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The Effects Of An Education Recovery Team On Teacher Professional Practices, Collective Teacher Efficacy And Student Achievement In Persistently Low Achieving Schools

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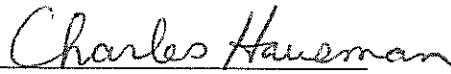https://encompass.eku.edu/etd/155

THE EFFECTS OF AN EDUCATION RECOVERY TEAM ON TEACHER PROFESSIONAL PRACTICES, COLLECTIVE TEACHER EFFICACY AND STUDENT ACHEIVEMENT IN PERSISTETLY LOW ACHIEVING SCHOOLS
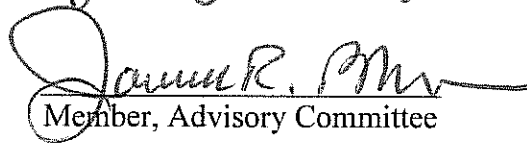
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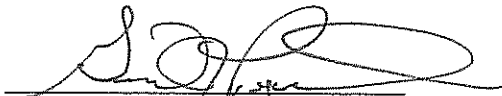
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Date _11/14/13_

THE EFFECTS OF AN EDUCATION RECOVERY TEAM ON TEACHER

PROFESSIONAL PRACTICES, COLLECTIVE TEACHER EFFICACY AND

STUDENT ACHEIVEMENT IN PERSISTETLY LOW ACHIEVING SCHOOLS

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In partial fulfillment of the requirements
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DEDICATION

This dissertation is dedicated to my husband, Jeff, for his guidance, patience and support throughout this dissertation process. Thank you for believing in me.

ACKNOWLEDGEMENTS

Finally, thanks to God for providing this opportunity to "do all things through Christ who strengthens me".

ABSTRACT

This paper is an exploration of the daily work of education recovery teams in turnaround schools in eastern Kentucky. Data used for this analysis were collected from the Kentucky Department of Education. Data from the identified persistently low achieving schools was compared to pre and post-test over one school year to determine the effectiveness of the turnaround practices on the low achieving schools. Forty-one schools have been identified in the state as low performing; sixteen in the eastern service region. Findings from this study lend insights into the work of education turnaround and best practices of education recovery teams. The purpose of this paper is to help administrators, as well as local, state and federal policy makers, better understand factors that influence school turnaround efforts and the impact on best practices for all educational practice.

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CHAPTER ONE

PROBLEM STATEMENT

Assistance to low performing schools is not a new concept in public education particularly since 2001. Education reform efforts in Kentucky have traditionally focused on offering support and building capacity from within schools to improve student achievement. In 1990, Kentucky launched the Kentucky Education Reform Act, which assigned distinguished educators to certain low performing schools. Since that time, Kentucky has continuously improved the process for placing trained educational coaches in identified schools to support administration and faculty and guide the work to turn around those schools by improving instructional practice, leadership, school culture, and student achievement. The increase in accountability and research based measures demonstrated to improve schools is becoming more defined as specific interventions tied to student outcomes are studied. Previous research has indicated a relationship among student socio-economic status (SES), collective teacher efficacy and student achievement (Bandura, 1997; Goddard, LoGerfo, & Hoy, 2004). The purpose of this study was to explore the relationships among SES, collective teacher efficacy, and student achievement, and to determine whether specific strategies of education recovery team members can influence collective teacher efficacy and student achievement among persistently low achieving schools in eastern Kentucky.

The socio-economic status (SES) of a school population is established by the number of students that qualify for participation in the National School Lunch Program. Multiple studies have found that SES positively correlates with student achievement (Baharudin & Luster, 1998; Majoribanks, 1996; Hochschild, 2003; McNeal, 2001;

Seyfried, 1998). Schools that serve lower SES populations produce lower test scores compared with other schools (Eamon, 2005; Hochschild, 2003). Specifically, students with lower SES score about ten percent lower on the National Assessment of Educational Programs than students with higher SES (Seyfried, 1998). SES can also correlate negatively with other educational constructs such as parental involvement (McNeal, 2001). Researchers posit that low SES negatively affects academic achievement because low SES limits access to related educational resources and creates additional stress at home (Eamon, 2005; Majoribanks,1996; Jeynes, 2002). For these reasons, SES is closely tied to student academic achievement and to overall school success.

Researchers have identified numerous correlates of student achievement- one being teacher efficacy or how teachers perceive their influence on student achievement. Teacher efficacy can be described as the extent to which a teacher feels capable of promoting student learning, and can affect their instructional efforts in areas related to level of effort, choice of activities and persistence in working with students (Ware, 2007). The concept of collective teacher efficacy can be defined as "the perceptions of teachers in a school that the efforts of the faculty as a whole will have a positive impact on students" (Goddard, Hoy, & Hoy, 2000, p 480). Collective efficacy factors are related to what teachers believe they can accomplish as a group, or learning community. This sense of community extends beyond a teacher's personal scope of individual pedagogy and encompasses the efforts of the faculty as a whole to improve student achievement (Goddard, Hoy, & Hoy, 2000).

Creating a learning environment conducive to the development of student cognitive skills likely depends on the efficacy of the teachers. Bandura (1993) stressed that teachers

who have a high sense of self-efficacy are more likely to use inquiry and student-centered teaching strategies to influence student learning. On the contrary, teachers who have a lower sense of self-efficacy are more likely to use teacher-directed strategies, such as lecture or reading from a text. While research has identified links between teachers' perceptions of their self-efficacy and student achievement, collective teacher efficacy is a relatively new research topic (Bandura, 1993, 1997; Esselman & Moore, 1992; Goddard, Hoy, & Hoy, 2000; Newmann, Rutter & Smith,1989). The purpose of this study was to explore the relationship between collective teacher efficacy and student achievement, as well as the influence of the education recovery team on these variables among persistently low achieving schools. To understand the context of such a study, it is helpful to examine how persistently low achieving schools are identified in the state of Kentucky.

MODELS OF SCHOOL TURNAROUND

A *Nation at Risk* (National Commission of Excellence in Education, 1983) served as a wake-up call to the teaching profession and to the nation (Ravitch, 2003; Vinovskis, 2009). This national report detailed the conditions of education in the United States and seemed to be the catalyst for numerous state legislative actions designed to improve education for all American children from coast to coast (Ravitch, 2003). The report caused a domino effect with state actions leading to improved local policies and reforms affecting all American schools. Pressures to reform low performing schools have continued to the present under No Child Left Behind (NCLB) of 2001, which included standards for ensuring that highly qualified teachers are employed and retained to increase instructional capacity and academic achievement. NCLB was closely

followed by the Race To The Top (RTTT) initiative, which included guidelines for states to prioritize and turnaround persistently low achieving schools through innovative and research based practices (RTTT, 2009).

In 1990, the Kentucky Legislature passed the first of several education initiatives that directly influenced schools and how accountability measures are used to assign assistance to low achieving schools. Schools were identified as persistently low achieving if the school remained in the lowest five percent of all schools that fail to meet the achievement targets of the state accountability system for at least three or more consecutive years. Initially, the Kentucky Instructional Results Information System (KIRIS) was the accountability system used to measure school achievement. Assistance came in the form of assignment of education experts to manage the school's improvement efforts. At that time, the teacher experts were identified as distinguished educators. The premise behind the initiative was that most low achieving schools could be improved with the right assistance from an education expert. With the passage of the NCLB Act, the Kentucky intervention model was retooled to match the federal requirements for student testing and achievement. The Kentucky Highly Skilled Educator program (HSE) was approved in 2007 with specific recommendations regarding school identification as low performing using the Commonwealth Accountability Testing System (CATS) (KRS 158.782). In 2009, the Kentucky Legislature enacted Senate Bill 1, which marked the next phase of education reform and assistance to low achieving schools in Kentucky. Under current legislation, the Kentucky Department of Education (KDE) will "provide highly skilled leadership, support and education assistance for low-achieving schools" (KRS 160.346). To this end, Kentucky Department of Education's

District 180 employs three education recovery directors, who are responsible for managing education recovery teams. Each education recovery team consists of one education recovery leader who serves as a mentor to the principal and two education recovery specialists, one in mathematics and one in literacy for each identified low achieving school.

As defined by Kentucky law, each persistently low-achieving school must recommend to the local school board one of the following methods for school intervention and recovery. The external management option requires the day-to-day management of the school be transferred to an education management organization that can be a for-profit or nonprofit organization that has been selected by a local board of education from a list of approved management organizations. The management organizations are approved by the Kentucky Board of Education after a rigorous review process. The management organization's authority includes the right to make personnel decisions that comply with Kentucky Revised Statutes and any employee-employer bargained contract that is in effect. Currently there are three approved management organizations for the state of Kentucky. The restaffing option requires replacement of the principal and the existing school-based decision making council, except when the school leadership audit reports a recommendation otherwise; screening of the existing faculty and staff with the retention or reemployment of no more than fifty percent (50%) of the faculty and staff at the school; and development and implementation of a plan of action that uses research-based school improvement initiatives designed to turn around student performance. Personnel actions must comply with Kentucky Revised Statutes relating to vacancies and transfers.   The school closure option requires the closure of an existing

persistently low achieving school and the transfer of its students to other schools within the district that are meeting accountability measures; reassignment of the school's faculty and staff to available positions within the district; and may result in nonrenewal of contracts, dismissal, demotion, or a combination of these personnel actions that comply with Kentucky Revised Statute relating to filling vacant positions and transfers. The transformation option requires a school intervention that begins with the replacement of the school principal who led the school prior to beginning the transformation option and replacing the school council members unless the school leadership audit recommends otherwise and instituting an extensive set of specified strategies designed to turn around the identified school. These strategies must comply with Kentucky Revised Statute relating to filling vacancies and transfers (KRS 160.346, 2010).

Of the four options defined by regulation, one was chosen by all sixteen persistently low achieving schools in the eastern region of Kentucky. The intervention model of choice among the sixteen schools was the transformation option. Under the transformation option, a persistently low achieving school must implement all of the strategies defined by NCLB regulation to receive federal School Improvement Grant monies. These strategies include: developing teacher and school leader effectiveness, implementing comprehensive instructional reform strategies, extending student learning time and promoting community involvement, and state and district personnel providing operating flexibility and sustained support of school success (SIG, US Department of Education, 2009). The Kentucky Department of Education chose to implement the strategies defined by the federal government through the assignment of education recovery team to support the work of the school improvement strategies.

PURPOSE OF THE EDUCATION RECOVERY TEAM

The rationale for placement of the education recovery teams in persistently low achieving schools is to improve instructional practices and related school systems work in order to increase the numbers of students that are identified as career and college ready. The education recovery team supports the work of the teachers and school leadership on a daily basis through strategies such as coaching to develop a stronger sense of teacher efficacy and increase student achievement in persistently low achieving schools in Kentucky.

Kentucky education recovery team members must meet rigorous guidelines to be considered for employment by the Kentucky Department of Education and assigned to persistently low achieving schools. To meet the minimum qualifications to be considered for employment, applicants must possess a master's degree, have completed a minimum of five years of successful experience directly related to assignment, maintain a current Kentucky certification in the area of assignment, and show evidence of successful leadership experience (KDE, 2012). Eighteen of the current forty-one education recovery team members assigned to the eastern region have served as former so called highly skilled educators across the state. Thirty-two of the current education recovery team members have experience as district or school level instructional coaches.

Education recovery team members are typically assigned to persistently low achieving schools in teams of three, but as a team of two on occasion. Emphasis is placed on developing a team that is strong in leadership, literacy, and math content. While each team member has specific strengths regarding educational practices, all education recovery team members receive common professional development prior to

school assignments. The education recovery team provides guidance on curriculum development and alignment, feedback on formative and summative assessments, specific instructional coaching, development of a positive culture, assistance with working with families and outside agencies, development of school and teacher leadership capacity, and support for various compliance issues related to school improvement. This study assesses the scope of the work of the education recovery team and its relationship with collective teacher efficacy and improvement of student achievement.

CONCEPTUAL FRAMEWORK

The conceptual framework associated with this study is outlined in Figure 1.1. This study explores the relationships among all variables included in Figure 1.1 which anticipates three research questions addressed in the dissertation. The hypothesized path model suggests a relationship among the interventions of the education recovery team, level of collective teacher efficacy, and student achievement outcomes. The specific interventions applied by the education recovery team include curriculum alignment, assessment literacy, instructional strategies, professional development, data analysis, systems thinking, and shared decision making. The path model also suggests a relationship among persistently low achieving schools socio-economic status, collective teacher efficacy levels and student achievement outcomes. The persistently low achieving schools' percentage of students that qualified for free or reduced lunch status ranged from 55% at the low to 82% at the high on a scale of 0-100%. All fifteen schools meet federal criteria to be defined as schools with high levels of low socio-economic status students. The federal guidelines for identification as high level of low socio-economic status students is based on the aggregate total family income as related to total

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number of house hold members. Student socio-economic status was measured using participation in the federal free/reduced–price lunch program as an indicator of status.
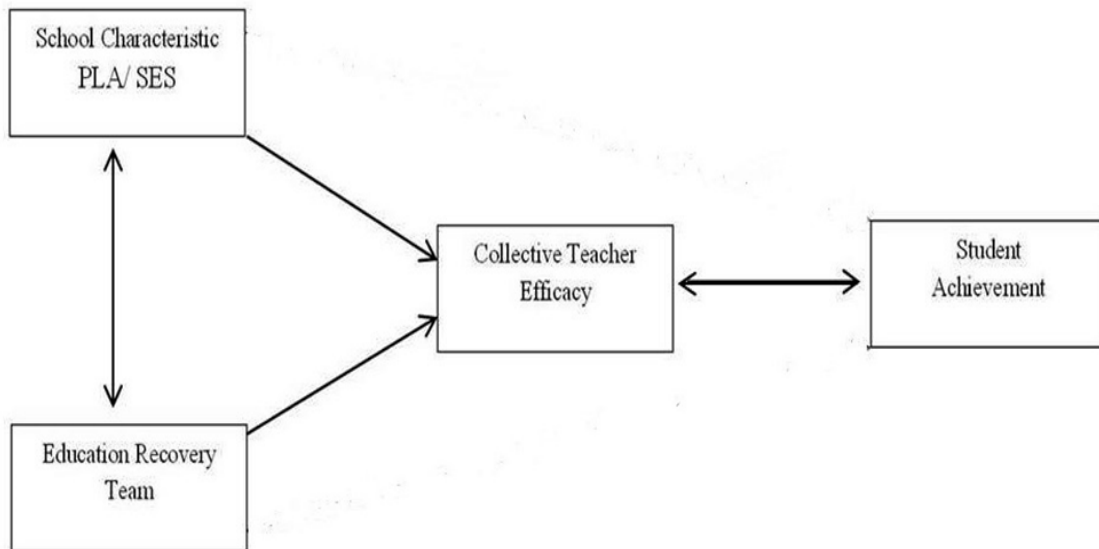
Figure 1.1 Concept Map of Research

RESEARCH QUESTIONS

The investments made by Kentucky in education recovery teams and the urgency to improve student learning in persistently low achieving schools, have created a strong public interest in new knowledge regarding the transition approach to school change and reform. The possible interconnectedness among specific characteristics of the school population, education recovery team instructional support, collective teacher efficacy, and student achievement questions:

Are there differences in collective teacher efficacy in a persistently low achieving school between the beginning and ending of one school year?

What is the effect of the education recovery team interventions on teacher instructional practices?

What is the relationship between collective teacher efficacy and student achievement in

persistently low achieving schools in Kentucky?

PURPOSE OF THE STUDY

The purposes of this research were to explore the pre and post levels of collective

teacher efficacy, the effect of education recovery teams on instructional practices, and the

relationship between collective teacher efficacy in turnaround schools.   Sources of data

included ACT scores, pre and post administration of the collective teacher efficacy

survey, state reports required for school improvement grant compliance, a survey of

teachers on how education recovery team members influenced their professional

practices, and a survey of education recovery team members regarding how time is spent

in a typical week assigned to the persistently low achieving school.

SIGNIFICANCE OF THE STUDY

Nationally, school turnaround efforts have been studied to determine research

based practices for improving student achievement in persistently low achieving schools

(Duke, 2006; Fullan, 2006; Murphy, 2007; Orr, 2008; Leithwood, 2010).   However,

there is limited research specifically focused on Kentucky's model of intervention for

identified persistently low achieving schools. Since the passage of NCLB in 2001,

Education Week has published articles related to school turnaround 475 times in a twelve

year span, with only 32 of those articles mentioning initiatives in Kentucky.

Because there is research that relates collective teacher efficacy to improve

student achievement (Bandura, 1977, 2001; Hoy, Sweetland, & Smith, 2002; Hoy,

Tarter, & Hoy, 2006), data on collective teacher efficacy and areas in which influence

teacher practice in turnaround schools is important to examine. The study also attempts to

quantify the effectiveness of the District 180 program. These data could be used to support continued funding for the program and provide research based practices for what works in turnaround efforts.

School turnaround is a relatively new concept to assist low achieving schools, and there is limited research regarding the effectiveness of turnaround interventions. Of the research available, most of the studies focus on elementary and middle school improvement efforts (Duke & Jacobson, 2011). Because this study focused on rural high schools, the related data may provide insight into the effects of education recovery team.

DEFINITION OF TERMS

Collective Teacher Efficacy- the shared perceptions of teachers in a school that the efforts of the faculty as a whole will have positive effects on students.

Education Recovery Director-highly skilled educator responsible for supervising education recovery teams, coordinating resources, and provide leadership to ensure success of persistently low achieving schools turnaround efforts. The guidance of the education recovery director will focus on any and all functions related to instructional leadership and school improvement.

Education Recovery Leader- highly skilled educator responsible for mentoring and guidance to the principal in a persistently low achieving school as identified through the criteria set forth in No Child Left Behind, House Bill 176 and the Kentucky Department of Education regulations with any and all functions relating to instructional leadership and school improvement.

Education Recovery Specialist- highly skilled educator responsible for working with faculty/staff in a persistently low achieving school as identified through the criteria set

forth in No Child Left Behind, House Bill 176 and the Kentucky Department of Education regulations with any and all functions relating to instruction and school improvement with an emphasis on reading and math.

Education Recovery Team- a team of highly skilled educators placed in persistently low achieving schools to work with school teachers and administration in hopes of improving practices that will make the school successful. Education recovery team members are hired on a year to year basis and assigned to schools in teams of three generally, but sometimes as a team of two.

External Management Option-allows local school board of education to bring in an external management organization to manage school turnaround, external management must comply with existing Kentucky law and union contracts.

Highly Skilled Educator- certified teachers and administrators selected, trained, and assigned by The Kentucky Department of Education to persistently low achieving schools to assist with improvement of teaching and learning practices and increase college and career readiness.

Persistently Low Achieving School- school is identified persistently low achieving based on averaging the percentage of proficient and distinguished in reading and mathematics on Kentucky state assessments, it is in the group "that contains a minimum of the lowest five (5) or the lowest five percent (5%), whichever is greater" of the schools that have failed to make AYP for 3 consecutive years. Calculations are performed to identify persistently low-achieving schools in three groups: 1) Title I schools, 2) middle and high schools that qualify for but do not receive Title I assistance, and 3) high schools with graduation rates of less than 60 percent for 3 consecutive years.

<u>Restaffing Option</u>-school turnaround plan that replaces principal, screens all staff in school and rehire no more than 50% of staff, hires replacement staff to manage school turnaround. Required to comply with existing Kentucky law and union contracts.

<u>School Closure Option</u>-school turnaround plan where school is closed and students are reassigned to other schools in the district with higher performance. School board is required to reassign staff elsewhere in the district and must comply with existing Kentucky law and union contracts.

<u>School Turnaround</u>- measures developed to reverse the data trends of persistently low achieving schools. Under existing Kentucky law, schools may choose among four different turnaround intervention options to improve dropout rates, graduation rates, academic proficiency scores and college and career readiness in a limited time frame.

<u>Teacher Self Efficacy</u>- the teachers' perceptions that they have the skills and ability to help students learn, are competent in building effective programs for students, and can effect changes in student learning.

<u>Transformation Option</u>-school turnaround plan that replaces the principal if recommended by external audit team, implements set of specified strategies to guide the school turnaround. School must comply with existing Kentucky law and union contracts.

CHAPTER TWO

LITERATURE REVIEW

Researchers have examined the consequences of policies intended to improve educational opportunities for the disadvantaged at least since the Kennedy-Johnson ear. After Federal courts declared state-sanctioned racial segregation unconstitutional federal education policy shifted toward incentivizing state efforts to promote equality of opportunity for all students which has culminated in the No Child Left Behind Act of 2001 and related developments. These guidelines expanded the responsibility of states to ensure school improvements. The initial federal guidelines, The Elementary and Secondary Education Act of 1965, focused on the culture of poverty and using federal entitlements to meet the needs of students. *A Nation at Risk* (1983), a federally commissioned report on the state of education, shifted some of the responsibility of educating all children into the functions of the school and its leadership. Most recently, No Child Left Behind (2001) required rigorous state assessments to meet the needs of all students and tied student performance measures directly to teachers, schools and school leaders.

American society in the 1960's was divided by the integration of public schools and an increasing urbanization of its citizens in areas across the nation. This expansion gave rise to concerns for children who were living in poverty with pervasive inequalities of educational opportunity. President Lyndon Johnson proposed a bold plan to establish a "Great Society" aimed at redressing U.S. federal involvement in historical de jure racial segregation. This effort was largely successful and grew into a broader education mission to accomplish for all public school students what all but a few states were

unwilling to attempt without strong federal financial incentives. One of the main pillars of the "Great Society" was improvement of education through Title I of the Elementary and Secondary Act of 1965 (ESEA). This plan was implemented "to provide financial assistance to local educational agencies serving areas within concentrations of children from low income families to expand and improve their educational programs by various means which contributes to particularly meeting the special education needs of educationally deprived children" (ESEA of 1965, 79 stat. 27). Over the next five decades, ESEA underwent considerable revisions which reflected the political leanings of the sitting president; as well as political views of the nation.

During its initial deployment, ESEA was marked by conflict, lack of direction, and lack of assessment measures (Borman, Hewes, Overman, & Brown, 2002). This was seen as a result of school districts' ignorance of program funding requirements, as most school districts just moved the funds into their own general district programs (Borman & D'Agostino, 1996). As guidelines became more precise, the 1970's saw an increase in the level of cooperation between state and federal governments that resulted in more fluid methods for funding local education agencies with federal dollars to support schools with low income student populations (Borman, et.al, 2002).

Under President Reagan during the 1980's significant changes in education policy occurred. This shift began after Reagan commissioned a study that resulted in the 1983 landmark report known as *A Nation at Risk*. This report highlighted identified deficiencies in levels of standards within our national public schools (Sanders & Jordan, 2000). Many educators argued that this report changed federal education reform to a focus on the failures of public school systems and identification of specific areas in which

public schools needed improvement more than any previous report (Bell, 1993; Bennett, 1998; Bracey, 2003; Hunt, 2008). *A Nation at Risk* (1983) was a federal call to all states to establish higher standards for demanding curriculum, teacher quality, and more effective school leadership.

With this wake-up call to educational leaders, schools began to question whether principals were truly affecting student achievement. A *Nation at Risk* (1983) recommended strong leadership as a means for school improvement stating, "It is our conviction that the essential raw materials needed to reform our educational system are waiting to be mobilized through effective leadership" (p. 15).

Individual states continued to examine how to provide interventions for low achieving schools with passage of the No Child Left Behind Act in 2001. The adoption of the American Recovery and Reinvestment Act (ARRA) and the creation of competitive funding through the federal Race To The Top fund (RTTT) in 2009 followed the landmark No Child Left Behind Act. In order to compete for RTTT funds, states had to redefine how they addressed the needs of persistently low performing schools.

The most recent reauthorization of the *Title I School Improvement Grant* (SIG) has been one of the most hotly debated policies concerning persistently low achieving schools. Title I was originally passed in the ESEA of 1965 and reauthorized in NCLB (2001). The SIG section of the legislation contained specific guidelines on school turnaround policies and procedures. Improvement of the nation's lowest performing public schools is a top priority for President Obama's education agenda. Recent attempts by policy makers to address the lowest performing K-12 schools called for an overhaul of Title I (SIG). In *Blueprint for Reform: The reauthorization of the Elementary and*

Secondary Education Act (U.S. Department of Education, 2010), the Obama

administration proposed to revise the SIG program by earmarking Title I resources for

competitive allocation. This signaled a significant change in federal education policy.

PERSISTENTLY LOW ACHIEVING SCHOOLS

Kentucky's process for identification of and interventions for persistently low

achieving schools is uniquely aligned to the long national record of providing educational

support to the at-risk student population. Under the passage of Senate Bill One in 2009,

Kentucky's state legislation to address NCLB requirements, Kentucky Department of

Education officials determined administrative regulations to identify schools across the

state that persistently perform in the lowest percentiles of all schools statewide as defined

by KRS 160.346.   Kentucky statute identifies persistently low achieving (PLA) schools

in Kentucky as the lowest 5 percent of Title I schools based on averaging the percentage

of each school's students scoring proficient or higher in reading and mathematics on the

state assessments, that fail to meet Adequate Yearly Progress (AYP) for three

consecutive years, non-Title I schools grades 7-12 with 35 percent poverty rate that fail to

meet AYP for three consecutive years, and high schools with a 60 percent or lower

graduation rate for three or more years.

Following notification to the school of being identified a persistently low

achieving school; a Kentucky Department of Education state team conducts a thorough

on site district and school leadership assessment. The school leadership assessment is

used to establish baseline data and define specific problems that need the most immediate

attention if the school turnaround is to be successful. Some of the recommended changes

include removal of the current school leadership and regulatory powers of the School

Based Decision Making Council elected to oversee the progress of the school as outlined in KRS 160.345.

Each persistently low achieving school is then assigned an education recovery team to work with teachers and school leadership to improve instruction and student achievement based on the findings of the leadership assessment of the school. Persistently low achieving schools must submit quarterly reports to the Kentucky Department of Education, which is responsible for monitoring the work of the persistently low achieving schools to determine if progress is being made toward established goals. The education recovery team is assigned for a minimum of three years. During this time, the team is responsible for supporting the deployment of the turnaround model selected by the persistently low achieving school.

SOCIO-ECONOMIC STATUS AND STUDENT ACHIEVEMENT

The relationship between academic achievement and socio-economic status (SES) has been the subject of numerous studies for multiple generations. The SES of a school population is calculated by the percentage of students that qualify for participation in the National School Lunch Program. Sirin (2005) conducted an extensive meta-analysis of a decade of research on the relationship between SES and academic achievement. Sirin found that a student's family SES is correlated very strongly with academic achievement. Sirin observed that poverty influences academic achievement because low-income students typically live in poor neighborhoods with poor schools and they lack the social capital needed for school success.

Similarly, in a longitudinal study using the National Education Longitudinal Study data, researchers evaluated the relative influence of race and social class on the

academic achievement of teens (Blair, Blair, & Madamba, 1999). They found that family income, educational level of parents, and presence of learning materials in the home are greater predictors of academic achievement than race. Bradley and Corwyn (2002), in their literature review entitled "Socioeconomic Status and Child Development," cite numerous research studies indicating a relationship between low SES and low academic achievement. Among the factors affecting future academic achievement identified by these researchers is the lack of exposure of low SES children to engaging resources and experiences during early childhood development.

Several other studies have found that SES affects student achievement (Baharudin and Luster 1998, Majoribanks 1996, Hochschild 2003, McNeal 2001, Seyfried 1998). Students with a lower SES achieve lower test scores (Eamon 2005, Hochschild 2003). Students with lower SES score about ten percent lower on the National Assessment of Educational Programs than students with higher SES (Seyfried 1998).

It is assumed that that there is minimal difference in the actual SES of the fifteen identified persistently low achieving schools in eastern Kentucky, since all of them have high percentages of students eligible for free or reduced lunch. The researcher accepts there is a relationship between SES and student achievement; however, that relationship should not influence the outcomes for this study.

EDUCATION RECOVERY TEAM INTERVENTIONS

The traditional professional development model designed to improve teacher instructional practice of one-shot workshops has come under increasing scrutiny (Guskey, 2000). Research suggests that the transfer of ideas from traditional professional development into actual instructional change that affects increased

student learning is extremely limited (Garet, Birman, Porter, Desimone, & Herman, 1999; Garet, Porter, Desimone, Birman, & Yoon, 2001; Hawley & Villi, 1999; Joyce & Showers, 2002; Showers & Joyce, 1996). Joyce and Showers (1996) found that less than 15% of teachers actually try new ideas from traditional professional development workshops because they lack the depth of knowledge needed for implementation.

Adult learning theory suggests that teachers should be provided with opportunities to explore and reflect with others, practice implementation of new strategies, receive feedback from an expert, and observe an expert modeling content related to the new strategies. The opportunity to explore new practices and communicate about them is important because teachers clarify and reach consensus around instructional meaning during these critical conversations (Vaughan, 1999), and the opinions and perspectives of others can influence one's own understanding. Planned opportunities to practice new teaching strategies and receive feedback from an expert can also promote understanding (Lave & Wenger, 1991; Rogoff, 1990; Tharp & Gallimore, 1988), particularly when applied to real-life tasks (Brown, Collins, & Dugrid, 1989). Observation of modeling by an expert can help teachers gain instructional knowledge beyond superficial understanding by providing a framework of excellent practice against which learners can compare their practice and development (Lave, 1996).

As a result of the above research, professional developers that work directly with teachers support models of professional development that encourage reflection on practice, collaboration, and active learning embedded within specific instructional settings (Butler, Novak, Beckingham, Jarvis, & Elaschuk, 2000; Darling-Hammond & McLaughlin, 1995; Elmore, 2002). Coaching models are designed to fit within the wider

understanding of "best practices" in professional development. Instructional coaches can be defined as onsite professional developers who teach educators how to use research-based teaching methods. They engage in a variety of professional development processes that support high-quality implementation of interventions and provide on-the-job learning (Knight,2008). As on-site personnel who work together with teachers and school leaders in their own workplaces, coaches should be able to facilitate learning that is site specific and relates directly to teachers' real work experiences (Hasbrouck & Denton, 2005; Toll, 2005; Walpole & McKenna, 2004). In addition, coaches may serve as school-wide facilitators, supporting collaboration and the development of professional learning communities. Finally, coaches may work with teachers in individual classrooms to support specific student initiatives in an ongoing process that assists with the development of teacher reflection on professional practice.

The theory of action behind coaching in general suggests that having education recovery coaches work with teachers at a school site on a daily basis will allow teachers to acquire new knowledge and skills or enhance existing knowledge and skills, which in turn will improve their instructional practices, collective efficacy, and ultimately student achievement. Education recovery team coaching may also affect student learning through other intermediate outcomes, such as building school leadership capacity and enhancing school culture, which in turn might either directly affect student achievement or indirectly affect achievement through changes in teacher practice.

The challenges of identifying the specific effects of coaching are considerable (Johnson, Berg, & Donaldson, 2005; Whisnant, Elliot, & Pynchon, 2005). To the extent that districts and schools use a coaching model voluntarily; one in which teachers want to

participate and volunteer to be a part of the professional development; changes in attitudes, instructional practice, or student achievement may reflect factors other than coaching itself. The placement of the education recovery team (ER) coaches is not voluntary in nature. The education recovery team is assigned to the school by the Kentucky Department of Education based on identification as a persistently low achieving school. This involuntary assignment of a coaching team is part of the broader scope of the turnaround model chosen by the identified persistently low achieving school. This makes assessing the specific benefits of coaching more difficult to determine since the readiness and willingness levels to work with coaches may vary significantly among teachers in persistently low achieving schools.

Several studies have found positive effects on instruction linked to coaching programs. Joyce and Showers (1996, 2002) found that teachers in peer-coaching relationships attempted new skills more often, applied them more accurately in the classroom setting, demonstrated clearer understanding of the context and uses of new skills, and showed greater retention and frequency of use of the skills over time as compared with teachers not in coaching program. In an examination of the coaching literature from the 1980s and 1990s, Kohler, Ezell, and Paluselli (1999) reported several positive outcomes related to coaching, including improvements in teachers' ability to lesson plan, provide differentiated instruction for students, apply various classroom behavior management strategies, and focus on instructional objectives. Additional researchers have documented positive effects of coaching on teachers' implementation of standards and instructional strategies (Brown, Reumann-Moore, Hugh, du Plessis, & Christman, 2007; Brown, Reumann-Moore, Hugh, du Plessis, & Christman, 2006;

Poglinco, Bach, Hovde, Rosenblum, Saunders, & Supovitz, 2003; Wong & Nicotera, 2006). Research also supports improvements in school culture and teacher collegiality related to coaching programs (Guinney, 2001; Neufeld & Roper, 2003; Richards, 2003).

The theory of action behind coaching is based on the assumption that coaching will cause changes in teacher knowledge and practice, which will result in positive changes in student achievement. Strong correlations between coaching and student achievement have yet to be made. Several authors report anecdotal evidence of this relationship but have not confirmed the findings with quantitative analyses (Guinney, 2001; Richards, 2003).

COLLECTIVE EFFICACY

One strategy that educational leaders can use to positively influence improvement of student achievement in their schools is the development of an effective teaching staff. The transformation model of school turnaround supports the belief that effective teachers affect student achievement in a positive way. The role of the education recovery team is to build teacher capacity through coaching and identify and provide specific professional development to teach in the persistently low achieving school. While precise knowledge, strategies, and dispositions of an effective teaching staff can vary, the teachers have the ability to provide all students in the school with multiple opportunities to improve achievement. Teachers may accomplish this through a variety of processes, which may include innovative instructional strategies, high expectations of students, and organization of the classroom environment to improve learning. Teachers possess beliefs regarding how effective they are, both as individuals and collectively as a school, at implementing the

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instructional program and influencing student learning. The literature associated with teacher efficacy outlines teacher self-efficacy and collective efficacy as applied to schools. Researchers have defined self-efficacy as a person's belief that he or she is able to perform required actions to produce specific outcomes (Bandura, 1977), and a person's belief regarding her or his ability to perform at a high level on a given responsibility to produce the desired results (Hoy, Sweetland, & Smith, 2002; Woolfolk-Hoy, 2004). The belief in one's abilities to successfully perform some task is essential, because these beliefs influence whether people think optimistically or pessimistically and whether they think in ways that are self-enhancing or self-hindering (Bandura, 2001). The task of designing a learning environment that supports students' development of academic achievement depends on the efficacy levels of teachers. Teachers who have a high sense of efficacy are more likely to use inquiry and student-centered teaching strategies that can motivate and engage students (Hoy, Tarter, & Hoy, 2006). Teachers who have a low sense of self-efficacy are more likely to use teacher-directed strategies, such as lecture and reading from a text which rely on unconstructive strategies to get students to study (Bandura, 1993). Classroom teacher self-efficacy beliefs can influence student learning and other school outcomes in a positive or negative manner.

Other research indicates that teacher's with higher self-efficacy believe he or she is skillful at delivering the instructional actions necessary to positively influence student learning and achievement (Ashton & Webb, 1986; Bandura, 1977; Dembo & Gibson, 1984; Woolfolk & Hoy, 1990). Teachers with low levels of self-efficacy usually arrive at these low levels for two reasons. First, they believe they cannot

perform the instructional actions necessary to positively influence student learning, and second, they believe their students will never achieve at high levels no matter what instructional actions are delivered in their classrooms. The belief that students will never achieve contributes to low teacher self-efficacy and occurs more frequently in schools that serve a lower SES student population (Halvorsen, Lee, & Andrade, 2009). As teacher self-efficacy increases, however, teachers believe that they can perform the instructional actions needed to improve student learning and school outcomes, regardless of the socioeconomic level of the school.

Teachers who are optimistic about how they improve student learning may influence the overall effectiveness of the school's teaching staff through collective efficacy. Collective efficacy is defined as group effectiveness. Specifically for schools, "collective efficacy refers to the perceptions of teachers in a school that the faculty as a whole can execute the courses of action necessary to have positive effects on students" (Goddard, 2001, p.467). "It is more than a summative total of self-efficacy perceptions of group members, though, due to the "interactive, coordinative, and synergistic social dynamics" (Fernandez-Ballesteros, Diez-Nicolas, Caprara, Barbaranelli, & Bandura, 2002, p. 108) of the group. This intention is supported by the concept that groups often perform better or worse than the sum of their parts. Bandura (2000) wrote,"people are partly the products of their environments, but by selecting, creating, and transforming their environmental circumstances they are producers of environments as well" (p. 75). Coleman (1985, 1987) reasons that group norms develop to allow group members some control over the actions of the collective group, in particular if the behaviors are attached to consequences for the collective group.

When the shared norms of the group conflict with an individual teacher behavior, the group will limit the individual teacher behavior. One can infer from this statement that teacher self-efficacy contributes to a teaching staff's collective efficacy, in turn; a teaching staff's collective efficacy influences teacher self-efficacy.

When teachers in schools believe they can positively influence student learning and school improvement by producing specific outcomes and behaviors in their classrooms, they create an environment in which other teachers in the school begin to share similar beliefs. Through interactions and collaboration with their colleagues, individual teachers who did not already hold these beliefs begin to believe that they are capable of performing the behaviors that are necessary for improved student learning. As a result, the level of individual teacher self-efficacy of other faculty members begins to increase. Over time, this improved individual teacher self-efficacy influences the beliefs of all faculty members, which improves the collective efficacy of the instructional staff as a whole. Literature on collective efficacy establishes a correlation between collective efficacy and improvement of student achievement and school outcomes (Goddard, Hoy, & Woodfolk-Hoy, 2000; Goddard, Hoy, & Hoy, 2004).

The roots of collective efficacy research in schools are embedded in studies of individual teacher self-efficacy. Results from early teacher efficacy research commissioned by the Rand Corporation in the 1970s suggested that a teacher's sense of efficacy is positively correlated with the achievement of low SES students (Ashton & Webb, 1986). Researchers during this decade found that teachers with higher levels of efficiency are more likely to succeed when they teach apathetic, unmotivated students;

maintain classroom environments that are focused on instruction; and feel personally responsible for their students' learning at high levels (Dembo & Gibson, 1984).

Some of the earlier teacher self-efficacy researchers on teacher self-efficacy collected data using a two-item instrument developed by the Rand Corporation (Tschannen-Moran & Woolfolk Hoy, 2001; Woolfolk & Hoy, 1990). This initial research answered limited questions related to self-efficacy; but opened the door to further research related to teacher efficacy. Subsequent researchers have studied teacher efficacy using other methods of data collection, including Likert scale items, classroom observations, and teacher interviews to support the Rand items to measure individual teacher efficacy (Ashton & Webb, 1986; Dembo & Gibson, 1984; Woolfolk & Hoy, 1990). One important finding from these studies was that it operationalized teacher self-efficacy as a combination of two separate factors, which included sense of teaching efficacy and personal teaching efficacy (Ashton & Webb, 1986). Sense of teaching efficacy is defined as the belief that teachers can affect student learning, while sense of personal teaching efficacy relates to the belief that a teacher's own instructional effectiveness or ability to teach improves student learning; both independently contribute to teacher self- efficacy (Ashton & Webb, 1986; Dembo & Gibson, 1984; Woolfolk & Hoy, 1990). Although researchers seemed eager to investigate different methods of data collection for the two separate dimensions of teacher self-efficacy, results from the studies continued to suggest that teacher self-efficacy is positively related with student achievement (Ashton & Webb, 1986; Dembo & Gibson, 1984; Woolfolk & Hoy, 1990).

Bandura (1993) inquired about how collective school efficacy influenced school level student achievement, based on the logic that because "teachers operate collectively

within an interactive social system rather than as isolates" (p. 141). The school was the level of analysis, so he determined collective efficacy by aggregating individual teacher's self- efficacy beliefs or by aggregating individual teacher's beliefs about the school's ability. Bandura (1993) determined that collective efficacy is low in kindergarten, increases to peak levels during second grade, and then declines as children progress through succeeding grade levels. He also found that collective efficacy significantly influences the school's academic achievement. This led him to further research on the variables that can change collective efficacy. Bandura (1993) identified that SES is positively associated with school collective efficacy, while teaching longevity is negatively associated with school collective efficacy. In other word, schools that employed a high number of experienced teachers, or somewhat high percentages of students in poverty, were more likely to have low collective school efficacy. His findings also indicated that the direct effect of SES on collective efficacy is stronger than the direct effect of SES on academic achievement. As a result, Bandura (1993) contented a teaching staff must believe that "students are motivatable and teachable whatever their background" (p. 143). Bandura's (1993) work supports the belief that the development of strong collective efficacy, especially in schools with a large number of low SES students, is important to school success.

Instruments to measure teacher efficacy have transformed over the past 30 years from a two-item instrument developed by the Rand Corporation (Tschannen-Moran & Woolfolk Hoy, 2001; Woolfolk & Hoy, 1990) to the short version of the Collective Efficacy Scale (Goddard, 2002). Its measurement has also transformed with regard to the unit of analysis. Education scholars have developed instrumentation to measure

collective efficacy at the school level. This has implications for future research regarding how to positively influence a school's collective efficacy to improve student achievement (Goddard, LoGerfo, & Hoy, 2004).

Effective school leaders can motivate teachers to work together to improve collective efficacy levels that support school goals. By demonstrating high academic standard for all students, teachers are expected to develop strategies to increase student academic rigor, and the belief that the school is driven by the pursuit of academic excellence (Hoy, Sweetland, & Smith, 2002). Consistent high expectations by all teachers that students will do their best work helps shape a school's culture by improving the school's collective efficacy, and research suggests that improved collective efficacy leads to improvements in school level indicators of student achievement (Bandura, 1993, 1997; Hoy, Sweetland, & Smith, 2002).

Instructional leaders of schools that have consistently low levels of expectations by all teachers that students will do their best work might have difficulty attracting and retaining new teachers who have high levels of efficacy. Schools identified as persistently low achieving in east Kentucky have consistent low levels of expectations, high levels of teacher absenteeism, and high teacher turnover. One strategy leaders use to build collective efficacy is to recruit teachers with high academic expectations for all students. However, teachers with high academic expectations are more likely to seek employment in schools where other faculty members exhibit similar beliefs (Goddard, Sweetland, & Hoy, 2000), which will continue and sustain development of high levels of collective efficacy. Effective instructional leaders communicate school goals that permit teachers to focus on academic improvement, regularly observe teacher classroom

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practices, assist teachers in getting resources, and provide professional development opportunities (Hallinger & Heck, 1998). These instructional leadership behaviors are similar to Bandura's (1977) sources of evidence to develop self-efficacy, including mastery experiences, experiences through others, social affiliation, and emotional connectedness. Therefore, one might hypothesize that school leaders who apply research based leadership strategies are more likely to provide opportunities for their teachers to develop higher levels of teacher self-efficacy, which will increase the school's collective efficacy, ultimately leading to improved student achievement and school outcomes.

TURNAROUND SCHOOLS

The concept of turnaround has been associated with business management for years. The idea of turnaround in education, however, is a relatively new concept. The Center for Comprehensive School Improvement (Kowal & Ayscue Hassel, 2005) compares the two sectors. Turnaround in business threatens the existence of the business, but there are no extreme consequences for failing schools to the employees. Business measures success and failure in terms of profit margins, while schools did not measure trend data until recently. When businesses fail, they can withdraw from the market place while political influences related to turnaround schools do not allow withdrawal. Most business turnarounds are initiated internally, while school turnarounds are initiated externally (Kowal & Ayscue Hassel, 2005).

Most low-performing schools have poor facilities and are located in communities that have a high population of low SES students (United States Department of Education, 1997). Traditionally, expectations for the students are low, and there is minimal parental support for school reform efforts. Historically, efforts for change are implemented over

an extended period of time. Rural districts, in particular, have difficulty with reversing

the academic slide after multiple years of interventions, Title I expenditures, and state

initiatives to improve (Fairchild & DeMary, 2011). However, with the urgency of NCLB

and SIG demands, the turnaround efforts require a rapid, successful response to increase

student achievement.

After a review of education reform literature dating back to the mid 1960's, a

pattern of consistent school improvement characteristics which are common to school

turnaround emerged. Recommended actions for successful school turnaround include:

strong leadership, focus on instruction, data analysis to support decision making,

curriculum alignment and assessment literacy, highly committed faculty, school and

community engagement, development of systems thinking, and shared vision and

decision-making.

Successful turnaround begins with the need for strong leadership. Strong

leadership is the most common characteristic in successful turnaround schools (Asycue

Hassel & Hassel, 2009; Duke, 2004, McGee, 2004, Fullan, 2001). Turnaround leadership

requires knowledge and skill in instruction and student learning (Elmore, 2007). Leaders

of successful school turnarounds must be able to strategically assess the needs of the

school and focus on quick wins to begin the turnaround process (Fairchild & DeMary,

2011). Successful turnaround principals face the facts regarding low student achievement

data and identification as persistently low achieving, and begin signaling a culture of

change to teachers, students, parents and community.

Turnaround leaders envision a future state where their students can learn in a safe,

supportive, physically appealing environment in which committed, caring, and competent

teachers set high expectations for students and students can see a purpose for their

education (Fairchild & DeMary, 2011). As the culture of turnaround builds, teachers set

high expectations not only for themselves but for their students. Turnaround leaders

work collaboratively to develop an action plan, and when the plan is implemented,

change is mandatory for everyone (Steiner, Ayscue Hassel, & Hassel, 2008; Steiner,

Ayscue Hassel, Hassel, Valsing, & Crittenden, 2008, Farichild & DeMary, 2011).

Turnaround principals possess excellent leadership skills. School turnaround

work requires sustainable, long term change that involves people working collectively

with a shared vision to reach specific goals. Turnaround leaders develop relationships

with and seek input from all stakeholders. Traditional school leaders focus on

management strategies that deal with meeting short term goals. On the contrary,

successful turnaround leaders quickly assess the needs of the school and begin to address

each one specifically and work toward sustainable, long term improvement. Turnaround

leaders use listening skills to begin building relationships of trust with employees (Hill &

Jacobs, 2007). Moreover, successful leaders try to understand the history of the school,

the successes and failures, and lessons learned (Advanced American Communications,

1999; Cassel & Holt, 2008; Spears, 2004).

Authentic school turnaround is not possible without a strong leader and a school

improvement team that focuses on a common approach, commitment of all stakeholders,

and a caring, supportive environment (Fullan & Hargeaves, 1991, Murphy, 2008,

Wheatley, 2002). Successful leaders build processes that support real change within the

school. The leader is continuously engaged in encouraging teachers and students for a

job well done, reaching out to parents and community members, and building and

maintaining relationships. These principals are driven with a purpose to cause change that reflects the organization's desire to maintain a status of success in student achievement. Turnaround principals use persuasion to influence the organization and cause necessary changes for the good of children (Fullan, 2001; Furman, 2002; Taylor, 2007).

Patterns of rituals, values and behaviors evolve into a culture based on the history and experiences of the group (Bolman & Deal, 2003; Schein, 1996, 2006). As new teachers are hired into the school setting, they are taught the rituals, values, and behaviors. They learn culture and develop a sense of belonging (Wagner, 2008; Fullan, 2001). After years of sharing beliefs and rituals, schools develop unique cultures. Shared experiences build the foundation for a belief system. They become school culture (Bolman & Deal, 1997; Schein, 2006). School turnaround leaders need to know if the core assumption of their teachers is a belief that their students have the ability to succeed or believe their students are poor, will never learn, and have parents who do not care (Schein, 2006).

Turnaround leaders assume a difficult job when they create, manage and recreate cultures (Ibarra & Hunter, 2007; Schein, 2006). Turnaround leaders are carefully selected based on criteria established by the district and Kentucky Department of Education to lead the school turnaround. Turnaround leaders understand that resistance to change is normal and must be dealt with empathically (Schein, 1996). Turnaround leaders understand every team needs to learn how to work together as a team. The process requires a common language and system; the process is not automatic (Schein, 2006). Change becomes a collective effort to shift the school organization to accept a continuous process of improvement (Fullan, 2006).

Turnaround schools are characterized by a sense of urgency to develop

instructional practices that build teacher capacity and are focused on results (Fullan,

2006; Kowal et al., 2009; Leithwood et al, 2010). Along with this sense of urgency, the

school develops a strong sense of moral purpose for school change (Cambron-McCabe &

Cunningham, 2004; Lyman & Vallani, 2004; Leithwood et al., 2010).

Learning at all levels is the work of the school. It is not a one day workshop,

faculty retreat or graduate course work for teachers and leaders; these things are defined

as inputs (Fullan, 2008). Learning occurs when teachers within the school improve their

professional practice within the context of the school (City, Elmore, Fiarman & Tietel,

2009). The continuous process for school improvement is grounded in the use of data

(Holcomb, 2004), and learning occurs in context and is supported within the systems of

the school. Teachers build capacity for improvement through the development of skills,

clarity and motivation. These are developed collectively and become critical for school-

wide improvement (Fullan, 2006).

Successful turnaround schools provide school wide training to develop a common

vocabulary and a culture of shared responsibility by the teachers. The school vision is set

by school leadership and every employee is engaged in the improvement process. The

focus of the school is consistently on improvement of instruction to increase student

achievement (Reeves, 2003).

Successful turnaround schools use data to guide the work of the school.

Successful turnaround schools do not rely on gut feelings or hunches to make decisions

regarding change. Changes are made based on data points and the data analysis process

is transparent so parents and students are knowledgeable regarding progress and school

targets (Parsley & Galvin, 2006; Lefkowits & Woempner, 2006; Negroni, 2004). The focus is placed at the student level. Defining the task and thinking required to complete the task by the student are pivotal to success (Darling-Hammond & McLaughlin, 1995; Haycock, 1998; DeVita & Colvin, 2007; City, Elmore, Fiarman, & Teital, 2009).

In this age of accountability and NCLB, data are readily available regarding student learning. Turnaround schools use the data as a tool for continuous improvement (Hassel, Hassel, Arkin, Kowal, & Steiner, 2006). Secretary of Education Arne Duncan supports the use of data, stating that data are our roadmap to reform. It tells the schools where they are, where they need to go, and who is most at risk (Duncan, 2009). Successful turnaround schools base their decisions on data versus anecdotal evidence that everyone may believe to be true. Turnaround leaders support professional development to transition their teachers from being hesitant to use data, to being proficient with data to monitor, plan and demonstrate success (Fullan, 2006; Holcomb, 2008). Turnaround schools begin with a data review to identify high priority areas for improvement within the school to plan for quick wins for turnaround (Ayscue Hassel et al., 2010). Leadership teams disaggregate the data to determine if students are learning intended outcomes, and performance targets are set (Housman & Martinez, 2004). Turnaround principals work with teacher leader teams to set high expectations. They track and measure progress towards these expectations using data (Leithwood, Harris, & Strauss, 2010).

With a focus on data, turnaround schools can improve teachers' instructional practice when principals communicate data in a timely matter (Shannon & Bylsma, 2004). Persistently low achieving schools have had access to declining student performance data for multiple years with no changes in school improvement or student

outcomes. Teacher leaders work with data to identify essential outcomes so teachers know what every student needs to learn. Curriculum is aligned with state standards, state assessments, and national standards (Eaker, DuFour, & Burnett, 2002). Turnaround schools engage parents and students in the learning process by providing data and communicating what needs to be done to meet goals and close achievement gaps (Brown & Spangler, 2006).

Curriculum alignment with state standards is important for school success because many textbooks are not aligned with the majority of state standards. If teachers utilize a single textbook for instruction, students may not be exposed to all of the standards necessary for success on state mandated assessments (Houtveen, VandeGrift, & Creemer, 2007). The alignment of curricula to identified standards is the single most important variable to increase student achievement (Marzano, 2003). Therefore, to increase student achievement, turnaround schools must spend the time necessary to align goals to state standards. Assessments must support the curriculum for students to learn and perform at higher levels on state assessments (Haycock, 2001). Developing and monitoring standards are critical in a turnaround school. The standards establish a map for the school community to know what students should know and be able to do at each grade level (Haycock, 2001).

Turnaround principals are aware and monitor what students are taught and what they are learning (Elmore, 2007). Successful turnaround schools align the curriculum with state standards, develop appropriate lesson plans that teachers deploy, and monitor related assessments to measure students' progress. (Brown & Spangler, 2006; Calkins, Guenther, Belfiore, & Lash, 2007; Herman, Dawson, Dee, Greene, Mayneird, Redding &

Darwin, 2008; Housman & Martinez, 2004; Spillane, 2006; Leithwood, Harris, & Strauss, 2010). Turnaround principals maintain a constant focus on setting and achieving high expectations, monitor student achievement, and support their staff throughout the process (United States Department of Education, 2001).

Creating collaborative teams may be the single most important strategy in school turnaround (DuFour & Eaker, 2004; Kowal & Ayscue Hassel, 2005; Senge, 1994). Staff collaboration leads to staff commitment. An organization is ready for learning when experienced employees mentor new employees, managers encourage creative thinking, and the organization gives back to the community (Bolman & Deal, 1997). When teachers are members of a collaborative group that focuses on the group's shared values, beliefs, and attitudes, the group develops a common culture. They experience group learning as they discuss problems and pursue appropriate solutions (Marks & Seashore Louis, 1999). Organizational learning occurs when group capacity increases, and the knowledge base expands when teams work collaboratively. Data analysis and discussions around the data improve organizational learning (Darling-Hammond & Ball, 1999).

Schools that are successful at turnaround share a sense of confidence in the staff as a whole (Fullan, 1991). They realize the need to create a culture of positive peer support because many of these teachers suffer from emotional stress related to working in a persistently low achieving school. These teachers may be dealing with inconsistent leadership due to turnover as well as working in isolation (Fullan, 2006). It is the transition from working in isolation to working in teams and building relationships that starts the systems thinking process (Kilbane, 2007).

Creating a professional learning community enhances school performance. Teachers collaborate and engage in reflective dialogue, share teaching strategies, and develop a common vocabulary and knowledge base for improvement (Marks & Seashore-Louis, 1999). Successful turnaround principals believe in their employees and create conditions that support success. They build confidence in their staff, examine data without fault, and move forward without excuses (Fullan, 2008). Confidence inspires teachers to invest time, energy and emotions in the turnaround process (Kanter, 2004). Principals identify teacher leaders and delegate leadership; they engage teachers in the leadership process. Successful turnaround principals are not heroes. They do not lead alone. The legacy of a good leader is not only the positive influence on the students and student achievement. It also is the influence and development of teacher leaders who continue to develop capacity at the school (Fullan, 2006). Leaders who develop leaders are at the heart of sustainability (Fullan, 2008; Hargreaves & Fink, 2004).

Over 30 years of research reveal family involvement as a critical component in academic success for children (Funkhouser & Gonzales, 1997; Epstein, 2001; Fan & Chen, 2001; Bryan, 2005). The academic achievement of children is higher when families are involved (Leithwood & Riehl, 2003; Shannon & Bylsma, 2004). Student attendance is regular, and student attitudes are positive. In addition, students commit fewer discipline infractions, their high school graduation rate is higher, and they are more likely to enroll in higher education (Academy for Urban School Leadership, 2008; Funkhouser & Gonzales, 1997). The way educators care about children is reflected in the way they care about the children's families. If educators view children simply as students, they are likely to see the family as separate from the school. That is, the family is

expected to do its job and leave the education of children to the school personnel. If

educators view students as children, they are likely to see the family and the community

as partners with the school in the children's education and development. Partners

recognize their shared interests in and responsibilities for children, and they work

together to create better programs and opportunities for students (Epstein, Jansorn,

Salinas, Sanders, Simon & Voorhis, 2002).

Successful turnaround principals engage parents and community in the turnaround

process (Kannapel, Clements, Taylor, & Hibpshman, 2005; Shannon & Bylsma, 2003). A

study of reform in the Chicago Public School System revealed these root causes for

success: strengthening community relationships, building capacity for teachers, and

aligning finances to support the reform process (Bryk & Schneider, 2003). Successful

turnaround principals realize children are engaged in three communities: the school

community, family, and their neighborhood (Epstein, 2005; Epstein et al., 2002). These

communities influence beliefs, attitudes and behavior of children. Successful turnaround

principals are aware that "if children feel cared for and are encouraged to work hard in

the role of student, they are more likely to do their best to learn to read, write, calculate,

and learn other skills and talents and to remain in school" (Epstein et al., 2002, p. 9).

Principals form partnerships with community business members and engage them

in the early "quick wins" (Shannon & Bylsma, 2004). Community members are invited to

participate in specific school projects and donate materials. Engaging the local media in

publicizing events contributes to the signal that change is occurring. As principals build

relationships with members of the business community, they engage the business

community in mentoring programs, tutoring programs, and have specific skills to

contribute to staff development (Sanders & Harvey, 2002). Successful turnaround principals engage parents and community members in the process of writing, implementing, and coordinating activities of the action plan. Members can engage in problem solving, publicizing events, and report on the partnership programs (Epstein, et al, 2002). Principals create a link between families and community partners to support academic achievement (Jansorn & Salinas, 2002).

Systems' thinking includes knowledge and strategies developed over time that allow us to perceive patterns and how behavior might be changed. Systems' thinking is what allows teams to see the big picture, move beyond seeing events as individual, and move toward seeing events as part of whole, a dynamic system (Klein, 1998; Senge, 1994). "We learn best from our experience, but we never directly experience the consequences of many of our most important decisions" (Senge, 1994, p. 23). Systems' thinking provides a turnaround school a framework for good, well connected parts that ensure alignment, improvement, and integration. Although short-term gains may be important to persistently low achieving schools, there needs to be long-term, sustainable improvement as well.

In the past, organizations moved forward as a culture when the organization approached a complex situation by analyzing its parts. Currently, organizations are challenged beyond fragmentation and are increasingly systemic (Kofman & Senge, 1993). Organizations examine complex situations as a system, as a whole. As organizations move away from the concept of perceiving only parts and are able to see the whole, organizations create learning organizations. Organizational learning occurs when individuals learn and knowledge gained is integrated throughout the organization

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enabling it to adapt to change (Marks & Seashore Louis, 1999; Smircich, 1983). Stakeholders in successful turnaround schools view the school as a learning organization with pieces and parts, and individuals with strengths, weaknesses, and emotions. They exercise great care in taking the organization from its current status to the envisioned state successfully. This approach to continuous improvement requires a balance of both systematic actions and systems thinking. Teachers learning every day, individually and collectively, will transform the school and the system (Darling-Hammond & Loewenberg Ball, 1999).

Turnaround schools rethink the big picture of schools and how education is delivered. Short-term improvements can lead to dependency and require external interventions. If the turnaround school is applying the continuous improvement cycle to the work of the school, the school builds the learning organization and capacity. Building capacity in academic knowledge and skills help provide parents with powerful tools to assist their children with learning. Shared vision and decision-making characterizes successful turnaround schools. Turnaround leaders are aware of common characteristics of teachers in persistently low achieving schools. Relationships are weak, and social interaction of these teachers is low. In the vast majority of successful turnaround, building relationships and collaboration are driving forces for change and success (Fullan, 2006). The goal of successful school turnaround is for the leader to support a team of effective teachers with a shared vision of change based on common beliefs, values, and high expectations (Anagnostopoulos & Rutledge, 2007; Ayscue Hassel & Hassel, 2009; Kowal & Ayscue Hassel, 2005; Knapp, Daneff, Feldman, Russell, Samuelson & Yen, 2009; Shannon & Bylsma, 2003). Successful turnaround

leaders meet with leadership teams prior to the beginning of the academic year. These leaders listen as teachers express frustrations and "face the brutal facts" of the reality of the work ahead (Kotter, 1996). This process of acceptance and listening allows the group to start the process of looking toward the future (Duke, Tucker, Salmonowicz, Levy, & Saunders, 2008).

The successful turnaround principal involves teachers to help organize and make school related decisions regarding the turnaround process (Ayscue Hassel et al., 2009; Haycock & Crawford, 2008). A shared vision for improvement, a sustained focus on improvement goals, and a sense of teamwork are necessary (Shannon & Bylsma, 2004; Leithwood, Harris, & Strauss, 2010). Leaders involve teachers in discussions centered on shared beliefs and casting the vision for what the school could look like. This vision is created with the teachers and supports the belief that the school can be successful. The leadership team designs a process to implement the transformation of the school to create a shared sense of purpose (Blankstein, 2004; Senge, 1990; Kleiner, 1998).

To develop this collective sense of purpose, the school team must learn to work together as a professional learning team. A professional learning team is a group of people working together, thinking together, listening to each other, and learning together for the purpose of achieving agreed-upon results (DuFour & Eaker, 1998). For this to happen in a turnaround school, teachers must build relationships and trust. Engaging everyone in the process, including custodians, lunchroom staff, office secretaries, and other support staff develops this sense of collective purpose (Senge, 1994). Successful school turnarounds support this level of change by involving everyone in the work.

CONCLUSION

The characteristics of successful school turnaround outlined are evident in the majority of school improvement research. While the characteristics may be classified under different terms, the actions required by the school for a successful turnaround are embedded in these characteristics and are uniquely intense in persistently low achieving schools.

CHAPTER THREE

METHODOLOGY

The purpose of this study was to measure changes in collective teacher efficacy over one academic year, the relationship between collective efficacy and changes in professional practices attributed to education recovery team in persistently low achieving schools in eastern Kentucky and the relationship between persistently low achieving schools' collective teacher efficacy and student achievement. The specific questions were explored as follows:

Are there differences in collective teacher efficacy in a persistently low achieving school between the beginning and ending of one school year?

What is the effect of the persistently low achieving school's education recovery team interventions on teacher instructional practices?

What is the relationship between the persistently low achieving school's collective teacher efficacy and student achievement in persistently low achieving schools in Kentucky?

In response to federal education guidelines to access funding for School Improvement Grants under section 1003(g) of the Elementary and Secondary Education Act/ No Child Left Behind, Kentucky House Bill 176 (HB 176) was amended by the 2010 General Assembly and signed into law by Governor Steve Beshear in January 2010. HB 176 outlined the processes for identification of Persistently Low Achieving (PLA) schools in the state of Kentucky. Kentucky Revised Statue 160.346 contains the specifics of the school turnaround process for all schools identified as persistently low achieving in the state of Kentucky. The goal of KRS 160.346 is to assist identified schools as they

work to raise student achievement once the school is identified as a persistently low

achieving school. Once identified by state regulation as a persistently low achieving

school, assignment of an education recovery team follows.

UNIT OF ANALYSIS

The study took place in the identified schools in the eastern region of the state of

Kentucky. The eastern region, as identified by the Kentucky Department of Education,

includes all Kentucky school districts east of Jefferson County, Kentucky.   This broad

region contains diverse school demographics from a large urban school that houses a

Spanish immersion magnet school within its population to small, rural schools that are

identified as high risk areas due to poverty and lack of industry.

Strategies identified by the Kentucky Department of Education to help meet the

goal of improved student achievement in identified persistently low achieving schools

include: 1) aligning curriculum; 2) developing rigorous and authentic assessments; 3)

assisting teachers in developing and implementing effective, research based instructional

classroom strategies; 4) providing appropriate, relevant professional development

opportunities for teachers and work with teachers to identify areas of growth that will

enhance teaching skills; 5) using data analysis to shape instructional practice and shared

decision making; 6) development of systems thinking to establish interconnectedness in a

way that produces patterns and processes for school improvement; and 7) monitoring the

organization and planning of school improvement to ensure maximum effectiveness.

The logic model articulating the education recovery teams targeted strategies and

how the teachers assigned to the persistently low achieving school might change

professional practice of the strategies and thereby increase collective teacher efficacy and student achievement is outlined in figure 3.1.
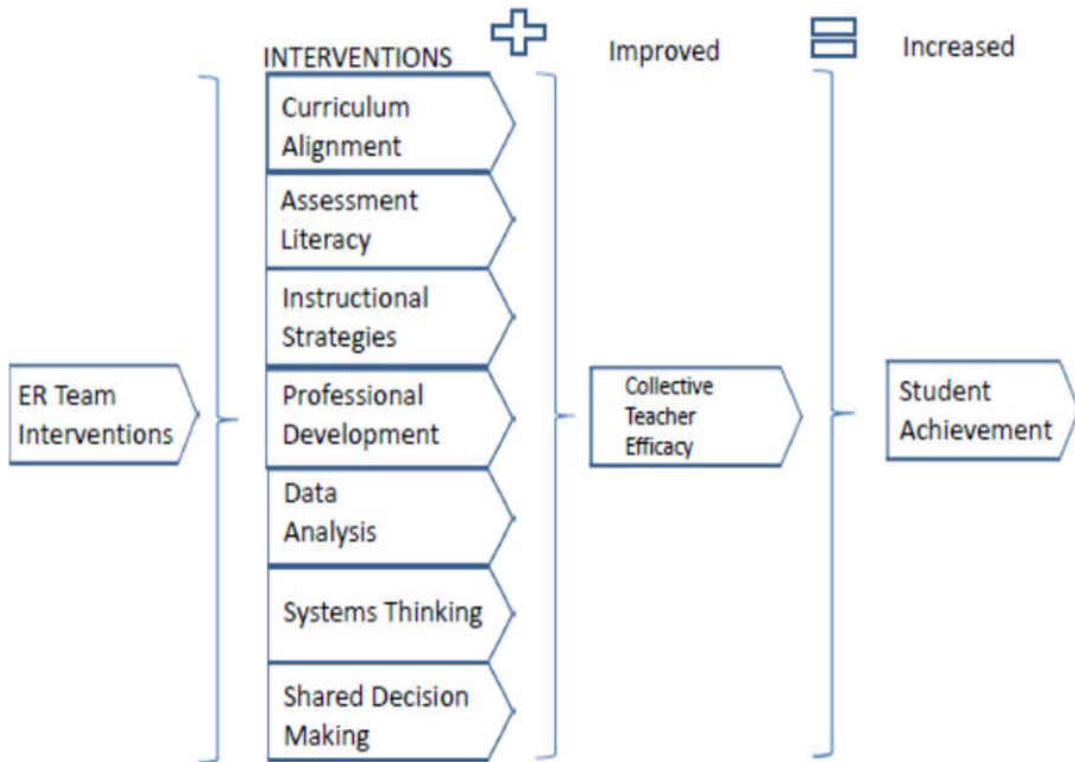
Figure 3.1   Logic Model for Research

With the above strategies in mind, education recovery teams focused their work on seven areas: curriculum alignment, assessment literacy, instructional strategies, professional development, data analysis, systems thinking, and shared decision making. If a relationship between education recovery team members work strategies and collective efficacy exists, then student achievement could be improved and measured.

Kentucky Education recovery team members must meet demanding standards to be considered for employment by the Kentucky Department of Education and assigned to classified persistently low achieving schools. The current education recovery team

members have completed a minimum of five years of successful experience directly

related to assignment, maintain a current Kentucky certification in the area of assignment,

and show evidence of successful leadership experience (KDE, 2012). Eighteen of the

current forty-one education recovery team members assigned to the eastern region have

served as former Highly Skilled Educators across the state. Thirty-two of the current

education recovery team members have experience as district or school level instructional

coaches. Four of the current education recovery team members have completed

university requirements for educational doctorate degrees, with an additional five in

current educational doctorate programs.

　　　Once assigned to the persistently low achieving school, emphasis is placed on

developing a team that is strong in leadership, literacy, and math content. While each

team member has specific strengths regarding educational practices, all education

recovery team members receive common professional development prior to school

assignments.

　　　The transformation option requires a school intervention that begins with the

removal of the school principal who led the school prior to beginning the transformation

option and replacing the school council members unless the school leadership audit

recommends otherwise. In addition to this intervention, the school must meet a set of

specified strategies which include: equitable, transparent evaluation system for teachers

using data on student growth, identify and reward school leaders who implement this

model and improve student achievement, provide staff ongoing, high-quality professional

development, recruit, and retain highly qualified staff, use research based instructional

strategies that are aligned to state academic goals, develop strategies to provide increased

learning time for all students, provide operational flexibility and sustained support for the

school turnaround efforts, and establish a system to collect data for the required leading

indicators for schools receiving SIG funds.

POPULATION AND SAMPLE

The unit of analysis for this study was the fifteen identified priority high schools

in the east region of Kentucky. Responses for the Collective Teacher Efficacy survey and

teacher self-reported influences on practice represent all persistently low achieving high

schools in the east region of Kentucky. The education recovery team members responded

to a self-reported survey to quantify time spent on each intervention in a typical work

week at the assigned persistently low achieving school.   The sample population for this

study represents 750 teachers from 15 identified high schools. Specific data related to the

schools and teachers are outlined below.

This research study was conducted on all high schools identified as persistently

low achieving schools in the eastern region for the time period of August 2012-July 2013.

The rationale for this time frame is it represents the beginning of data collection for

schools identified as persistently low achieving under Kentucky's regulation change in

January 2010. Table 3.1 outlines specific school level data as related to student

enrollment, socio-economic level of students, and graduation rates for each persistently

low achieving school.

Table 3.1

School Demographics of Identified PLA Schools in East Kentucky	Student Enrollment	Low SES %	Grad Rate
Bryan Station High School	1772	60	75.2
Dayton Independent High School	338	78	63.2
East Carter High School	770	57	81.8
Fleming County High School	698	58	84.2

Table 3.1 (continued)	Student Enrollment	Low SES %	Grad Rate
Greenup County High School	840	60	81.1
Knox Central High School	836	69	69.4
Lawrence County High School	612	58	69.2
Lee County High School	330	70	68.6
Leslie County High School	481	62	66.5
Lincoln County High School	1059	65	88.7
Monticello Independent High School	249	66	95.8
Newport Independent High School	409	82	64.1
Perry County Central High School	903	72	77.4
Pulaski County High School	1061	55	76.4
Sheldon Clark High School	583	69	70.1

Source: Kentucky Department of Education School Report Card

This research study was conducted on all teachers in state identified persistently low achieving schools in the eastern region for the time period of August 2012-July 2013. The rationale for this time frame is it represents the beginning of data collection for schools identified as persistently low achieving under Kentucky's regulation change in January 2010. Table 3.2 shows specific teacher demographics relates to each persistently low achieving school in east Kentucky as related to average student teacher ratio and professional qualifications of the teachers.

Table 3.2

Teacher Demographics of Identified PLA Schools in East Kentucky	Student/ Teacher Ratio	% Bachelor's Degree	% Master's Degree
Bryan Station High School	15:1	21.7	56.5
Dayton Independent High School	12:1	31.0	55.2
East Carter High School	15:1	13.3	61.7
Fleming County High School	13:1	16.0	58.0
Greenup County High School	16:1	22.4	56.9
Knox Central High School	15:1	19.7	31.1
Lawrence County High School	13:1	22.2	64.4
Lee County High School	18:1	12.5	41.7
Leslie County High School	16:1	28.2	17.9
Lincoln County High School	16:1	13.3	50.7
Monticello Independent High School	13:1	11.1	44.4

Table 3.2 (continued)

	Student/ Teacher Ratio	% Bachelor's Degree	% Master's Degree
Newport Independent High School	11:1	13.9	58.2
Perry County Central High School	15:1	7.4	45.6
Pulaski County High School	16:1	13.9	54.2
Sheldon Clark High School	14:1	16.1	53.6

Source: Kentucky Department of Education School Report Card

DATA COLLECTION METHOD

Pre and Post Collective teacher efficacy data were collected from the faculty of each sample priority high school using the CE-Scale (Goddard & Hoy, 2003). The pre collective teacher efficacy survey was administered in November 2012 as part of initial identification of persistently low achieving schools. The surveys were administered using SurveyMonkey with 530 out of 750 teachers responding. This is a 70% response rate for the total schools represented.

The post collective teacher efficacy survey, with the additional education recovery team questions regarding changes in instructional practices was administered in April 2013. Prior to administering the post collective teacher efficacy survey, principals of the persistently low achieving schools were asked to give written permission for teacher participation (see Appendix C). Once permission was given, verbal explanation was given to all teachers with consent documents signed prior to the SurveyMonkey administration of collective teacher efficacy with the instructional practices addition (see Appendix E). Teacher response rate to the post collective teacher efficacy test was 348 of 750 teachers responding for a rate of 51%.

The education recovery team survey on time was administered in April 2013. Prior to administering the time matrix survey, education recovery team members were asked for participation permission (see Appendix A). Once permission was given, verbal explanation was given to all education recovery team members with consent documents prior to the SurveyMonky administration of average time in typical week on specific professional interventions (see Appendix F). Education recovery team response rate to the time matrix survey was 33 of 41 responding for a rate of 80%.

The current 21 question Collective Efficacy Scale-Form L (see Appendix D) was developed over several phases. Initially, the teacher efficacy instrument was modified from "I" to "We" in the early 1980's. As the instrument was used, additional items were written to enhance overall reliability and validity of the data. The 21 question Collective Efficacy Scale uses a 6-point likert scale where 1 = strongly disagree, 2 = disagree, 3 = moderately disagree, 4 = moderately agree, 5 = agree, and 6 = strongly agree. The survey was field tested as well as used in a pilot study with 46 schools as a part of the validation process. Additional comprehensive studies on content validity, criterion related validity and predictive validity have been conducted since the initial field test in 2000. Cronbach's alpha coefficient of internal consistency is .96, which indicates high reliability.

Persistently low achieving schools are required by KDE to submit quarterly reports regarding progress of the turnaround work on October 1, December 1, March 1, and June 1 (see Appendix H). This reporting also meets the requirements for federal SIG monitoring. The archival reports include non-cognitive and cognitive data specific to individual persistently low achieving schools. For this study, the mean ACT scores in

Reading for each school were collected then correlated with the mean Collective Teacher Efficacy levels at each persistently low achieving school. The standardization of the ACT test makes this a natural measure for student achievement. Second, the ACT test is required by KDE as an assessment and accountability measurement for all Kentucky high schools. ACT scores generally have commonality among parents, higher education and other stakeholders. These scores can be interpreted consistently across school settings. Finally, the Reading scores were selected since it was the score believed to be influenced by all teachers in the school.

The ACT reading assessment is a comprehensive system for collecting and reporting information about students planning to enter postsecondary education. The ACT reading assessment is administered each spring to all Kentucky public school grade 11 students. The ACT reading benchmark for Kentucky is 19, and this benchmark, in addition to the math and language arts benchmark define college readiness in Kentucky high schools. The multiple-choice reading test emphasizes reasoning, analysis, problem solving, and the integration of learning from various sources, as well as the application of these proficiencies to the kinds of tasks college students are expected to perform.

RESEARCH DESIGN AND ANALYSIS

The study employed descriptive, causal comparative and correlational research designs. A paired sample t- test was conducted to answer question one which assessed changes in collective teacher efficacy from the beginning to the end of the 2012-2013 school year. Descriptive statistics were reported to inform question two, which focused on teachers in persistently low achieving schools self reports on the extent to which their interactions with the education recovery team led to changes in their practices in seven

targeted areas. A bivariate correlation was run to test the relationship of student

achievement and collective teacher efficacy at the school level. As noted above, ACT

scores in Reading was the measure of student achievement.

The scale variables include collective efficacy pre education recovery team

instructional interventions ($a = .848$) and post education recovery team instructional

interventions ($a = .856$).

LIMITATIONS OF STUDY

This study suffers from four primary limitations. First, the survey data on teacher

collective efficacy and the extent to which work with the education recovery team

resulted in changed practices in the seven targeted strategies is self-reported and assumes

that the responses reflect reality. Second, the school level correlation between collective

teacher efficacy and student achievement included only 15 schools, which limits the

statistical power to find relationships that exist. Third, the change in teacher collective

efficacy from the pre to the post-survey was analyzed using a paired sample t-test. This

was justified since all teachers in all persistently low achieving schools were

administered both surveys. However, the sample of respondents differed between the two

survey administrations. Since individual teachers were not identifiable in either survey

administration, it was not possible to pair the same respondents to both surveys. Finally,

since the final sample includes only 15 persistently low achieving schools in eastern

Kentucky, the generalizability of the results was limited.

CHAPTER FOUR

FINDINGS

The purposes of this research were to explore the pre and post levels of collective teacher efficacy, the effect of education recovery teams on instructional practices, and the relationship between collective teacher efficacy in turnaround schools.   The purpose of this chapter is to report the results of this study. Results in this chapter are organized around the research questions of this study.

Are there differences in collective teacher efficacy in a persistently low achieving school between the beginning and ending of one school year?

What is the effect of the persistently low achieving school's education recovery team interventions on teacher instructional practices?

What is the relationship between the persistently low achieving school's collective teacher efficacy and student achievement in persistently low achieving schools in Kentucky?

The study used multiple quantitative analytic techniques. All teachers in the fifteen identified persistently low achieving high schools were surveyed Pre and Post CE-Scale (Goddard & Hoy, 2003). Schools were identified as persistently low achieving if the school is in the lowest five percent of all schools that fail to meet the achievement targets of the state accountability system for at least three or more consecutive years. The pre collective teacher efficacy survey was administered in November 2012 as part of initial identification of persistently low achieving schools. The post collective teacher efficacy survey, with the additional education recovery team questions regarding changes in instructional practices was administered in April 2013.

COLLECTIVE TEACHER EFFACACY RESULTS

Collective teacher efficacy was assessed using Wayne K. Hoy's Collective

Efficacy Scale (CE-Scale). The survey was administered to all teachers in the fifteen

persistently low achieving high schools during the fall semester as the pre-test and again

in the spring semester as the post test for the 2012-2013 school year. The CE-Scale

consists of 21 items on a 6 point Likert scale ranging from 1 = Strongly disagree to 6 =

Strongly agree. Cronbach's alpha was used to measure the internal consistency of the

CE-Scale. The CE-Scale was used to explore any affect the interventions of the assigned

education recovery team had on the collective teacher efficacy of the school group during

one year of full implementation of the education recovery team at the schools. Table 4.1

shows descriptive item level data from the pre-test completed by the teachers. The pre-

test N equaled 530. Table 4.2 presents item level results from the post-test completed by

the teachers. The post-test N equals 348. The data were analyzed using a paired sample

t-test.

Strongly Disagree	Disagree	Moderately Disagree	Moderately Agree	Agree	Strongly Agree
1	2	3	4	5	6

Table 4.1

Frequencies Pre-Test Collective Efficacy by Item	SD	D	MD	MA	A	SA	*M*
Teachers in the school are able to get through to the most difficult students.	4.0	14.0	14.7	43.6	21.5	2.3	3.72
Teachers here are confident they will be able to motivate their students.	1.9	9.8	14.3	39.4	31.1	3.4	3.98
If a child doesn't want to learn teachers here give up.(r)	.8	3.8	16.2	20.2	42.1	17.0	4.50
Teachers here don't have the skills needed to produce meaningful student learning.(r)	.9	2.3	6.4	10.4	41.5	38.5	5.05

55

Table 4.1 (continued)

	SD	D	MD	MA	A	SA	*M*
If a child doesn't learn something the first time teachers will try another way.	.8	1.1	6.0	20.8	54.2	17.2	4.78
Teachers in this school are skilled in various methods of teaching.	.8	2.8	5.5	23.4	50.8	16.8	4.71
Teachers here are well-prepared to teach the subjects they are assigned to teach.	.6	1.9	5.3	17.5	52.8	21.9	4.86
Teachers here fail to reach some students because of poor teaching methods.(r)	3.4	9.2	14.3	26.4	37.0	9.6	4.15
Teachers in this school have what it takes to get the children to learn.	.4	.8	4.2	24.3	54.9	15.5	4.79
The lack of instructional materials and supplies makes teaching very difficult.(r)	18.3	20.9	27.9	8.5	18.9	5.5	3.05
Teachers in this school do not have the skills to deal with student disciplinary problems.(r)	3.6	7.5	22.1	20.0	38.5	8.3	4.07
Teachers in this school think there are some students that no one can reach.(r)	4.9	15.7	29.8	17.0	25.7	7.0	3.64
The quality of school facilities here really facilitates the teaching and learning process.	3.4	9.2	14.3	26.4	37.0	9.6	4.13
The students here come in with so many advantages they are bound to learn.	38.9	37.0	15.5	6.6	1.9	.2	1.96
These students come to school ready to learn.	11.5	30.8	31.3	21.7	4.5	.2	2.78
The opportunities in this community help ensure that these students will learn.	0	.4	4.0	25.3	40.9	29.4	3.95
Students here just aren't motivated to learn.(r)	5.1	14.7	43.0	21.7	14.2	1.3	3.29
Learning is more difficult at this school because students are worried about their safety.(r)	.8	2.5	8.7	9.6	46.2	32.3	4.95
Teachers here need more training to know how to deal with these students.(r)	5.1	17.9	36.0	14.7	20.9	5.3	3.44
Teachers in this school truly believe every child can learn.	.6	3.6	7.9	26.8	45.1	16.0	4.60

r = Reverse coded

Source: CE-Scale Long. Goddard & Hoy, 2003

Strongly Disagree	Disagree	Moderately Disagree	Moderately Agree	Agree	Strongly Agree
1	2	3	4	5	6

Table 4.2

Frequencies Post-Test Collective Efficacy by Item	SD	D	MD	MA	A	SA	*M*
Teachers in the school are able to get through to the most difficult students.	3.6	9.4	14.3	46.6	22.7	3.4	3.85
Teachers here are confident they will be able to motivate their students.	2.6	7.3	15.6	34.4	34.4	5.7	4.08
If a child doesn't want to learn teachers here give up.(r)	.8	1.8	13.8	18.8	43.5	21.4	4.66
Teachers here do not have the skills needed to produce meaningful student learning.(r)	.9	2.3	6.4	10.4	41.5	38.5	5.14
If a child doesn't learn something the first time teachers will try another way.	.3	2.1	3.9	22.7	50.0	21.1	4.83
Teachers in this school are skilled in various methods of teaching.	.8	1.6	2.6	27.3	47.7	20.1	4.80
Teachers here are well-prepared to teach the subjects they are assigned to teach.	.8	1.0	2.9	14.6	50.5	30.2	5.04
Teachers here fail to reach some students because of poor teaching methods.(r)	.8	6.3	22.4	18.8	36.2	15.6	4.30
Teachers in this school have what it takes to get the children to learn.	1.0	.8	2.9	25.8	52.3	17.2	4.79
The lack of instructional materials and supplies makes teaching very difficult.(r)	15.4	19.0	31.3	9.4	20.1	4.9	3.15
Teachers in this school do not have the skills to deal with student disciplinary problems.(r)	1.6	7.3	22.1	19.0	40.4	9.6	4.18
Teachers in this school think there are some students that no one can reach.(r)	1.6	11.5	29.4	19.0	30.5	8.1	3.90
The quality of school facilities here really facilitates the teaching and learning process.	4.7	9.4	12.8	30.5	33.1	9.6	4.07

Table 4.2 (continued)

	SD	D	MD	MA	A	SA	*M*
The students here come in with so many advantages they are bound to learn.	42.3	31.3	15.4	6.8	3.6	.5	1.99
These students come to school ready to learn.	13.3	27.1	24.0	29.7	6.0	0	2.88
Drugs and alcohol abuse in the community make learning difficulty for students here.(r)	24.0	39.4	31.5	6.8	6.3	2.1	2.48
The opportunities in this community help ensure that these students will learn.	0	.5	4.4	26.8	38.5	29.7	3.92
Students here just aren't motivated to learn.(r)	4.4	12.2	40.6	22.1	18.2	2.3	3.45
Learning is more difficult at this school because students are worried about their safety.(r)	.5	2.1	7.3	10.4	43.2	36.5	5.03
Teachers here need more training to know how to deal with these students.(r)	5.7	14.8	34.6	15.1	25.5	4.2	3.52
Teachers in this school truly believe every child can learn.	1.0	3.4	10.9	24.7	43.8	16.1	4.55

r = Reverse coded

Source: CE-Scale Long. Goddard & Hoy, 2003

Due to discrepancies in numbers of teachers participating in the pre-test and post-test, and the lack of unique identification numbers that would enable a teacher's fall response to be matched to their spring response the computer generated a random pairing by school of teachers resulting in a paired sample of 348 of 700 teachers or a 49.8% participation rate. All 348 teachers that completed surveys in the spring were included in the mean comparison. 348 of the 530 teachers that completed surveys in the fall were randomly selected within the schools and matched to the spring responses.

Results from the paired sample t-test comparison of the pre-test and post-test CE-Scale means are presented in Table 4.3. The results indicate that collective teacher efficacy levels did not significantly change over the year assessed. t (348) = -1.151, p <

.250. The pre-test CE-Scale mean was 3.94 for the fall survey results, and the post-test

CE-Scale mean was 4.02 for the spring survey results.

Table 4.3
Comparison of Paired Pre-test and Post-test of CE-Scale Mean
Scores

	Mean Difference	SD	*t*	df	Sig. (2-tailed)
Pre Collective Efficacy – Post Collective Efficacy	-.04202	.68199	-1.151	348	.250

Table 4.4 presents paired sample t-tests results by individual questions. Results

indicate that teachers believe there is improvement in collective teacher efficacy related

to questions seven and twelve. Questions seven and twelve revealed a positive change in

collective teacher efficacy with a significance level below .05. Question seven,

"Teachers here are well prepared to teach the subjects they are assigned to teach", had a

significance level of p<.013. Question twelve, *"Teachers in this school think there are*

some students that no one can reach", had a significance level of p<.012 indicating

positive efficacy regarding student ability in the persistently low achieving schools.

Table 4.4   *Paired Sample T-Test on Collective Efficacy*
by Item

	Paired Differences				
(pre-test minus post-test)	Mean Diff	SD	Std. Error Mean	*t*	Sig. (2-tailed)
Teachers in the school are able to get through to the most difficult students.	-.083	1.574	.084	-.986	.325
Teachers here are confident they will be able to motivate their students.	-.095	1.516	.081	-1.165	.245
If a child doesn't want to learn teachers here give up.(r)	-.095	1.430	.077	-1.235	.218
Teachers here don't have the skills needed to produce meaningful student learning. (r)	.003	1.319	.071	.041	.968

Table 4.4 (continued)	Paired Differences				
	Mean Diff	SD	Std. Error Mean	*t*	Sig. (2-tailed)
If a child doesn't learn something the first time teachers will try another way.	-.026	1.197	.064	-.402	.688
Teachers in this school are skilled in various methods of teaching.	-.054	1.220	.065	-.834	.405
Teachers here are well-prepared to teach the subjects they are assigned to teach.	-.169	1.261	.067	-2.505	.013*
Teachers here fail to reach some students because of poor teaching methods. (r)	-.132	1.619	.087	-1.521	.129
Teachers in this school have what it takes to get the children to learn.	.046	1.134	.061	.755	.450
The lack of instructional materials and supplies makes teaching very difficult. (r)	-.054	1.987	.106	-.512	.609
Teachers in this school do not have the skills to deal with student disciplinary problems. (r)	.003	1.510	.081	.035	.972
Teachers in this school think there are some students that no one can reach. (r)	-.229	1.686	.090	-2.539	.012*
The quality of school facilities here really facilitates the teaching and learning process.	.034	1.573	.084	.408	.683
The students here come in with so many advantages they are bound to learn.	.034	1.424	.076	.451	.652
These students come to school ready to learn.	-.043	1.445	.077	-.556	.579
Drugs and alcohol abuse in the community make learning difficulty for students here. (r)	.040	1.573	.084	.476	.634
The opportunities in this community help ensure that these students will learn.	-.049	1.120	.060	-.813	.417
Students here just aren't motivated to learn. (r)	-.080	1.406	.075	-1.066	.287
Learning is more difficult at this school because students are worried about their safety. (r)	-.009	1.357	.073	-.118	.906
Teachers here need more training to know how to deal with these students. (r)	-.023	1.698	.091	-.252	.801
Teachers in this school truly believe every child can learn.	.103	1.298	.069	1.485	.139

r = Reverse coded
Source: CE-Long, Goddard & Hoy, 2003

Table 4.5 displays the mean change in collective teacher efficacy from the pre-test to post-test survey for each of the fifteen persistently low achieving schools in the study. Seven schools showed a positive change in efficacy from pre-test to post-test, which is reflected by a negative mean difference. One school had no change in mean of collective teacher efficacy from fall to spring. Seven schools showed decreases in mean collective teacher efficacy from pre-test to post-test, which is represented by a positive mean difference. Clearly the lack of an overall change in mean collective teacher efficacy is being masked by increases and decreases at the individual school level.

Table 4.5
Change in Efficacy from Pre to Post-Test

	Mean Difference	SD
Bryan Station High School	-.0308	.73962
Dayton Independent High School	-.1795	.74919
East Carter High School	.0556	.65927
Fleming County High School	.1340	.59418
Greenup County High School	.1551	.61573
Knox Central High School	-.1317	.78761
Lawrence County High School	-.0346	.81123
Lee County High School	-.0513	.74242
Leslie County High School	.0451	.75384
Lincoln County High School	-.0723	.64328
Monticello Independent High School	.2381	.55431
Newport Independent High School	.0000	.64306
Perry County Central High School	-.0439	.63887
Pulaski County High School	.2262	.70654
Sheldon Clark High School	.3869	.72640

TEACHER INSTRUCTIONAL PRACTICE RESULTS

What is the effect of the persistently low achieving schools' Education Recovery Team interventions and teacher instructional practices? A survey was used to assess change in teacher practices. The survey consisted of 7 intervention strategies identified to improve student achievement in low achieving schools; these 7 areas were targets by

the education recovery team (see Appendix F). The survey used a 4 point Likert scale ranging from 1 = *Significant change in practice,* 2 = *Moderate change in practice*, 3= *Limited change in practice*, and 4 = *No change in practice.* Teachers rated each intervention strategy to the degree of change in their professional practice based on the work of the education recovery team in the following areas: curriculum alignment, assessment literacy, instructional strategies, professional development, data analysis, systems thinking, and shared decision making.

Table 4.6 displays the seven intervention strategies and frequencies describing the magnitude of change in each area reported by the teachers and arising from the effect of the education recovery team. Change was assessed over the course of one school year. The pre-test survey was administered in the fall semester of the 2012-2013 school year and the post-test was administered in the spring semester of the 2012-2013 school year. The specific intervention strategies are listed beside the reported level of influence from significant change to no change. 349 teachers returned completed surveys.

Significant Change (SC)	Moderate Change (MC)	Limited Change (LC)	No Change (NC)
1	2	3	4

Table 4.6
Teacher Report of Influence of ER Team on
Their Practice   Valid Percent

	SC	MC	LC	NC
Curriculum Alignment	33.2	35.8	20.6	10.3
Assessment Literacy	35.5	38.7	19.5	6.3
Instructional Strategies	28.4	43.6	21.2	6.9
Professional Development	24.0	38.4	25.4	12.1
Data Analysis	53.0	31.1	11.0	4.9
Systems Thinking	29.8	35.0	22.3	13.0
Shared Decision Making	25.1	31.5	26.3	17.1

The greatest reported change occurred in data analysis. Of all teacher respondents 84.1% reported moderate to significant change in practice in data analysis. The second highest level of change was in assessment literacy with 74.2% indicating a moderate to significant change in practice. The remaining percentages are in declining order and represent the percentage of respondents reporting significant or moderate change in each practice: instructional strategies, 72 %, curriculum alignment, 69 %, systems thinking, 64.8%, and professional development, 62.4 %. The actual frequency of reported change occurred at the lowest level in shared decision making interventions. Of all teachers, 56.6% reported moderate to significant change in practice in shared decision making. The majority of teachers reported significant or moderate change in all seven professional practices, while on average only about 10% reported no change in their practice stemming from the work with education recovery teams.

The mean of change in practice for each intervention is reported in table 4.7 in descending order (1 = significant change, 2 = moderate change, 3 = minimal change, 4 = no change). Consistent with the frequencies, the data show the most significant change in the area of data analysis (M = 1.68, SD = .857). The least change in practice in shared decision making (M = 2.35, SD = 1.037).

Table 4.7
Mean of Teacher Reported Influence on Practice

	N	Mean	SD
Data Analysis	347	1.68	.857
Assessment Literacy	349	1.97	.896
Instructional Strategies	349	2.07	.877
Curriculum Alignment	349	2.08	.973
Systems Thinking	346	2.18	1.005
Professional Development	346	2.26	.957
Shared Decision Making	346	2.35	1.037

STUDENT ACHIEVEMENT RESULTS

What is the relationship between the persistently low achieving schools' collective teacher efficacy and student achievement in persistently low achieving schools in Kentucky? To assess the relationship between mean post-test collective teacher efficacy and mean student reading ACT Reading scores for 2012, a bivariate correlation was conducted at the school level (N = 15). The results of the bivariate correlation failed to support a statistically significant correlation between improved collective teacher efficacy and higher ACT Reading scores. However, this is likely due to the limited statistical power associated with such a small sample size. The actual correlation was positive and of a medium magnitude, r (.373) = .171.

Table 4.8
Bivariate Correlation: Mean School Collective Efficacy and ACT Reading Score

		School Mean Collective Efficacy	School Mean ACT Reading Score Spring 2012
Mean Collective Efficacy	Pearson Correlation	1	.373
	Sig. (2-tailed)		.171
	N	15	15
Mean Reading ACT Spring 2012	Pearson Correlation	.373	1
	Sig. (2-tailed)	.171	
	N	15	15

**Correlation is significant at the 0.01 level (2-tailed)

The following chapter includes a discussion of the results presented. Implications for practice, policy and future research are also emphasized.

CHAPTER FIVE

DISCUSSION

This chapter consists of two major sections: (a) the discussion of the results of the study on the effects of education recovery teams on professional practice, changes in the persistently low achieving schools over a one year period, and the relationship between collective efficacy of teachers and student achievement in priority schools and (b) the recommendations for research, policy and practice emerging from this study. The opening discussion includes a review of the purpose of the study and summarizes the findings in response to the three research questions: Are there differences in collective teacher efficacy in a persistently low achieving school from beginning and ending of one school year? What is the effect of the persistently low achieving schools' education recovery team interventions and teacher instructional practices? What is the relationship between the persistently low achieving schools' collective teacher efficacy and student achievement in persistently low achieving schools in Kentucky? The second section of the chapter includes implications for policy and professional practice, study limitations, recommendations for future research and conclusions.

The purpose of this study was to explore the relationships among SES, collective teacher efficacy, and student achievement, as well as determine whether specific strategies of education recovery team members can influence collective teacher efficacy and student achievement in persistently low achieving schools in eastern Kentucky. As priority schools begin the school turnaround process, it is important that data inform the process and decisions regarding what works in specific settings.

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The results of this study indicate that overall collective teacher efficacy did not significantly change in the identified persistently low achieving schools from the time of the pre-test and post-test. However, student achievement increased, based on analysis of Reading ACT scores for identified schools from the year of identification as a persistently low achieving school to spring 2013. In addition, the instructional practices of the majority of teachers changed as a result of the influence of the education recovery teams effect on those practices. These changes were based on self-reported data. Regardless, given these self-reported changes in professional practices and gains in Reading ACT scores, one critical finding of this paper is that collective teacher efficacy levels did not change despite gains in those two variables. This is discussed in the following section.

CHANGES IN COLLECTIVE TEACHER EFFICACY

In the late 1980's researchers began to study teacher efficacy as a variable in school improvement (Ashton & Webb, 1986). A considerable amount of research exists on the relationship of teacher efficacy with student achievement. Collective teacher efficacy can be a powerful predictor of school effectiveness, and this research can be associated with student achievement across grade levels and content areas (Hoy, Sweetland, & Smith, 2002; Goddard, 2001; Goddard, Hoy, & Woolfolk Hoy, 2000; Goddard, LcGerfo, & Hoy, 2004; Tschannen-Moran, Woolfolk-Hoy, & Hoy, 1998). In Bandura's (1993) formative study, collective efficacy was positively and significantly related to student achievement among schools. Furthermore, the study revealed that collective efficacy was correlated to student achievement beyond socio-economic factors.

One focus of this study was the investigation of education recovery teams assigned to persistently low achieving schools in eastern Kentucky and the effects the team had on the collective teacher efficacy levels at the school level. After assessing the data in aggregate form, there was no significant change in levels of collective teacher efficacy for the persistently low achieving schools. However, disaggregating the data by school shows that some schools made improvements in collective teacher efficacy, while others regressed. As noted in table 4.5, schools collective teacher efficacy changes are noted with 7 schools showing and increase in collective teacher efficacy, 7 schools showed a decreased in collective teacher efficacy, and the collective teacher efficacy level remained constant in one school. Thus, the data, in aggregate form, mask changes collective teacher efficacy levels at the individual schools. Thus, it is critical to assess why comparable supports yielded positive changes in collective teacher efficacy in some persistently low achieving schools but declines in others. This difference highlights the complexity of school reform, especially in persistently low achieving schools.

An alternative explanation to the masked effect is embedded in Gordon's Learning Stages model in reference to the development of learning new skills. Specifically, the teachers' levels of collective efficacy could have decreased because of the introduction of new skills and understanding related to the interventions provided by the education recovery teams at the identified schools. Teachers' levels of collective efficacy moved from the unconsciously incompetent level, where they are unaware that they have a deficiency in delivering appropriate instruction that supports high levels of student achievement to the level of conscious incompetent; where the teacher becomes aware of the deficiency and would view their efficacy level lower as a result. The

movement from unconscious incompetence to conscious incompetence could affect the collective efficacy level and cause the lack of significant change in the collective efficacy levels of the persistently low achieving schools. In other words, teachers began with higher than justified levels of collective efficacy because they were unaware of how much they did not know until the intervention. This would cause an initial drop in efficacy, which would return to the initial level as teachers developed new strategies to become more efficacious.

When assessing the individual questions on the collective teacher efficacy scale, there is significant change in only two of the 21 items. Question seven states; "Teachers here are well prepared to teach the subjects they are assigned to teach" (P = .013). Question twelve, a reverse coded question, states; "Teachers in this school think there are some students that no one can reach," which had significance value of .012. As building administrator, an improvement in those two questions would be important to help move a faculty toward greater collective efficacy and increase student achievement. However, it is imperative to learn more about why levels did not significantly change on the other 19 indicators. Clearly, much work remains to be done to enhance teacher efficacy in these persistently low achieving schools. If they continue to believe the most challenging students are unteachable, high achievement gaps and low performance will persist.

Finally, one could argue that the education recovery team had little effect on the collective teacher efficacy levels of the persistently low achieving schools. However, based on the pre-test data, the teachers' collective efficacy levels were high prior to the assignment of the education recovery team. On a six point scale, the mean collective efficacy score was 3.94 which is a relatively high level of collective teacher efficacy.

This could indicate that the teachers already feel efficacious about their teaching, and the placement of the education recovery team would not alter that level because most teachers would not see a reason to alter their efficacy level. In other words, why would they work to improve something they do not believe needs to change? Secondly, their attitudes could be too deeply entrenched to change. Finally, the pre-test level is possibly high enough to result in a ceiling effect, meaning it is very difficult to change already high levels of a construct to even higher levels.

CHANGES IN TEACHER INSTRUCTIONAL PRACTICES

The placement of education recovery teams embedded in the school setting allows teacher teams to learn new strategies to reach all students. The opportunity to explore new ideas and professionally discuss these ideas is important because teachers clarify and reach consensus around instructional meaning during these critical conversations (Vaughan, 1999). The opinions and support of highly skilled team members can influence teachers' understanding of their work and professional practices. As on-site personnel who work together with teachers and school leaders in their own workplaces, coaches should be able to facilitate learning that is site specific and relates directly to teachers' real work experiences (Hasbrouck & Denton, 2005; Toll, 2005; Walpole & McKenna, 2004). In addition, coaches may serve as school-wide facilitators, supporting collaboration and the development of professional learning communities. Finally, coaches may work with teachers in individual classrooms to support specific student initiatives in an ongoing process that assists with the development of teacher reflection on professional practice. Despite the above logic and opportunities, no significant

differences in overall collective teacher efficacy levels were found in the aggregate of persistently low achieving schools.

CHANGES IN PROFESSIOAL PRACTICES

This study also investigated the effect of the education recovery team on teacher intervention strategies within the school setting. The survey data were organized around seven themes. The themes relate to specific aspects of Kentucky's indicators for school improvement. Curriculum alignment, assessment literacy, instructional strategies, professional development, data analysis, systems thinking, and shared decision making are the areas on which education recovery teams focus as outlined in the Education Recovery Specialist job description (see Appendix G). The education recovery team serves as highly skilled instructional coaches. Knight (2008) found that engaging in a variety of professional development processes that support high-quality implementation of interventions and provide on-the-job learning improves instructional practice at the classroom level. The findings of this study are consistent with those of Knight (2008).

Each school district with an identified persistently low achieving school selected the Transformation Model of improvement for the school. One of the nine components of the Transformation Model is to provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program. This professional development is designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. This is the daily work of the education recovery team. Darling-Hammond et al. (2009) found that high-quality professional development was linked to instructional improvement of the school district. By looking

at each intervention through the context of change in teacher practice individually, the results are encouraging regarding the work of the education recovery team, assuming teacher reports of changed practices are truly being implemented and not simply expressed. If student learning is driven by what teachers and students do in the classroom, then education recovery teams are changing the inputs of instructional practice by drawing attention to and allowing teachers to reflect on specific interventions for school improvement.

Of all teachers, 84.1% reported moderate to significant change in practice in data analysis. Education recovery team members reported spending 18% of their time with teachers working on analysis of student data and building data literacy at the teacher level. If teachers know and understands how to look at data, then development of interventions based on need should be the expected outcome. Education recovery team members reported in a typical week spending 12% of their time in the area of assessment literacy and 16% of their time coaching in the area of development of instructional strategies (see Appendix E). The percentage of teachers who reported significant to moderate change in practice for assessment was 74.2%, and 72% reported significant to moderate change in instructional strategies. Collectively, these results indicate that the greatest changes in professional practice are made by teachers in the areas in which education recovery team members spent the most time.

Teachers reported the least level of change in shared decision making with 56.6% indicating moderate to significant change. The limited change in shared decision-making makes sense in the context of KRS 161.345. Once the school is identified as persistently low achieving; a leadership assessment is completed with the option to strip the power of

the sitting School Based Decision Making council to make instructional decisions for the school. The School Based Decision Making council is typically composed of two parents, three teachers and the school principal. It is the responsibility of this group to make instructional decisions to improve student achievement at the school level (KRS 161.345). In twelve of the fifteen schools identified as persistently low achieving in the eastern Kentucky region, the School Based Decision Making council no longer has authority to make such decisions.   The fact that the teachers' in twelve of the persistency low achieving school no longer have an active School Based Decision Making council may influence the belief that the changes in shared decision making have not been significant.

CHANGES IN STUDENT ACHIEVEMENT

For the purposes of this study, student achievement was defined at the school level as school-wide student ACT Reading scores. ACT Reading scores are used to predict the probability of academic success in the first year of college.   ACT Reading scores are accepted nationally by colleges as predictors of success for first year college students. This research study failed to show a statistically significant correlation between student achievement and collective teacher efficacy levels. The study sample size (n=15) was almost certainly a factor in the lack of significance since actual correlation was of a magnitude (r = .373).

ACT Reading score data from the fifteen schools in the study indicates gains in student achievement. Table 5.1 shows the ACT Reading scores for the schools the year each school was identified as persistently low achieving and comparison data represented by the 2013 ACT Reading scores. The results show promising improvements.

Table 5.1
PLA Schools Reading ACT Scores
Comparison

School	YR ID PLA	2013
Bryan Station	18.2	18.2
Dayton	16.5	17.7
East Carter	18	18.7
Fleming	17.7	17.4
Greenup	17.7	18.1
Knox Central	17.1	17.9
Lawrence	18	18.8
Lee	16.8	17.9
Leslie	16.5	18.3
Lincoln	18.5	20
Monticello	17.5	18.4
Newport	16.9	17.1
Perry	17.3	17.9
Pulaski	19.5	20.1
Sheldon Clark	18	17.1

The data from Table 5.1 indicate that twelve of fifteen persistently low achieving schools made gains on the ACT from the year of identification as a persistently low achieving school to 2013, one school remained the same, and two schools showed a decline in scores. These gains could be attributed to the improved teacher practice and relatively high levels of collective teacher efficacy, based on the teachers' responses to collective efficacy and changed practices surveys. In addition to the data presented in this study, self-reported state documentation data indicates improvement in career and college readiness numbers for all schools involved in the study. These findings bode well for the work of the education recovery teams, especially in light of the high percentage of teachers reporting changing professional practices as a result of the influence of the education recovery team members.

IMPLICATIONS FOR PRACTICE

Findings have implications for schools that might be identified as persistently low achieving, as well as all schools that choose to apply turnaround strategies for school improvement. In addition, school boards, universities that have a college of education, and school policy makers can glean knowledge to support the work of school turnaround. Principals and aspiring principals must understand the challenges of leading a school turnaround. Effective turnaround leaders must have a clear understanding of the change process, communicate well, establish a strong vision for the school, and build capacity from within the teacher ranks by using professional learning communities to develop a shared sense of purpose. While this study did not report data on how the education recovery team members worked with the principals, this relationship was central to successful school turnaround. Creating structures that allow teachers to take leadership roles support student achievement gains as it provides an opportunity for teachers to build their skill sets and improve learning at the classroom level. They learn from their colleagues and education recovery team members in these communities. School turnaround work requires sustainable, long term change that involves people working collectively with a shared vision to reach specific goals. Strong leadership sets the vision for the school and allows teachers to participate in the work. Learning by all stakeholders occurs when teachers within the school improve their professional practice within the context of the school (City, Elmore, Fiarman & Tietel, 2009). This, in turn, is expected to improve the levels of efficacy and student achievement. Clearly, the data from this study indicates support for education recovery teams being assigned full time to persistently low achieving schools and providing on-going, job-embedded professional development.

School boards and district administrators need to understand the interventions necessary for school turnaround. District leaders must acknowledge poor school performance and seek solutions in a different way. The district must be honest and forthright with their constituencies regarding their student data and pressing challenges of the persistently low achieving school and look to community stakeholders to support the work.

One of the most critical aspects for school turnaround is the selection of the principal to lead the persistently low achieving school. Many other factors contribute to successful school turnarounds, but finding the right leader is the critical lynchpin to success (Hassel& Kowal, 2005; Joyce, 2004). Districts should develop a clear set of standards for the principal and recruit the most qualified candidates available. Clear turnaround leader competencies that focus on being results driven, engaging in problem solving, understanding of the change process, and being willing to develop the skills of all stakeholders will make the transition to a persistently low achieving school easier for any principal, as well as enhance the likelihood of success.

Universities that support a college of education may find guidance in this study by providing coursework that supports the interventions related to education recovery team work and the competencies related to leadership development for persistently low achieving schools. The college of education should examine the academic offerings and ensure the current program meets the needs of the rapidly changing work of successful school leaders. Persistently low achieving schools, as well as high functioning schools, need school leaders that have a strong academic foundation, can analyze data to inform instructional practice, can work collaboratively with multiple stakeholders, can

communicate well, and can understand the urgency of the work related to education for the children of eastern Kentucky.   They also need individuals that can serve effectively as education recovery team members. The fact that there were different levels in improved outcomes across schools may be due in part to different levels of effectiveness of individual education recovery team members. These education recovery teams must be selected with the highest of standards in mind and provide the most extensive professional development available in the areas they target.

The finding that professional development practices changed and student achievement went up but collective teacher efficacy did not remains perplexing. Perhaps it highlights the need to celebrate successes. This may be especially true in persistently low achieving schools that have been formally identified through state regulation and face intense pressures to improve.

IMPLICATIONS FOR POLICY

According to the latest United States Department of Education "Leading Indicators for the School Improvement Grant Program – SY2010-11", Kentucky is one of few states where the School Improvement Grant data shows true promise. To continue the work of the education recovery team and persistently low achieving schools, continued fiscal support is necessary. Community stakeholders and school personnel should address policy makers at the state and federal levels to support the work through legislative action. Turnaround work is labor intensive and costly, but worth the investment given the greater equity and higher achievement that results. In Kentucky, the time for additional support is challenging as federal monies are rapidly decreasing. As our state legislature begins deliberations regarding the next biennial budget, it is

imperative the legislative body validates the work of the education recovery teams, persistently low achieving school teachers, administrators and district leaders. The proof of successful turnaround work in the state of Kentucky is in the data related to the work in the east region. Federal sequestration, when coupled with state budget cuts and dwindling local resources, will have a negative impact on the morale of educators and the quality of education in Kentucky. Kentucky students and educators will be impacted negatively. Student achievement will be negatively impacted, as well as our future economy. In reference to policy implications, Kentucky Commissioner of Education, Terry Holliday, commented to the Appropriations and Revenue Committee in July, 2013. "With the passage of Senate Bill 1 in 2009, the eyes of the nation have certainly been on Kentucky education. The progress in education outcomes is undeniable. Graduation rates are higher. College and career readiness rates are higher. Student performances on national assessments are among the top 20 states in some cases and even a few in the top 10. Many national reports rate Kentucky as being one of a handful of states that have made significant progress in student outcomes and education policy reform."

Given these successes, continuing to invest in reform strategies in Kentucky is imperative. The greatest hope for this appears to be at the state legislative level.

LIMITATIONS OF STUDY

Several limitations of this study must be acknowledged. First, the survey data on teacher collective efficacy and the extent to which work with the education recovery team resulted in changed practices in the seven targeted strategies is self-reported and assumes that the responses reflect reality. Second, the school level correlation between collective teacher efficacy and student achievement included only 15 schools, which limits the

statistical power to find relationships that exist. Third, the change in teacher collective efficacy from the pre to the post-survey was analyzed using a paired sample t-test. This was justified since all teachers in all persistently low achieving schools were administered both surveys. However, the sample of respondents differed between the two survey administrations. Since individual teachers were not identifiable in either survey administrated, it was not possible to the same respondents to both surveys. Finally, since the final sample includes only 15 persistently low achieving schools in eastern Kentucky, the generalizability of the results is limited.

FUTURE RESEARCH

This study raised a number of research questions that were beyond the scope of this study; however, they may be posed to guide future study. By exploring these questions, future research may contribute to the development of how to better improve persistently low achieving schools and the practices of the education recovery teams.

First, a study on the transformation model of turnaround, investigation of the nine core components, and how schools implement the components to cause long term change for persistently low achieving schools would be of value. Findings from a study of this nature may provide additional information on the comparative effectiveness of school based improvement strategies that are supported by the federal government. Second, a study of the practices of the education recovery team interventions and their relationship to specific content level teachers would address a void in the research. The education recovery team members have strong academic background knowledge in language arts and math, typically. A study specific to those content areas might add to the research base regarding successful strategies for academic improvements in math and language

arts. In addition, research should be conducted on the impact of education recovery teams on teachers in other content areas. In this study, it remains unknown if Language Arts and math teachers changed their professional practices more than other content area teachers and if their views of collective efficacy differed. Third, more studies related specifically to the leadership component of school turnaround are necessary given the pivotal role of school turnaround leaders. Research might explore the support the turnaround principal receives from the Education Recovery Leader, district administration, and school board members in relation to the turnaround process. Studies could also focus on behaviors of effective turnaround leaders. Fourth, a study that examines the change in individual teacher efficacy in a persistently low achieving school would complement this study. A study of this nature may be helpful for informing future leaders regarding the importance of individual teacher efficacy and how to develop it at an identified persistently low achieving school. Finally, additional qualitative studies are warranted. Such studies could glean important information on why teachers changed or did not change practice, what education recovery team strategies were helpful, and why they rate collective efficacy as they do.

CONCLUSION

With the passage of Kentucky's Senate Bill 1, Unbridled Learning, emphasis for increasing the number of students graduating from high school that are college and career ready is a major concern for schools and educators across the state, including persistently low achieving schools. Preschool through secondary schools must be improved to meet the needs of all students, to reduce the number of schools identified as persistently low achieving, and to meet the requirement for state high stakes accountability. A plan to address the problems in

our lowest performing schools must be developed, continually refined and deployed based on effectiveness and funding by consistent and adequate resources. Kentucky has begun the process for addressing the problems of low performing schools, and the data related to the work of the education recovery teams are relevant to the plan, but the state is only in the beginning stages of the implementation of such a comprehensive plan. Based on the data collected thus far, education leaders and the state legislative body must continue to support the work of the education recovery teams. Efforts must continue to focus on development of strategies to support college and career readiness at all levels, especially in our lowest performing schools.

This study focused on the placement of highly regarded professionals assigned to identified persistently low achieving schools and the effect this education recovery team had on collective teacher efficacy and student achievement. The study revealed the work of the education recovery team was found to have little impact on collective teacher efficacy in persistently low achieving schools at the aggregate level. However, teachers at the schools self-reported significant changes in evidence-based instructional practices as a direct result of the influence of the education recovery team. In addition, the vast majority of the schools showed increases in student achievement. Thus, the support of the education recovery teams should be deemed a success.

Findings from this study suggest that the change process in persistently low performing schools is complex and must be related to the context of each school. To be successful, reform leaders must invest wisely in knowing about how and why change is important and must communicate that knowledge to all stakeholders. The continued study of collective efficacy as related to persistently low achieving schools should be monitored

for strategies that help support the work of the school leaders and build capacity to improve the educational setting for all students.

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APPENDICES

Appendix A: IRB Consent to Participate- ER Team

Consent to Participate in a Research Study—ER Team

The Effects of Education Recovery Team on Collective Teacher Efficacy and Student Achievement in Priority Schools in Eastern Kentucky

Why am I being asked to participate in this research?

You are being invited to take part in a research study about Education Recovery Team effects on collective teacher efficacy and student achievement in priority schools in eastern Kentucky. You are being invited to participate in this research study because you have been assigned to a persistently low achieving school as defined by the Kentucky Department of Education and you are hired as an Education Recovery Leader or Specialist. Your experience as an education recovery team member will contribute significantly toward identifying best practices in turnaround interventions for priority schools. If you take part in this study, you will be one of about 750 people to do so.

Who is doing the study?

The person in charge of this study is Ann Burns (PI) at Eastern Kentucky University. She is being guided in this research by Dr. Charles Hausman (Advisor).

What is the purpose of the study?

By doing this study, we hope to learn what interventions have the greatest impact on improving student achievement and collective teacher efficacy in persistently low achieving schools.

Where is the study going to take place and how long will it last?

The research procedures will be conducted online. You will be completing and submitting a survey through SurveyMonkey. The survey should take approximately 30 minutes to complete. The collection of data will be done within a two month timeframe.

What will I be asked to do?

You will be given a SurveyMonkey link and will be asked to answer questions regarding applied interventions as part of your work as an education recovery team member. Specifically, you will be asked to report the percentage of time you spend on the seven targeted areas in each school you serve.

Are there reasons why I should not take part in this study?

This is a voluntary study. All information will remain anonymous, and there is no risk or harm to you.

What are the possible risks and discomforts?

There are no more than minimal risks, hazards, or discomforts associated with this study.

Will I benefit from taking part in this study?

You will not get any personal benefit from taking part in this study.

Do I have to take part in this study?

If you decide to take part in the study, it should be because you really want to volunteer. You will not lose any benefits or rights you would normally have if you choose not to volunteer. You can stop at any time during the study and still keep the benefits and rights you had before volunteering.

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If I don't take part in this study, are there other choices?
If you do not want to be in the study, there are no other choices except to not take part in the study.

What will it cost me to participate?
There are no costs associated with taking part in this study.

Will I receive any payment or rewards for taking part in the study?
You will not receive any payment or reward for taking part in this study.

Who will see the information I give?
Your information will be combined with information from other education recovery team members taking part in the study. When we write up the study to share it with other researchers, we will write about this combined information. You will not be identified in these written materials. All results will be reported in the aggregate. We will make every effort to prevent anyone who is not on the research team from knowing that you gave us information, or what that information is. However, there are some circumstances in which we may have to show your information to other people. For example, the law may require us to show your information to a court. Also, we may be required to show information that identifies you to people who need to be sure we have done the research correctly; these would be people from such organizations as Eastern Kentucky University.

Can my taking part in the study end early?
If you decide to take part in the study, you still have the right to decide at any time that you no longer want to participate. You will not be treated differently if you decide to stop taking part in the study.

The individuals conducting the study may need to end your participation in the study. They may do this if you are not able to follow the directions they give you, if they find that your being in the study is more risk than benefit to you, or if the agency funding the study decides to stop the study early for a variety of scientific reasons.

What if I have questions?
Before you decide whether to accept this invitation to take part in the study, please ask any questions that might come to mind now. Later, if you have questions about the study, you can contact the principle investigator, Ann Burns at 859-358-9671 or ann.burns@education.ky.gov

What else do I need to know?

I have thoroughly read this document, understand its contents, have been given an opportunity to have my questions answered, and agree to participate in this research project.

_____   _____
Signature of person agreeing to take part in the study   Date

_____
Printed name of person taking part in the study

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Name of person providing information to subject

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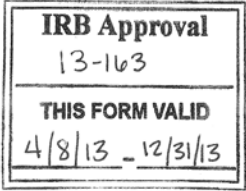
Appendix B: IRB Consent to Participate- Teacher

Consent to Participate in a Research Study--Teachers

The Effects of Education Recovery Team on Collective Teacher Efficacy and Student Achievement in Priority Schools in Eastern Kentucky

Why am I being asked to participate in this research?

You are being invited to take part in a research study about Education Recovery Team effects on collective teacher efficacy and student achievement in priority school in eastern Kentucky. You are being invited to participate in this research study because your school has been identified as a priority school by the Kentucky Department of Education and you are hired as a certified teacher in the school. Your experience as a priority school teacher will contribute significantly toward identifying best practices in turnaround interventions for priority schools. If you take part in this study, you will be one of about 750 people to do so.

Who is doing the study?

The person in charge of this study is Ann Burns (PI) at Eastern Kentucky University. She is being guided in this research by Dr. Charles Hausman (Advisor).

What is the purpose of the study?

By doing this study, we hope to learn what interventions have the greatest impact on improving student achievement and collective teacher efficacy in persistently low achieving schools.

Where is the study going to take place and how long will it last?

The research procedures will be conducted online. You will be completing and submitting a survey through SurveyMonkey. The survey should take approximately 30 minutes to complete. The collection of data will be done within a two month timeframe.

What will I be asked to do?

You will be given a SurveyMonkey link and will be asked to answer questions regarding collective efficacy and perceptions regarding the impact of the work of the education recovery team.

Are there reasons why I should not take part in this study?

This is a voluntary study. All information will remain anonymous, and there is no more than minimal risk or harm to you.

What are the possible risks and discomforts?

There are no more than minimal risks, hazards, or discomforts associated with this study.

Will I benefit from taking part in this study?

You will not get any personal benefit from taking part in this study.

Do I have to take part in this study?

If you decide to take part in the study, it should be because you really want to volunteer. You will not lose any benefits or rights you would normally have if you choose not to volunteer. You can stop at any time during the study and still keep the benefits and rights you had before volunteering.

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Page 1 of 2

100

If you do not want to be in the study, there are no other choices except to not take part in the study.

What will it cost me to participate?
There are no costs associated with taking part in this study.

Will I receive any payment or rewards for taking part in the study?
You will not receive any payment or reward for taking part in this study.

Who will see the information I give?
Your information will be combined with information from other teachers taking part in the study. When we write up the study to share it with other researchers, we will write about this combined information. You will not be identified in these written materials.

We will make every effort to prevent anyone who is not on the research team from knowing that you gave us information, or what that information is. However, there are some circumstances in which we may have to show your information to other people. For example, the law may require us to show your information to a court. Also, we may be required to show information that identifies you to people who need to be sure we have done the research correctly; these would be people from such organizations as Eastern Kentucky University.

Can my taking part in the study end early?
If you decide to take part in the study, you still have the right to decide at any time that you no longer want to participate. You will not be treated differently if you decide to stop taking part in the study.

The individuals conducting the study may need to end your participation in the study. They may do this if you are not able to follow the directions they give you, if they find that your being in the study is more risk than benefit to you, or if the agency funding the study decides to stop the study early for a variety of scientific reasons.

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Before you decide whether to accept this invitation to take part in the study, please ask any questions that might come to mind now. Later, if you have questions about the study, you can contact the investigator, Ann Burns at 859-358-9671 or ann.burns@education.ky.gov

What else do I need to know?

I have thoroughly read this document, understand its contents, have been given an opportunity to have my questions answered, and agree to participate in this research project.

_____   _____
Signature of person agreeing to take part in the study   Date

_____
Printed name of person taking part in the study

_____
Name of person providing information to subject

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IRB Approval
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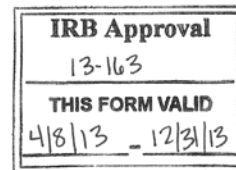
Appendix C: Principal Letter of Support

April 8, 2013

Mrs. Ann Burns
Office of Sponsored Research
Eastern Kentucky University

Dear Mrs. Burns:

This letter confirms support of and approval for you to conduct your study entitled "The Effects of an education recovery team on Collective Teacher Efficacy and Student Achievement in Priority Schools in Eastern Kentucky" at our school. You are welcome to survey all teachers who sign the Informed Consent form. We look forward to seeing the results and view the findings as important to school improvement. If you need additional information, feel free to contact me.

Sincerely,

Principal Name
Principal
High School

Appendix D: CE Scale-Form L Survey

CE-Scale
Form L

Directions: Please indicate your level of agreement with each of the following statements about your school from **strongly disagree** to **strongly agree**. Your answers are confidential.

Statement	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1. Teachers in the school are able to get through to the most difficult students.	①	②	③	④	⑤	⑥
2. Teachers here are confident they will be able to motivate their students.	①	②	③	④	⑤	⑥
3. If a child doesn't want to learn teachers here give up.	①	②	③	④	⑤	⑥
4. Teachers here don't have the skills needed to produce meaningful student learning.	①	②	③	④	⑤	⑥
5. If a child doesn't learn something the first time teachers will try another way.	①	②	③	④	⑤	⑥
6. Teachers in this school are skilled in various methods of teaching.	①	②	③	④	⑤	⑥
7. Teachers here are well-prepared to teach the subjects they are assigned to teach.	①	②	③	④	⑤	⑥
8. Teachers here fail to reach some students because of poor teaching methods.	①	②	③	④	⑤	⑥
9. Teachers in this school have what it takes to get the children to learn.	①	②	③	④	⑤	⑥
10. The lack of instructional materials and supplies makes teaching very difficult.	①	②	③	④	⑤	⑥
11. Teachers in this school do not have the skills to deal with student disciplinary problems.	①	②	③	④	⑤	⑥
12. Teachers in this school think there are some students that no one can reach.	①	②	③	④	⑤	⑥
13. The quality of school facilities here really facilitates the teaching and learning process.	①	②	③	④	⑤	⑥
14. The students here come in with so many advantages they are bound to learn.	①	②	③	④	⑤	⑥
15. These students come to school ready to learn.	①	②	③	④	⑤	⑥
16. Drugs and alcohol abuse in the community make learning difficult for students here.	①	②	③	④	⑤	⑥
17. The opportunities in this community help ensure that these students will learn.	①	②	③	④	⑤	⑥
18. Students here just aren't motivated to learn.	①	②	③	④	⑤	⑥
19. Learning is more difficult at this school because students are worried about their safety.	①	②	③	④	⑤	⑥
20. Teachers here need more training to know how to deal with these students.	①	②	③	④	⑤	⑥
21. Teachers in this school truly believe every child can learn.	①	②	③	④	⑤	⑥

Appendix E: Interventions to Improve Teacher Instructional Practice Survey

The following strategies identified by the Kentucky Department of Education as typically used by education recovery team members to assist in school turnaround; please rate each to the degree that your education recovery team members improved your teaching in the following areas.

	Significant Change in practice	Moderate change in practice	Minimal change in practice	No change in practice
Curriculum Alignment				
Assessment Literacy				
Instructional Strategies				
Professional Development				
Data Analysis				
Systems Thinking				
Shared Decision Making				

Appendix F: Education Recovery Team Survey of Time

Over the course of the year, please enter the approximate percentage of time you have spent on the seven intervention categories below. Please note that your percentages should total 100%?

Assigned to: _____(Name of School)

Intervention	% of Time Spent
1. Curriculum Alignment	_____
2. Assessment Literacy	_____
3. Instructional Strategies	_____
4. Professional Development	_____
5. Data Analysis	_____
6. Systems Thinking	_____
7. Shared Decision Making	_____
Total:	**100%**

Appendix G: Education Recovery Team Job Description

Educational Recovery Specialist/ Educational Recovery Leader – MOA

The Kentucky Department of Education (KDE), Office of Next Generation Schools and Districts, Division of Student Success, is accepting applications to develop a pool of potential candidates to hire as Educational Recovery Specialists and/or Educational Recovery Leaders for 2012-2013 school year to serve in priority schools throughout Kentucky should funds become available.

DUTIES AND RESPONSIBILITIES:

The Educational Recovery Specialist (ERS) and/or Educational Recovery Leader (ERL) will serve in Priority Schools to assist and support staff in the following areas while focusing on leadership, math and literacy.

Ensure curriculum is aligned with state and local standards and implemented through a systematic process.

Work with staff to ensure rigorous and authentic assessments inform and improve instruction to meet the needs of all students.

Assist teachers in developing and implementing effective and varied, research-based instructional strategies to be used in all classrooms.

Help provide resources and activities that will make the school function as an effective learning community to support and promote a safe and orderly environment that encourages learning.

Assist staff in working with families and community groups to remove barriers to learning.

Seek and provide appropriate, relative professional development opportunities for teachers and administrators and work with teachers to identify areas of growth that will enhance their teaching skills.

Help identify ways to focus instructional decisions of the school council and school leadership teams around support for teaching and learning and developing leadership skills.

Work to assist in organizing the school around all available resources to ensure maximum effectiveness.

Coordinate the development, implementation, monitoring, communication, and evaluation of the comprehensive school improvement plan.

Help carry out activities designed for Priority Schools.

Perform other duties as assigned.

MINIMUM REQUIREMENTS:

Applicant must be a graduate of a college or university with a Master's degree in education, or a related field, and must have five years of professional experience in the field of education.

SUBSTITUTION CLAUSE:

Current Rank II or Rank I certification by the Kentucky Education Professional Standards Board will substitute for the required educational requirement. Additional professional experience in the field of education will substitute for the required educational requirement on a year-for-year basis.

PREFERRED SKILLS:

An Educational Recovery Specialist must hold appropriate certification and have successful teaching and/or administrative experience.

Applicants and employees in this classification may be required to submit to a drug screening test and background check.

Applicants currently under contract with a local school district are required to provide a written release from their superintendent prior to an offer of employment is given.

In accordance with KRS 161.220 the applicant selected for this position will become a member of the Kentucky Teachers' Retirement System.

NOTE: This position will be filled through a Memorandum of Agreement (MOA). The applicant selected for this position must be an employee of a Kentucky local school district or institution of higher education. Employment contract will be in effect through the end of the current fiscal year, which is July 1, 2012 through June 30, 2013, renewable on a year-by-year basis.

TO APPLY FOR THESE POSITIONS, applicants must complete an application via the Career Opportunities System (COS), submit their application, resume, and letter of

interest directly to: Angela Smith, Division of Human Resources, 500 Mero Street, 16th Floor, Capital Plaza Tower, Frankfort, KY 40601; phone: 502-564-3716. Email: Angela.Smith@education.ky.gov Applications are not kept on file and must be resubmitted.

For further information concerning the application process, e-mail Angela Smith at: Angela.Smith@education.ky.gov

Appendix H: Quarterly Report Template for PLA Schools

DISTRICT 180

Priority Schools

SCHOOL QUARTERLY AND ANNUAL REPORTS 2012-2015

Tier I and II Schools (REV 7-3-2012)

School Name:

Intervention Model:	**School's Status: PLA**
	Tier Status:
	Priority School Cohort:

Reporting Dates (e.g., 10-03-11):

2012-2013				2013-2014				2014-2015			
Oct.	**Dec**	**Mar.**	**June**	**Oct.**	**Dec**	**Mar.**	**June**	**Oct.**	**Dec**	**Mar.**	**June**

Non-Cognitive Data
Attendance [Report in Percentages]

	Base line	2012-2013				2013-2014				2014-2015			
	Jun 12	**Oct**	**Dec**	**Mar**	**Jun**	**Oct**	**Dec**	**Mar**	**Jun**	**Oct**	**Dec**	**Mar**	**Jun**
9th grade													
10th grade													

11th grade													
	Jun 12	Oct	Dec	Mar	Jun	Oct	Dec	Mar	Jun	Oct	Dec	Mar	Jun
12th grade													
Total School													
Teacher Attendance %													

Graduation Rate [Report in Percentages]	Baseline June 2012	June 2013	June 2014	June 2015
Dropout Rate [Report in Percentages]	Baseline June 2012	June 2013	June 2014	June 2015

Behavior Interventions (Beyond Universal)

	Baseline June 2012	2012-2013				Comments:
		% of students served		% of students progressing to a less intensive tiered intervention		
		Dec./Jan	June	Dec./Jan	June	
Grade 6						
Grade 7						
Grade						Comments:

116

8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						

Additional Comments Concerning Non-Cognitive Data:

Academic/Cognitive Data

KPREP Core Content Test [Results in Percentages Meeting Benchmarks]

	Baseline 2011-2012	2012-2013	2013-2014	2014-2015
On-Demand Writing Grade 10 & 11		Goal: Actual:	Goal: Actual:	Goal: Actual:
PLAN		Goal: Actual:	Goal: Actual:	Goal: Actual:
ACT		Goal: Actual:	Goal: Actual:	Goal: Actual:
English II ACT *QualityCore®*		Goal: Actual:	Goal: Actual:	Goal: Actual:
Algebra II ACT *QualityCore®*		Goal: Actual:	Goal: Actual:	Goal: Actual:
Biology ACT *QualityCore®*		Goal: Actual:	Goal: Actual:	Goal: Actual:
US History ACT *QualityCore®*		Goal: Actual:	Goal: Actual:	Goal: Actual:

	Baseline June 2012	Reading Interventions 2012-2013		
		% of students served	**% of students progressing to a less intensive tiered**	Comments

						intervention				Comments
		Oct	Dec	Mar	June	Oct	Dec	Mar	June	
Grade 6										
Grade 7										
Grade 8										Comments
Grade 9										
Grade 10										
Grade 11										
Grade 12										

	Baseline June 2012	Math Interventions 2012-2013								Comments
		% of students served				% of students progressing to a less intensive tiered intervention				
		Oct	Dec	Mar	June	Oct	Dec	Mar	June	
Grade 6										
Grade 7										
Grade										Comments

8										
Grade 9										
Grade 10										
Grade 11										
Grade 12										

Explore and/or Plan [Report in Percentages]

	Baseline Fall 2011	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
Explore *[% Below Benchmark]* Reading		Goal: Actual:	Goal: Actual:	Goal: Actual:	Goal: Actual:
Explore *[% Below Benchmark]* Math		Goal: Actual:	Goal: Actual:	Goal: Actual:	Goal: Actual:
Plan *[% Below Benchmark]* Reading		Goal: Actual:	Goal: Actual:	Goal: Actual:	Goal: Actual:
Plan *[% Below Benchmark]* Math		Goal: Actual:	Goal: Actual:	Goal: Actual:	Goal: Actual:

Interventions for Explore and/or Plan [Report in Percentages]

Percent of students receiving support as a result of Explore and/or Plan scores.	Describe interventions and/or supports	Data to show results for the interventions and/or supports	Comments

119

Percent of students receiving support as a result of Explore and/or Plan scores.	Describe interventions and/or supports	Data to show results for the interventions and/or supports	Comments
EXPLORE Reading			
EXPLORE Math			
PLAN Reading			
PLAN Math			

Ninth Grade Course Failures [Report in Percentages]

	Baseline	2012-2013				2013-2014				2014-2015			
	June 2012	Oct.	Dec.	Mar.	June	Oct.	Dec.	Mar.	June	Oct.	Dec.	Mar.	June
English Language Arts													
Mathematics													
Science													
Social													

Studies												

College Readiness [Report in Percentages]

	Baseline Spring 2012	Spring 2013	Spring 2014	Spring 2015
ACT % Below CPE Reading Benchmarks		Goal: Actual:	Goal: Actual:	Goal: Actual:
ACT % Below CPE Math Benchmarks		Goal: Actual:	Goal: Actual:	Goal: Actual:
% Seniors with Reading Interventions		Goal: Actual:	Goal: Actual:	Goal: Actual:
% Seniors with Math Interventions		Goal: Actual:	Goal: Actual:	Goal: Actual:
% Seniors with Interventions Passing College Placement Exams (COMPASS, KYOTE)		Goal: Actual:	Goal: Actual:	Goal: Actual:

Career Readiness [Report in Percentages]

	Baseline Spring 2012	Spring 2013	Spring 2014	Spring 2015
*WorkKeys		Goal: Actual:	Goal: Actual:	Goal: Actual:
ASVAB		Goal: Actual:	Goal: Actual:	Goal: Actual:
KOSSA		Goal: Actual:	Goal: Actual:	Goal: Actual:
Industry Certificates		Goal: Actual:	Goal: Actual:	Goal: Actual:

College & Career Readiness [Report in Percentages]

	Baseline Spring 2012	Spring 2013	Spring 2014	Spring 2015

% **College AND Career Ready**		Goal: Actual:	Goal: Actual:	Goal: Actual:

Additional Comments:

Content Focus – English Language Arts/Literacy

ANNUAL SMART GOAL FOR ALL STUDENTS (Report of Progress on SMART Goals listed in SIG Application and/or other Priority Goals)	Goal:		
	Person Responsible:		

Name of Assess:	**Baseline Spring 2012**	**2012-2013**	**2013-2014**	**2014-2015**
Was goal met? (Yes or No)				
If goal was not met, what additionally will the district be doing to assist the school in reaching goals?				

BENCHMARK DATA FOR ALL STUDENTS (Report of Progress on Benchmark Goals listed in SIG Application and/or other Priority goals)													
Name of Assessment:	**Baseline June 201**	**2012-2013**				**2013-2014**				**2014-2015**			
		Oct.	**Dec.**	**Mar.**	**June**	**Oct.**	**Dec.**	**Mar.**	**June**	**Oct.**	**Dec.**	**Mar.**	**June**

	2												
% at Benchmark or above													
% Novice													

BENCHMARK DATA FOR SUB GROUPS (Report of Progress on Benchmark Goals listed in SIG Application and/or other Priority goals)													
	Baseline June 2012	**2012-2013**				**2013-2014**				**2014-2015**			
		Oct.	**Dec.**	**Mar.**	**June**	**Oct.**	**Dec.**	**Mar.**	**June**	**Oct.**	**Dec.**	**Mar.**	**June**
African-American													
Free/Reduced Lunch													
Students with Disabilities													

Content Focus – Mathematics

ANNUAL SMART GOAL FOR ALL STUDENTS (Report of Progress on SMART Goals listed in SIG Application and/or other Priority Goals)	Goal:
	Person Responsible:

Name of Assessment:	Baseline 2012	2012-2013	2013-2014	2014-2015
Was goal met? (Yes or No)				
If goal was not met, what additionally will the district be doing to assist the school in reaching goals?				

SIG BENCHMARK DATA FOR <u>ALL</u> STUDENTS (Report of Progress on Benchmark Goals listed in SIG Application)

Name of Assessment::	Baseline June 2012	2012-2013				2013-2014				2014-2015			
		Oct	Dec	Mar	Jun	Oct	Dec	Mar	Jun	Oct	Dec	Mar	Jun
% Proficient or above													
% Novice													

SIG BENCHMARK DATA FOR SUB GROUPS (Report of Progress on Benchmark Goals listed in SIG Application)

	Baseline June 2012	2012-2013				2013-2014				2014-2015			
		Oct	Dec	Mar	Jun	Oct	Dec	Mar	Jun	Oct	Dec	Mar	Jun
African-American													
Free/Reduced Lunch													

Students with Disabilities												

Data Summary Questions

Data Summary for October 2012
What does the data tell us?
What does the data not tell us?
What are causes for celebration?
What are the opportunities for improvement?
What are our next steps?

Data Summary for December 2012
What does the data tell us?
What does the data not tell us?
What are causes for celebration?
What are the opportunities for improvement?
What are our next steps?

Data Summary for March 2013
What does the data tell us?
What does the data not tell us?
What are causes for celebration?
What are the opportunities for improvement?
What are our next steps?

Data Summary for June 2013
What does the data tell us?
What does the data not tell us?
What are causes for celebration?
What are the opportunities for improvement?
What are our next steps?

STELLA ANN H. BURNS
ann_burns@bellsouth.net

520 Ranier Drive
Richmond, KY 40475
Phone (859) 358-9671

ACADEMIC BACKGROUND_____

2010 – Present	*Currently Enrolled* Eastern Kentucky University Richmond, Kentucky Doctor of Education, Candidate Educational Leadership and Policy Studies *Expected Graduation Date: December 2013*
1986 – 1988	Eastern Kentucky University Richmond, Kentucky Master of Arts in Education
1980 – 1985	Eastern Kentucky University Richmond, Kentucky Bachelor of Science in Education

CERTIFICATIONS_____

2004	Professional Certificate for School Superintendent
1997	Professional Certificate for Supervisor of Instruction
1996	Professional Certificate for Middle Grade Principal
1996	Professional Certificate for Secondary School Principal
1996	Professional Certificate for Elementary Principal Rank I
1985	Standard Elementary Certificate Grades 1 – 8 Endorsement for Kindergarten Classroom Teaching

PROFESSIONAL
EXPERIENCE_____

April 2011 – Present	Kentucky Department of Education Next Generation Schools and Districts Education Recovery Director East Region

Primary Duties:

- Collaborate with KDE and CLE to coordinate all resources for schools and districts in regional service area
- Supervise education recovery teams and coordinate resources with multiple education partners
- Provide leadership to ensure success of Priority schools as defined in KRS 160.346
- Represent KDE in assigned education cooperative
- Assist with delivery of school and district diagnostic reviews
- Development and coordination of school turnaround trainings
- Monitor implementation and progress of Tier III school's School Improvement Grants
- Monitor Priority schools comprehensive school improvement grants in ASSIST
- Assist with monitoring of SIG and CLE budgets

July 2009 – April 2011 Kentucky Educational Development Corporation
                     Instructional Support Team
                     Leadership Consultant

Primary Duties:

- Plan and implement new instructional support programs and services
- Consult with and assist schools and districts in their improvement efforts
- Represent KEDC in regional, state, and national meetings
- Assist in selecting and development of leadership products and materials
- Assist KEDC with public relations and marketing support
- Assist schools and districts with self-assessment and development of growth plans, SMART goals, and strategies for improvement and effectiveness
- Collaborate with other KEDC consultants to provide effective services
- Development and coordination of leadership workshops for superintendents, principals, teacher leaders, and others (Instructional Rounds Cadres)
- Assist KEDC in modeling and promoting a culture of innovation and 21st century thinking
- One to one consulting/ mentoring/ coaching with superintendents, principals, and others as requested

July 2005 – June 2011   Madison County Board of Education
                     Kirksville Elementary School
                     Principal

Primary Duties:

- Serve as instructional leader and operational manager of school facility
- Set vision of school, develop curriculum, communication, and climate for Pre-K–5 school: 450-590 students
- Supervise 34 instructional and 31 support staff
- Manage $81,000 school based budget
- Work cooperatively and collaboratively with variety of stakeholder groups
- Participate in leadership of District and School advisory groups and committees
- Establish and maintain positive team building/ managing system
- Conduct effective and efficient personnel management systems, including recruiting, selecting, and retaining quality personnel

July 1998 – June 2004 Estill County Board of Education
       Instructional Supervisor – District Assessment Coordinator

Primary Duties:

- Coordinate K-12 curriculum alignment, articulation, and implementation, specifically directing multi-year instructional initiative that embed state standards in structured delivery for school district, and communicate learning to all stakeholders using scope and sequence of skills
- Coordinate state mandated testing program, facilitate dissemination of required testing materials and communication of district and school results
- Coordinate state grant and entitlement programs (ESS, Preschool, Textbooks, Professional Development, Early Reading Incentive Grants, Math Professional Development Grant, AMSP Grant, ESS Innovative Grant)
- Work with teams across the district on the development of district and school improvement plans
- Serve as the professional development coordinator, refining the quality and delivery of professional development
- Serve as district preschool coordinator, facilitate and monitor best instructional procedures for district preschool program which align with state standards
- Serve as district textbook coordinator, facilitating the purchase of instructional materials that are carefully aligned with district and state curriculum standards
- Work with teachers to align curriculum with performance standards and state assessment to teach for understanding

August 1985 – June 1998 Estill County Board of Education
      Teacher

Primary Duties:

- Supervised and evaluated beginning teachers in the statewide internship program

- Site Based Decision Making Council member
- Chaired school curriculum committee
- Served as writing resource teacher to content-area teachers
- Sponsored school academic team

PUBLICATIONS

"Instructional Rounds" <u>Perspectives</u>; Fall 2011
"Kirksville Elementary School" <u>Kentucky Kids and Family</u>; April 2008
"Great Ideas--Safe Non-transport Procedures for Schools"; <u>Kentucky School Leader</u>; Fall 2006
"BATS" <u>Kentucky PRISM Project</u>, Kentucky Department of Education; Summer 1993

PROFESSIONAL MEMBERSHIPS

Kentucky Association of School Administrators
National Association of Secondary School Principals
National Association of Elementary School Principals
Phi Delta Kappa
Association for Supervision and Curriculum Development