

Office of School Improvement
Ride the Wave to Reform

**A Technical Assistance Document for
Evaluating Your School
Improvement Process**

– 6th Edition –

2002

**Office of School Improvement
Florida Department of Education**

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EVALUATING YOUR SCHOOL IMPROVEMENT PROCESS

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Introduction

Note - The new Florida School Code goes into effect January 2003.

What are the purposes of evaluating the school improvement process?

- **Decision-making:** Florida Statute 229.58 (1)(a), District and school advisory councils, states that “The school board shall establish an advisory council for each school in the district, and shall develop procedures for the election and appointment of advisory council members. . . . The school advisory council shall be the sole body responsible for final decision making of the provisions for ss. 229.591. Comprehensive revision of Florida’s system of school improvement and education accountability, 229.592. Implementation of state system of school improvement and education accountability, and 230.23(16) Implement School Improvement and Accountability.”
- **Accountability:** Requirements of the State, District, and School:
 - State: Florida Statute 229.0535 states that it is the state’s responsibility “. . . that all public schools be held accountable for students performing at acceptable levels. A system of school improvement and accountability that assesses student performance by school, identifies schools in which students are not making adequate progress toward state standards, institutes appropriate measures for enforcing improvement and provides rewards and sanctions based on performance. . . .”
 - District: Florida Statute 230.23(16) states that the district maintain a system of school improvement and accountability including the following: “. . .(a) school improvement plans, (b) approval process by the district school board, (c) assistance and intervention for each school in danger of not meeting state standards or making adequate progress, (d) notification to the Commissioner of Education and the State Board of Education if after 2 years any school does not make adequate progress, (e) public disclosure of information regarding performance of students and educational programs, and (f) school improvement funds for developing and implementing school improvement plans.”
 - School: Florida Statute 230.23(16) states that the school improvement plan “. . .shall be designed to achieve the state education goals and student performance standards. . . each plan shall also address issues relative to budget, training, instructional materials, technology, staffing, student support services, specific school safety and discipline strategies, and other matters of resource allocation, as determined by school board policy, and should be based on an analysis of student achievement and other school performance data.”
- **Alignment of the elements that make up education in Florida:** Aligning the stages of school improvement: needs assessment, planning, implementation, and evaluation and assessment; includes aligning required elements at the state level, the district level, the school level, and finally the classroom level.
 - State Level Elements include: education legislation, state board rules, Department of Education requirements including public reporting and elements required by state and/or federal grant funded programs, Sunshine State Standards, Grade Level Expectations, and Florida Comprehensive Assessment Tests.
 - District Level Elements include: district strategic plan and budget, district assistance and intervention plan for D and F schools, and district benchmarks aligned to the Sunshine State Standards.

- School Level Elements include: school improvement plan and school budget, curriculum and instruction aligned to the Sunshine State Standards, reading remediation programs for students performing below FCAT Achievement Level 3 as defined by Florida Comprehensive Assessment Reading Tests, and teacher professional development plans aligned with needs identified by analysis of student achievement.
- Finally, **to determine if “adequate progress” has been achieved.** The definition of adequate progress is based on student performance in both Florida Statute 229.57 (7)(e) and State Board of Education Rule 6A-1.09981 (1)(a)3. Florida Statute 229.57 (7)(e) defines schools identified as performance grade “F” as “...schools failing to make adequate progress.” In addition, State Board of Education Rule 6A-1.09981 (1)(a)3 states a minimum requirement for adequate progress is deemed to be met if at least fifty (50) percent of the lowest twenty-five (25) percent of students in the school who scored at or below FCAT Achievement Level 3 in reading the previous year make learning gains as defined in paragraph (5)(b) of the rule. Finally, adequate progress is defined locally at the district and school levels to determine the degree of successful implementation of school improvement plans.

Strategies to Assist a School’s Self-Evaluation

- Based on the Context, Input, Process, and Product (CIPP) evaluation method created by Dr. Daniel Stufflebeam, education evaluation expert, the following evaluation strategy has been outlined as a possible method to assist schools in the evaluation of their school improvement planning process.
- Supporting the recommended CIPP evaluation method are questions and examples to guide your process.

Recommended CIPP Evaluation Strategy, <http://www.wmich.edu/evalctr/ecpub.htm#CIPP>

- Context Evaluation
Evaluating Your Needs Assessment Process and Identification of Goals
- Input Evaluation
Evaluating Your Identification of Objectives and Strategies and Definitions of Adequate Progress
- Process Evaluation
Evaluating the Success of Implementing Your Strategies
- Product Evaluation
Determining the Overall Impact of Your Plan’s Initiatives

Role of School Advisory Council

Florida Statute 229.58 defines the role of the School Advisory Council stating:

- Each school advisory council shall assist in the preparation and evaluation of the school improvement plan and
- each school advisory council shall assist in the preparation of the school’s annual budget and plan .

A portion of funds provided in the annual General Appropriations Act for use by school advisory councils must be used for implementing the school improvement plan.

For more information regarding School Advisory Councils go to <http://www.firn.edu/doe/bosi/sac1.htm>

Context Evaluation

Evaluating How You Identify Needs

The **needs assessment** process assists School Advisory Councils (SAC) in determining the gap between where they are and where they want to be. Needs assessment is an ongoing process which is tied to the school's vision and truly drives school improvement planning.

Steps used when conducting a needs assessment:

- Identify the desired conditions for the school; determine your school's vision.
 - Determine data to be collected and methods of collection.
 - Collect and analyze data to determine areas of focus.
 - Identify actions/strategies to correct any areas in need of improvement.
- **Questions that need to be answered when evaluating your needs assessment process:**

DECISION-MAKING:

- What process did you use to identify school needs related to state goals?
- Were the most important unmet needs related to these goals identified?
- What information and processes used in the previous year's school report will be utilized to guide this year's needs assessment?
- Were feasible strategies identified to address these needs?

ACCOUNTABILITY:

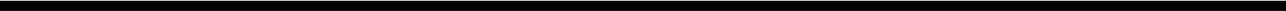
- Were all stakeholders (staff, parents, and community members representative of the ethnic, racial, and economic community served by the school) part of the decision-making and data-collection processes (see Florida Statute 229.58)?
- Was the needs assessment information current?
- Were the needs assessment items directly related to the desired conditions?
- Was the collection method timely, efficient, and equitable?
- Were all populations equally represented and likely to respond to school surveys?
- Does the needs assessment support the objectives that were identified in your plan?
- Is the needs assessment process documented?

EXAMPLE FROM ALL STATE SCHOOL IMPROVEMENT PLAN

Needs Assessment Checklist

- A school vision was identified to guide the school improvement process.
- All stakeholders (staff, parents, and community members representative of the ethnic, racial, and economic community served by the school) participated in the needs assessment process. (see F.S. 229.58)
- Both survey and numeric school data were analyzed to determine areas of focus.
- Data were disaggregated to provide more specific information, including the increased or decreased performance of the lowest 25% performing students from the previous year.
- Needs identified have been prioritized to align with the school vision.

Council Notes



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Context Evaluation

Evaluating How You Identify Goals

A **goal** is a general statement of intent that is usually of a long-term nature. A goal is not stated in measurable terms. The eight State Education Goals are examples at the state level. Also, there may be district goals and school goals written in the school improvement plan.

- **Questions to be answered when evaluating your school improvement goals:**

DECISION-MAKING:

- Do your goals reflect the vision for the school and for each child?
- Are your goals being sought directly related to the most critical needs identified?
- Are your goals justifiable; could they be made more appropriate and defensible?

ACCOUNTABILITY:

- Are your goals aligned with the State Education Goals?
- Did all stakeholder groups have an opportunity to be involved in the development of goals?
- Does your school's needs assessment support your identified goals?
- If your school has been identified as Performance Grade D or F, do you have goals to increase student performance in reading, writing, and/or mathematics? Are these goals aligned to the district intervention plan?

EXAMPLE FROM ALL STATE SCHOOL IMPROVEMENT PLAN

State Goal 3: Student Performance - Students make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards; successfully compete at the highest levels nationally and internationally; and be prepared to make well-reasoned, thoughtful, and healthy lifelong decisions.

Desired Conditions for the School - To improve student achievement in reading.

Current Condition of the School - 2002 Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards Reading results and School Accountability Report

School Goal 1: All State School students make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of reading.

Input Evaluation

Evaluating How You Identify Objectives

An **objective** is measurable and is developed to address specific problems identified in the needs assessment. “SMART” objectives used to measure achievement toward a goal have the following qualities:

- * Specific,
- * Measurable,
- * Attainable,
- * Realistic, and
- * Timebound.

- **Questions that need to be answered when evaluating your school improvement plan objectives:**

DECISION-MAKING:

- Do your objectives emphasize positive change for your school?
- Do your objectives provide guidance for choosing programs and strategies to implement?
- Are your objectives challenging yet achievable for the given timeframe?

ACCOUNTABILITY:

- Do objectives include measurable expectations for all student populations?
- Is each objective aligned with a school and state goal?
- Is each objective supported by data in your needs assessment?
- Is there an objective addressing the needs of the lowest 25% performing students in your school?
- Is there an objective addressing the alignment of content instruction to the Sunshine State Standards with specific attention to science?
- If your school has been identified as performance grade D or F, is there a measurable objective identified for each low performing content area? Are these objectives aligned to the district intervention plan?
- Is there one or more objective(s) identified for State Goal 3: Student Performance?

EXAMPLE FROM ALL STATE SCHOOL IMPROVEMENT PLAN

School Goal 1: All State School students make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of reading.

School Goal 1 Objective 1: The percent of standard curriculum students scoring Level 3 or above on the 2003 FCAT Sunshine State Standards reading component will increase to 50% or greater. This percent will be maintained or increase for year 2004 given that the state identified minimum Level 3 score will increase.

School Goal 1 Objective 2: 59% or greater of the lowest 25% performing students on the 2002 FCAT Sunshine State Standards reading component will make adequate progress as determined by 2003 FCAT Sunshine State Standards reading component scores.

**School Test Data Analysis
2002 Reading Assessment**
Sources of Data: *School FCAT and NRT Reading Results*
District and State FCAT and NRT Reading Results
(see Appendix B for school data analysis worksheets)

1. Analyze the reading scores versus district and state results.
2. Calculate and record the differences (+ or -), “+” indicates performance is above or equal to district or state, “-” indicates performance is below district or state.

**FCAT READING Sunshine State Standards
(All Curriculum Groups):**

School Number	Number of Students	Mean Scale Score	Mean Points Earned								Percent in Each Achievement Level*									
			Words/Phrases		Main Idea/Purpose		Comparisons		Reference/Research		1		2		3		4		5	
99999	97	303	6		14		5		10		21%		29%		36%		12%		2%	
District	2013	297	4	+2	13	+1	7	-2	8	+2	25%	+4	28%	-1	34%	+2	12%	+	1%	+1
State	165,000	295	5	+1	13	+1	6	-1	8	+2	28%	+7	28%	-1	31%	+5	12%	+	1%	+1

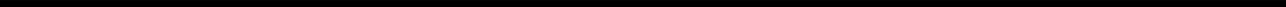
*Levels 3-5 are defined as meeting high standards
Year 2004 Levels 2-5 minimum scores increase (see Appendix C)

Which subtest(s) from the FCAT Sunshine State Standards reading component cover the most problematic areas for your school?

- Subtest 1: Words/Phrases
- Subtest 2: Main Idea/Purpose
- Subtest 3: Comparisons
- Subtest 4: Reference/Research

School Goal 1 Objective 3: All curriculum students’ mean points earned will increase in the area of Comparisons on the 2003 FCAT Sunshine State Standards reading component.

Council Notes



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Input Evaluation

Evaluating How You Identify and Communicate Your Strategies

A **strategy** identifies the action to be taken in order to achieve the objective. It is helpful to list strategies in priority order.

Strategies should:

- * be directly related to obtaining the stated objective;
- * identify who is responsible, a timeline, all necessary resources for implementing the strategy; and
- * include a continuous evaluation process so ongoing adjustments can be made.

• **Questions that need to be answered when evaluating how well you communicated your strategies:**

DECISION-MAKING:

Are strategies clear and understandable?

- Do strategies clearly align with areas of need?
- Are strategies identified that include special population needs?
- Have you allocated human/material resources to implement strategies?
- Have you identified technical assistance and professional development needs and resources?
- Have you set up timelines and checkpoints?
- Have you identified evaluation methods for assessing progress?

ACCOUNTABILITY:

- Do you have a descriptive record of the implementation of each strategy?
- Does your evaluation design include:
 - evaluating the process - assessing the implementation,
 - evaluating the product - determining the success of each strategy implemented,
 - a timeline, and
 - someone who is responsible.

EXAMPLE FROM ALL STATE SCHOOL IMPROVEMENT PLAN

School Goal 1 Objective 1: The percent of standard curriculum students scoring Level 3 or above on the 2003 FCAT Sunshine State Standards reading component will increase to 50% or greater. This percent will be maintained or increase for year 2004 given that the state identified minimum Level 3 score will increase.

Strategy 1 - All teaching staff are provided professional development activities that include information about successful research-based reading instructional strategies. Successful instructional strategies for Sunshine State Strand A-2 will be addressed.

Person(s) Responsible: District Language Arts/Reading Specialist, School level administrator(s) in charge of curriculum and staff development

Timeline: Fall 2002

Resources: Florida Department of Education Office of School Improvement:
Wave #14, *Strategies That Enhance Reading Acceleration*
Wave #18, *Successful Strategies for Turning Around Low-Performance*
Wave #19, *Best Curriculum Strategies for Social Studies, Language Arts, Mathematics and Science*

Input Evaluation

Sample Strategies Continued

<http://osi.fsu.edu>, "Hot Links," "Language Arts"

Florida Department of Education Bureau of Curriculum, Instruction, and Assessment: *Sunshine State Standards Grade Level Expectations Language Arts*

Florida Curriculum Framework Language Arts PreK-12 Sunshine State Standards and Instructional Practices

Just Read, Florida! <http://www.myflorida.com/myflorida/government/governorinitiatives/reading/index.html>

Consumer's Guide to Evaluating a Core Reading Program Grades K-3: A Critical Elements Analysis. <http://www.myflorida.com/myflorida/government/governorinitiatives/reading/rfsa.html>

Budget item: School budget, school improvement funding allocations

Evaluation: Teacher and participant feedback, facilitator evaluation, student achievement on FCAT reading components

Strategy 2 - Parents will be informed of strategies at home that can be used to support reading achievement through print information handed out at open house and parent night.

Person(s) Responsible: Principal, SAC, School Reading Specialist, Guidance

Timeline: Open House, parent night in Fall

Resources: *Just Read, Florida!* <http://www.myflorida.com/myflorida/government/governorinitiatives/reading/index.html>

Summer Reading Club, Adventures for Parents
<http://www.clpgh.org/src/click/parents.html>

Scholastic site on Smart Parenting
<http://www.scholastic.com/smartparenting/>

Recommended Literature: Kindergarten Through Grade Twelve
<http://www.cde.ca.gov/ci/literature/>

The California Department of Education has published a recommended reading list for students in grades K-12 that covers all ethnicities, cultures and subject areas.

Books for Struggling and Reluctant Readers
<http://www.ncte.org/inbox/pdfs/01232002/VM0092Books.pdf>

A list of quality books, both fiction and nonfiction that can allow struggling readers to find a "good book" which will help them to see reading as something of value.

Why Boys Don't Read
<http://www.bookmagazine.com/issue14/teenreads.shtml>

This article discusses the reasons why teenage boys don't read as much as girls and what society can do about it.

Encouraging Teens to Read
<http://www.doug-johnson.com/dougwri/teen.read.html>

This article discusses what parents and teachers can do to help teenagers maintain a "reading habit" until, as adults, it has become a life-long activity

YA Librarians' Homepage
<http://yahelp.suffolk.lib.ny.us/yalit.html>

This site offers a wide variety of booklists and book reviews.

Helping with Reading at Home
http://askeric.org/cgi-bin/printresponses.cgi/Virtual/Qa/archives/Subjects/Language_Arts/Reading/parentsread.html
This web page has seven excellent internet sites that offer information on what parents can do to help their children with reading.

Budget item: School budget, school improvement funding allocations
Evaluation: Teacher/parent feedback

School Goal 1 Objective 2: 59% or greater of the lowest 25% performing students on the 2002 FCAT Sunshine State Standards reading component will make adequate progress as determined by 2003 FCAT Sunshine State Standards reading component scores.

Strategy 1 - Funding available for student remediation will be identified and allocated to implement a reading intervention program for students requiring remediation.

Person(s) Responsible: Principal, SAC
Timeline: Decisions made and implementation process in place prior to beginning of school year

Resources: Elements for the Florida Reading Initiative Policy Framework
<http://www.firn.edu/doe/curriculum/readini.htm>
Just Read, Florida! <http://www.myflorida.com/myflorida/government/governorinitiatives/reading/index.html>

Budget item: School budget, school improvement funding allocations
Evaluation: Lower 25% student achievement in reading, Teacher/parent feedback

Strategy 2 - A reading intervention program chosen for students requiring remediation that is congruent with the Language Arts program will be implemented.

Person(s) Responsible: District Language Arts Specialist, Principal, Assistant Principal in charge of Curriculum, Language Arts Lead Teacher, SAC representative

Timeline: Implemented by the beginning of the school year
Assess quarterly throughout 2002-2003 School Year
Continuously improve and monitor implementation

Resources: District language arts/reading curriculum/district language arts/reading grade level benchmarks,
Florida Department of Education Office of School Improvement:
Wave #14, Strategies That Enhance Reading Acceleration
Wave #18, Successful Strategies for Turning Around Low-Performance
Florida Department of Education Bureau of Curriculum, Instruction, and Assessment: *Sunshine State Standards Grade Level Expectations Language Arts*
Florida Curriculum Framework Language Arts PreK-12 Sunshine State Standards and Instructional Practices
<http://osi.fsu.edu>, "Hot Links," "Language Arts"
Curriculum Reading Support <http://www.firn.edu/doe/curriculum/read.html>
Current adopted language arts/reading instructional materials
Current research on successful reading strategies
Just Read, Florida! <http://www.myflorida.com/myflorida/government/governorinitiatives/reading/index.html>

Budget item: School budget, school improvement funding allocations, instructional materials funds
Evaluation: Lower 25% student achievement in reading, Teacher/parent feedback

Input Evaluation

Evaluating How You Define Adequate Progress

In October 1995, the State Legislation passed F.S. 229.57 (7)(e) defining schools identified as performance grade “F,” as “...schools failing to make adequate progress.” In December 2001, the State Board of Education passed rule Rule 6A-1.09981 (1)(a)3 stating a minimum requirement for adequate progress is deemed to be met if at least fifty (50) percent of the lowest twenty-five (25) percent of students in the school who scored at or below FCAT Achievement Level 3 in reading the previous year make learning gains as defined in paragraph (5)(b) of the rule.

In addition, **adequate progress** is defined locally at the district and school levels to determine the degree of successful implementation of school improvement plans. To assist with this the Department developed a model for locally defining adequate progress (1995) that includes a tiered approach:

- Tier 1 - adequate progress for each school objective written,
 - Tier 2 - adequate progress for each school or state goal, and
 - Tier 3 - adequate progress for the entire school improvement plan.
- **Questions that need to be answered when evaluating your adequate progress definitions:**

DECISION-MAKING:

- Are adequate progress definitions challenging, yet achievable, facilitating positive change for student achievement and your school?

ACCOUNTABILITY:

- Is the School Advisory Council, which is charged with defining adequate progress for your school’s plan, representative of all stakeholders?
- Are there adequate progress definitions for each objective?
- Do adequate progress definitions include measurable educational outcomes?
- Is there an adequate progress definition for State Goal 3: Student Performance?
- If your school has been identified as Performance Grade D or F, has adequate progress been defined as required by the State?
- Is there an adequate progress statement for the plan as a whole?

EXAMPLE FROM ALL STATE SCHOOL IMPROVEMENT PLAN

Tier 1

School Goal 1: All State School students make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of reading.

School Goal 1 Objective 1: The percent of standard curriculum students scoring Level 3 or above on the 2003 FCAT Sunshine State Standards reading component will increase to 50% or greater. This percent will be maintained or increase for year 2004 given that the state identified minimum Level 3 score will increase.

2002-2003 Adequate Progress definition for Objective 1: The percent of standard curriculum students scoring Level 3 or above on the 2003 FCAT Sunshine State Standards reading component will be no less than 50%.

School Goal 1 Objective 2: Greater than 59% percent of the lowest 25% performing students on the 2002 FCAT Sunshine State Standards reading component will make adequate progress as determined by 2003 FCAT Sunshine State Standards reading component scores.

2002-2003 Adequate Progress definition for Objective 2: The percent of the lowest 25% performing students on the 2002 FCAT Sunshine State Standards reading component making adequate progress as determined by 2003 FCAT reading component scores will be no less than 59%.

School Goal 1 Objective 3: All curriculum students' mean points earned will increase in the area of Comparisons on the 2003 FCAT Sunshine State Standards reading component.

2002-2003 Adequate Progress definition for Objective 3: All curriculum students' mean points earned on the Comparisons subtest of the 2003 FCAT Sunshine State Standards Reading component will be 6 or greater.

Tier 2

School Goal 1: All State School students make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of reading.

2002-2003 Adequate Progress definition for Goal 1: All State School will meet a minimum of 2 out of 3 objectives for Goal 1.

Council Notes

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Council Notes



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Process Evaluation

Evaluating How Successful You Were in Implementing Your Strategies

Evaluating the success of implementing your strategies begins when strategies are first put into place and ends with analysis of the data collected from evaluating both the process (implementation) and product (results).

- **Questions that need to be answered when evaluating each strategy implemented:**

DECISION-MAKING:

- Do you have a plan for compiling all evaluation data and, if so, what is it?
- Would a standard format for evaluation help this process, and if so, what would that format be?
- Does the person(s) responsible for conducting the evaluation of each strategy have the:
 - time and resources to adequately conduct the evaluation?
 - knowledge or needed assistance to make the required decisions to complete the task?

ACCOUNTABILITY:

- Is there documentation of the process and analysis with records of progress made for each strategy and mid-course correction?
- Is there documentation of the product and analysis?

**EXAMPLE FROM ALL STATE SCHOOL IMPROVEMENT PLAN
Evaluation Plan for Strategies**

School Goal 1 Objective 1:

Strategy 1 - All teaching staff are provided staff development activities that include information about successful research-based reading instructional strategies. Successful instructional strategies for Sunshine State Strand A-2 will be addressed.

Strategy 2 - Parents will be informed of strategies that can be used at home to support reading achievement through print information handed out at open house and parent night.

Goal 1 Objective 1	Person(s) Responsible	Timeline	Budget Item	Product	Evaluator(s)	Timeline
Strategy 1	Administrators in charge of Professional Development	Fall 2002	SIP funding allocation, school budget	Improved reading instruction	Principal, teacher feedback, reading achievement	June 2003
Strategy 2	administration, teachers, SAC, PTA	Open house, October Parent Night	SIP funding allocation, school budget, PTA	Hard copy information for parents, improved reading skills	student achievement, parent/student feedback	December 2002

Product Evaluation

Determining the Overall Impact of Your Plan's Initiatives: Was Adequate Progress Achieved?

Evaluation gives direction to everything that we do when changing and improving school improvement plans. It is informative, not punitive. It is the process that:

- identifies the successes of this year's plan;
- identifies needs for the next year's plan; and
- evaluates and adjusts the plan's progress throughout the year.

The process of determining the overall impact of your plan involves two basic acts:

- gathering information so that decisions will be informed and supportable; and
- applying criteria to the available information to arrive at justifiable decisions.

The process is done systematically and openly, so that others can follow along and all can learn. It is recorded in reports or other documents so that the steps in the decision-making process about a program can be traced and, when necessary, the results can be reviewed and communicated clearly and accurately.

Evaluation focuses on evaluating the effectiveness of each objective, therefore enabling you to identify whether or not adequate progress has been achieved. It calls for interpreting outcome data compared to the objectives.

The evaluation report should describe:

- the purpose - why it was done;
- the procedures - what was done;
- the findings - what information was obtained, what conclusions were drawn; and
- the recommendations for next year's plan.

All State School Improvement Plan Evaluation Report Outline

Purpose:	School Vision
Procedures:	Identification of Problems or Weaknesses Identification of Goals Identification of Objectives and Strategies Identification of Responsibilities, Timelines, and Budget Sources
Findings:	Implementation Process Reporting of Successes Recommendations for Next Year's Plan

Product Evaluation

Determining the Overall Impact of Your Plan’s Initiatives: Was Adequate Progress Achieved?

- **Questions that need to be addressed about your final evaluation:**

DECISION-MAKING:

- How much time will you need for the evaluation?
- Who is going to coordinate this entire process?
- Are there sufficient resources to conduct the evaluation?
- Is there an appropriate amount of data for analysis?

ACCOUNTABILITY:

- Do you have documented evaluation data for each objective that supports your report?
- Is evaluation of short-term objectives being paired with appropriate long-term objectives?
- Do the evaluation data for each objective include the number of students involved in and affected by the objective enabling the report to show the extent of improvement?
- How will the results of your evaluation be used to:
 - revise and redefine goals for the future?
 - evaluate school performance?
 - inform the public?
 - determine if adequate progress was achieved?
- Were all stakeholder groups included in the evaluation process? (see F.S. 229.58)
- Is the evaluation of this year’s plan tied to the needs of future year plans?

Note: If adequate progress is not achieved, an assistance and intervention plan is developed with input from school and district offices.

EXAMPLE FROM ALL STATE SCHOOL IMPROVEMENT PLAN						
Was Adequate Progress Achieved?						
Tier 1		Tier 2		Tier 3		
Goal #1						
Objective #1	yes/no	Goal #1	yes/no	SI Plan	yes/no	
Objective #2	yes/no	Goal # ____	yes/no	Lower 25% in reading _____ /yes/no		
Goal #1						
Objective #3	yes/no	Goal # ____	yes/no	School Grade _____ /yes/no		
Goal # ____						
Objective # ____	yes/no	Goal # ____	yes/no			

Continue through Goals and Objectives until complete.

Resources and References

District School Board of Alachua County (1995). Planning Guide for School Improvement. Gainesville: School Board of Alachua County, Superintendent of Schools, Robert W. Hughes.

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**Florida Department of Education web site:
<http://www.firn.edu/doe/>**

**Florida State University School Improvement Policy Center
<http://osi.fsu.edu>**

Appendices

Appendix A

State Education Goals

Florida's eight state education goals are statements of intent expressed in general terms. The eight state education goals were revised in 1999 to reflect increased emphasis on collaboration and accountability. Goal 3, Student Performance, drives school improvement and accountability efforts to transform schools into centers of excellence.

Goal 1: Readiness to Start School

Communities and schools collaborate in a statewide comprehensive school readiness program to prepare children and families for children's success in school.

Goal 2: Graduation Rate and Readiness for Postsecondary Education and Employment

Students graduate and are prepared to enter the workforce and postsecondary education.

Goal 3: Student Performance

Students make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards; successfully compete at the highest levels nationally and internationally; and be prepared to make well-reasoned, thoughtful, and healthy lifelong decisions.

Goal 4: Learning Environment

School boards provide a learning environment conducive to teaching and learning, in which education programs are based on student performance data, and which strive to eliminate achievement gaps by improving learning for all students.

Goal 5: School Safety and Environment

Communities and schools provide an environment that is drug-free and protects students' health, safety, and civil rights.

Goal 6 : Teachers and Staff

The schools, districts, colleges of education, postsecondary institutions, and state work collaboratively to provide professional teachers and staff who possess the competencies and demonstrate the performance needed to maximize learning among all students.

Goal 7 : Adult Literacy

Adult Floridians are literate and have the knowledge and skills needed to compete in a global economy, prepare children for success in school, and exercise the rights and responsibilities of citizenship.

Goal 8 : Parental, Family, and Community Involvement

Communities, school boards, and schools provide opportunities for involving parents, families, guardians, and other community stakeholders as collaborative partners in achieving school improvement and education accountability.

Appendix B

Data Analysis Worksheets

School Test Data Analysis 2002 FCAT Assessment

Sources of Data: *June 2002 School Accountability Report
School FCAT and NRT Results
District and State FCAT and NRT Results*
(Use one worksheet per grade level.)

Reading

FCAT READING (Grades 3-10) (Standard Curriculum Group Only):

Reading	Grade	School	District	State
% Meeting High Standards (Levels 3-5 are defined as meeting high standards)				
% Making Learning Gains				
Adequate Progress of Lowest 25% in School				
Percent tested				
Performance Grade			NA	NA

Year 2004 Levels 2-5 minimum scores increase (see Appendix C)

1. Analyze the reading scores vs. district and state results.
2. Calculate and record the differences (+ or -), “+” indicates performance is above or equal to district or state, “-” indicates performance is below district or state.

Note: The lower 25% performing students in each assessed content area can be identified by sorting student scale scores on an electronic spreadsheet. This can be done for the entire school population assessed, by grade level, and/or by classroom level.

FCAT READING (Grade 3-10) (Standard Curriculum Group Only):

School Number	Number of Students	Mean Scale Score	Mean Points Earned				Percent in Each Achievement Level*							
			Words/ Phrases	Main Idea/ Purpose	Comparisons	Reference/ Research	1	2	3	4	5			
District														
State														

***Levels 3-5 are defined as meeting high standards**

Year 2004 Levels 2-5 minimum scores increase (see Appendix C)

Which subtest(s) from the FCAT Sunshine State Standards reading component cover the most problematic areas for your school?

- Subtest 1: Constructs Meaning from Information Text**
- Subtest 2: Constructs Meaning from Literature**

FCAT READING Norm-Referenced Test (Grades 3-10) (All Curriculum Groups):

School Name	Mean Scale Score	Initial Understanding	Interpretation	Critical Analysis	Strategies	Median NPR
District						
State						

Which subtest(s) from the FCAT Norm-Referenced reading component cover the most problematic areas for your school?

- Subtest 1: Initial Understanding**
- Subtest 2: Interpretation**
- Subtest 3: Critical Analysis**
- Subtest 4: Strategies**

Appendix B

Data Analysis Worksheets

School Test Data Analysis 2002 FCAT Assessment

Sources of Data: *June 2002 School Accountability Report
School FCAT and NRT Results
District and State FCAT and NRT Results*
(Use one worksheet per grade level.)

Mathematics

FCAT MATHEMATICS (Grades 3-10) (Standard Curriculum Group Only):

Mathematics	Grade	School	District	State
% Meeting High Standards (Levels 3-5 are defined as meeting high standards)				
% Making Learning Gains				
Percent tested				
Performance Grade			NA	NA

Year 2004 Levels 2-5 minimum scores increase (see Appendix C)

1. Analyze the mathematics scores vs. district and state results.
2. Calculate and record the differences (+ or -), “+” indicates performance is above or equal to district or state, “-” indicates performance is below district or state.

FCAT MATHEMATICS Sunshine State Standards (Grade 3-10) (All Curriculum Groups):

School Number	Number of Students	Mean Scale Score	Mean Points Earned																	
			Number Sense		Measurement		Geometry		Algebraic Thinking		Data Analysis									
District																				
State																				
			Percent in Each Achievement Level																	
			1*		2*		3*		4*		5*									
School																				
District																				
State																				

***Levels 3-5 are defined as meeting high standards**

Year 2004 Levels 2-5 minimum scores increase (see Appendix C).

Which subtest(s) from the FCAT Sunshine State Standards mathematics component cover the most problematic areas for your school?

- Subtest 1. Number Sense, Concepts, and Operations
- Subtest 2. Measurement
- Subtest 3. Geometry and Spatial Sense
- Subtest 4. Algebraic Thinking
- Subtest 5. Data Analysis and Probability

**Elementary (Grade 3 or 4) FCAT MATHEMATICS Norm-Referenced Test
(All Curriculum Groups):**

School Name	Mean Scale Score	Whole Numbers	Number Sense	Geometry & Spatial Sense	Measurement	Statistics & Probability	Fractions & Decimals	Patterns & Relationships	Estimation	Problem Solving	Median NPR
District											
State											

Which subtest(s) from the Grade 3 or 4 FCAT Norm-Referenced mathematics component cover the most problematic areas for your school?

- Subtest 1: Whole Numbers
- Subtest 2: Number Sense
- Subtest 3: Geometry & Spatial Sense
- Subtest 4: Measurement
- Subtest 5: Statistics & Probability
- Subtest 6: Fractions & Decimals
- Subtest 7: Patterns & Relationships
- Subtest 8: Estimation
- Subtest 9: Problem Solving

**Middle (Grade 5, 6, 7, or 8) FCAT MATHEMATICS Norm-Referenced Test
(All Curriculum Groups):**

School Name	Mean Scale Score	Measurement	Estimation	Problem Solving	Number Relationships	Number Systems	Patterns & Functions	Algebra	Statistics	Probability	Geometry	Median NPR
District												
State												

Which subtest(s) from the Grade 5, 6, 7, or 8 FCAT Norm-Referenced mathematics component cover the most problematic areas for your school?

- Subtest 1: Measurement
- Subtest 2: Estimation
- Subtest 3: Problem Solving
- Subtest 4: Number Relationships
- Subtest 5: Number Systems
- Subtest 6: Patterns & Functions
- Subtest 7: Algebra
- Subtest 8: Statistics
- Subtest 9: Probability
- Subtest 10: Geometry

**High School (Grade 9 or 10) FCAT MATHEMATICS Norm-Referenced Test
(All Curriculum Groups):**

School Name	Mean Scale Score	Problem Solving	Algebra	Statistics	Probability	Functions	Geometry - Synthetic	Geometry - Algebraic	Trigonometry	Discrete Math	Pre-Calculus	Median NPR
District												
State												

Which subtest(s) from the Grade 9 or 10 FCAT Norm-Referenced mathematics component cover the most problematic areas for your school?

- Subtest 1: Problem Solving
- Subtest 2: Algebra
- Subtest 3: Statistics
- Subtest 4: Probability
- Subtest 5: Functions
- Subtest 6: Geometry - Synthetic
- Subtest 7: Geometry - Algebraic
- Subtest 8: Trigonometry
- Subtest 9: Discrete Math
- Subtest 10: Precalculus

Appendix B

Data Analysis Worksheets

School Test Data Analysis 2002 FCAT Assessment

Sources of Data: *June 2002 School Accountability Report*
School FCAT Writing Results
District and State FCAT Writing Results

Writing

Analyze the writing scores versus district and state results.

FCAT WRITING (Grades 4, 8, or 10) (Standard Curriculum Group Only):

Writing	School	District	State
% Meeting High Standards (% Scoring 3 and above averaged with the % scoring 3.5 and above)			
Percent tested			
Performance Grade		NA	NA

1. Analyze the writing scores vs. district and state results.
2. Calculate and record the differences (+ or -), “+” indicates performance is above or equal to district or state, “-” indicates performance is below district or state.

FCAT WRITING Sunshine State Standards (Grades 4, 8, or 10) (All Curriculum Groups):

School Number	Number of Students	Mean Score	Mean Subtest Scores		Percent Earning Each Score Point												
			Expos	Nar. (4) Persu. (8,10)	1	1.5	2	2.5	3	3.5	4	4.5	5				
District																	
State																	

Which subtest(s) from the FCAT Sunshine State Standards writing component cover the most problematic areas for your school?

- Subtest 1: Writing to Explain
- Subtest 2: Grade 4: Writing to Tell a Story
- Subtest 2: Grades 8 and 10: Writing to Persuade

Appendix C

State Board Rule 6A – 1.09422 Grades 3-10 FCAT Achievement Levels For 2002-2003 and 2004 & Beyond (Shaded)

Grade	Years	Level 1		Level 2		Level 3		Level 4		Level 5	
		Read	Math								
Grade 3	2002-2003	100-258	100-252	259-283	253-293	284-331	294-345	332-393	346-397	394-500	398-500
Grade 3	2004 & beyond	100-271	100-265	272-296	266-306	297-344	307-358	345-406	359-410	407-500	411-500
Grade 4	2002, 2003	100-274	100-259	275-298	260-297	299-338	298-346	339-385	347-393	386-500	394-500
Grade 4	2004 & beyond	100-287	100-272	288-311	273-310	312-351	311-359	352-398	360-406	399-500	407-500
Grade 5	2002, 2003	100-255	100-287	256-285	288-325	286-330	326-354	331-383	355-394	384-500	395-500
Grade 5	2004 & beyond	100-268	100-300	269-298	301-338	298-343	339-367	344-396	368-407	397-500	408-500
Grade 6	2002, 2003	100-264	100-282	265-295	283-314	296-338	315-353	339-386	354-390	387-500	391-500
Grade 6	2004 & beyond	100-277	100-295	278-308	296-327	309-351	328-366	352-399	367-403	400-500	404-500
Grade 7	2002, 2003	100-266	100-274	267-299	275-305	300-343	306-343	344-388	344-378	389-500	379-500
Grade 7	2004 & beyond	100-279	100-287	280-312	288-318	313-356	319-356	357-401	357-391	402-500	392-500
Grade 8	2002, 2003	100-270	100-279	271-309	280-309	310-349	310-346	350-393	347-370	394-500	371-500
Grade 8	2004 & beyond	100-283	100-292	284-322	293-322	323-362	323-359	363-406	360-383	407-500	384-500
Grade 9	2002, 2003	100-284	100-260	285-321	261-295	322-353	296-331	354-381	332-366	382-500	367-500
Grade 9	2004 & beyond	100-297	100-273	298-334	274-308	335-366	309-344	367-394	345-379	395-500	380-500
Grade 10	2002, 2003	100-286	100-286	287-326	287-314	327-354	315-339	355-371	340-374	372-500	375-500
Grade 10	2004 & beyond	100-299	100-299	300-339	300-327	340-367	328-352	368-384	353-387	385-500	388-500

***Grade 10 passing score for high school graduation as defined by the Florida State Board of Education August 2001:**

Reading 300, Mathematics 300

State Board Rule 6A-1.09981(7) School Performance Grading Scale

- (a) At least 410 school grade points shall be required for a School Performance Grade of A;
- (b) At least 380 school grade points shall be required for a School Performance Grade of B;
- (c) At least 320 school grade points shall be required for a School Performance Grade of C;
- (d) At least 280 school grade points shall be required for a School Performance Grade of D;
- (e) If a school accumulates fewer than 280 school grade points, it shall be assigned a School Performance Grade of F.

Appendix D

Adequate Progress

1. Definition for Schools Based on Local Standards or Measures

Definition as determined by the School Advisory Council for the School Improvement Plan (see pages 15-16 and 21)

2. Definition for Schools Based on Student Achievement Gains in Reading – Selected Excerpts from State Board of Education Rule 6A-1.09981 (1)(a)3. (Entire rule viewable at <http://www.firn.edu/doe/rules/109881amend.pdf>)

Schools designated as Performance Grade “C” or above shall be required to demonstrate that **adequate progress in reading** has been made by the lowest twenty-five (25) percent of students in the school who scored at or below FCAT Achievement Level 3, based on their previous year’s FCAT score. The minimum requirement for adequate progress is deemed to be met if at least fifty (50) percent of such students make learning gains as defined in paragraph (5)(b) of this rule.

If the minimum requirement for adequate progress in reading among the lowest twenty-five (25) percent of students in the school is not met, the School Advisory Council shall amend its School Improvement Plan to include a component for demonstrating adequate progress. If a school otherwise designated as Performance Grade “B” or “C” does not meet minimum adequate progress requirement for two (2) years in a row, the final Performance Grade designation shall be reduced by one (1) letter grade. No school shall be designated as Performance Grade “A” unless the minimum criteria for adequate progress in reading is met and the difference between the reading gains for the lowest twenty-five (25) percent of students in the school as defined in paragraph (5)(c) of this rule and the reading gains for all eligible students in the school as defined in paragraph (5)(b) of this rule is not more than ten (10) percentage points.

(5)(b) Annual learning gains, aggregated for each school, which indicate the percent of eligible students who have:

1. improved their FCAT Achievement level from one (1) year to the next, or
2. maintained their achievement levels within levels 3, 4, or 5 from one (1) year to the next, or
3. remained within FCAT Achievement Levels 1 or 2 and who demonstrated more than one (1) year’s growth on the FCAT developmental scale, as determined by the Department of Education.

Students whose FCAT Achievement Level declines from one (1) year to the next shall not be deemed to have made annual learning gains. The annual learning gains calculation shall be based on students who have a valid FCAT reading and/or math score in both the current and previous year.

(5)(c) Improvement, as defined in paragraph (5) (b) of this rule, of the lowest twenty-five (25) percent of students in reading in each grade, aggregated for each school, unless they are performing above satisfactory, defined as FCAT Achievement Levels 4 and 5.

3. Definition for Schools Based on School Accountability Grade - Florida Statutes, Chapter 229.57 (7) Student assessment program.—

SCHOOL PERFORMANCE GRADE CATEGORIES.—Beginning with the 1998-1999 school year’s student and school performance data, the annual report shall identify schools as being in one of the following grade categories defined according to rules of the state board:

- (a) “A,” schools making excellent progress.
- (b) “B,” schools making above average progress.
- (c) “C,” schools making satisfactory progress.
- (d) “D,” schools making less than satisfactory progress.
- (e) **“F,” schools failing to make adequate progress.**

Consequences for schools failing to make adequate progress are found in Florida Statutes, Chapter 229.0535 (2).



Charlie Crist, Commissioner
Florida Department of Education

Florida Department of Education website:
<http://www.firn.edu/doe/>

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