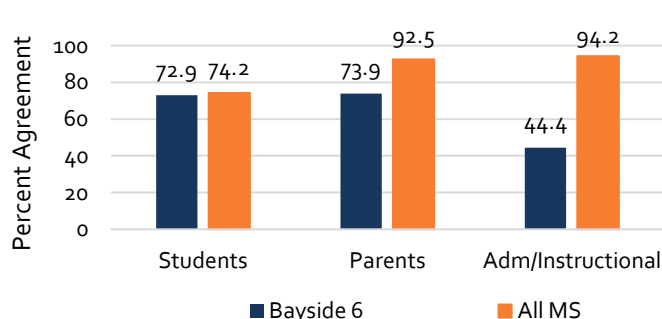
In addition to specific academic and discipline goals in the school's PCI, the Bayside reconstitution proposal shared with the State Board of Education noted other areas where growth was anticipated, including the personal and social-emotional development of students. As noted, the proposal recognized the critical importance of improved instruction and also "understands the importance of focusing on the whole child and creating an environment where students will want to come to school to learn."

Several items taken from survey data suggest that achieving these types of goals are being achieved in some cases. As shown in Table 10, 77 percent of students agreed they have positive relationships with teachers and 76 percent agreed they have positive relationships with other students.

Table 10: Student Perspectives on Relationships

Statement	Percent Agree
I have a positive relationship with teachers here.	77.1
I have a positive relationship with other students here.	75.7
The people who work in my school focus on building my strengths.	75.4
I have a positive relationship with the principal and assistant principal here.	70.9

Additional analyses of broader survey data suggests, however, that achievement of these social-emotional goals are still very much in progress. For example, as noted in Table 11, survey data showed that 15 percent of Bayside 6 instructional staff agreed that students treated teachers with respect and only 7 percent agreed that students treated each other with respect. Those numbers across all middle schools for reference purposes were 80 and 77 percent, respectively.

Table 11: Perceptions of Treating Others With Respect

	Bayside Sixth Grade			All Middle Schools		
Survey Item	Parent	Adm/Instr.	Student	Parent	Adm/Instr.	Student*
Teacher to Student	79.2	85.2	72.1	89.6	97.7	71.9
Student to Teacher	62.5	14.8	35.3	88.4	79.5	48.2
Student to Student	45.8	7.4	31.7	74.4	77.4	33.5

*Eighth graders from 2014-2015 School Climate Survey.

When asked about students feeling a sense of belonging at the school, 66 percent of students and 67 percent of parents agreed that they did, while 37 percent of administrative and instructional staff concurred. Bayside sixth graders' perceptions were similar to other eighth graders who completed the 2014-2015 climate survey, but staff members' perceptions were notably less positive at Bayside Sixth Grade Campus (see Figure 30).

Figure 30: Percent Agreeing That Students Feel a Sense of Belonging at the School
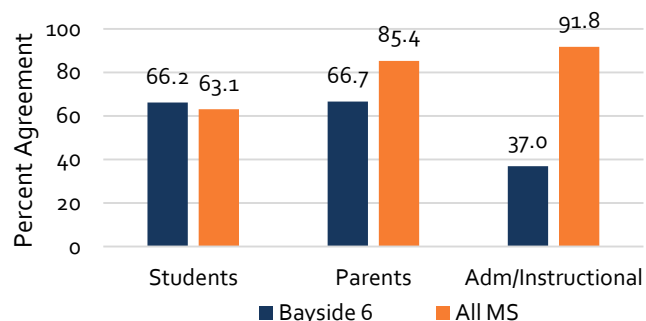
Stakeholder Perceptions

The fifth evaluation question was focused on stakeholders' perceptions. As noted previously, students, parents, and staff members were surveyed regarding their perceptions of their experiences at Bayside 6. Perceptions related to specific aspects of the reconfiguration of the campus were presented previously where appropriate. Survey results in this section of the report include general perceptions of the campus.

As shown in Figure 31, 75 percent of students and 81 percent of parents agreed that the stand-alone campus better enabled students to reach their academic potential and goals, while a lower percentage of administrative and instructional staff concurred (58%).

Figure 31: Percent Agreeing That Campus Better Enables Students to Reach Their Potential
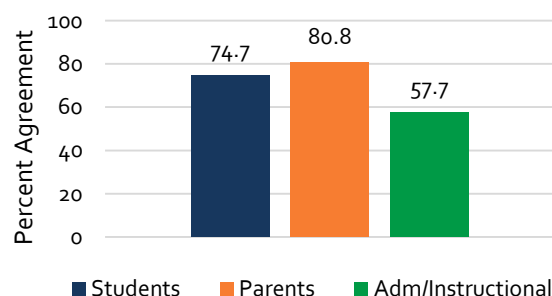
Further, while 85 percent of parents and 73 percent of noninstructional staff believed the stand-alone campus has directly contributed to student success, less than half of all administrative/instructional staff agreed (see Figure 32).

Figure 32: Percent Agreeing That Campus Directly Contributed to Student Success
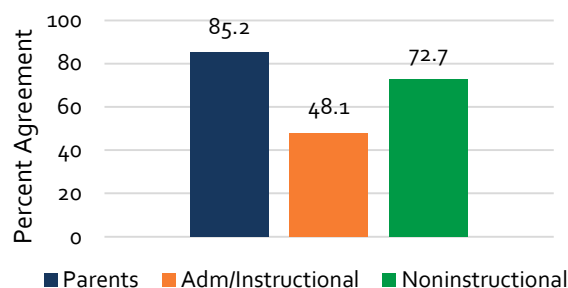
Overall, nearly 78 percent of students, 85 percent of parents, and 70 percent of administrative/instructional staff agreed that Bayside 6 provided students with a high-quality education (see Figure 33).

Figure 33: Percent Agreeing That School Provides a High-Quality Education

When asked about the school climate, 63 percent of students and 71 percent of parents agreed that there was a positive feeling at the school, but less than one third (32%) of administrative/instructional staff agreed. As noted in Figure 34, Bayside sixth grade students' perceptions were more positive than eighth graders responding to the annual climate survey in 2014-2015, but Bayside 6 staff perceptions were substantially lower.

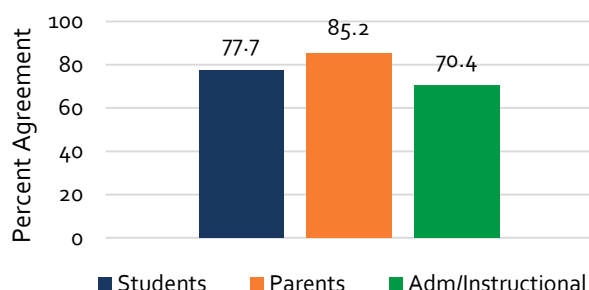#### Figure 34: Percent Agreeing There is an Overall Positive Feeling at the School
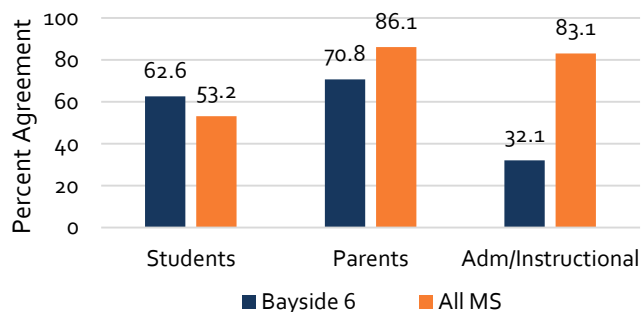
When survey respondents were asked to rate their level of satisfaction with their experience at Bayside 6 during 2015-2016, students and parents were most likely to indicate that they were satisfied (see Figure 35). Less than one-half of administrative/ instructional staff (44%) indicated that they were satisfied with their experience.

Figure 35: Percent Satisfied With Experience at Bayside 6
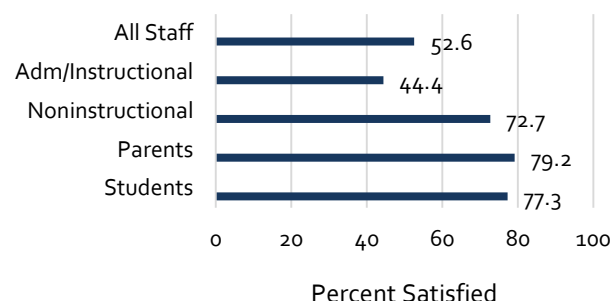
In open-ended responses to the survey question asking about the best thing about Bayside 6 this year, students reported "friends" (n=58), followed closely by "teachers" (n=54) and "learning new things" (n=28). Another 23 reported that the best thing about the year was "math." Among staff, the "best thing" was deemed to be the small size of the campus and classes, which they felt helped foster closer relationships and heightened focus on the needs of the Bayside 6 population (n=9).

In open-ended responses to the question, "What could be done to improve next year?" the most often cited response from staff focused on clear expectations for student behavior and consistent consequences for violations of the *Code of Student Conduct* (n=14). The most frequent response among students focused on better student behavior (n=21), followed by a call for additional clubs and activities (n=14). At the conclusion

of the parent survey, parents were invited to provide any comments about their experience or their child's experience at Bayside 6. Four of the nine parents who responded commented on some aspect of improving student behavior.

Additional Cost

The sixth and final evaluation question focused on the additional cost of implementing Bayside 6 including one-time start-up costs and recurring costs. Table 12 presents information about the additional costs incurred by the school division in initial start-up costs for establishing Bayside 6, as well as recurring expenses in the delivery of the program in both 2014-2015 and 2015-2016. Costs have been presented for the following categories: personnel, professional development, instructional materials and supplies, equipment, building needs, and transportation. Some cost records received from the Department of Budget and Finance detailed instructional and other supply costs that could not be verified as being additional costs because the funds may have been spent for the sixth grade class if they were part of a combined middle school. While those costs are included in Table 12, they are not included in the total calculations of *additional* costs. Department of Teaching and Learning instructional specialists also provided additional professional development at Bayside Sixth Grade Campus that would have normally been provided for all staff at Bayside Middle School.[14] However, because the central office instructional specialists' salaries were not impacted by this additional professional development, costs are not reported.

Assistance was provided by the Department of Budget and Finance to estimate the additional cost for personnel. A number of staff positions, including the AVID teacher, in-school suspension coordinator, gifted resource teacher, school improvement specialist, and student activities coordinator, were shared between Bayside 6 and Bayside Middle School. Allocations for assistant principals, counselors, and security assistants were split between the two schools upon reconstitution. However, there were additional FTE allocations for instructional staff (6 core teachers and 1 special education teacher each year); a reading specialist and a mathematics specialist; 1 additional FTE each for a principal, dean, library media specialist, computer resource specialist, nurse, and cafeteria manager; 2 additional FTEs each for office staff and cafeteria staff; and 4 additional FTEs for custodians. The resulting estimated costs are shown in Table 12 using the number of additional FTEs multiplied by the average budgeted salaries for position type, health insurance premium per employee, and fringe benefits rate per employee (e.g., FICA, VRS, Life).[15] For the largest employee group of classroom teachers, the total estimated compensation package per employee was $74,763.31 in 2014-2015 and $77,171.89 in 2015-2016.

Assistance was provided by School Division Services to determine the additional cost associated with transportation and building/facilities costs. Transportation costs were based on additional resources needed each year including 7 regular education and 1 special education bus, 8 school bus drivers, and 1 school bus assistant. Building costs provided were for one-time modifications or renovations (e.g., creating labs for teen living and technical education) and one-time purchases for furniture and partitions as well as costs for day-to-day operations. According to School Plant, much of the furniture needs were fulfilled with older furniture that was already owned by the school division. The Department of Teaching and Learning also provided information about the additional cost for select instructional materials.

In summary, based on information gathered from several department budgets and from end-of-year purchase records, approximately $296,125 was spent on one-time expenses in preparation for the operation of the campus. Annual recurring expenses were approximately $1,955,071 in 2014-2015 and approximately $1,807,061 in 2015-2016. The major and predominant cost each year has been for personnel, followed by day-to-day operations of the facility and transportation. The total additional cost associated with the establishment and delivery of services at Bayside 6 since inception has been approximately $4.06 million.

Table 12: Bayside Sixth Grade Campus Additional Costs

Cost Category	Initial Start-Up Costs (One-Time)	2014-2015	2015-2016
Additional Personnel Total		**$1,463,931.73**	**$1,505,793.76**
Administrators (Principal and Dean)		$230,833.76	$233,769.23
Classroom Teachers (7)		$523,343.17	$540,203.23
Specialists-Language Arts, Mathematics (2)		$149,526.62	$154,343.78
Specialists-Computer, Library (2)		$166,867.83	$172,415.30
Noninstructional Staff			
Office Staff (2)		$96,343.38	$98,532.39
Custodians (4)		$144,184.93	$146,497.60
Cafeteria Mgr. and Staff (3.142)		$90,679.25	$92,256.79
Nurse		$62,152.79	$63,275.44
Stipends for Additional Duties			$4,500.00
Additional Professional Development Total	**None Reported**	**None Reported**	**None Reported**
Additional Instructional/Curriculum Materials and Supplies Total	**$128,460.86**	**$5,345.00**	**$4,467.00**
Outfitting New Library	$70,906.86		
Instructional Modules	$57,554.00		
Instructional Materials (Additional)		$5,345.00	$4,467.00
Instructional Materials/Supplies	$35,554.71*	$64,394.03*	$4,611.72*
Software	$10,579.00*	$23,929.17*	$510.00*
Additional Equipment Total	**$65,422.98**	**$34,878.44**	**None Reported**
Laptops, Computers, Carts, Accessories	$57,202.95	$21,032.85	
PE Equipment		$9,385.25	
Special Education Equipment	$1,864.00	$2,665.74	
Printers, Copiers, Toner	$5,846.06		
Audio Equipment	$509.97	$1,014.90	
Whiteboards		$779.70	
Additional Building/Facilities Total	**$102,241.57**	**$340,276.92**	**$187,259.30**
Day-to-Day Operations		$167,404.50	$101,552.62
Modifications/Renovations	$74,453.72	$61,902.89	$3,786.83
Furniture	$27,787.85	$12,954.18	
Energy Costs		$98,015.35	$81,919.85
Additional Transportation Total		**$110,638.50**	**$109,540.50**
Additional transportation costs to transport sixth graders to and from a separate campus			
Bus Drivers (Regular Education)		$37,107.00	$37,107.00
Bus Drivers and Assistants (Special Education)		$12,901.50	$12,901.50
Operating Costs		$50,508.00	$48,312.00
Additional transportation costs for activity buses after school			
Bus Drivers and Assistants		$3,534.00	$3,534.00
Operating Costs		$6,588.00	$7,686.00
Overall Additional Total Cost	**$296,125.41**	**$1,955,070.59**	**$1,807,060.56**

Note: All staff compensation packages are computed based on average budgeted salary, 26.32% FB (including 7.65% FICA) in 2014-2015 and 25.34% FB in 2015-2016, and average budgeted health insurance per employee of $6,980 in 2014-2015 and $7,538 in 2015-2016. All driver salaries include FB of 25%, and mileage rate includes fuel, vehicle depreciation, maintenance, and operational expenses.

*While presented in the chart above, it was not possible to determine if the entirety of these expenses were attributable to the creation of the stand-alone campus or if those same expenses would have been incurred by the sixth grade program if it were still a part of a consolidated, traditional grades 6-8 Bayside Middle School. Therefore, they have been reported but have not been included in the overall total of *additional* costs.

Recommendations and Rationale

Recommendation #1: Continue the Bayside Sixth Grade Campus with modifications while sharing the results of the evaluation and engaging stakeholders in discussions regarding whether to continue the initiative or merge the two schools back together. *(Responsible Group: Department of School Leadership)*

Rationale: The additional elements of support provided to the sixth graders of the Bayside community have led to academic gains in both mathematics and reading. Improvement in year one of the reconstitution, 2014-2015, led to full state accreditation for Bayside 6, with pass rates on state Standards of Learning exams meeting and exceeding benchmarks at 81 and 75 percent, respectively. This past year, Bayside 6 again exceeded the state accreditation benchmark in mathematics by 10 percentage points, although the accreditation benchmark for English (Reading) was not met in 2015-2016. Additional performance data on the Reading Inventory (RI) and the Math Inventory (MI) demonstrated some evidence that Bayside sixth graders showed somewhat higher growth from fall to spring after reconstitution and also compared to the division's sixth graders. Other survey data showed that relatively high percentages of students, parents, and administrative/instructional staff agreed that as a result of instruction at Bayside 6, students' reading skills improved (85% to 89%) and mathematics skills improved (85% to 92%).

Despite such improvement, work remains to be done in assisting students in the development of numeracy and literacy skills. While narrowing over the past two years, gaps persist in performance between Bayside 6 students and their sixth grade counterparts throughout the city's middle schools. Over one half (52%) of the students at Bayside 6 were reading below grade level as measured by the RI at the end of 2015-2016. Similar results were found on the MI where 70 percent of students did not score in the proficient or above range on the MI in spring 2016.

While there appears to be a thorough understanding among Bayside 6 instructional staff of the reason, rationale, and vision for the establishment of the stand-alone campus, less pronounced is the belief that the model better enabled students to reach their full potential. Less than 58 percent of administrative/instructional staff survey respondents agreed with this statement, and less than one half (48%) agreed that the campus directly contributed to student success. Further, only 48 percent of instructional staff respondents believed that the stand-alone campus has helped them build stronger relationships with students, and less than 30 percent believed the model has helped them build stronger relationships with families. When asked about one's satisfaction with his/her experience at Bayside 6 in 2015-2016, 44 percent of administrative/instructional staff respondents reported being satisfied which was noticeably lower than other respondent groups (79% for parents, 77% for students, 73% for noninstructional staff). Successfully addressing staff concerns regarding student behavior and professional learning may prompt greater overall "buy in" by the staff and contribute to the impact of the stand-alone campus over time if the initiative continues.

With additional annual costs of the initiative just under $2 million and approximately $4 million already invested, key stakeholders will need to assess if the gains accrued have been sufficiently high to warrant the continued fiscal commitment.

Recommendation #2: Continue the dialogue between staff and administrators to arrive at a clearer and more consistent agreement on expectations for student behavior and application of the school division's *Code of Student Conduct* when violations occur. *(Responsible Groups: Bayside Sixth Grade Campus, Department of School Leadership, Office of Student Leadership)*

Rationale: In offering insights for improvement at Bayside 6 for the coming year, both staff and students cited the need to address inappropriate student behavior as their most notable recommendation. The proposal to the State Board of Education for reconstitution set forth academic goals focused on mathematics and reading achievement, as

well as goals designed to assist students in the development of personal and social-emotional goals, such as respecting oneself and others. Growth in these areas not only benefits each individual student as he/she prepares for the future, but also helps create the type of academic environment where substantive teaching and learning can fully occur.

Data showed that the number of disciplinary referrals increased notably after reconstitution, and considerable concern regarding student behavior was also manifested in both open- and closed-ended responses offered by staff. Survey results showed that only 7 percent of Bayside 6 administrative/instructional staff felt students treated one another with respect, and only 15 percent felt students treated teachers with respect. Relatively low percentages agreed that students knew the consequences of their behavior, that there were high expectations for student behavior, and that the campus provided a safe and orderly place to learn (41%, 52%, and 44%, respectively). Only 32 percent of instructional staff agreed that there was an overall positive feeling at the school. Continued collaboration between administration and staff on Positive Behavior Interventions and Supports (PBIS) and developing agreements on how to limit and address inappropriate student behavior will likely aid the campus in its ability to enhance both academic achievement and personal and social-emotional development. This would be particularly germane in instances where students are accruing multiple referrals (as data showed, less than 10 percent of those who attended Bayside 6 for at least some portion of the school year accounted for nearly 70 percent of all suspensions in 2015-2016).

Recommendation #3: Revise the existing professional learning program at Bayside Sixth Grade Campus to include additional topics requested by staff and allow for greater time to collaborate, build staff efficacy, and implement new instructional strategies. *(Responsible Groups: Department of School Leadership, Department of Teaching and Learning)*

Rationale: The Bayside 6 staff cited a wide variety of professional learning opportunities that aided in the inauguration and continuation of the stand-alone campus in its first two years of existence. Eighty-four percent (84%) felt such training was job-embedded. Only 58 percent, however, felt the environment at Bayside 6 allowed them to communicate and collaborate with peers to refine their skills, while 54 percent felt the environment allowed them to continuously implement new strategies. Interestingly, notwithstanding gains in mathematics achievement, over a third of math teachers did not feel they received sufficient professional learning in math to effectively meet their students' needs. Just under 61 percent agreed that the environment at Bayside 6 allowed them to continuously learn new strategies, and 60 percent agreed that the professional learning they received was effective in helping them meet their students' needs. As the third year of the Bayside 6 campus begins, revisiting the professional learning series is recommended. This could include an incorporation of additional topics desired by classroom practitioners. Seeking additional financial resources for remuneration for professional learning outside the confines of the regular school day might allow for the time often needed for deep, meaningful collaboration. Consideration of additional early release days might also provide teachers greater time and opportunity to collaborate. It might similarly inspire the type of confidence required for teachers to take responsible risks and implement new and innovative instructional strategies in the classroom.

Recommendation #4: Administer a spring 2017 survey to assess if improvements integral to the program's long-term impact have been made in the areas noted above. *(Responsible Group: Department of Planning, Innovation, and Accountability)*

Rationale: Given the concerns raised and manifested through survey data, primarily by the Bayside 6 instructional staff, an additional survey is recommended for administration in the second semester of 2017. This will provide the campus an additional year to address concerns raised regarding student behavior, professional learning, and belief in the overall efficacy of a stand-alone campus among staff. This could provide stakeholders with additional information to inform conversations regarding future decisions about the continuation of the model.

Appendices

Appendix A – Expectations for Bayside Sixth Grade Staff

- Know and support the mission of the Bayside Middle School community. The mission is to provide equal opportunities to all students to reach their full potential, giving each student the knowledge and skills necessary to meet the challenges of the future.

- Know, understand, and implement Bayside Middle School's Plan for Continuous Improvement (PCI) with fidelity.

- Maintain an attendance record that reflects a commitment to the students, mission and goals of Bayside Middle.

- Participate in required training and professional development and subsequently collaborate with colleagues to implement instructional practices from the learning experiences.

- Cultivate relationships with students and their parents, while being knowledgeable and understanding of the characteristics and needs of adolescents.

- Take an active role in all PTA, school and community projects, and other after-school activities, as needed and/or assigned by administration in an effort to build school/community relationships.

- Collect and analyze data from classroom, school and district sources to drive instructional practice and promote student learning and growth.

- Provide frequent, meaningful, descriptive feedback to students and parents.

- Use formative and summative data to develop daily learning plans, report on student progress and share/examine within collaborative planning sessions.

- Write, submit and be ready to reflect on learning plans that are aligned with VBCPS curriculum and are differentiated to meet the unique needs of students.

- Welcome visitors/guests from both the district and state levels into your classroom to observe your lesson delivery, review your learning plans and determine the level of student engagement.

I understand there is a minimum of a three-year commitment to Bayside Middle School, and I agree to the above expectations. (Signed forms must be returned to Dr. Paula Johnson.)

Printed Name _____

_____   _____
Signature   Date

Appendix B – Summary of Results Related to Achievement and Discipline Goal Areas

Indicator	Summary of Result After Reconstitution
Reading Achievement	
Accreditation Goal	Goal not met
Special Education Goal	Goal not met
Unadjusted SOL Pass Rates vs. Division	Gaps in passing rates decreased
Average Scale Scores vs. Division	Gaps 1 to 2 scale score points higher after reconstitution
Growth in RI Lexiles vs. Division	Growth rate higher relative to division
RI Reading on Grade Level	Greater increase in percentage reading on grade level after reconstitution and greater than division
Percent of Students Showing Growth on RI	Higher than division and higher in 2014-2015
Perceptions of Reading Improvement	85% to 89% agreement among stakeholders
Mathematics Achievement	
Accreditation Goal	PCI goal not met, accreditation goal met
Special Education Goal	Met goal
Unadjusted SOL Pass Rates vs. Division	Gaps in passing rates decreased
Average Scale Scores vs. Division	Gaps widened on grade 6 SOL test, but decreased on grade 8 SOL test
Growth in MI Quantiles vs. Division	Growth rate more similar to division after reconstitution
MI Performance on Grade Level	Greater increase in percentage performing on grade level after reconstitution and greater than division in 2014-2015, but not 2015-2016
Percent of Students Showing Growth on MI	Slightly higher than division in 2015-2016 and higher than before reconstitution
Perceptions of Mathematics Improvement	85% to 92% agreement among stakeholders
Discipline	
Decrease in specific discipline referrals	PCI goal not met, increase in referrals
Decrease in suspensions for specific referrals	Decrease in percentage of suspensions for specific referrals

Endnotes

[1] July 23, 2014 Letter to President Braunlich.

[2] The sixth grade campus was not evaluated during the first year of operation during 2014-2015 because the Program Evaluation Committee did not consider the campus reconfiguration to be a "program" which was the focus of Policy 6-26. After revisions were made to the policy to encompass all programs or initiatives that operate with local resources, Bayside Sixth Grade Campus was added to the program evaluation schedule based on criteria for selecting existing programs for evaluation.

[3] The PCI specifically noted the goal to decrease referrals of this type from 560 to 504. However, due to different data sources and timing of data analyses of 2014-2015 data, the original number of 560 could not be reproduced. Therefore, the focus of this goal for the purpose of this evaluation is on the 10 percent reduction in these referrals.

[4] Source: Meeting with leadership team on April 14, 2016.

[5] Honig, M. I., Copland, M. A., Rainey, L., Lorton, J. A., & Newton, M. (2010). *Central Office Transformation for District-wide Teaching and Learning Improvement*. Retrieved from http://www.wallacefoundation.org/knowledge-center/Pages/introduction-central-office-transformation.aspx

[6] C. Woodhouse, personal communication, August 2, 2016.

[7] Source: 2015-2016 VBCPS Annual School Report Card.

[8] Honig, M. I., Copland, M. A., Rainey, L., Lorton, J. A., & Newton, M. (2010). *Central Office Transformation for District-wide Teaching and Learning Improvement*. Retrieved from http://www.wallacefoundation.org/knowledge-center/Pages/introduction-central-office-transformation.aspx

[9] C. Woodhouse, personal communication, September 23, 2016.

[10] NEA Policy Brief (2008). *Parent, Family, Community Involvement in Education*. Retrieved from http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf

[11] Jeynes, W. H. (2005). *Parental Involvement and Student Achievement: A Meta-Analysis*. Retrieved from http://www.hfrp.org/publications-resources/publications-series/family-involvement-research-digests/parental-involvement-and-student-achievement-a-meta-analysis

[12] The PCI specifically noted the goal to decrease referrals of this type from 560 to 504. However, due to different data sources and timing of data analyses of 2014-2015 data, the original number of 560 could not be reproduced. Therefore, the focus of this goal for the purpose of this evaluation is on the 10 percent reduction in these referrals.

[13] Source: Meeting with leadership team on April 14, 2016.

[14] J. Pohl, personal communication, September 19, 2016.

[15] Average salaries, health insurance rates, and fringe benefits rates for 2014-2015 and 2015-2016 were provided by C. Armstrong, Department of Budget and Finance, September 7, 2016.