

Lakewood Elementary:

How This Florida School Raised Their State Rating From the Lowest to One of the Highest in the State

**For more of the consulting team members'* historical work visit
InstructionalEmpowerment.com**

*Instructional Empowerment's team members served Lakewood Elementary under another company led by CEO and Executive Director of Research, Michael Toth, before Instructional Empowerment was founded. Michael Toth and the Instructional Empowerment team have perfected and applied their own evidence-based school improvement approach. Team members who served Lakewood Elementary include: Year 1 - James Mills, School Leadership Coach and Jennifer Perez, Faculty Coach; Year 2 - Vicki Luttrell-Uppenkamp and Stephanie Terrell, School Leadership Coaches and Jody Honaker, Faculty Coach; Year 3 - Kate Wolf, School Leadership Coach, and Kara Bentley, Jody Honaker, Elizabeth Buzzanca, Mindy Province, and Sue O'Rear, shared Faculty Coaches/Staff Developers.

Lakewood Elementary School Demographics

Number of students: **405**

Number of core teachers: **33**

Percent free and reduced meals: **100%**

Percent homeless or in foster care **15%**

Percent special education **15%**

Percent Black: **95%**

Percent White **3%**

Percent Hispanic **1%**

Percent two or more races **1%**

Transforming Lakewood Elementary

Lakewood Elementary School in Pinellas County, Florida had a history of student achievement scores that were among the lowest in the state. 87% of its third-graders were reading at a kindergarten level, and a Pulitzer Prize-winning article by the Tampa Bay Times had dubbed the school a “failure factory” (Fitzpatrick et al., 2015). In the 2017-2018 school year, Lakewood was ranked by the state as having the lowest performance of all traditional public schools in Florida.**

The district faced a strict new law from the state which compelled them to make a tough decision about the school – close the school, turn it into a charter school, or contract with an outside entity that has a demonstrated record of effectiveness to operate the school (External Operator).

The district’s visionary superintendent, Dr. Grego, believed Lakewood students were capable of high performance and opted to hire a team of external consultants as an External Operator to help the school realize its true potential.

Mutual Accountability Partnership for Lakewood’s Success

The consulting team members conducted a School Comprehensive Needs Assessment and presented the recommended action plan to Pinellas County Schools. Both the school and the consulting team wanted a true partnership, deepening the work Pinellas was already doing at Lakewood and helping the district create sustainable systems that aligned to their vision.

The powerful combination of the consulting team’s expertise and metrics, the district’s support and resources, and the school team’s knowledge of their students and commitment to improving instruction provided a strong foundation for change.

** Traditional public schools are defined as all schools besides charter schools, ESE centers, alternative schools, and district virtual schools.

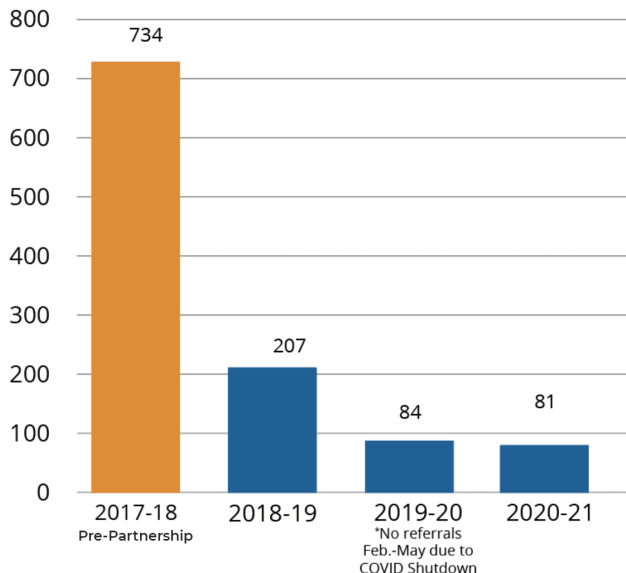
Leveraging Student-Led Team Learning

Research says students become more engaged and learn more deeply when given the chance to exercise their agency and tackle academically rigorous tasks in teams (Toth & Sousa, 2019), though this isn't the norm in whole-school reform programs. The consulting team members supported Lakewood to shift from teacher-directed instruction to student-led team learning – and the results speak for themselves.

Referrals for Challenging Behaviors Decrease by 160%

Referrals for challenging behaviors dropped dramatically in the first year of Lakewood's new improvement approach with the team's support and have remained low since then. See figure 1.

Referrals for Challenging Behaviors at Lakewood Elementary School, 2018-2021



Teacher Turnover Reduced from 70% to 3%

At many schools with low achievement scores, teacher turnover is a dire issue, and Lakewood had been no different in the past – as one Lakewood staff member said, “When I first got here, it was like a revolving door – teachers coming in, teachers coming out.” When Lakewood teachers began to feel more supported by PLCs and coaching from the consulting team members and the Lakewood leadership team, more teachers decided to stay. See figure 2 for teacher turnover rates.

Teacher Turnover Rates at Lakewood Elementary School, 2018-2021

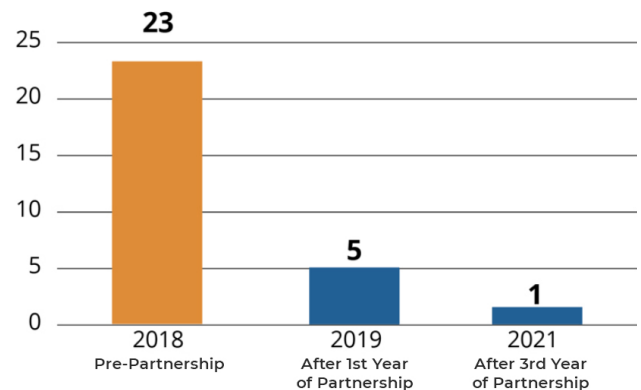


Figure 2 above. Teacher turnover decreased from 23 out of 33 before Lakewood partnered with the external consulting team, to only five teachers after one year of partnership and one teacher after three years of partnership.

Figure 1 left. Referrals are used when student behavior is too severe for the teacher to handle through classroom management, which necessitates the school's behavior team to intervene. Lakewood students had 734 referrals in 2018, before Lakewood partnered with the external consulting team. Referrals dropped to 207 in 2019, and 81 in 2021.

Student Achievement More Than Doubles in ELA,

Nearly Triples in Math

Typical school improvement approaches largely focus on remediation – attempting to “meet students where they are” by teaching below grade level. With this approach, students often get stuck in a cycle of interventions and never experience academically rigorous, grade-level content. Traditional intensive interventions may result in learning gains, but students

need academically rigorous tasks and texts at their own grade level to achieve proficiency (achievement). Lakewood’s grade level proficiency and learning gains were both high. See figure 3.

Lakewood Elementary School’s Achievement and Learning Gains, 2018-2021

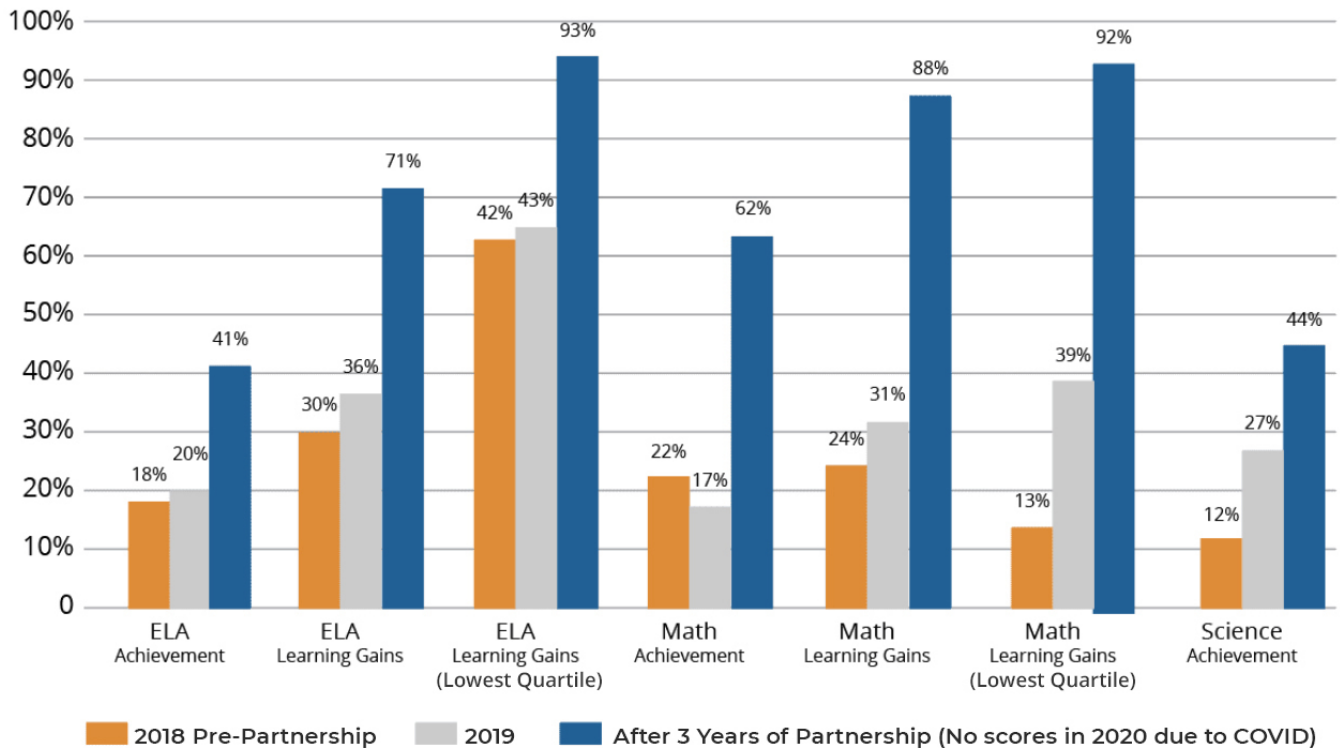


Figure 3. Lakewood increased achievement (proficiency) in all subjects – ELA, math, and science. Lakewood also increased learning gains and learning gains within the lowest quartile of scores in all subjects (learning gain data for science not provided by the state). All data publicly available from the Florida Department of Education.

Performance Gap Results

Closing Performance Gaps

The Applied Research Center examined the change in performance gaps using benchmark assessment data from Lakewood Elementary School. It compared assessment results of Black students to non-Black students, of students eligible for free or reduced lunch (FRL) to students

not eligible for free or reduced lunch, and students with disabilities (SWD) to students with no disabilities. The tables below depict the degree to which students in these three categories closed the achievement gap in math and reading.

Closing Performance Gaps: **MATH**

Black/Non-Black	FRL/Non-FRL	SWD/Non-SWD
1 st Grade – 363% ^{ttt}	1 st Grade – 260% ^{tt}	1 st Grade – 100%
4 th Grade – 20%	2 nd Grade – 33%	2 nd Grade – 47%
5 th Grade – 74%		4 th Grade – 109% ^t
		5 th Grade – 62%

^t Percentages over 100% mean the gap closed entirely and performance of the group listed first outperformed the group listed second.

^{tt} Percentages over 200% mean the gap closed entirely and performance of the group listed first more than doubled that of the group listed second.

^{ttt} Percentages over 300% mean the gap closed entirely and performance of the group listed first more than tripled that of the group listed second.

Closing Performance Gaps: **READING**


Black/Non-Black	FRL/Non-FRL	SWD/Non-SWD
1 st Grade – 189% ^{ttt}	2 nd Grade – 86%	1 st Grade – 11%
2 nd Grade – 134% ^t	5 th Grade – 60%	2 nd Grade – 31%
		3 rd Grade – 26%
		4 th Grade – 75%
		5 th Grade – 33%

Note: The district identified 83% of Lakewood's students as qualifying for free and reduced lunch.

A Historic Improvement – in the Middle of a Pandemic

Lakewood's improvement didn't happen overnight – it was a multi-year process. Through the partnership, the team of external consultants rebuilt virtually every system of the school besides the physical structures. Lakewood was still designated by the state as needing comprehensive support after one year of work – but the school made improvements and the community celebrated the transformation of conditions and academics. In the second year of partnership, the COVID-19 pandemic hit, cancelling state tests and school ratings. The team projects Lakewood would have exited state designated comprehensive support that year.

When Lakewood received the highest rating provided by the state after the third year of partnership, their improvement was truly historic. 202 schools have received the lowest state rating since 2015, when Florida switched to the FSA statewide test – of those 202, only 12 traditional public schools** have improved from the lowest rating to the highest rating provided by the state, and Lakewood was among them. By 2021, Lakewood ranked #89 in the entire state of Florida out of 1646 traditional public elementary schools – in other words, among the top 6%. Lakewood outperformed their district during COVID and experienced learning gains while the overall district experienced decreased learning rates (Basileo, 2021).

District	School	Pre-Partnership	During Partnership			Change
		State Rating 2018	State Rating 2019	State Rating 2020	State Rating 2021	
Pinellas	Lakewood Elementary	23%	30%	(no test)	70%	 +47%

“We have kids whose older siblings never had the opportunity to take honors classes and their parents may not have gone to college. Now, so many of our students are able to get on the honors track as they enter middle school because of their own efforts and results on the statewide test. It's so amazing. So many doors are opening for our students..”

– Bridget Harden, first-grade teacher at Lakewood Elementary

Footnote:

** Traditional public schools are defined as all schools besides charter schools, ESE centers, alternative schools, and district virtual schools.

References

Basileo, L.D. & Wolf, K. (2021). Lakewood Elementary: How this Florida school substantially outperformed its district's learning rates through the pandemic.

Fitzpatrick, C., Gartner, L., & LaForgia, M. (2015, August 14). Failure factories, part one. Tampa Bay Times. <https://projects.tampabay.com/projects/2015/investigations/pinellas-failure-factories/5-schools-segregation/>

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Toth, M.D. & Sousa, D.A. (2019). The power of student teams: Achieving social, emotional, and cognitive learning in every classroom through academic teaming.



A proud partnership with Pinellas County Schools and Lakewood Elementary School!

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