# Research Report

**February 2005**

*Center for Educational Performance & Accountability*



**106 N. Bronough St. ♦ P. O. Box 10209 ♦ Tallahassee, FL 32302 ♦ (850) 222-5052 ♦ FAX (850) 222-7476**



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# STRENGTHENING MARION COUNTY PUBLIC SCHOOLS: A COMPARATIVE STUDY OF THE CONTINUOUS IMPROVEMENT MODEL (CIM) IN BRAZOSPORT, TEXAS & MARION COUNTY, FLORIDA

**"No Child Left Behind" is more than the name of the current federal education law. It is the sentiment that drives public schools in Florida and indeed the nation to find programs and practices that enable each and every child to reach academic achievement benchmarks. Standards -based reform is making a powerful difference for students, and it is highlighting certain challenges, as well. Among these is the disparate scholastic performance among minority and non-minority students. Efforts designed to address this disparity are emerging. In this report, Florida TaxWatch addresses one such approach, the Continuous Improvement Model.**

## Executive Summary

Trends in student learning have been identified and parsed for a very long time. One such trend that has surfaced in virtually all literature is the unparallel performance of minority and non-minority students. Disaggregated data suggest that minority students, including those from lower socio-economic levels, are outperformed by their majority counterparts on standardized tests. Such disproportionate results are generally referred to as the "Achievement Gap."

Recognizing that all students must meet rigorous academic standards in order to secure their futures, exemplary educational leaders have taken steps to specifically address the achievement gap. One such commendable educator is Gerald Anderson, former Superintendent of Schools in Brazosport, Texas. He spearheaded a structured effort to ensure academic proficiency for all students. Tagged the "Continuous Improvement Model" (CIM), the system provides an eight-step protocol to enhance student learning. The results in the Brazosport district were encouraging:

- In 1991, 64% of Brazosport's economically disadvantaged, Hispanic and Black students passed the Texas state reading assessment; in 2001 this percentage rose to 91%.
- In 1991, 59% of Brazosport's economically disadvantaged, Hispanic and Black students passed the Texas state math assessment; in 2001, this percentage rose to 92%.
- In 1991, 67.2% of Brazosport's economically disadvantaged, Hispanic and Black students passed the Texas state writing assessment; in 2001, this percentage rose to 88.7%.

Gerald Anderson and his colleague Patricia Davenport later summarized their findings via publication of their book, ***Closing the Achievement Gap,*** in 2002.

**There is unwavering agreement that schools dramatically improve when they align their curricula with common standards. Implicit in this approach is the goal of testing often, continually tailoring instruction to the needs of students, and bridging their proficiencies with those measured by wider-approved state standards.**

At the same time, Jim Warford, then Superintendent of Marion County Public Schools in Florida, sought to implement a successful program for addressing achievement gap issues in his district. He selected the Continuous Improvement Model for district implementation during the 2002-03 school year and sought an independent evaluation of its success. While first-year efforts often show mixed results, and this program is no exception, some dramatic elements emerged. These include:

- Black students narrowed the achievement gap in reading in all grades 3-10 by up to 11.63 points.
- Black students narrowed the achievement gap in mathematics in all grades 3-10 by up to 14.72 points.
- Success for Hispanic and economically disadvantaged students was not particularly evidenced, and there were some significant declines.

**There were some impressive increases in FCAT scores in the Marion County School District in both reading and math during the first year of CIM implementation. As with most educational reforms, though, it is difficult to assign full responsibility for this growth to one isolated effort such as CIM within the first year of study.**

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# Background

During the early1990s, K-12 educators in the Brazosport, Texas, Independent School District (BISD), were challenged to be more accountable, and, according to Gerald Anderson, then BISD Superintendent, they rose to the occasion.[1] In 1992 Anderson reported that only 57-64 percent of Brazosport's economically disadvantaged, Hispanic and Black students passed the Texas Assessment of Academic Skills (TAAS, Texas' counterpart to Florida's FCAT test) in reading, 57-60 percent in writing, and 50-58 percent in math. Ten years later, following implementation of an instructional model—the Continuous Improvement Model (CIM)—Gerald Anderson and BISD administrator/co-author Patricia Davenport reported in *Closing the Achievement Gap* that an extraordinary 92-98 percent of all BISD students were passing the TASS regardless of their ethnicity or socioeconomic status. They reported that the percent of students passing the math, reading and writing TAAS tests almost doubled because of the CIM, increasing from 44.5% in 1990-91 to 85.3% in 2000-01. BISD TAAS math scores similarly rose from 59% to 92%, as did reading (64% to 91%), and writing (67.2% to 88.7%).[2]

This study is a comprehensive evaluation by Florida TaxWatch of a CIM implementation initiated in 2002-2003 by another school district, the Marion County School District of Florida (MCSD) and the extent to which student scores on the FCAT and Stanford Achievement Test, Version 9 (SAT-9) improved as a result. After learning of the success that the BISD had in improving student achievement on the TAAS tests, the MCSD Superintendent Jim Warford asked Florida TaxWatch to evaluate the model's success in improving student test scores on the FCAT and SAT-9. When Warford accepted the call to become Florida K-12 Chancellor in 2003, the task of CIM implementation fell to the new Marion County Superintendent, Jim Yancey who formerly was Deputy Superintendent and point man for Warford on the CIM.

Superintendent Warford courageously took on a tall order when he agreed to implement the CIM. He said that Marion County would achieve the same level of success district-wide within five years that, according to former BISD Superintendent Anderson, took him a decade to achieve.

In order to ascertain how well the MCSD did in implementing the CIM it was necessary to comparatively evaluate at some length the experiences that the BISD and the MCSD had with their implementations of the model, if for no other reason, because others inevitably would compare MCSD's success (or the lack thereof) in improving student achievement with the BISD's. It also was deemed necessary to determine how well Texas students performed on the TAAS during the decade of the 1990s as compared to

[1] Davenport, Patricia, and Anderson, Gerald. Closing the Achievement Gap. American Productivity & Quality Center, Houston Texas, 2002.

[2] Davenport, Patricia and Gerald Anderson, *Closing the Achievement Gap*, American Productivity & Quality Center, Houston Texas, 2002.

BISD students. Did they score better, as well or worse while implementing the CIM as Texas students generally?[3] Likewise, did the MCSD students achieve comparably, better or less well than did Florida students on-average?

This evaluation first explores the efficacy of Texas student achievement during the 1990s, as measured by statewide average scores on the TAAS. This is done in the context of whether the substance of the TAAS and the processes whereby it was administered may have influenced the test scores attained. Next, in order to ascertain the extent to which the CIM accounts for the reported improvements in student achievement on the TAAS in the BISD during the 1990s, and to better determine how meaningful that progress was, Texas statewide TAAS mean test scores are compared to those of the BISD students district-wide and the extent to which the CIM accounts for the phenomenal increases in BISD TAAS test scores is further explored. An evaluation then is done of the efficacy of the FCAT and the SAT-9 as measures of student achievement. The portion of the report reflects on some of the lessons learned by MCSD teachers in their first year of CIM implementation according to their responses to a questionnaire survey conducted by TaxWatch.

## Texas Statewide Student Achievement

Texas was one of the initial leaders nationally in school improvement, and, in 1979, the state began assessing minimum basic skills of students in reading, mathematics and writing by administering the Texas Assessment of Basic Skills (TABS) test. Because the student achievement results were reported to the public, the implementation of the TABS marked the beginning of "high stakes" testing in Texas. In 1985 Texas upgraded state testing from assessing basic skills to measuring minimum skills via the Texas Educational Assessment of Minimum Skills (TEAMS) examination. During the same period the state mandated and implemented a uniform set of curricular standards and demanded that Mastery Learning[4] be incorporated into the instructional delivery methodology of all schools.

In an effort to focus more on academic than on minimum skills, and to heighten the rigor of student testing, the Texas Education Agency (TEA) changed state assessments and began implementing the Texas Assessment of Academic Skills (TAAS). The TAAS was transitioned into place during the 1992-93 school year and was fully implemented in 1994. The reading and math TAAS assessments were administered to grades 3-8 and 10,

[3] Davenport and Anderson, in *Closing the Achievement Gap* do not include data that comparatively demonstrates how much BISD student TAAS test scores improved largely due to the implementation of the CIM in comparison to TAAS test score improvements statewide.

[4] Mastery Learning (ML) is "an instructional strategy [developed in 1968 by famed educator Benjamin Bloom.] based on the principle that all students can learn a set of reasonable objectives with appropriate instruction and sufficient time to learn. ML puts the techniques of tutoring and individualized instruction into a group-learning situation and brings the learning strategies of successful students to nearly all the students of a given group. In its full form it includes a philosophy, curriculum structure, instructional model, the alignment of student assessment, and a teaching approach." http://allen.warren.net/ml.htm

and the writing assessments included grades 4 and 8. In 1977, the TEA increased the rigor of the Essential Elements on which the TAAS is based. Recently, in spring 2003 Texas once again changed its assessment, introducing the Texas Assessment of Knowledge and Skills (TAKS).

Texas student TAAS statewide test scores improved remarkably during the 1990s. The next three subsections of this report examine this accomplishment within a broader context.

## The Efficacy of the TAAS as a Measure of Student Achievement

It has been said that the TAAS relies "too heavily on multiple-choice questions rather than aiming for a balance between multiple choice and open-ended test items."[5] While the TEA considers the TAAS to be a criterion-referenced test, because traditional norm-referenced test construction techniques were utilized,[6] the TAAS may not strictly fulfill the definition of a criterion-referenced test. In addition, a variety of authors have offered various psychometric critiques about different elements of the test's construction. Included in these have been the claim that the TAAS contains too few questions to produce reliable test scores.[7] Nonetheless, the courts have upheld high-stakes testing in Texas.

To its credit, the TEA attempted to validate the efficacy of the TAAS via the Texas National Comparative Data Study (1999), but it did not come to fruition. Essentially the TEA, via Harcourt Educational Measurement, administered the Metropolitan Achievement Tests, Seventh Edition (MAT-7), to a sample of students. The study excluded special education students and applied "ethnic weighting" to the results.[8] Texas student results tended to be slightly higher than the national norm. However, each participating school selected both the classrooms and individual students to whom the tests were administered rather than delegating the selection to an independent evaluator. Unfortunately, the TEA never published the TAAS scores of the tested students.[9]

Notably, the TAAS scores even contradict those of other Texas tests. For example, while the TAAS indicated remarkable increases in student scores, the Texas Academic Skills Program test (TASP), a college readiness test, shows a precipitous decrease in the percent

[5] Jerald, Craig, D., "Real Results, "Remaining Challenges: The Story of Texas Educational Reform," The Business Roundtable, April, 2001, p. 6.
[6] Massell, Diane, Kirst, Michael, and Hoppe, Margaret Hoppe, "Persistence and Change: Standards-based Reform in Nine States," Consortium for Policy Research in Education, 1997, p. 30.
[7] Haney, Walt. "The Myth of the Texas Miracle in Education," Education Policy Analysis Archives, Vol. 8, No. 41, August 19, 2000.
[8] 1999 Texas National Comparative Data Study, http://www.tea.state.tx.us/student.assessment/resources/studies/ncds.pdf, pp. 1, 4, 6.
[9] Haney, Walt. "The Myth of the Texas Miracle in Education," Education Policy Analysis Archives, Vol. 8, No. 41, August 19, 2000.

of students who passed the reading, math, and writing portions of the test, from 65.2% to 43.3% in 1994 and 1997, respectfully.[10]

In addition, the Texas student scores on both the verbal and math portions of the Scholastic Aptitude Test (SAT), a national college admission examination, declined relative to national scores after the early 1990s. In 1993, the Texas SAT verbal and math scores were lower than were the national scores (10% and 5% respectively), and both score sets fell 11% behind the national average ten years later (College Board).

Possibly the most evident demonstration of the TAAS tests substantive efficacy is found by comparing TAAS results with those of the National Assessment of Educational Progress (NAEP), known as the "Nation's Report Card" from the U.S. Office of Education. This test is administered to students without regard to whether they are college-bound and is likely the most extensively scrutinized test in the U.S. today.

Comparing the gains of NAEP and TAAS scores for a given year and by cross-sectional grade cohort reveals grave anomalous differences. During the 1990s, the Math and Reading NAEP tests were administered to students in grades 4 and 8 periodically but not administered every year to every grade. Consequently, this study could only find comparable administrations of the NAEP for grade 4 for 1992 and grade 8 for 1996.

Even though the TAAS student scores appear to have soared between 1992 and 1998, the Texas NAEP score gains during that period were unremarkable in comparison to those of the nation (Tables 1 and 2).[11] Texas student score gains only exceeded the national scores in one of eight comparisons, *i.e.,* the White grade 4 Texas students scored two points above the 1992 to 1996 national score comparison. Moreover, it is clear that, except for that one exception, Texas student scores actually fell below those of the nation, and the achievement gap between Texas White, Black and Hispanic students grew wider relative to the nation, *i.e.*, "the gap on NAEP was large to begin with and got slightly wider over time, whereas the gap on TAAS started off somewhat smaller than it was on NAEP and then got substantially smaller."[12] This difference could be attributable to the "TAAS 'passing' benchmark being more equivalent to the NAEP 'basic' level than to the NEAP 'proficient' level."[13] In summary, there is ample evidence to suggest that the purported towering growth of student achievement scores that is claimed by the TEA is questionable and subject to debate.[14]

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[10] Texas Higher Education Coordinating Board website (www.thecb.state.tx.us/), in Haney, Walt. "The Myth of the Texas Miracle in Education," Education Policy Analysis Archives, Vol. 8, No. 41, August 19, 2000.

[11] Klein, Steven, et al. "What Do Test Scores in Texas Tell Us?" Rand Report, October, 24, 2000. To measure gain here, the scores of grade 4 students were subtracted from those of grade 8 students four years later.

[12] Ibid.

[13] Jerald, Craig D., "Real Results, Remaining Challenges: The Story of Texas Educational Reform," The Business Roundtable, 2001, p. 6.

[14] Proponents of the TAAS and its scaling suggest that it is unfair to compare TAAS results with those of the NAEP. In particular, the TAAS supporters note that it is a "high-stakes" test and because the NAEP scores have no impact on students or schools, there is naturally less reason, and no necessity, for students to excel on it. While this reasoning may have a ring of truth to it, the percent that pass TAAS tests

**Table 1. NAEP Math Scores for Grade 4 (1992) and Grade 8 (1996)**

| Group | Texas | | United States | | \|Score Difference | | |
|---|---|---|---|---|---|---|---|
| | Grade 4 | Grade 8 | Grade 4 | Grade 8 | Texas Gain | U.S. Gain | Texas–U.S. |
| Texas | 218 | 265 | 219 | 267 | 47 | 48 | -1 |
| White | 229 | 285 | 227 | 281 | 56 | 54 | 2* |
| Black | 199 | 249 | 192 | 242 | 50 | 50 | 0 |
| Hispanic | 209 | 256 | 201 | 250 | 47 | 49 | -2 |
| Data from NCES web site: www//nces.ed.gov/nationsreportcard/states/ | | | | | | | |

**Table 2. NAEP Reading Scores for Grade 4 (1994) and Grade 8 (1998)**

| Group | Texas | | United States | | \| Score Difference | | |
|---|---|---|---|---|---|---|---|
| | Grade 4 | Grade 8 | Grade 4 | Grade 8 | Texas Gain | U.S. Gain | Texas–U.S. |
| Texas | 212 | 261 | 212 | 261 | 49 | 49 | 0 |
| White | 227 | 273 | 223 | 270 | 46 | 47 | -1 |
| African American | 191 | 245 | 186 | 241 | 54 | 55 | -1 |
| Hispanic | 196 | 252 | 188 | 243 | 54 | 55 | -1 |
| Data from NCES web site: www//nces.ed.gov/nationsreportcard/states/ | | | | | | | |

The TAAS alone charts soaring student scores and decreases in the achievement gaps between different demographic groups. This is not inconsequential, but it cannot provide compelling evidence of phenomenal student achievement success.

## Texas' Exclusion of TAAS Test Scores of Particular Student Groups

Aggregate test score results can be markedly influenced by the raising of the scores of students overall and/or by excluding students having the lowest scores so that only higher scoring students (those who remain in school) are tested. During the 1990s, minority and special education students may have been increasingly excluded from TAAS because they were retained. Some students dropped out or left school.

Throughout the 1990s retention of minorities in Texas schools was both high and disproportionate. Black and Hispanic students were two-and-a-half to three times more likely to be retained than were White students.[15] Although the disproportionate retention of students appeared to especially focus on grade nine, student grade progression studies

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additionally do not jibe with the TASP test, the Texas college readiness test which measures the culmination of student high school learning, and the SAT, which acts as a college entrance examination. Both the TASP and SAT are "high-stakes" tests and students do have a very strong incentive to excel on them.

[15] Haney, Walt. "The Myth of the Texas Miracle in Education," Education Policy Analysis Archives, Vol. 8, No. 41, August 19, 2000.

of grades one through six demonstrate that Black and Hispanic students were 70-75% more likely to be retained K-12 than White students. Since the implementation of TAAS, one study suggests only 50% of minority students progressed from grade nine to high school graduation.[16]

Virtually all students who have not officially withdrawn from a Texas public school are technically categorized as "school leavers"—not as dropouts. The TEA Academic Excellence Indicator System provides 43 reasons for which students could be defined as a "school leaver" rather than a dropout. The reasons given range from a student graduating to a student dying. Only students who left school for "other reasons" or officially withdrew were classified as school dropouts. Thus, it is likely that using school dropout or leaving rates as a measure of Texas school success is problematic.

In this same light, test results from students designated as "special education" also were excluded from the TAAS calculations. Notably, special education designations increased steadily in Texas, from 3.9% in 1994 to 6.3% in 1998 in grade 10.17

Together, the high increases in students designated as "special education" and the retention of students who later were more likely to leave school may have contributed to the reported overall increases in TAAS scores. By definition, as lower-scoring students are disproportionately excluded from TAAS testing, the percentage of higher scoring students will increase.

## Other Factors that May Have Influenced the Improvement in Texas Schools' Achievement Scores

A literature review reveals several leading plausible explanations for the large percentage increase in the number of students passing the TAAS statewide (including the BISD) during the 1990s:

- Teachers narrowed their instruction and simply taught to the test. This seems especially plausible because the TAAS questions are released each time they are administered, and, year-to-year, the TAAS versions are similar in all respects;[18]
- The Texas school culture was changed by the state which formulated and mandated curricular standards and benchmarks that focused on core areas of knowledge in 1983 and later developed supporting curriculum frameworks;[19]
- All Texas school districts aligned their curricula with the standards and benchmarks of the state.

[16] Fassold, 1966 and IDRA, 1966, found the dropout rate to be far larger than that reported by the TEA.
[17] Klein, Steven, et al. "What Do Test Scores in Texas Tell Us?" Rand Report, October, 24, 2000.
[18] Klein, Steven, et al. "What Do Test Scores in Texas Tell Us?" Rand Report, October 24, 2000.
[19] Massell, Diane, Kirst, Michael, and Hoppe, Margaret Hoppe, "Persistence and Change: Standards-based Reform in Nine States," Consortium for Policy Research in Education, 1997, p. 17.

Regardless of school district size, the percentage of students passing the TAAS from the mid-1990s to 2000 increased; *e.g.*, systems as large as Houston,[20] to those as small as Marshall,[21] increased their percentages of passing students by 20% to 25%, respectively. **Virtually all of the schools reviewed in the literature attribute much of their improvement to testing often and utilizing the score data diagnostically to better tailor their instruction to the specific needs of students.**

Teaching to the test, a rally cry among those who oppose mandated state testing, can be counterproductive if teachers feel compelled to narrow their curricula to only focus on the test. Critics claim that such an intensity of focus on testing instructs, "students how to answer specific test questions, rather than teaching the knowledge and skills that will enable students [to] pass the tests. In other words, when knowledge is only good for test-taking, it's really not much good at all."[22] Conversely, among those teachers whose instruction did not include even basic skills, teaching to the test will benefit students. Although comprehensive and conclusive studies are lacking concerning the full implications of teaching-to-the-test, steps taken by Texas schools to improve accountability could have contributed to negative perceptions about testing, if not also to certain criticisms regarding the intensity of testing. In 1985 the Texas Legislature developed a series of multi-year sanctions and interventions for academically unacceptable district and low-performing campuses.[23] The sanctions are wide-ranging but ultimately include the school being "taken over by the state and, in theory, the principal and teachers could be fired."[24]

Schools utilizing data diagnostically and aligning their instruction with state standards and benchmarks are widely given the credit for increasing the percentage of students passing TAAS. The training of school administrators in how to better utilize data to improve student performance began in the early 1980s[25] continues to this day and also may be a contributing factor to the disgruntlements about student testing practices.

**Aligning curricula with the standards and benchmarks of the state has proven to substantially increase the percentage of students passing standardized tests**. **Although akin to teaching to the test, here the approach is considerably broader and potentially more constructive because it focuses on teachers providing more comprehensive instruction, including critical thinking skills beyond the narrow constructs of a given test**. The essential premise, ala Madeline Hunter's Mastery Learning model adopted in Texas in the mid-1980s, is that a teacher should teach what

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[20] 2001 National Education Summit, "Briefing Book." October 9-10, 2001. www.achieve.org/dstore.nsf/Lookup/summitbriefingbook/$file/summitbriefingbook.pdf.
[21] Nichols, J. Brian, and Wall, James. "Marshal Plan," Texas Lone Star, Vol. 17, No. 2, March 1999.
[22] Jerald, Craig, D., "Real Results, "Remaining Challenges: The Story of Texas Educational Reform," The Business Roundtable, April, 2001, p. 13.
[23] Wit, Elizabeth, and Clark Catherine. "Texas Education Policy Update," Texas Center for Educational Research, December 1999, www.tcer.org/tcer/publications/texas_policy_full.doc.
[24] Palmaffy, Tice. "The Gold Star State." Policy Review, Heritage Foundation, No. 88, March-April, 1998, www.policyreview.org/mar98/goldstar.html.
[25] American Association of School Administrators, "Using Data to Improve Schools: What's Working." 2003, p44.

will be tested and test what is taught. Whether included in discussions concerning school improvement to in-depth research,[26] there is unwavering agreement that schools dramatically improve when they align their curricula with common standards, such as those mandated by Texas, and also deliver instruction via the constructs of Mastery Learning. Implicit in this approach is the goal of testing often, continually tailoring instruction to the needs of students and bridging their proficiencies with those measured by wider-approved state standards.

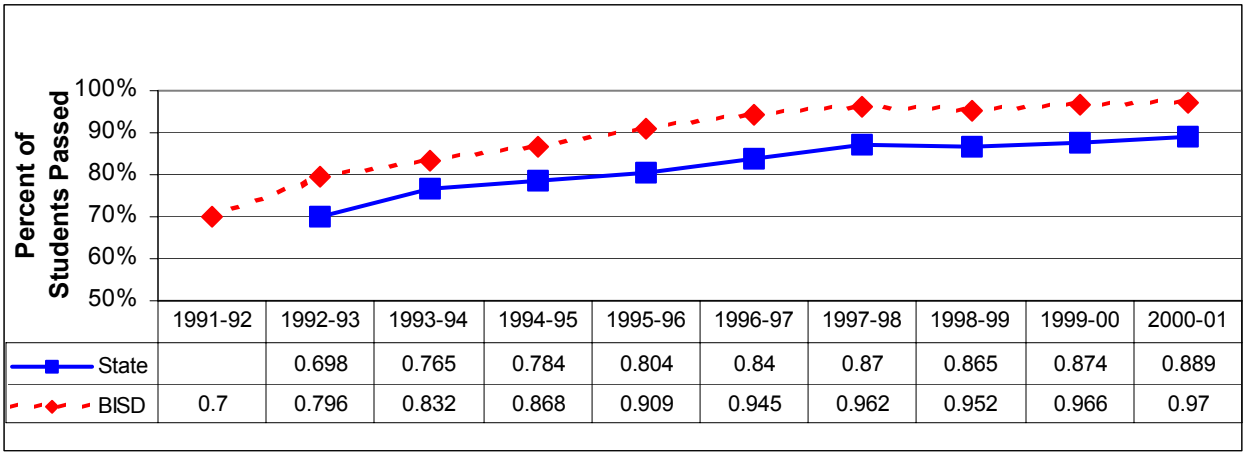
## Comparing BISD TAAS Test Score Gains with TAAS Statewide Average Gains

As noted, whereas the percentage of Brazosport students passing one or more of the TAAS tests increased dramatically throughout the 1990's, this also was true for virtually all other Texas schools. Davenport and Anderson, in *Closing the Achievement Gap,*[27] graphically charted increases in the percentages of students passing the TAAS reading, math and writing tests from 1991-92 through 2000-01 to illustrate the incredibly positive impact that implementing the CIM has on improving student achievement.[28]

Figure 1 shows that, whereas the BISD increased by 27% (from 70% to 97%) the number of students passing the TAAS on reading over the charted period, the overall gain posted between 1992-93 through 2000-01 slipped slightly below that posted by the state (17.4% versus 19.1%, respectively). Nonetheless, it is noteworthy that the BISD began the charted period with almost 10 percent more of its students passing the reading TAAS than did the state as measured by state mean test scores and for the most part steadily increased its scores over the decade (with the exception of a decrease in math test scores in 1992-93, in reading and math in 1998-1999 and in writing in 1998-99 from the previous academic years, respectively). Statewide average test scores also generally increased over the period, with the exception of a decrease in reading scores in 1998-99, and in writing scores in 1993-94 and there being no increase in writing scores in 1999-00.

[26] Cawelti, Gordon, "Six districts, one goal of excellence," Journal of Staff Development Fall 2001, Vol. 22, No.4.
[27] Figures 14-16, pp. 111-112.
[28] State test results are unavailable for the 1991-92.

**Figure 1.** TAAS Reading Score Gains by the State and the BISD

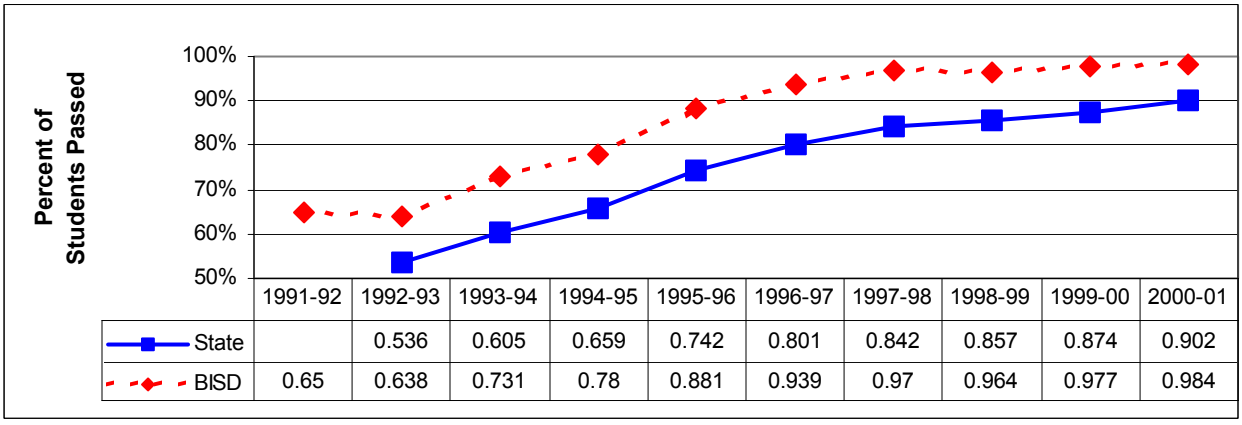



| | 1991-92 | 1992-93 | 1993-94 | 1994-95 | 1995-96 | 1996-97 | 1997-98 | 1998-99 | 1999-00 | 2000-01 |
|---|---|---|---|---|---|---|---|---|---|---|
| State | | 0.698 | 0.765 | 0.784 | 0.804 | 0.84 | 0.87 | 0.865 | 0.874 | 0.889 |
| BISD | 0.7 | 0.796 | 0.832 | 0.868 | 0.909 | 0.945 | 0.962 | 0.952 | 0.966 | 0.97 |

Data Sources: www.tea.state.tx.us/perfreport/aeis/index.html and Closing the Achievement Gap, Figure 14, p. 15 (1991-92 State data were not available)

Davenport and Anderson's charting of the TAAS math test scores in *Closing the Achievement Gap* show similar results, *i.e.,* soaring BISD increases without mention of state mean score gains being equal to the BISD's or higher.[29] Over the 1992-93 to 2000-01 period BISD students increased the percentage passing the TAAS math test 33.4% (from 63.80% to 98.40%). The state bested BISD's overall gain between 1992-93 and 2000-01, increasing the percentage of students passing by 36.6% (from 53.60% to 90.20%). As was the case with the TAAS reading scores, the state began with a substantially lower percent of students passing than did the BISD and the gap between the two was moderately reduced by 2000-01 (Figure 2).

**Figure 2.** TAAS Math Score Gains by the State and the BISD




| | 1991-92 | 1992-93 | 1993-94 | 1994-95 | 1995-96 | 1996-97 | 1997-98 | 1998-99 | 1999-00 | 2000-01 |
|---|---|---|---|---|---|---|---|---|---|---|
| State | | 0.536 | 0.605 | 0.659 | 0.742 | 0.801 | 0.842 | 0.857 | 0.874 | 0.902 |
| BISD | 0.65 | 0.638 | 0.731 | 0.78 | 0.881 | 0.939 | 0.97 | 0.964 | 0.977 | 0.984 |

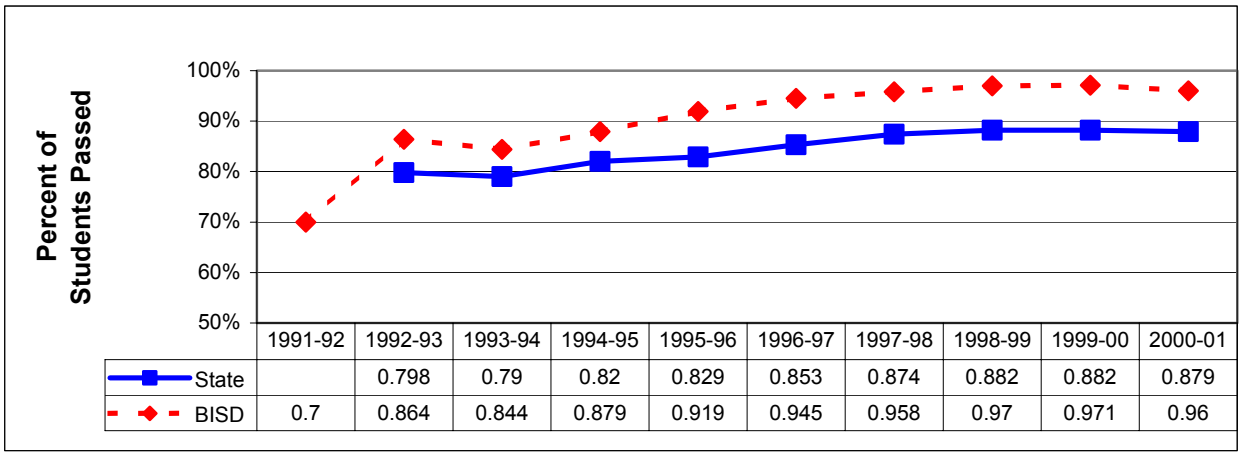
Data Sources: www.tea.state.tx.us/perfreport/aeis/index.html and Closing the Achievement Gap, Figure 14, p. 15 (1991-92 State data were not available)

The gains in TAAS writing scores of both the state and the BISD were relatively moderate from 1992-93 onward (Figure 3). Here, the BISD bested the state in the

[29] Ibid., Figure 15, p. 111.

percentage of students passing the TAAS writing test by 1.5% during the 1992-93 through 2000-01 period; i.e., BISD had a 9.6% gain versus only an 8.1% gain by the state. However, if one concentrates on the score gains of the BISD without taking into account relative state gains during the charted period (1991-92 through 2000-01), as do Davenport and Anderson,30 the BISD gains appears to skyrocket to an impressive 26% most of which is attributable alone to the CIM.

**Figure 3.** TAAS Writing by State and District




| | 1991-92 | 1992-93 | 1993-94 | 1994-95 | 1995-96 | 1996-97 | 1997-98 | 1998-99 | 1999-00 | 2000-01 |
|---|---|---|---|---|---|---|---|---|---|---|
| State | | 0.798 | 0.79 | 0.82 | 0.829 | 0.853 | 0.874 | 0.882 | 0.882 | 0.879 |
| BISD | 0.7 | 0.864 | 0.844 | 0.879 | 0.919 | 0.945 | 0.958 | 0.97 | 0.971 | 0.96 |

Data Sources: www.tea.state.tx.us/perfreport/aeis/index.html and Closing the Achievement Gap, Figure 14, p. 15 (1991-92 State data were not available)

To summarize, the percent of students passing the TAAS tests in the BISD made impressive gains between 1991-92 and 2000-01 in the context of how the data are reported in *Closing the Achievement Gap*. However, not to compare state mean scores with those of the BISD wrongfully infers that Brazosport students alone made incredible standout gains on the TAAS tests and largely because of their involvement with the CIM. Whereas the percentage of BISD students passing the TAAS tests did increase across the period charted by Davenport and Anderson, so did that of average student scores on the TAAS statewide. While the state posted higher overall gains in the percentage of students passing the TAAS from 1991-92 through 2000-01, BISD students continued generally to maintain a six-to-10 point higher percentage of students passing the TAAS than Texas students.[31]

The next section explores more definitively the extent to which the CIM accounts for the TAAS test score gains in the BISD throughout the breadth of the 1990s. TAAS test score gains are further delineated in the context of how the CIM was introduced incrementally

[30] Ibid., Figure 16, p.112.

[31] The fact that there are numbers of BISD and Texas schools alike where 100% of the students passed TAAS tests school-wide strongly suggests that the upper limits of the tests are too low to provide the more proficient students an opportunity to demonstrate the full extent of their actual subject mastery; *i.e.*, they "topped out." In this same light, an inappropriate low score calibration of any test allows less proficient students to easily, but artificially, raise their scores and appear as though they are performing better than they actually are, at least relative to the more proficient students. See Klein, Steven, et al. "What Do Test Scores in Texas Tell Us?" *Rand Report*, October, 24, 2000.

over a number of years rather than district-wide throughout the 1990s and the implications this has for how one interprets to what extent the purported gains over the decade can be reasonably attributable to the CIM.

## The Charting of BISD TAAS Test Score Gains in Closing the Achievement Gap

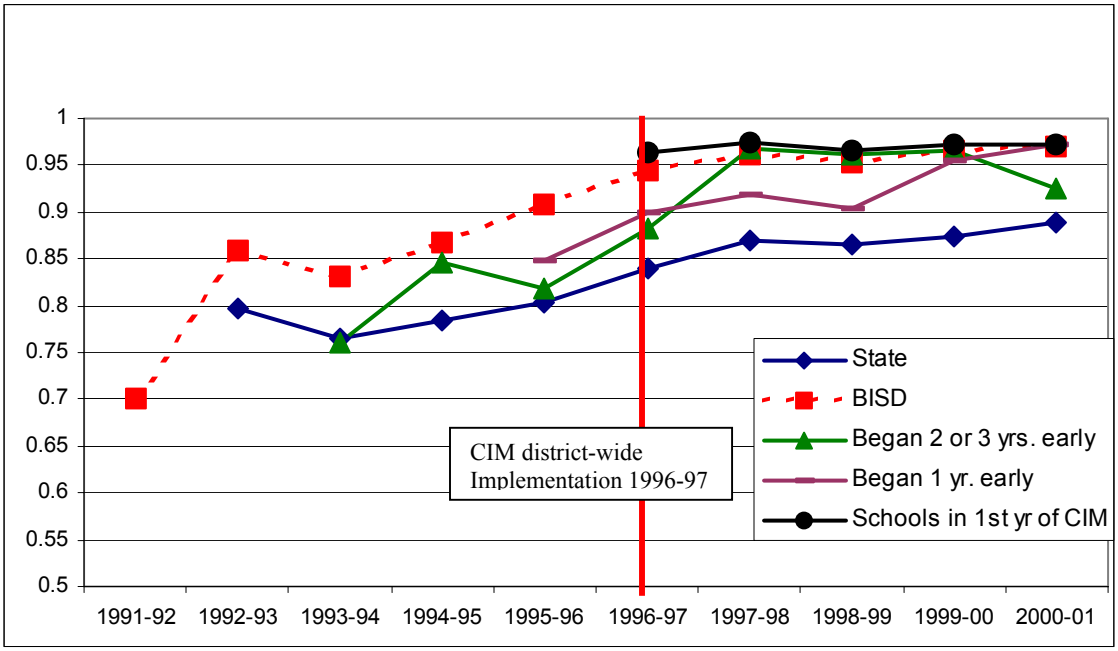
Davenport and Anderson, in *Closing the Achievement Gap*, do not provide an explicit implementation schedule for the introduction of the CIM in the BISD. Nonetheless, a careful reading of the text reveals that the model was introduced into the District incrementally rather than district-wide, so it was not implemented in one fell swoop. The BISD CIM implementation began in 1993-94 at Velasco Elementary. Fleming Elementary was added in 1994-95, but implementation did not spread to Freeport Intermediate School, Lainer Middle School and Brazosport High School until 1995-96. Moreover, because **it was not until 1996-97 that BISD implemented the CIM throughout the District**, the 1995-96 Academic Year will be used in this study as the benchmark year for making BISD, statewide TAAS and MCSD test score comparisons.

Figure 1 shows—BISD charts were adapted from *Closing the Achievement Gap—that* the greatest amount of gain in the percentages of BISD students passing the reading TAAS test (20.9%) occurred prior to the district-wide implementation of the CIM in 1996-97. While BISD increased the percent of students passing each of the reading, math, and writing test scores by more than 20% between 1991-92 and 1995-96 (20.9%, 23.1%, and 21.9%, respectively), the gains between 1996-97 and 2000-01, following district-wide implementation of the CIM, were far more modest than those occurring when there were a limited number of schools implementing the CIM in the preceding years—only 2.5% in reading, 4.5% in math, and 1.5% in writing (Figures 1-3).

To better delineate for evaluation purposes the impact that implementing the CIM had on BISD TAAS test scores relative to when the CIM was introduced in the various schools, the data are segmented into the following school categories: (1) "BISD"= TAAS scores for the entire district; (2) "Began 2 or 3 yrs. Early " = the two schools that implemented the CIM in 1993-94 and 1994-95;" (3) "Began 1 yr. Early" = schools that first implemented the CIM in 1995-96; (4) and "Schools in 1st yr. Of CIM" = the schools that first implemented the CIM in 1996-97" (Figures 4-6).

The "Began 2 or 3 yrs. Early " and the "Began 1 yr. Early" school categories show the greatest amount of TAAS score gain in each of the TAAS subject tests. But these schools also had lower test scores when they first implemented the CIM than did other BISD schools that already were implementing the model.

**Figure 4.** Percent of Students Passing TAAS Reading by CIM Participation Start




Data Sources: Closing the Achievement Gap, Figures 14-16, pp. 111-112 and Texas Education Agency (Blank cells indicate data were not available)

**Figure 5.** Percent of Students Passing TAAS Math by CIM Participation Start

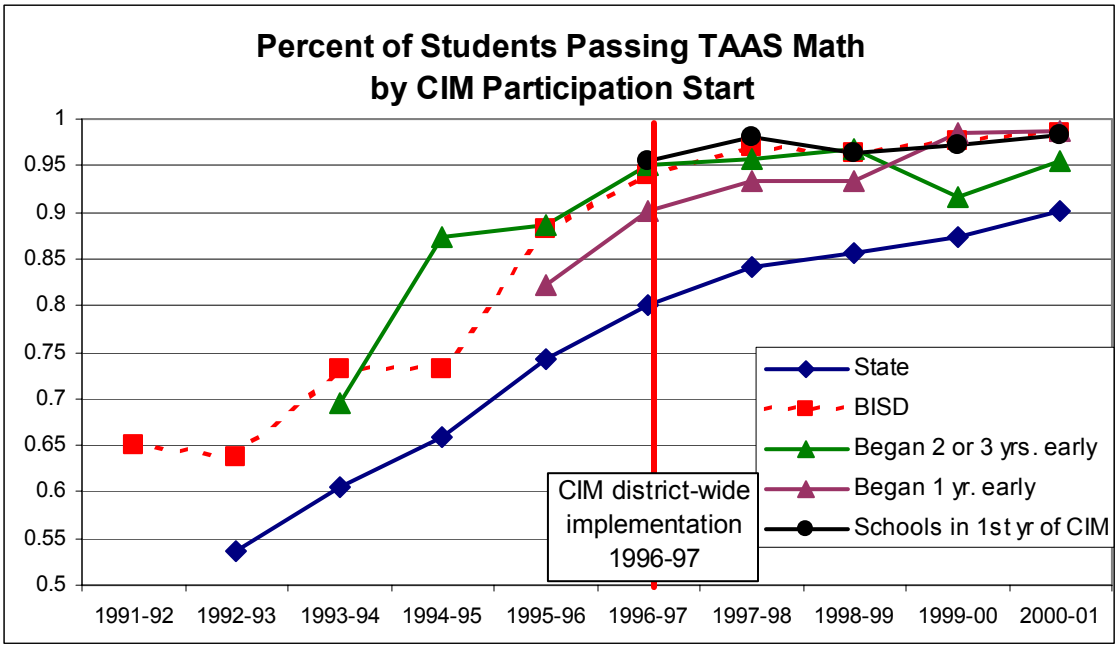
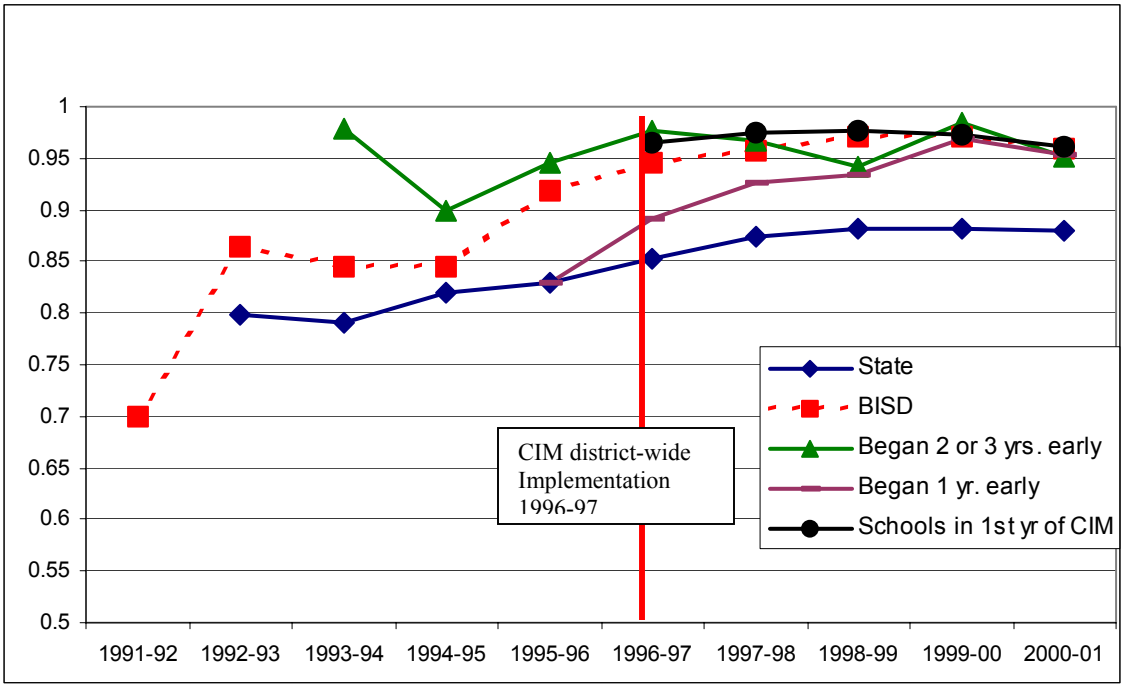


**Figure 6.** Percent of Students Passing TAAS Writing by CIM Participation Start




It also is noteworthy that those BISD schools implementing the CIM in 1996-97 had a larger percentage of students passing the TAAS than did those schools that adopted the model earlier. The percentage of BISD district-wide schools, even the lower scoring among them, were able to increase the percentage of their students passing the TAAS tests into the high 90s by 1999-2000.

The next section examines at greater length the phenomenal TAAS test gains that Patricia Davenport and Gerald Anderson report BISD Minority students were able to make due to their exposure to the CIM.

## The CIM's Impact on BISD Black, Hispanic and Economically Disadvantaged Students

Davenport and Anderson stress that implementing the CIM considerably heightens student achievement of all students regardless of whether they are White, Black, Hispanic or Economically Disadvantaged (Henceforth, Black, Hispanic and Economically Disadvantaged will be referenced as Minority students.). As reported earlier (Figures 1, 2 and 3), the percentage of BISD students district-wide that passed the TAAS in reading, math and writing in 1996-97 and four years later in 2000-01 exceeded that of the statewide average percentage, respectively. It also is notable that the average percentage of BISD students and students statewide passing the TAAS reading, math, and writing tests also increased between 1996-97 and 2000-01.

Tables 3, 4 and 5 show that the gaps between the average percentage of Minority and White students passing the TAAS in the BISD and statewide considerably decreased between 1996-97 and 200-01. The gap reductions in average percentage TAAS scores between all cohort Minority groups and White students were higher for BISD students in reading and lower in math. The TAAS writing tests scores were higher for Hispanic students but lower for both Black and Economically Disadvantaged students.

Tables 3, 4 and 5 show that statewide average gains in the percentage of students passing the TAAS tests between 1996-97 and 2000-01 were higher than were BISD TAAS gains: 7% for the state and 5.7% for BISD in reading, 10.1% for the state and 4.5% for the BISD in math and 2.6% for the state and 1.5% for the BISD in writing. Among minorities, the BISD Black students gained 14.4% in reading scores (0.4% more than Black students averaged statewide); 12.9% in math (4.9% less than the 17.8% of students statewide that passed the TAAS math test); and 4.2% in writing (2.6% less than the 6.8% of Black students passing the TAAS writing test statewide). BISD Hispanic student reading scores increased by 10.1%, slightly less than the statewide average Hispanic reading score increase of 10.4%. Hispanic math scores increased by 15.1% statewide but only by 8.0% in the BISD. Hispanic writing scores increased in the BISD by 5.9% as compared to a writing test score gain of 5.4% statewide. The BISD Economically Disadvantaged student reading scores gained 12.7%, slightly more than Economically Disadvantaged students statewide (11.4%). Economically Disadvantaged scores on math increased by 14.8% statewide but by only 7.6% in the BISD.

**Table 3.** Minority vs. White Difference in Percentage Passing Reading TAAS

| | % Passing | White - Minority Gap | % Passing | White - Minority Gap | Gap Reduction 1996/97 - 2000/01 | Difference of % Passing 1996/97 - 2000/01 |
|---|---|---|---|---|---|---|
| | 1996-97 | | 2000-01 | | | |
| State Average | 80.40% | | 87.40% | | | 7.00% |
| **BISD Average** | **90.90%** | | **96.60%** | | | **5.70%** |
| State White Only | 90.00% | | 94.30% | | | 4.30% |
| **BISD White Only** | **95.40%** | | **98.40%** | | | **3.00%** |
| State Blacks | 66.80% | 23.20% | 80.80% | 13.50% | 9.70% | 14.00% |
| **BISD Blacks** | **79.10%** | **16.30%** | **93.50%** | **4.90%** | **11.40%** | **14.40%** |
| State Hispanic | 70.30% | 19.70% | 80.70% | 13.60% | 6.10% | 10.40% |
| **BISD Hispanic** | **83.90%** | **11.50%** | **94.00%** | **4.40%** | **7.10%** | **10.10%** |
| State Econ. Disadv. | 68.40% | 21.60% | 79.80% | 14.50% | 7.10% | 11.40% |
| **BISD Econ. Disadv.** | **81.30%** | **14.10%** | **94.00%** | **4.40%** | **9.70%** | **12.70%** |
| Data Source: www.tea.state.tx.us/perfreport/aeis/index.html | | | | | | |

The percentage of students passing the TAAS math test increased between 1996-97, and 2000-01. In every instance of both years, the BISD score averages were considerably higher than were those of the state (See Table 3). The percentage that the gap was reduced between non-minority and minority students among those students passing the math TAAS test was slightly higher than it was for reading. In particular, Table 4 shows

that the state gap between Blacks and White students was reduced far more in math (12.2%) than in reading (9.70%), and the BISD Black gap in math (12.9%) was reduced less than the State Black gap (17.80%). From 1996-97 to 2000-01, the BISD African American students passing the TAAS math test increased by 12.9%, the State Black students by 17.8%. The BISD Hispanic students passing the math test increased by 8%, and the State Hispanic students by 5.16%. The BISD Economically Disadvantaged students passing the math test increased by 14.8% by comparison.

**Table 4.** Minority vs. White Difference in Percentage Passing Math TAAS

| | % Passing | White-Minority Gap | % Passing | White-Minority Gap | Gap Reduction 1996/97 - 2000/01 | Difference of % Passing 1996/97 - 2000/01 |
|---|---|---|---|---|---|---|
| | 1996-97 | | 2000-01 | | | |
| State Average | 80.10% | | 90.20% | | | 10.10% |
| **BISD Average** | **93.90%** | | **98.40%** | | | **4.50%** |
| State White | 89.50% | | 95.10% | | | 5.60% |
| **BISD White** | **96.80%** | | **98.80%** | | | **2.00%** |
| State Black | 64.10% | 25.40% | 81.90% | 13.20% | 12.20% | 17.80% |
| **BISD Black** | **83.30%** | **13.50%** | **96.20%** | **2.60%** | **10.90%** | **12.90%** |
| State Hispanic | 71.80% | 17.70% | 86.90% | 8.20% | 9.50% | 15.10% |
| **BISD Hispanic** | **90.30%** | **6.50%** | **98.30%** | **0.50%** | **6.00%** | **8.00%** |
| State Econ. Disadv. | 70.50% | 19.00% | 85.30% | 9.80% | 9.20% | 14.80% |
| **BISD Econ. Disadv.** | **90.10%** | **6.70%** | **97.70%** | **1.10%** | **5.60%** | **7.60%** |

The gain statewide in the percentage of students passing the TAAS writing test between 1996-97 and 2000-01 was 2.6% for the state and 1.5% for the BISD (See Table 5). Among minorities, the 4.2% more BISD Black students passed the writing test in 2000-01 than in 1996-97 whereas 6.8% more Blacks statewide passed in 2000-01. 5.9% more BISD Hispanic students passed in 2000-01 than in 1996-97 and slightly fewer (5.4%) passed statewide in 2000-01. The BISD Economically Disadvantaged students had 4.4% fewer students passing the TAAS writing test in 2000-01 than in 1996-97. Economically Disadvantaged students statewide passing the writing test increased by 5.8%.

**Table 5.** Minority vs. White Difference in Percentage Passing Writing TAAS

| | % Passing | White-Minority Gap | % Passing | White-Minority Gap | Gap Reduction 1996/97 - 2000/01 | Difference of % Passing 1996/97 - 2000/01 |
|---|---|---|---|---|---|---|
| | 1996-97 | | 2000-01 | | | |
| State Average | 85.30% | | 87.90% | | | 2.60% |
| **BISD Average** | **94.50%** | | **96.00%** | | | **1.50%** |
| State White | 92.50% | | 92.90% | | | 0.40% |
| **BISD White** | **97.50%** | | **97.10%** | | | **-0.40%** |
| State Black | 76.10% | 16.40% | 82.90% | 10.00% | 6.40% | 6.80% |
| **BISD Black** | **88.90%** | **8.60%** | **93.10%** | **4.00%** | **4.60%** | **4.20%** |
| State Hispanic | 77.60% | 14.90% | 83.00% | 9.90% | 5.00% | 5.40% |
| **BISD Hispanic** | **88.80%** | **8.70%** | **94.70%** | **2.40%** | **6.30%** | **5.90%** |
| State Econ. Disadv. | 76.00% | 16.50% | 81.80% | 11.10% | 5.40% | 5.80% |
| **BISD Econ. Disadv.** | **88.60%** | **8.90%** | **93.00%** | **4.10%** | **4.80%** | **4.40%** |

# Student Achievement in the Marion County School District of Florida

### The Efficacy of the FCAT and SAT-9 as Measures of Student Achievement

In 1995, Florida's State Board of Education approved the Florida Comprehensive Assessment Test (FCAT), a major component of the state's Comprehensive Assessment Design. The FCAT is a comprehensive set of measures that test most of the state's benchmarks in math and a wide-ranging selection of benchmarks in reading. Although the FCAT has been administered since the mid-1990s, it wasn't a "high-stakes test" until it was adopted as a central measure for the Bush-Brogan (Governor Jeb Bush and Lt. Governor Frank Brogan) A+ Educational Plan in 1999 that was built upon the foundation of three fundamental principles: (1) meaningful and undiluted accountability involving different consequences for success and failure; (2) zero tolerance for failure and open reporting where it exists; and (3) an educational system that is child-centered rather than system-centered or school-centered.

The reading and math FCATs are administered to grades 3-10, and the writing is administered to students in grades 4, 8, and 10. Annual results, both scores and learning gains, are published by school and district throughout the state. In addition, both students and schools face consequences of low scores and receive recognition for improvement and high grades. For example, if a third-grade student scores at the lowest of the five levels of the reading FCAT, he/she may be retained in grade and provided additional supplemental instruction. Tenth-grade students also face consequences in that they must pass the FCAT prior to receipt of a standard high school diploma. They have multiple opportunities to fulfill this requirement.

Since FCAT scores and the student learning gains they measure are the essential outcomes on which Florida schools are graded, their impact on the educational accountability of public schools can be considerable, other things being equal. For example, if a school should receive two failing grades within a four-year period, its students are given an opportunity to transfer to either another public school or a participating private school of their choice. Moreover, the state provides a voucher called an "Opportunity Scholarship" to cover the costs of the transfer. Conversely, if schools improve by a one or more letter grades or maintain an "A" grade, they are given up to $100 per student to fund the initiative of their choice.

Achievement tests required by the individual states are unique and cannot be readily equated, tit-for-tat, without a thorough analysis of comparable test items. Since comparative analyses of multiple state tests also are costly and unwieldy as well (especially across time because most states change their tests from year-to-year) no comprehensive state-to-state comparative test analyses have been conducted. Even so, it is reasonable to compare the relative achievement levels and score gains between the FCAT and various national achievement tests, *e.g.,* the Scholastic Achievement Test (SAT) and the American College Test (ACT).

Moreover, comparative evaluations by the Florida Department of Education (DOE) show there to be revealing positive correlations,[32] and increases or decreases in FCAT scores prove to be consistent and in accord with Florida SAT and ACT student scores. As can be seen in Table 6, between 1998 and 2002, Florida student SAT test scores were virtually in line with the SAT national average, except for the 1999 verbal average where Florida outperformed the nation by 3 points.

**Table 6.** Scholastic Achievement Test Scores (Florida/National)

| **VERBAL** | 1998 | 1999 | 2000 | 2001 | 2002 | **MATH** | 1998 | 1999 | 2000 | 2001 | 2002 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| National | 505 | 502 | 505 | 506 | 504 | National | 512 | 511 | 514 | 514 | 516 |
| Florida | 505 | 505 | 505 | 506 | 504 | Florida | 512 | 511 | 514 | 514 | 516 |

Data Source: The College Board, "A Profile of SAT Program Test Takers, 2002" (both Florida and Total Group Reports).

FCAT scores also prove to be comparable to elementary and secondary school student scores on the National Assessment of Educational Progress test (NAEP). Nonetheless, as will be discussed below, care must be taken with regard to selecting the grounds upon which the two test results are compared. The NAEP, variously described as "The Nation's Report Card," administers a growing variety of achievement tests to students in grades 4 and 8 at representative schools nationally. Before the NAEP was made mandatory, many states and school districts did not participate. Thus, some of the earlier state-by state data are not complete. Currently however, any state that receives Title I

[32] Florida Department of Education, "Report of FCAT Concordance Studies, June 17, 2003

funding is required to participate in at least the reading and math NAEP tests. Although the reading and math tests are mandated, the NAEP writing and science tests remain voluntary.[33]

NAEP results are reported in four achievement levels,34 much like the achievement levels used to describe student performance on Florida's FCAT. While FCAT has 5 performance levels, NAEP has only 4 levels. FCAT level 3 is considered grade level, even though students scoring at this level are described as being, "generally less successful with the most challenging questions" on the FCAT. Students scoring at NAEP's level 3, labeled as "proficient," are considered to exhibit "competency over challenging subject matter." FCAT level 3 may be more closely aligned with NAEP level 2, labeled as "basic." Similarly, FCAT level 4 may be more closely aligned with NAEP level 3, labeled as "proficient."

**Table 7.** NAEP 2003 Reading and Math Percent scoring at or above proficient level/State rank

| State | 4th grade reading | 4th grade reading rank | 8th grade reading | 8th grade reading rank | 4th grade math | 4th grade math rank | 8th grade math | 8th grade math rank |
|---|---|---|---|---|---|---|---|---|
| Alabama | 22 | 44 | 22 | 44 | 19 | 48 | 16 | 48 |
| Alaska | 28 | 36 | 27 | 35 | 30 | 34 | 30 | 23 |
| Arizona | 23 | 43 | 25 | 41 | 25 | 39 | 21 | 40 |
| Arkansas | 28 | 37 | 27 | 36 | 26 | 38 | 19 | 45 |
| California | 21 | 45 | 22 | 45 | 25 | 40 | 22 | 38 |
| Colorado | 37 | 5 | 36 | 12 | 34 | 17 | 34 | 10 |
| Connecticut | 43 | 1 | 37 | 6 | 41 | 4 | 35 | 4 |
| Delaware | 33 | 16 | 31 | 30 | 31 | 28 | 26 | 32 |
| District of Columbia | 10 | 51 | 10 | 51 | 7 | 51 | 6 | 51 |
| Florida | 32 | 24 | 27 | 37 | 31 | 29 | 23 | 37 |
| Georgia | 27 | 38 | 26 | 38 | 27 | 37 | 22 | 39 |
| Hawaii | 21 | 46 | 22 | 46 | 23 | 43 | 17 | 46 |
| Idaho | 30 | 33 | 32 | 26 | 31 | 30 | 28 | 29 |
| Illinois | 31 | 30 | 35 | 15 | 32 | 26 | 29 | 27 |
| Indiana | 33 | 17 | 33 | 23 | 35 | 15 | 31 | 20 |
| Iowa | 35 | 9 | 36 | 13 | 36 | 10 | 33 | 12 |
| Kansas | 33 | 18 | 35 | 16 | 41 | 5 | 34 | 11 |
| Kentucky | 31 | 31 | 34 | 19 | 22 | 46 | 24 | 35 |
| Louisiana | 20 | 47 | 22 | 47 | 21 | 47 | 17 | 47 |
| Maine | 36 | 8 | 37 | 7 | 34 | 18 | 29 | 28 |
| Maryland | 32 | 25 | 31 | 31 | 31 | 31 | 30 | 24 |
| Massachusetts | 40 | 2 | 43 | 1 | 41 | 6 | 38 | 2 |
| Michigan | 32 | 26 | 32 | 27 | 34 | 19 | 28 | 30 |
| Minnesota | 37 | 6 | 37 | 8 | 42 | 2 | 44 | 1 |
| Mississippi | 18 | 50 | 21 | 48 | 17 | 49 | 12 | 50 |
| Missouri | 34 | 12 | 34 | 20 | 30 | 35 | 28 | 31 |
| Montana | 35 | 10 | 37 | 9 | 31 | 32 | 35 | 5 |
| Nebraska | 32 | 27 | 35 | 17 | 34 | 20 | 32 | 14 |

[33] National Center for Educational Statistics, //nces.ed.gov/nationsreportcard/about/state.asp

[34]Level 1 is below basic—lack of mastery; Level 2 is basic-- partial mastery of fundamental skills for each grade level; Level 3 is proficient– competency over challenging subject matter; Level 4 is advanced– superior performance.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Nevada | 20 | 48 | 21 | 49 | 23 | 44 | 20 | 42 |
| New Hampshire | 40 | 3 | 40 | 2 | 43 | 1 | 35 | 6 |
| New Jersey | 39 | 4 | 37 | 10 | 39 | 8 | 33 | 13 |
| New Mexico | 19 | 49 | 20 | 50 | 17 | 50 | 15 | 49 |
| New York | 34 | 13 | 35 | 18 | 33 | 23 | 32 | 15 |
| North Carolina | 33 | 19 | 29 | 34 | 41 | 7 | 32 | 16 |
| North Dakota | 32 | 28 | 38 | 5 | 34 | 21 | 36 | 3 |
| Ohio | 34 | 14 | 34 | 21 | 36 | 11 | 30 | 25 |
| Oklahoma | 26 | 40 | 30 | 32 | 23 | 45 | 20 | 43 |
| Oregon | 31 | 32 | 33 | 24 | 33 | 24 | 32 | 17 |
| Pennsylvania | 33 | 20 | 32 | 28 | 36 | 12 | 30 | 26 |
| Rhode Island | 29 | 34 | 30 | 33 | 28 | 36 | 24 | 36 |
| South Carolina | 26 | 41 | 24 | 43 | 32 | 27 | 26 | 33 |
| South Dakota | 33 | 21 | 39 | 3 | 34 | 22 | 35 | 7 |
| Tennessee | 26 | 42 | 26 | 39 | 24 | 41 | 21 | 41 |
| Texas | 27 | 39 | 26 | 40 | 33 | 25 | 25 | 34 |
| Utah | 32 | 29 | 32 | 29 | 31 | 33 | 31 | 21 |
| Vermont | 37 | 7 | 39 | 4 | 42 | 3 | 35 | 8 |
| Virginia | 35 | 11 | 36 | 14 | 36 | 13 | 31 | 22 |
| Washington | 33 | 22 | 33 | 25 | 36 | 14 | 32 | 18 |
| West Virginia | 29 | 35 | 25 | 42 | 24 | 42 | 20 | 44 |
| Wisconsin | 33 | 23 | 37 | 11 | 35 | 16 | 35 | 9 |
| Wyoming | 34 | 15 | 34 | 22 | 39 | 9 | 32 | 19 |
| U.S. | 30 | | 30 | | 31 | | 27 | |

Table 7 reveals that Florida students in 2003 exceeded the national average NAEP 2003 score in 4th grade reading and equaled the national average NAEP score in math. Whereas NAEP results (Table 7) indicate that 32 percent of Florida's 4th graders can read at the "proficient" level, according to 2003 FCAT results, 60 percent of Florida's students perform at grade level (level 3). This indicates that performing at the proficient level on the NAEP is a tougher benchmark than performing at grade level on the FCAT.

Furthermore, if Florida's benchmark for grade level were increased to level 4 on the FCAT, then 29 percent of Florida's 4th grade students would have reached that goal in reading, which more closely aligns with the NAEP report that 32 percent of Florida's 4th graders read at a proficient level. Such discrepancies are found across all grade levels in both reading and math. This suggests that **the NAEP and the FCAT are comparable in their level of difficulty, even though their scaling is different.** Thus, in interpreting the efficacy of national student achievement data and FCAT data, it is important to take into account these apparent inconsistencies between state and national ideals of adequate student performance.

Comparability of longitudinal student achievement gains between Florida, the nation and other states can be roughly measured by comparing student scores in Grade-4 and Grade-8 across four years, as is illustrated in Table 7. Because Florida did not participate in the NAEP in 2000, four-year progression comparisons are not possible for $4^{th}$ and $8^{th}$ grade math. Nonetheless, progression comparisons are possible for $4^{th}$ and $8^{th}$ grade reading.

Table 8 shows that Florida and National NAEP reading scores in 2002 were virtually identical for all student groups, except for Florida Hispanics students who outperformed those of the nation, whereas, except for Hispanic students, they were lower in 1998, the benchmark year.

**Table 8.** NAEP Reading Comparisons (Florida / Nation)

| | Florida NAEP - Reading | | | National NEAP - Reading | | |
|---|---|---|---|---|---|---|
| | Grade 4 1998 | Grade 8 2002 | Score Gain | Grade 4 1998 | Grade 8 2002 | Score Gain |
| | 206 | 261 | 55 | 215 | 264 | 49 |
| White | 218 | 271 | 53 | 226 | 274 | 48 |
| Black | 186 | 245 | 59 | 195 | 246 | 51 |
| Hispanic | 197 | 253 | 56 | 194 | 248 | 54 |
| F/R Lunch | 190 | 249 | 59 | 196 | 249 | 53 |

Data Source: NCES, //nces.ed.gov/nationsreportcard/naepdata/getdata.asp

*F/R Lunch represents students who qualify for the federally sponsored free and reduced lunch program. The designation is strictly financially-based and includes students from among all non-minority and minority student groups.

To demonstrate the extent to which student achievement gains on the FCAT are generally consistent with those of the NAEP, the mean test scores and percentages of students testing at their modal ages—age 9 for grade 4 and age 13 for grade 8—are compared in Table 9 (As a means of enhancing accuracy for longitudinal studies, the NAEP compares students by age groupings rather than grade levels.). The tabular comparisons show there to be numerical comparability between the Florida and national score averages.

**Table 9.** NAEP/FLNAEP Reading Modal Age Comparisons*

| | NEAP | | FL NAEP | |
|---|---|---|---|---|
| | Score | % Average | Score | % Average |
| 2002-Grade 8 | 265 | 61% | 264 | 57% |
| 1998-Grade 4 | 214 | 64% | 208 | 58% |
| Difference | 51 | -3% | 56 | -1% |

* At Modal Age (modal age is 9 for grade 4, 13 for grade 8)

Data Source: NCES, //nces.ed.gov/nationsreportcard/naepdata/getdata.asp

## Marion County Public School Student Achievement

For the purposes of evaluating how well the MCSD students performed on the FCAT and the SAT-9 in 2002-03, the first year of the CIM's implementation—"CIM Year 1"—in Marion County, benchmark data were collected for the 2001-02—the "Benchmark Year."

## Student Achievement Under the CIM, Grades 1 and 2

The MCSD administers the SAT-9 to students in grades 1 and 2 to provide diagnostic data and to measure student achievement. Unlike the FCAT, the SAT is a standardized national norm-based test[35] which provides students with both numeric scores and

[35] Standardized tests compare student skills in specific areas to compare them with other students who are administered the same test under the same conditions. Norm test scores compare student performance

percentiles, in the latter case for purposes of determining where students place nationally on a scale of 0 – 100. Since the scores are normed, percentiles will be used to compare student achievement in the MCSD on the SAT-9

To assure that the SAT-9 scores did not occur by chance, the score sets were tested for statistical significance at the 0.001 level. This means that less than one score in a thousand is likely to have occurred by chance.

Table 10 shows that, on the reading SAT-9, grade-1 students in CIM Year 1 did not test as highly as did the Benchmark Year students. The drop in percentile level was evident in all groups for which data were disaggregated. The grade 1 Black students faced the greatest loss in percentile (4.08%) while grade 1 Hispanic and White "only" student percentiles dropped the least (2.19% and 2.67%, respectively).

**Table 10.** Reading SAT-9 Percentile Gain (2001-02 / 2002-03)

| | Grade 1 | | | Grade 2 | | |
|---|---|---|---|---|---|---|
| | 2001-02 | 2002-03 | Percentile Gain | 2001-02 | 2002-03 | Percentile Gain |
| District | 51.07% | 47.79% | -3.29% | 46.60% | 47.61% | 1.01% |
| White | 53.93% | 51.26% | -2.67% | 50.67% | 51.64% | 0.97% |
| Black | 44.90% | 40.82% | -4.08% | 36.98% | 38.09% | 1.12% |
| Hispanic | 43.72% | 41.53% | -2.19% | 38.05% | 38.42% | 0.37% |
| F/R Lunch | 50.15% | 44.75% | -5.39% | 42.93% | 44.96% | 2.04% |
| Data Source: MCPS | | | | | | |

However, student categories in grade-2 modestly advanced their reading percentile. Students' district-wide gained by 1.01%. Notably, students who qualify for the free and reduced lunch program (F/R Lunch) earned the greatest percentile gain (2.04%), with Black students increasing their percentile gain by 1.12%, slightly more than White students (0.97 percentile), and Hispanic students showed the least percentile gain (0.37%).

Longitudinal, first-difference evaluations were performed district-wide and between MCSD White students and the three minority student groupings: Black, Hispanic and Free/Reduced Lunch to determine the percentile gains (or losses) in SAT-9 test scores between the Benchmark Year (grade 1 students) and CIM Year 1 (grade 2 students). Table 11 shows both these test score gains/losses and the changes in percentile gaps in test scores that occurred over the two-year period between White students and minority groups. The percentile standings of all student categories was less, both with regard to SAT-9 test scores in 2002-03 as compared to 2001-02 and the cohort group to be less during the first year of the CIM implementation than it was in the preceding year. The greatest percentile Gap occurred with Black students (6.08%), who also experienced the

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across a group rather than their skill levels in relation to a group of standards or guidelines, as do criterion-referenced tests.

greatest gap between themselves and the White students in 2002-03 and the Hispanic and white students in 2001-02.

**Table 11.** Reading SAT-9 Percentile Gains/Losses (2001-02 / 2002-03)

| | Grade 1 Students Progressing to Grade 2 | | | | | |
|---|---|---|---|---|---|---|
| | 2001-02 | Percentile Gap White | 2002-03 | Percentile Gap White | Percentile Gain/Loss | Gap Reduction |
| District | 51.07% | | 47.61% | | -3.47% | |
| White | 53.93% | | 51.64% | | -2.29% | |
| Black | 44.90% | 9.04% | 38.09% | 13.55% | -6.80% | 4.51% |
| Hispanic | 43.72% | 10.22% | 38.42% | 13.22% | -5.30% | 3.00% |
| F/R Lunch | 50.15% | 3.79% | 44.96% | 6.68% | -5.18% | 2.89% |
| Data Source: MCPS | | | | | | |

While the Benchmark Year grade-1 students lost percentile standing in reading while in Grade 2 Table 11 shows that they did reduce the year-to-year achievement gap in reading between non-minority and minority student groups. Black students reduced the gap between themselves and White students more than did the Hispanic or F/R Lunch students (4.51%, 3.00%, and 2.89% respectively).

All groups of students of both grades 1 and 2 gained in percentile standing in math (Table 12). Although the percentile gain in grade-1 was very modest from 2001-02 to 2002-03, the students in grade 2 earned far more positive increases in their percentile standing. The greatest gain was produced by the grade-2 F/R Lunch students followed by the White students of the same year.

**Table 12.** Math SAT-9 Percentile Gain (2001-02 / 2002-03)

| | **Grade 1** | | | **Grade 2** | | |
|---|---|---|---|---|---|---|
| | 2001-02 | 2002-03 | Percentile Gain | 2001-02 | 2002-03 | Percentile Gain |
| District | 46.55% | 47.34% | 0.79% | 48.50% | 53.01% | 4.52% |
| White | 50.85% | 51.95% | 1.10% | 52.91% | 57.57% | 4.66% |
| Black | 36.84% | 37.04% | 0.21% | 38.57% | 42.14% | 3.57% |
| Hispanic | 37.97% | 39.87% | 1.91% | 39.25% | 42.80% | 3.55% |
| F/R Lunch | 43.87% | 45.61% | 1.74% | 45.31% | 50.60% | 5.29% |
| Data Source: MCPS | | | | | | |

There were considerable percentile gains in math for all student groups between 2001-02 and 2002-03. However, evaluating how well minority students in Grade 1 in 2001-02 performed on the SAT-9 when they reached Grade 2 as compared to White students (Table 13) shows only moderate progress in reducing the achievement gap during the CIM's first year of implementation. Highest among the percentile gains was the F/R Lunch students (6.74%) who were closely followed by the White students (6.72%). Although the achievement gap between White and Minority students was reduced slightly by both the Black and Hispanic students (1.42% and 1.89%, respectively) when

they progressed from grade 1 to grade 2, the gap for F/R Lunch students actually increased slightly (0.02%).

**Table 13.** Math SAT-9 Percentile Gain (2001-02 / 2002-03)

| | Grade 1 Students Progressing to Grade 2 | | | | | |
|---|---|---|---|---|---|---|
| | 2001-02 | Percentile Gap White & Minority | 2002-03 | Percentile Gap White & Minority | Percentile Gain | Gap Reduction |
| District | 46.55% | | 53.01% | | 6.46% | |
| White | 50.85% | | 57.57% | | 6.72% | |
| Black | 36.84% | 14.01% | 42.14% | 15.43% | 5.30% | 1.42% |
| Hispanic | 37.97% | 12.88% | 42.80% | 14.77% | 4.84% | 1.89% |
| F/R Lunch | 43.87% | 6.98% | 50.60% | 6.96% | 6.74% | -0.02% |
| Data Source: MCPS | | | | | | |

## MCSD Student Achievement: FCAT Score Analyses

In this subsection, the differences between MCSD student FCAT scores of the Benchmark Year and CIM Year 1 are compared. The focus will be on overall scores and gains by grade level, the percent of students scoring at Level 3 or higher and the achievement gap between White and Minority students.

## MCSD versus State Dropout Rate

As noted earlier, increases in the number of students dropping out of school will tend to increase average test scores overall, and especially among minority student groups. Because there are no national data on the number of student dropouts from year-to-year due to the fact that definitions of "dropout" differ state-to-state, only the Florida and MCSD dropout rates will be compared in this *Report*.

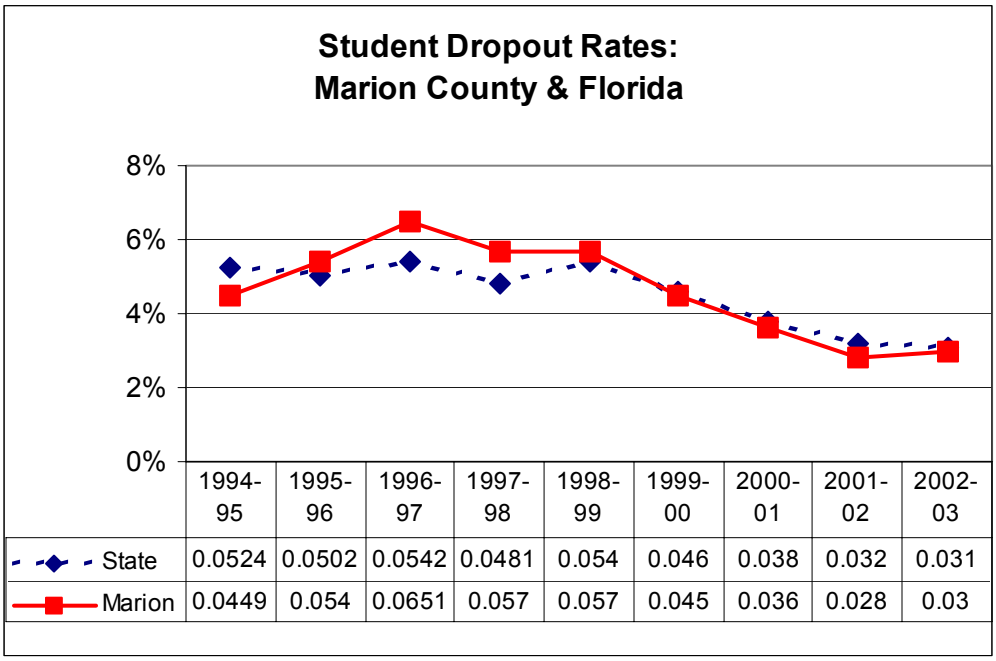
In Florida, the dropout rate is a percentage "calculated by dividing the number of students in grades 9 – 12 for which "a dropout withdrawn reason" was reported by the year's total enrollment for grades 9 – 12. District and state rates include students in alternative schools and exceptional education students.[36] Florida, therefore, includes all students in calculating its dropout rate.

Both the overall Florida dropout rate and that of the MCSD, as of 2002-03 were lower than in 1994-95 (See Figure 7). However, whereas the MCSD dropout rate was lower in 1994-95 (4.49%) than the state's (5.24%), by 1996-97, the Benchmark Year in this *Report,* it was 1.09% higher than the state's rate (6.51% as compared to 5.42%). But it is a notable achievement that, since 1998-99 the dropout rates for the state and the MCSD

[36] FLDOE, "School Indicator Descriptions," //infor.doe.state.fl.us/fsir/indicator_desc.cfm.

have tracked similarly on a meaningful decline. By 2002-003, they were relatively low (3.10% and 3.00%, respectively). **It is to Florida's (and the MCSD's) credit that, since the state began implementing the FCAT, a high stakes test, student dropout rates have declined so significantly, unlike in many other states where dropout rates have increased.**

Figure 7. Student Dropout Rates: Marion County & Florida




| | 1994-95 | 1995-96 | 1996-97 | 1997-98 | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 |
|---|---|---|---|---|---|---|---|---|---|
| State | 0.0524 | 0.0502 | 0.0542 | 0.0481 | 0.054 | 0.046 | 0.038 | 0.032 | 0.031 |
| Marion | 0.0449 | 0.054 | 0.0651 | 0.057 | 0.057 | 0.045 | 0.036 | 0.028 | 0.03 |

## MCSD and State FCAT Reading Score Comparisons

Each of the MCSD grade levels increased its mean reading FCAT score in 2002-03, except for Grade 9 where there was 1.37 mean score decrease (Table 14). The highest score gains were among middle school grades 8 and 6 (12.4 and 10.51 points, respectively).

MCSD students also outperformed those of the state in grades 5 – 8 in 2002-03. However, Grades 3 and 4 scores were lower than the state scores by 1.48 and 5.24 points, respectively, and MCSD Grades 9 and 10 scored less than the state did, albeit by less than a single point (0.93 and 0.44, respectively).

The FCAT 2002-03 reading score differences between the MCSD and the state are mixed. Grades 3, 4, and 9 of the MCSD had smaller gains than did the state, scoring 2.5, 5.55, and 5.37 points lower, respectively. It should be noted, moreover, that the MCSD reading score averages for grades 3 and 9 were initially higher than the state score average. By contrast, whereas the MCSD and state Grade 4 reading scores were approximately the same in 2001-02 (299 and 299.31, respectively), one year later, the MCSD Grade 4 scores had lost ground to state scores by 5.55 points. Notably as well,

MCSD Grades 5 – 8 and 10 all had greater score gains than did their counterparts statewide, and, except for Grade 10, they also registered higher mean scores.

**Table 14.** FCAT Mean Reading Scores and Gain

| | Marion County School District | | | Florida | | | Difference MCSD FL '03 | Difference MCSD FL Gain |
|---|---|---|---|---|---|---|---|---|
| | 2001-02 | 2002-03 | Mean Gain | 2001-02 | 2002-03 | Mean Gain | | |
| **Grade 3** | 294.02 | 296.52 | 2.50 | 293 | 298 | 5.00 | -1.48 | -2.50 |
| **Grade 4** | 299.31 | 299.76 | 0.45 | 299 | 305 | 6.00 | -5.24 | -5.55 |
| **Grade 5** | 285.03 | 293.85 | 8.82 | 285 | 290 | 5.00 | 3.85 | 3.82 |
| **Grade 6** | 287.22 | 297.72 | 10.51 | 291 | 295 | 4.00 | 2.72 | 6.51 |
| **Grade 7** | 292.90 | 297.95 | 5.05 | 294 | 297 | 3.00 | 0.95 | 2.05 |
| **Grade 8** | 292.94 | 305.34 | 12.40 | 295 | 301 | 6.00 | 4.34 | 6.40 |
| **Grade 9** | 291.45 | 290.07 | -1.37 | 287 | 291 | 4.00 | -0.93 | -5.37 |
| **Grade 10** | 298.21 | 301.56 | 3.35 | 303 | 302 | -1.00 | -0.44 | 4.35 |
| All MCPS scores statistically significant at p=.000<br>Data Source: MCSD and FLDOE, //fcat.fldoe.org/pdf/fc-StatewideComparisonReading2004.pdf | | | | | | | | |

Each MCSD grade level increased its FCAT math scores from 2001-02 to 2002-03 (See Table 15). As with the reading FCAT, the student in the middle school grades had the greatest year-to-year score gains. Grade 8 students increased their FCAT math scores 15.01 mean points, and the Grade 6 students increased their scores by 13.38 mean points. While MCSD mean score gains were substantial in grades 3-9, the Grade 10 students posted a gain that was less than a full score point (0.77).

**Table 15.** FCAT Mean Math Scores and Gain

| | Marion County School District | | | Florida | | | Difference MCSD FL '03 | Difference MCSD FL Gain |
|---|---|---|---|---|---|---|---|---|
| | 2001-02 | 2002-03 | Mean Gain | 2001-02 | 2002-03 | Mean Gain | | |
| **Grade 3** | 296.86 | 307.64 | 10.78 | 302 | 308 | 6.00 | -0.36 | 4.78 |
| **Grade 4** | 288.97 | 297.65 | 8.68 | 294 | 298 | 4.00 | -0.35 | 4.68 |
| **Grade 5** | 313.30 | 321.40 | 8.09 | 317 | 320 | 3.00 | 1.40 | 5.09 |
| **Grade 6** | 291.79 | 305.17 | 13.38 | 298 | 302 | 4.00 | 3.17 | 9.38 |
| **Grade 7** | 289.30 | 296.96 | 7.66 | 292 | 296 | 4.00 | 0.96 | 3.66 |
| **Grade 8** | 298.13 | 313.13 | 15.01 | 305 | 310 | 5.00 | 3.13 | 10.01 |
| **Grade 9** | 288.63 | 296.69 | 8.06 | 286 | 293 | 7.00 | 3.69 | 1.06 |
| **Grade 10** | 314.68 | 315.45 | 0.77 | 319 | 320 | 1.00 | -4.55 | -0.23 |
| All MCPS scores were found statistically significant at p=.000<br>Data Source: MCPS and FLDOE, //fcat.fldoe.org/pdf/fc-StatewideComparisonReading2004.pdf | | | | | | | | |

The differences of FCAT math mean score gains were positive among all MCSD grades except Grade 10 where the gain was 0.23 mean score points lower than the state mean

score gain. Highest among the MCSD grade levels that had mean score gains in math was Grade 8 (10.01), followed closely by Grade 6 (9.38).

All MCSD math mean scores in 2001-02, except for Grade 9, were lower than those of the state. By 2002-03, the MCSD FCAT math scores for grades 3-9 had virtually caught up with or surpassed the FCAT math mean scores of the state, a notable accomplishment to have occurred just one year into the MCSD's district-wide implementation of the CIM.

Although the mean scale math scores of grades 3 and 4 were lower in 2002-03 than the state, neither was more than 0.4 mean points less. This is a laudable accomplishment because grades were more than 5 mean score points below the state in 2001-02, the Benchmark Year. At first glance, it appears that students of Grade 10 dropped their 2002-03 mean score points substantially below the state relative to the other grades tested (4.55 mean score points). However, noting that Grade 10 students began 4.32 mean score points below those of the state, they actually only dropped 0.23 mean score points from in 2002-03. Nonetheless, it does appear, as compared to the other grade levels, that the MCSD's Grade 10 had the most difficulty of the all the grade levels in implementing the CIM.

The evaluation of MCSD FCAT reading score gains shows positive results from students advancing from one "CIM-less" grade level to the next grade level (where they encountered the CIM model), except for students progressing from Grade 4 to 5 and Grade 8 to 9 that had 5.46 and 2.87 mean score point losses, respectively (See Table 16). 2002-03 gains ranged from a 5.75 mean score increase for Grade 4 to a 12.7 point gain for Grade 6. The next-highest gains in reading were those registered by Grade 8 (12.44 mean score increase).

The state FCAT reading mean score gains had similar results—i.e., students progressing from Grade 4 to 5 and Grade 8 to 9 having score decreases rather than gains (9.0 and 4.0 mean points, respectively). MCSD student 2002-03 gains were better than those of the state in every grade level except for Grade 4 and from Grade 10 that had 9.0 and 4.0 mean score points decreases, respectively.

Comparing differences in 2002-03 gains in FCAT reading scores by MCSD students and students statewide with MCSD and state 2002-03 mean scores shows (Table 15) that MCSD Students advancing from grades 3 to 4 and from grades 9 to 10 posted score gains that were 6.25 and 4.88 lower than statewide mean score gains and had mean scores that were 5.24 and 0.44 points lower that state mean scores in Grades 4 and 10, respectively. Those same MCSD students also began with higher mean scores in 2001-02 than their counterparts, on-average, statewide. Laudably however, MCSD students in all other grade levels generally posted higher mean score gains in reading than the state mean score and higher 2002-03 scores than did students statewide. The only exception was for MCSD Grade 9 students whose 2002-03 mean score difference in reading was less than a single mean score point (0.93).

**Table 16.** FCAT Mean Reading Scores and Gain Cross Sectional Analysis: Lower Grade (2001-02) to Next Higher Grade (2002-03)

| | Marion County School District | | | | Florida | | | | Difference MCSD FL '03 Score | Difference MCSD FL Gain |
|---|---|---|---|---|---|---|---|---|---|---|
| 2001-02 | | 2002-03 | | Mean Gain | 2001-02 | | 2002-03 | | Mean Gain | |
| **Grade 3** | 294 | **Grade 4** | 300 | 5.75 | 293 | **Grade 4** | 305 | 12.00 | -5.24 | -6.25 |
| **Grade 4** | 299 | **Grade 5** | 294 | -5.46 | 299 | **Grade 5** | 290 | -9.00 | 3.85 | 3.54 |
| **Grade 5** | 285 | **Grade 6** | 298 | 12.70 | 285 | **Grade 6** | 295 | 10.00 | 2.72 | 2.70 |
| **Grade 6** | 287 | **Grade 7** | 298 | 10.74 | 291 | **Grade 7** | 297 | 6.00 | 0.95 | 4.74 |
| **Grade 7** | 293 | **Grade 8** | 305 | 12.44 | 294 | **Grade 8** | 301 | 7.00 | 4.34 | 5.44 |
| **Grade 8** | 293 | **Grade 9** | 290 | -2.87 | 295 | **Grade 9** | 291 | -4.00 | -0.93 | 1.13 |
| **Grade 9** | 291 | **Grade 10** | 302 | 10.12 | 287 | **Grade 10** | 302 | 15.00 | -0.44 | -4.88 |
| All MCPS scores were found statistically significant at p=.000 | | | | | | | | | | |
| Data Source: MCPS and FLDOE, //fcat.fldoe.org/pdf/fc-StatewideComparisonReading2004.pdf | | | | | | | | | | |

The evaluation of MCSD FCAT math mean scores indicates that, except for Grades 6 and 9, there were positive mean score gains posted in math in CIM Year 1 (See Table 17). While some of the gains were negligible; *e.g.,* Grade 4 students having only a 0.79 mean score increase in 2002-03, other results were very positive, *e.g.,* Grade 5, 8, and 10 MCSD students having mean score gains of 32.42, 23.84, and 26.82 in math, respectively.

State mean scores on math were both positive and negative. For example, Grade 6 students lost 15.0 mean score points in 2002-03, and Grade 9 students suffered decreases of 12 points over their mean scores in 2001-02. In addition, students moving from grades 3 to 4 and from grades 6 to 7 between 2001-021 and 2002-03 posted decreases in their mean scores (4.0 and 2.0 points respectively). Conversely, students progressing from Grade 4 to 5, from Grade 7 to 8, and from Grade 9 to 10 posted exceptional state mean math score gains (26.0, 18.0, and 34.0, respectively). State math results in 2002-03 were thus startlingly inconsistent and wide-ranging—Grade 6 students loosing 15.0 points in 2002-03 over the mean test scores they posted one year earlier whereas Grade 10 students increased their scores by 34.0 points over the same period.

Table 17 shows that, except for the Grade 10 MCSD students, all other MCSD mean scores on FCAT math were positive and increased more that the statewide mean scores on math. Highest among the posted gains were those of the Grade 9 MCSD students whose gain was 10.56 mean score points higher than the state's. Differences between mean scores in 2002-03 all increased except for students in Grades 4 and 10 who had mean score decreases of 0.35 and 4.55, respectively. Notably, all of the MCSD 2001-02 mean scores were lower (or equaled) than those of the state except for students who advanced from Grade 9 to 10.

**Table 17.** FCAT Mean Math Scores and Gain Cross Sectional Analysis: Lower Grade (2001-02) to Next Higher Grade (2002-03)

| | Marion County Public Schools | | | | Florida | | | | Difference MCPS FL '03 Score | Difference MCPS FL Gain |
|---|---|---|---|---|---|---|---|---|---|---|
| 2001-02 | | 2002-03 | | Mean Gain | 2001-02 | 2002-03 | | Mean Gain | | |
| **Grade 3** | 297 | **Grade 4** | 298 | 0.79 | 302 | **Grade 4** | 298 | -4.00 | -0.35 | 4.79 |
| **Grade 4** | 289 | **Grade 5** | 321 | 32.42 | 294 | **Grade 5** | 320 | 26.00 | 1.40 | 6.42 |
| **Grade 5** | 313 | **Grade 6** | 305 | -8.13 | 317 | **Grade 6** | 302 | -15.00 | 3.17 | 6.87 |
| **Grade 6** | 292 | **Grade 7** | 297 | 5.17 | 298 | **Grade 7** | 296 | -2.00 | 0.96 | 7.17 |
| **Grade 7** | 289 | **Grade 8** | 313 | 23.84 | 292 | **Grade 8** | 310 | 18.00 | 3.13 | 5.84 |
| **Grade 8** | 298 | **Grade 9** | 297 | -1.44 | 305 | **Grade 9** | 293 | -12.00 | 3.69 | 10.56 |
| **Grade 9** | 289 | **Grade 10** | 315 | 26.82 | 286 | **Grade 10** | 320 | 34.00 | -4.55 | -7.18 |
| All MCSD scores were found statistically significant at p=.000 | | | | | | | | | | |
| Data Source: MCSD and FLDOE, //fcat.fldoe.org/pdf/fc-StatewideComparisonReading2004.pdf | | | | | | | | | | |

## FCAT Scores Overview

The foregoing analysis revealed that there were varying degrees of student performance on the FCAT in reading and math within the MCSD in CIM Year 1, at the state level and between student performance in the MCSD in CIM Year 1 and the mean performance of students statewide. Some grades experienced more difficulties than others in improving their test scores. Grades 3 and 4, it will be recalled, posted decreases rather than gains in test scores and their scores were lower than the statewide mean test scores in both reading and math in 2002-03. In addition, both the reading and math FCAT mean scores and score gains of MCSD students moving from Grade 9 to 10 were lower than those of state students even though they began in 2001-02 with higher mean scores. While the math mean scores of Grade 10 students were considerably lower than the state, the relative difference across the two-year period was actually quite small.

## Scale Score Evaluation of FCAT Results in the MCSD, Florida, and Brazosport, Texas

FCAT tests results are reported as both developmental and scale score ranges. While the developmental scores are exacting psychometrically, scale score ranges are segmented into five levels that are used by the state of Florida in assigning school grades. Scale scores delineate student success with the Florida Sunshine State Standards tested on the FCAT, ranging from 100 to 500 and employing progressively higher level ranges from grades 3 – 10 [37]

Florida sets the passing scale score of the FCAT at 300 scale score points. The Level 3 scale score for reading ranges from 284-331 for Grade 3 to 327-354 for Grade 10. For math, it ranges from 294-345 for Grade 3 to 315-339 for Grade 10 at Level 3. In this

[37] FLDOE, "Understanding FCAT Reports 2002," p. 5.

Report, Level 3 will be used as a reasonable proxy for passing the FCAT and to designate basic or minimum student proficiency in comparison to the TAAS passing standard.

In the MCSD the percentage of students in the FCAT reading at Level 3 or higher increased in grades 4-8 and 10 (See Table 18). The MCSD Grade 3 began higher (60.78%) than the state (60.00%) in 2001-02 but lost 0.25% of students at Level 3 or higher in 2002-03. Grade 3 performance statewide increased with 3% the students scoring at Level 3 or higher; thus, the gain of the MCSD Grade 3 students who tested at Level 3 or greater was effectively lower by 3.25% in comparison to state performance.

In 2001-03, 32.50% of MCSD Grade 10 students were scoring at Level 3 or higher as compared to 46.00% of the state students. By 2002-03 the number of MCSD Grade 10 students increased by 2.40% to 34.90% but remained 1.10% lower than the state that had 10% fewer students passing the FCAT in 2002-03 than in 2001-02. Overall, this suggests that there were particular difficulties in MCSD in implementing the CIM methodology in grades 3, 4 and 9, especially grades 3 and 9 because a larger percent of MCSD students were passing the FCAT in 2001-02 than in 2002-03 at the same grade levels, respectively, and their percent gains were less than were the state's. MCSD Grades 6, 7 and 8, especially 6 and 8 had positive gains in both the percent of students scoring at or above Level 3 and also posted positive gains in their performance in comparison to the state.

**Table 18.** FCAT Reading Percent of Students at Level by MCSD - State Grade Levels =>3 (2001-02/ 2002-03)

| | | State | | Increase | MCPS | | Increase | Difference MCSD FL '03 %=>3 | Difference MCSD FL % Gain |
|---|---|---|---|---|---|---|---|---|---|
| | | 2001-02 | 2002-03 | Decrease | 2001-02 | 2002-03 | Decrease | | |
| Grade 3 | Levels 3-5 | 60.00% | 63.00% | 3.00% | 60.78% | 60.53% | -0.25% | -2.47% | -3.25% |
| Grade 4 | Levels 3-5 | 55.00% | 60.00% | 5.00% | 54.20% | 57.60% | 3.40% | -2.40% | -1.60% |
| Grade 5 | Levels 3-5 | 53.00% | 58.00% | 5.00% | 54.30% | 59.00% | 4.70% | 1.00% | -0.30% |
| Grade 6 | Levels 3-5 | 51.00% | 53.00% | 2.00% | 48.40% | 55.70% | 7.30% | 2.70% | 5.30% |
| Grade 7 | Levels 3-5 | 50.00% | 52.00% | 2.00% | 48.60% | 52.30% | 3.70% | 0.30% | 1.70% |
| Grade 8 | Levels 3-5 | 45.00% | 49.00% | 4.00% | 43.20% | 52.20% | 9.00% | 3.20% | 5.00% |
| Grade 9 | Levels 3-5 | 29.00% | 31.00% | 2.00% | 30.70% | 29.70% | -1.00% | -1.30% | -3.00% |
| Grade 10 | Levels 3-5 | 46.00% | 36.00% | -10.00% | 32.50% | 34.90% | 2.40% | -1.10% | 12.40% |
| Data Sources: MCSD and FLDOE, //fcat.fldoe.org/pdf/fc-StatewideComparisonReading2004.pdf | | | | | | | | | |

Notably, the percent of MCSD students scoring at or above Level 3 on the FCAT math increased for every grade, even though all but grades 5 and 9 posted lower percentages in 2001-02 than in 2002-03 (See Table 19). In addition, every grade level posted higher percentages of students testing at Level 3 or above. All grades also had greater gains in the percent of students achieving Level 3 or greater in comparison to the state.

**Table 19.** FCAT Math: Percent of Students at Level by MCSD-State Grade Levels≥3 (2001-02/ 2002-03)

| FCAT Math: Percent of Students at Level by MCSD- State Grade Levels =>3 (2001-02 / 2002-03) | | | | | | | | Difference MCSD FL '03 %=>3 | Difference MCSD FL % Gain |
|---|---|---|---|---|---|---|---|---|---|
| | | State | | Increase | MCPS | | Increase | | |
| | | 2001-02 | 2002-03 | Decrease | 2001-02 | 2002-03 | Decrease | | |
| Grade 3 | Levels 3-5 | 59.00% | 63.00% | 4.00% | 58.10% | 63.35% | 5.24% | 0.35% | 1.24% |
| Grade 4 | Levels 3-5 | 51.00% | 54.00% | 3.00% | 47.20% | 55.60% | 8.40% | 1.60% | 5.40% |
| Grade 5 | Levels 3-5 | 48.00% | 52.00% | 4.00% | 44.30% | 52.20% | 7.90% | 0.20% | 3.90% |
| Grade 6 | Levels 3-5 | 43.00% | 47.00% | 4.00% | 38.50% | 48.70% | 10.20% | 1.70% | 6.20% |
| Grade 7 | Levels 3-5 | 47.00% | 47.00% | 0.00% | 45.30% | 48.90% | 3.60% | 1.90% | 3.60% |
| Grade 8 | Levels 3-5 | 53.00% | 56.00% | 3.00% | 50.40% | 61.10% | 10.70% | 5.10% | 7.70% |
| Grade 9 | Levels 3-5 | 47.00% | 51.00% | 4.00% | 51.60% | 55.80% | 4.20% | 4.80% | 0.20% |
| Grade 10 | Levels 3-5 | 60.00% | 60.00% | 0.00% | 57.10% | 61.50% | 4.40% | 1.50% | 4.40% |
| Data Sources: MCSD and FLDOE, //fcat.fldoe.org/pdf/fc-StatewideComparisonReading2004.pdf | | | | | | | | | |

The FCAT on writing proficiencies is administered to students in grades 4, 8, and 10, and scores range from 1 to 6. For purposes of this evaluation, the average score of 3 will be considered as passing. The Florida Department of Education interprets higher score levels as denoting that "the writing generally focuses on the topic, though it may contain extraneous information. An organizational pattern has been attempted, but lapses may occur. Some of the supporting ideas or examples may not be developed. Word choice is adequate. Sentences vary somewhat in structure, though many are simple. Punctuation and capitalization are sometimes incorrect, but most commonly used words are spelled correctly."[38]

Table 20 shows how MCSD students and students statewide scored on FCAT writing across the same grade levels in 2001-02 and 2002-03, respectively. It can be seen that both MCSD and state students generally scored greater than 3 at the three grade levels. MCSD students did not perform quite as well on FCAT writing between 2001-02 and 2002-03 as did the state although the score gain differences were not that substantial, and MCSD students posted scores lower than the state for each grade. Only in Grade 4 did their score gains equal those of the state.

**Table 20.** Writing Average Scores

| FCAT Writing Average Scores 2001-02 / 2002-03 | | | |
|---|---|---|---|
| | 2001-02 | 2002-03 | Gain '02 - '03 |
| **Grade 4** | | | |
| State | 3.40 | 3.60 | 0.20 |
| MCSD | 3.27 | 3.47 | 0.20 |
| **Grade 8** | | | |
| State | 3.80 | 3.90 | 0.10 |
| MCSD | 3.61 | 3.49 | -0.11 |
| **Grade 10** | | | |
| State | 3.80 | 3.80 | 0.00 |
| MCSD | 3.67 | 3.60 | -0.07 |
| Data Sources: MCSD and FLDOE, //fcat.fldoe.org/pdf/fc_trendsAvgWriting04.pdf | | | |

Table 21 shows how MCSD and students statewide performed on the reading FCAT after advancing in grade to CIM Year 1 as compared to their performance in the benchmark year. All of the MCSD students scoring at or above Level 3 on the FCAT reading in CIM Year 1 showed positive increases except for students in Grades 3, 4 and 9. Grade 3 MCSD students and Grade 3 students statewide in the Benchmark Year were less than 1% apart in the numbers at or above Level 3 on FCAT reading, but, in

[38] FLDOE, //www.firn.edu/doe/sas/fw/fwapscor.htm

CIM Year 1, after advancing to Grade 4 their percentage decreased by 3.18%, and their gain remained 2.4% below the state gain. The percent scoring at or above Level 3 in Grade 9 in 2002-03 was 13.50% lower than it was in the Benchmark Year, and the effective loss was 1.30% lower than the 14% loss posted by Grade 9 statewide. The greatest increases in the percentage of students scoring on FCAT reading at or above Level 3 in CIM Year 1 and also having the most effective gain relative to the state occurred in Grade 8 and 9 which posted increases of 15.80% and 5.40%, respectively and gains of 5.10% and 4.80%, respectively.

**Table 21.** FCAT Reading: Percent of Students at Level (Cross Sectional Analysis) by MCSD – State Grade Level =<2 & =>3 (2001-02/ 2002-03)

| FCAT Reading: Percent of Students at Level (Cross Sectional Analysis) by MCSD - State Grade Levels =<2 & =>3 (2001-02 / 2002-03) | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | State | | | Increase Decrease | MCSD | | | Increase Decrease | Difference MCSD-FL Gain % | Difference % =>3 MCSD-FL |
| 2001-02 | | | 2002-03 | | % =>3 | 2001-02 | 2002-03 | | % =>3 '03 | =>3 | 2002-03 |
| **Grade 3** | Levels 3-5 | 60.00% | **Grade 4** | 60.00% | 0.00% | 60.78% | **Grade 4** | 57.60% | -3.18% | -3.18% | -2.40% |
| **Grade 4** | Levels 3-5 | 55.00% | **Grade 5** | 58.00% | 3.00% | 54.20% | **Grade 5** | 59.00% | 4.80% | 1.80% | 1.00% |
| **Grade 5** | Levels 3-5 | 53.00% | **Grade 6** | 53.00% | 0.00% | 54.30% | **Grade 6** | 55.70% | 1.40% | 1.40% | 2.70% |
| **Grade 6** | Levels 3-5 | 51.00% | **Grade 7** | 52.00% | 1.00% | 48.40% | **Grade 7** | 52.30% | 3.90% | 2.90% | 0.30% |
| **Grade 7** | Levels 3-5 | 50.00% | **Grade 8** | 49.00% | -1.00% | 48.60% | **Grade 8** | 52.20% | 3.60% | 4.60% | 3.20% |
| **Grade 8** | Levels 3-5 | 45.00% | **Grade 9** | 31.00% | -14.00% | 43.20% | **Grade 9** | 29.70% | -13.50% | 0.50% | -1.30% |
| **Grade 9** | Levels 3-5 | 29.00% | **Grade 10** | 36.00% | 7.00% | 30.70% | **Grade 10** | 34.90% | 4.20% | -2.80% | -1.10% |
| Data Sources: MCSD and FLDOE, //fcat.fldoe.org/pdf/fc-StatewideComparisonReading2004.pdf | | | | | | | | | | | |

All MCSD grade levels increased the percent of students testing on the math FCAT at Level 3 or above in CIM Year 1 (See Table 22), except for Grade 4 where the percent decreased by 2.5%. Even MCSD Grade 4, however, posted an effective percent gain of 1.60% relative to the state. The only grade not having a larger gain on the FCAT math than the state in CIM Year 1 was Grade 10 which posted an effective loss of 3.10%. While those students had a 3.1% less gain from grade-to-grade than did the state in the percent of students at Level 3 or above, it should be noted that Grade 10 students statewide posted a hefty percent increase of 13% in 2002-03. Notably, all of the MCSD grades, except for Grade 9, in Benchmark Year 1 had lower percentages of students scoring on FCAT math at Level 3 or above and still substantially increased their performance in CIM Year 1.

**Table 22.** FCAT Math: Percent of Students at Level (Cross Sectional Analysis) by MCSD – State Grade Levels =<2 & =>3 (2001-02/ 2002-03)

| FCAT Math: Percent of Students at Level (Cross Sectional Analysis) by MCSD - State Grade Levels =<2 & =>3 (2001-02 / 2002-03) | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | State | | | Increase Decrease | MCSD | | | Increase Decrease | Difference MCSD-FL Gain % | Difference % =>3 MCSD-FL |
| 2001-02 | | | 2002-03 | | % =>3 | 2001-02 | 2002-03 | | % =>3 '03 | =>3 | 2002-03 |
| **Grade 3** | Levels 3-5 | 59.00% | **Grade 4** | 54.00% | -5.00% | 58.10% | **Grade 4** | 55.60% | -2.50% | 2.50% | 1.60% |
| **Grade 4** | Levels 3-5 | 51.00% | **Grade 5** | 52.00% | 1.00% | 47.20% | **Grade 5** | 52.20% | 5.00% | 4.00% | 0.20% |
| **Grade 5** | Levels 3-5 | 48.00% | **Grade 6** | 47.00% | -1.00% | 44.30% | **Grade 6** | 48.70% | 4.40% | 5.40% | 1.70% |
| **Grade 6** | Levels 3-5 | 43.00% | **Grade 7** | 47.00% | 4.00% | 38.50% | **Grade 7** | 48.90% | 10.40% | 6.40% | 1.90% |
| **Grade 7** | Levels 3-5 | 47.00% | **Grade 8** | 56.00% | 9.00% | 45.30% | **Grade 8** | 61.10% | 15.80% | 6.80% | 5.10% |
| **Grade 8** | Levels 3-5 | 53.00% | **Grade 9** | 51.00% | -2.00% | 50.40% | **Grade 9** | 55.80% | 5.40% | 7.40% | 4.80% |
| **Grade 9** | Levels 3-5 | 47.00% | **Grade 10** | 60.00% | 13.00% | 51.60% | **Grade 10** | 61.50% | 9.90% | -3.10% | 1.50% |
| Data Sources: MCSD and FLDOE, //fcat.fldoe.org/pdf/fc-StatewideComparisonReading2004.pdf | | | | | | | | | | | |

## FCAT Achievement Gap

An important consideration in the improvement of any school system is the reduction of achievement gaps between different groups of students. In all respects, these gaps between non-minority and minority students are grievous. Most systems have extended considerable effort to reduce these achievement gaps whether in anticipation of the "No Child Left Behind" legislation, due to state initiatives, or simply on their own good conscience.

Based on the hallmark of the Effective Schools Research, *i.e.*, all children can learn, reduction of the achievement gap has become one of the essential indicators of the effectiveness of the CIM. There are three groups in particular that are considered minorities nationally. Two of these groups are ethnic/racial, *i.e.*, African American and Hispanic students, both of which are self-identified. The third is an economic measure, *i.e.*, students who qualify for the federal free or reduced lunch program. The lunch program includes students without regard to race, creed, or ethnicity. Although there is growing consideration of including students with learning exceptionalities as a minority, the differences among the various exceptional classifications and levels of severity of their particular challenges precludes them from currently considered a reportable group measured by current testing programs.

## FCAT Achievement Gap: Year-to-Year

The year-to-year gap between the achievement of student cohort groups, *i.e.*, between White, Black, Hispanic, and Free or Reduced Lunch Program students, has always been problematic in K-12 education as in so many other areas—social, economic, etc. That history aside, there appears to be a renewed effort in K-12 education, whether proceeding under the mantras of "Continuous Improvement," "No Excuses," or other monikers, to increase the achievement level of all students, regardless of their ethnicity or socio-economic statuses. As noted earlier, in this *Report,* the minority gap is delineated in this *Report* by evaluating differences in student academic performance on the SAT-9 and FCAT between White test scores, longitudinal gains, etc. and those of Black, Hispanic, and Free or Reduced Lunch Program students.

Table 23 shows that the MCSD Black students had the highest achievement gaps in reading in every grade in 2001-02. The highest MCSD FCAT reading score gap in the Benchmark Year (45.23 mean score points) occurred between Blacks and Whites who were in Grade 10, whereas the lowest gap in the Benchmark Year (33.27 mean score points) occurred in Grade 6. With the exception of the MCSD Hispanic students, several of the MCSD minority student groups, for most grades, to their credit, increased their mean FCAT reading scores, thereby reducing their achievement gaps with White students between the Benchmark Year and CIM Year 1. **The reading FCAT data show both a high achievement gap in the Benchmark Year and considerable gain by the Black students who produced by far the highest mean score gains of all minority student**

**groups in all grades except Grade 9. While the gap was not completely erased in 2002-03, it was substantially reduced.**

**Table 23.** FCAT: Reading Minority Gap

| Minority Gap | | | | Reduction of '02 - '03 Gap |
|---|---|---|---|---|
| Difference of Mean Scores | Mean Gain '02 '03 | 2001-02 | 2002-03 | |
| Grade 3 | | | | |
| Black-White | 10.65 | 45.21 | 33.57 | 11.63 |
| Hispanic-White | 8.56 | 33.41 | 23.88 | 9.54 |
| F/R Lunch-White | 2.46 | 26.25 | 22.81 | 3.44 |
| Grade 4 | | 2001-02 | 2002-03 | 02 - 03 |
| Black-White | 2.28 | 38.58 | 36.50 | 2.08 |
| Hispanic-White | -4.27 | 24.71 | 29.18 | -4.46 |
| F/R Lunch-White | -0.75 | 21.75 | 22.69 | -0.95 |
| Grade 5 | | 2001-02 | 2002-03 | 02 - 03 |
| Black-White | 9.30 | 40.13 | 38.64 | 1.49 |
| Hispanic-White | 9.27 | 30.27 | 28.81 | 1.45 |
| F/R Lunch-White | 5.95 | 22.17 | 24.03 | -1.87 |
| Grade 6 | | 2001-02 | 2002-03 | 02 - 03 |
| Black-White | 13.16 | 33.27 | 31.28 | 1.99 |
| Hispanic-White | 1.42 | 17.09 | 26.83 | -9.74 |
| F/R Lunch-White | 7.04 | 20.86 | 24.99 | -4.13 |
| Grade 7 | | 2001-02 | 2002-03 | 02 - 03 |
| Black-White | 12.35 | 44.53 | 36.35 | 8.18 |
| Hispanic-White | 2.47 | 23.32 | 25.02 | -1.70 |
| F/R Lunch-White | 4.67 | 28.45 | 27.96 | 0.50 |
| Grade 8 | | 2001-02 | 2002-03 | 02 - 03 |
| Black-White | 15.43 | 41.68 | 37.45 | 4.23 |
| Hispanic-White | 6.40 | 15.83 | 20.64 | -4.81 |
| F/R Lunch-White | 12.10 | 24.69 | 23.79 | 0.90 |
| Grade 9 | | 2001-02 | 2002-03 | 02 - 03 |
| Black-White | -0.30 | 40.02 | 39.70 | 0.32 |
| Hispanic-White | 1.95 | 24.53 | 21.97 | 2.56 |
| F/R Lunch-White | -3.38 | 22.13 | 24.90 | -2.76 |
| Grade 10 | | 2001-02 | 2002-03 | 02 - 03 |
| Black-White | 5.45 | 45.23 | 43.71 | 1.52 |
| Hispanic-White | 2.60 | 28.48 | 29.80 | -1.32 |
| F/R Lunch-White | 4.31 | 27.68 | 27.29 | 0.39 |
| Data Source: MCSD | | | | |

Hispanic students in the MCSD had substantial achievement gaps between themselves and White students in the Benchmark Year. They also had the second largest achievement gaps except for Grades 6-8 in 2001-02 and Grades 7-9 in 2002-03. Unfortunately, Hispanic students increased their achievement gaps with Whites in 2002.03 in half of the grade levels—Grades 4, 6, 7, 8, and 10 by 4.46, 9.74, 1.70, 4.81 and 1.32 mean score points, respectively.

The MCSD F/R Lunch Program students typically had the lowest gains in reading mean score points in CIM Year 1 except for grades 6 and 8 where they had the second highest mean gains—7.04 and 12.10, respectively. The gaps between themselves and the White

student group also were considerable; F/R Lunch student's gap reductions generally were in the low-to-mid-20 mean score points behind the other groups' gap reductions. Their gaps increased in Grades 4, 5, 6, and 9 by 0.95, 1.87, 4.13 and 2.76 mean score points, respectively, in 2002-03.

**Table 24.** FCAT: Math Minority Gap

| Minority Gap | | | | Reduction of '02 - '03 Gap |
|---|---|---|---|---|
| Difference of Mean Scores | Mean Gain '02 - '03 | 2001-02 | 2002-03 | |
| Grade 3 | | | | |
| Black-White | 10.44 | 43.98 | 43.66 | 0.33 |
| Hispanic-White | 11.46 | 29.35 | 28.00 | 1.35 |
| F/R Lunch-White | 6.36 | 23.42 | 27.18 | -3.76 |
| Grade 4 | | 2001-02 | 2002-03 | 02 - 03 |
| Black-White | 9.42 | 37.29 | 37.26 | 0.03 |
| Hispanic-White | 2.92 | 20.35 | 26.82 | -6.48 |
| F/R Lunch-White | 5.33 | 18.98 | 23.04 | -4.06 |
| Grade 5 | | 2001-02 | 2002-03 | 02 - 03 |
| Black | 13.27 | 38.79 | 31.20 | 7.59 |
| Hispanic-White | 7.51 | 23.50 | 21.67 | 1.83 |
| F/R Lunch-White | 4.93 | 19.66 | 20.41 | -0.75 |
| Grade 6 | | 2001-02 | 2002-03 | 02 - 03 |
| Black-White | 18.22 | 42.69 | 37.29 | 5.39 |
| Hispanic-White | 11.60 | 21.45 | 22.68 | -1.23 |
| F/R Lunch-White | 10.96 | 21.18 | 23.05 | -1.87 |
| Grade 7 | | 2001-02 | 2002-03 | 02 - 03 |
| Black-White | 19.97 | 47.16 | 32.44 | 14.72 |
| Hispanic-White | 1.12 | 21.13 | 25.26 | -4.13 |
| F/R Lunch-White | 11.82 | 29.96 | 23.40 | 6.57 |
| Grade 8 | | 2001-02 | 2002-03 | 02 - 03 |
| Black-White | 23.23 | 41.87 | 32.33 | 9.54 |
| Hispanic-White | 0.85 | 6.74 | 19.58 | -12.84 |
| F/R Lunch-White | 15.20 | 21.53 | 20.03 | 1.50 |
| Grade 9 | | 2001-02 | 2002-03 | 02 - 03 |
| Black-White | 15.73 | 44.10 | 34.27 | 9.83 |
| Hispanic-White | 16.64 | 28.08 | 17.34 | 10.75 |
| F/R Lunch-White | 9.27 | 23.90 | 20.53 | 3.37 |
| Grade 10 | | 2001-02 | 2002-03 | 02 - 03 |
| Black-White | 4.75 | 41.37 | 37.52 | 3.85 |
| Hispanic-White | -3.71 | 20.96 | 25.57 | -4.61 |
| F/R Lunch-White | -11.00 | 17.15 | 29.05 | -11.90 |

The minority achievement gap for the math FCAT also was considerable among all MCSD minority student groups (See Table 24). Among these groups, the Black students had the highest achievement gaps in both 2001-02 and 2002-03. However, these students also were the only group to have positive mean scale score gains in every grade and, except for Grade 3 and 9, the gains were the highest for each grade. **In addition, the Black students alone posted reductions in the achievement gap in every grade on FCAT math, unlike the Hispanic and F/R Lunch students.**

The Hispanic students also had large achievement gaps. Although Hispanics had the highest gap reduction in grades 3 and 9, they also increased their achievement gaps in five of the eight FCAT grade levels, e.g., ranging from a 0.75 mean score decrease in Grade 5 to a 12.84 mean score decrease in Grade 8.

The F/R Lunch Program students had the lowest mean score gains on math in four of the eight grades. Even so, the Grade 8 lunch program students posted a mean gain of 15.20 in CIM Year 1. These students additionally had the lowest 2001-02 achievement gaps except in grades 7 and 8 and the lowest in four of eight grades in 2002-03. Moreover, the lunch program students posted increased achievement gaps in five of the eight grades.

Overall, the MCSD students posted 10 increases in achievement gaps in FCAT math among the eight FCAT grades. Even so, the Black students made marked improvements in both increasing their gains and scores to the extent that they were able to reduce the achievement gap in math in every grade 3-10. The Hispanic and Free or Reduced Lunch Program students posted mixed results. Although the MCSD student Minority students posted mean score gains in every grade in reading and math, except for two groups in Grades 4 and 10 reading and one group in Grade 10 math, their year-to-year FCAT scores remained well behind those of White students.

## Comparison of Student Achievement: MCSD and BISD

Before comparing the relative achievement of the MCSD with that of the BISD, it is important to take into account the socio-demographic contexts of the districts. During the Benchmark Year and FY1 periods (1996-97/1997-98 for BISD and 2001-02/2002-03 for MCSD), the enrollment of the MCSD was more than three times that of the BISD, 39,330 and 12,970 students respectively (See Tables 25 and 26). In addition, MCSD operated 3.4 times more schools than did BISD, 66 to 19 respectively. Further, while MCSD enrolled fewer Black and Hispanic students than BISD (29.73 and 40.4% respectively), it enrolled far more Free or Reduced Lunch Program students (51.3% and 35% respectively). Noting that both minority status and economic disadvantages strongly correlate with greater academic needs and lower achievement, the differences between the "minority mix" of the districts, other things being equal, may balance out as a minority student achievement improvement challenge, but it is not possible to address that issue in this *Report.*. Nonetheless the size differences of the two districts are substantial, as are the complexities and difficulties of implementing a new instructional

improvement system such as the CIM, district-wide at one time as was the case with the MCSD.

**Table 25.** Marion County School District Profile (Benchmark and FY1)

| Marion County School District Profile (Benchmark and FY1) | | | | | | |
|---|---|---|---|---|---|---|
| | 2001-02 | | Difference | 2002-03 | | Difference |
| | MCSD | Florida | MCSD-TX | MCSD | Florida | MCSD-TX |
| Student Count | 39,330 | 2,499,781 | Benchmark | 39,689 | 2,476,244 | Benchmark |
| Race | % of Group | % of Group | Year | % of Group | % of Group | FY-1 |
| White | 67.36% | 51.37% | 16.00% | 66.49% | 50.25% | 16.24% |
| A. American | 21.05% | 24.51% | -3.46% | 20.87% | 24.10% | -3.23% |
| Hispanic | 8.68% | 20.24% | -11.56% | 9.29% | 21.40% | -12.11% |
| F/R Lunch | 51.30% | 43.70% | 7.59% | 51.75% | 45.31% | 6.44% |
| Data Sources: MCSD, FLDOE, "Profiles of Florida School Districts; BISD, TEA, "District Snapshot" and Academic Excellence Indicator System." | | | | | | |

**Table 26.** Brazosport Independent School District Profile (Benchmark and FY1)

| | 1996-97 | | Difference | 1997-98 | | Difference |
|---|---|---|---|---|---|---|
| | BISD | Texas | BISD-TX | BISD | Texas | BISD-TX |
| Student Count | 12,970 | 3,828,975 | Benchmark | 13,131 | 3,891,877 | Benchmark |
| Race | % of Group | % of Group | Year | % of Group | % of Group | FY-1 |
| White | 58.04% | 45.61% | -12.43% | 56.98% | 44.98% | -12.00% |
| Black | 8.40% | 14.34% | 5.93% | 8.97% | 14.38% | 5.41% |
| Hispanic | 32.00% | 37.41% | 5.41% | 32.55% | 37.93% | 5.38% |
| F/R Lunch | 35.65% | 48.09% | 12.43% | 36.41% | 48.48% | 12.07% |
| Data Sources: MCSD, FLDOE, "Profiles of Florida School Districts; BISD, TEA, "District Snapshot" and Academic Excellence Indicator System." | | | | | | |

In addition, the BISD incrementally implemented the CIM across its smaller district for three years while the MCSD introduced the model at once, district-wide. Further, the CIM was implemented in the BISD from the ground up at the request of the schools whereas the model adoption in the MCSD was a "top-down" decision. As will be shown in the final major section of this Report that reveals responses of MCSD teachers to a structured questionnaire designed to tap into their experience with implementing the CIM, there were consequential differences that arose during the MCSD's first year of CIM implementation—even unforeseen difficulties arising perhaps from there not having been sufficient buy-in and ownership of the model by some of the MCSD educators. **Nonetheless, as has already been shown there were some impressive increases in FCAT scores in the MCSD in both reading and math during the first year of CIM implementation, an indeterminate number of which likely were positively influenced by the model.**

Since improving student achievement was the purpose behind the BISD's involvement in the development and implementation of the CIM during the decade of the '90s and also

the MCSD's implementation of the model in 2002-03, in the following section the two District's relative level of success in improving student achievement will be compared. It is assumed for comparative evaluation purposes that, although the TAAS of Texas and the FCAT of Florida are not perfectly co-equal in their relative levels of rigor, a self-defined passing score in the TAAS is suitable for evaluation comparison purposes with the Level 3 passing score on the FCAT.

Table 27 shows that, for most grade levels, the MCSD students improved from the benchmark year to CIM Year 1 and from CIM Year 1 to CIM Year 2 in the percent of students passing with greater gains in reading across the test years than did those of the BISD, *i.e.*, only students in Grades 3 and 9 of the MCSD and grades 5 and 7 of the BISD posted losses rather than gains. If the Grade 9 scores of MCSD were omitted from the comparison (because Texas does not apply the TAAS at that grade level), the MCSD students would have only lost 0.25% of students testing at Level 3 or above in Grade 3 (the decrease occurred in 2002-03) in over the two-year period. By 2003-04 Grade 3 had "recovered" the loss, having gained of 5.22% in the number of students that passed the FCAT as compared to 2002-03.

**Table 27.** Comparison of BISD and MCSD (Benchmark, FY1, and FY2) Percent of Students Passing Reading (TAAS/Level 3 + FCAT)

| | Benchmark | 1996-97 | Gain | 1997-98 | Gain |
|---|---|---|---|---|---|
| BISD 3 | 91.60% | 96.00% | 4.40% | 90.00% | -1.60% |
| BISD 4 | 91.60% | 96.60% | 5.00% | 89.90% | -1.70% |
| BISD 5 | 94.10% | 93.90% | -0.20% | 89.20% | -4.90% |
| BISD 6 | 88.00% | 95.20% | 7.20% | 85.60% | -2.40% |
| BISD 7 | 93.10% | 92.50% | -0.60% | 91.10% | -2.00% |
| BISD 8 | 86.20% | 95.30% | 9.10% | 91.20% | 5.00% |
| BISD 10 | 92.30% | 92.60% | 0.30% | 90.50% | -1.80% |
| | Benchmark | 2002-03 | Gain | 2003-04 | Gain |
| MCSD 3 | 60.78% | 60.53% | -0.25% | 66.00% | 5.22% |
| MCSD 4 | 54.20% | 57.60% | 3.40% | 68.00% | 13.80% |
| MCSD 5 | 54.30% | 59.00% | 4.70% | 61.00% | 6.70% |
| MCSD 6 | 48.40% | 55.70% | 7.30% | 54.00% | 5.60% |
| MCSD 7 | 48.60% | 52.30% | 3.70% | 53.00% | 4.40% |
| MCSD 8 | 43.20% | 52.20% | 9.00% | 44.00% | 0.80% |
| MCSD 9 | 30.70% | 29.70% | -1.00% | 32.00% | 1.30% |
| MCSD 10 | 32.50% | 34.90% | 2.40% | 30.00% | -2.50% |
| Data Sources: TEA, FLDOE | | | | | |

Sustainability of any initiative is of critical concern, especially as regards one as challenging as faced the CIM in the BISD and the MCSD. Thus, it is important to compare aggregate gains between the Benchmark Years and all succeeding years of CIM implementation; *i.e.*, the total gains in 1996-97/1998-99 for BISD and 2002-03/2003-04 for MCSD).

The second year of CIM implementation in the BISD was altogether negative as reflected by increases of students passing the TAAS. Except for students of Grade 8, all other

grades of the BISD posted a reduction in the percent of students passing the reading TAAS. Conversely, only students of Grade 10 of the MCSD reduced the percent of students testing at or above Level 3 on the reading FCAT.

These results suggest that there was no "halo effect" caused by implementing the CIM in either MCSD or BISD. Because the increased percent of BISD students passing the TAAS was mediocre in FY1 and got worse in FY2, where only Grade 10 posted a positive gain, there was no "honeymoon period." Conversely, the MCSD increased the percentage of students passing the reading FCAT in all but grades 3 and 9, and improved those percentages all the more in FY2 where only the students of Grade 10 posted a loss. Thus it appears that the MCSD staff and students were already on an improvement track in the CIM benchmark year and through the implementation process were provided additional focus on curricular and instructional alignment as well as data utilization that resulted in increasing the percentage of students testing at Level 3 or higher on the FCAT.

The results pertaining to sustainability and improvement on the math FCAT were far more positive for the MCSD than those of the BISD on the math TAAS (See Table 28). Both districts increased the percentage of students passing or testing at Level 3 or higher and virtually split the number of grade levels that improved. In addition to all of the gains being positive, they were relatively equal overall. However in FY2, the BISD students reduced the percent passing in four of seven grades tested. In contrast, the MCSD increased the percentage of students testing at Level 3 in each of the eight test grades.

**Table 28.** Comparison of BISD and MCSD (Benchmark, FY1, and FY2) Percent of Students Passing Math (TAAS/Level 3 + FCAT)

| | Benchmark | 1996-97 | Gain | 1997-98 | Gain |
|---|---|---|---|---|---|
| BISD 3 | 92.00% | 97.10% | 5.10% | 89.00% | -3.00% |
| BISD 4 | 94.00% | 97.10% | 3.10% | 90.80% | -3.20% |
| BISD 5 | 91.80% | 96.20% | 4.40% | 89.50% | -2.30% |
| BISD 6 | 89.50% | 95.70% | 6.20% | 88.20% | -1.30% |
| BISD 7 | 87.40% | 92.40% | 5.00% | 92.20% | 4.80% |
| BISD 8 | 80.70% | 92.50% | 11.80% | 91.80% | 11.10% |
| BISD 10 | 81.10% | 87.30% | 6.20% | 88.70% | 7.60% |
| | Benchmark | 2002-03 | Gain | 2003-04 | Gain |
| MCSD 3 | 58.10% | 63.35% | 5.25% | 63.00% | 4.90% |
| MCSD 4 | 47.20% | 55.60% | 8.40% | 64.00% | 16.80% |
| MCSD 5 | 44.30% | 52.20% | 7.90% | 51.00% | 6.70% |
| MCSD 6 | 38.50% | 48.70% | 10.20% | 45.00% | 6.50% |
| MCSD 7 | 45.30% | 48.90% | 3.60% | 51.00% | 5.70% |
| MCSD 8 | 50.40% | 51.10% | 0.70% | 56.00% | 5.60% |
| MCSD 9 | 51.60% | 55.80% | 4.20% | 62.00% | 10.40% |
| MCSD 10 | 57.10% | 61.50% | 4.40% | 66.00% | 8.90% |
| Data Sources: TEA, FLDOE | | | | | |

**Students of both the MCSD and BISD indicated improvement in FY1, but only the MCSD students sustained and heightened their improvement results**. While this

suggests that the MCSD staff improved the extent to which their curricula were aligned with the instruction and FCAT, it also denotes that at least some of the math content is more straightforward than is that of the reading and therefore more readily aligned.

**If the improvement in student achievement and sustained gains are hallmark results of the CIM, then the results overall strongly suggest that the MCSD was more successful in their implementation that was BISD**. However, one must keep in mind that when the BISD implemented the CIM, the percent of students passing the TAAS tests was already quite high, i.e., 90% or more students were passing the reading, math, and writing TAAS.

The lack of gain among BISD students also may be created by the TAAS having been calibrated too low and thereby impeded the more proficient students from demonstrating their authentic level of achievement and subject mastery.

**Both the students and staff of the MCSD should be recognized for their substantial efforts in improving student achievement**. Nonetheless, they also need to keep in mind that because the FCAT scores are markedly low for both Florida and MCSD, gains are more readily achieved because there is more room between their current standing and the very top score levels.

Because student achievement improved and has been sustained in the MCSD since the period in which the CIM was implemented district-wide does not necessarily support the contention that the CIM increases achievement among all students. The results of BISD students appear to contradict such reasoning. Numbers of factors need to be put into perspective before a comprehensive understand can be achieved.

**The most impressive facets of the CIM are tried and true curricular and instructional methodologies that have been proven over the years by research and practitioners alike.** To a greater extent than most best practices, however, the CIM rests on curricular and instructional alignment and data being utilized diagnostically. By utilizing data comprehensively, *i.e.*, to continuously identify and measure student strengths and weaknesses of subject mastery, a robust curricula can be readily developed that focuses both on overcoming any student weaknesses and on direct alignment with specific subject measures, such as classroom and state tests. The CIM also prescribes the development of, and compliance with, an instructional calendar. This schedule is developed to assure that sufficient time is allocated to delivering relevant instruction initially and providing remediation and enrichment activities as may be indicated. In addition, the MCSD purchased consultancies from a number of individuals who developed the CIM and have since improved the constituent methodologies and implementation.

It is not possible, based on an evaluation of just two consecutive years of data to conclusively determine from the mixed results recorded by the MCSD on the SAT-9 in 2002-03 and on the FCAT in 2002-03 and 2003-04 that are coincidental with CIM implementation that the model, and the model alone, is responsible for the student

achievement increases that occurred. Even so, the concerted focus by the various components of the model were likely to have positively influenced some of those improvements. **The above evaluation suggests there can be little doubt that the MCSD students have in fact achieved some impressive academic improvement since the CIM was introduced**. **This does not mean, however, that CIM alone is responsible for the increases.** The extent to which due credit for the improvements in test scores that occurred during CIM Years 1 and 2 can be empirically apportioned among the model as pedagogical device per se as compared to the pros and cons associated with how the model was implemented remain unclear in this early stage of CIM implementation. Such models can fail because they are conceptually flawed—no such claim is made in this report concerning the CIM—or because they fell short in their implementation. As pertains to the foregoing evaluation, one cannot discount the fact that there were notable student increases on test scores in both Florida (SAT-9 and FCAT) and Texas (TAAS) school districts that did not even implement the CIM as well as in both the MCSD and the BISD where the model was implemented.

It is important to note that there is another project called CHILD (Changing How Instruction for Learning is Delivered) partially being implemented in some of Marion County schools. A recent study by FTW analyzed the synergistic impact of Project CHILD and the Continuous Improvement Model (CIM) in the six Marion County schools[39]. The study, which relied on 2002-2003 and 2003-2004 SAT-9 and FCAT scores, found that CIM added value to Project CHILD in Marion County as evidenced by comparison with student achievement in Osceola County, which did not have CIM. The study reveals that, on the reading tests, all CHILD student cohorts in Marion County scored higher than their counterpart CHILD students in Osceola County and on the math tests, all CHILD cohorts in Marion County except the economically disadvantaged did better than their counterparts in Osceola County. The study also shows that Project CHILD added value to the Continuous Improvement Model (CIM) in the Marion County School District as evidenced by higher performance of CHILD students compared to Non-CHILD students. It is important to note that minority and economically disadvantaged CHILD students in Marion County performed favorably compared to their Non-CHILD counterparts. Relying on the higher performance of minority and economically disadvantaged CHILD students in Marion County, the study concludes that Project CHILD and CIM could work closely together particularly to narrow minorities' achievement gap.

The next major section of the *Report* reviews the results of a MCSD teacher survey that Florida TaxWatch CEPA conducted in CIM Year 1.

[39] Florida TaxWatch's Comparative Evaluation of Project CHILD: Phase IV, Center For Educational Performance & Accountability (CEPA), Florida TaxWatch Research Institute, Inc., Tallahassee, Florida, February 2005.

## MCSD Implementation of the CIM as Reflected By Teacher Survey Results

In January of 2001 James Warford, Superintendent of the MCSD, began planning with former BISD Superintendent Gerald Anderson, who was hired as a consultant in an advisory role to help with CIM implementation in Marion County. Realizing that training MCSD educators in how to implement the model would be critical to its success, the plan was to provide all instructional and non-instructional staff in all MCSD schools and departments with an initial phase of CIM training and to develop a long-range staff development plan that would provide on-going CIM training for all school system employees.

In the first half of 2002, Anderson and his team trained over 250 principals, assistant principals, teachers and district staff using the "train the trainers" model. Half of those trained were teachers. A CIM Leadership Team was trained for every school and department with the system.

Warford also developed a community-school partnership with CEOs from major Marion County businesses. The local Community Alliance for Results in Education (CARE) supported CIM efforts. It raised $112,000 to provide financial incentives for principals and teachers who could sustain high achievement and demonstrate the most improvement in student achievement.

During the summer of 2002, a team of teachers/administrators developed the district initial instructional calendar. Also, in order to provide the time required for teacher training and collaborative planning time, the instructional day was shortened, changing every teacher's schedule.

Large-scale assessments, like the FCAT, are utilized to rate schools for accountability purposes. However, the FCAT results that teachers receive lack the level of detail needed to target specific teaching-learning improvements. State assessments can often provide item-by-item information but concerns about item security and the cost of developing new items each year often make assessment developers reluctant to offer such detailed information. Therefore, these instruments are not generally useful for helping teachers improve their instruction or modify their approach to helping individual students. For this reason, Marion County assembled a team of educators to develop district benchmark and unit assessments.

A team of 1st-10th grade language art and math teachers wrote focus lessons using item specifications and assessments. This provided a "Lesson Bank" for all teachers to access as needed.

As the 2002-2003 school year began, all Marion County instructional staff came together for a rally led by Dr. Anderson. Teachers were provided instructional calendars, CIM focus lessons, and unit assessments. All were aligned with FCAT item-specification and Sunshine State Standards.

In November 2002 every student in grades 3-10 took a district-created benchmark assessment. Each question on this benchmark test was written to FCAT item specifications and, within two days, the results were returned to schools. These data provided information on student strengths and weaknesses for use in preparing instructional calendars to guide their teaching from January through March.

After the administration of the district benchmark assessment, the superintendent heard many concerns about errors and other issues regarding the assessment device and about the focus lessons. As a result focus lesson assessments were revised and sent to schools. School staff began reviewing the Sunshine State Standards and developing instructional calendars based on the results of their particular school. This step was designed to provide more flexibility in instructional calendar development to the school site level. This resulted in building specific instructional calendars that addressed each of the state benchmarks of every standard. Schools also began or continued to write their own focus lessons based on their school data and the school-developed aforementioned instructional calendar.

## Review of the Survey Data

Florida TaxWatch surveyed teachers in the MCSD to determine the extent to which the district schools implemented the CIM as described in the Eight Step Process. Interviews were conducted with principals, administrators, teachers, Superintendent Warford, and Gerald Anderson. From these interviews, Florida TaxWatch developed a pilot survey, administered this pilot to selected teachers, and developed a final survey for distribution to all teachers in the MCSD (See Appendix 1).

There are 42 schools and 2,155 teachers in MCSD. Surveys were distributed through the district office. Each school was provided with sufficient numbers of surveys for all teachers at every school. A cover letter with specific instructions for administration of the survey and procedures for assuring confidentiality accompanied the surveys. All schools returned some surveys, although response rates varied greatly. One school had a response rate as low as 15% and another as high as 65%. Overall, the district response rate was 48%. Because of this relatively low response rate, survey results must be interpreted with caution. At least one school appeared to deviate from Florida TaxWatch instructions to provide the survey instrument to **all** teachers. Such digressions from protocol can undermine the integrity of the survey results. Additionally, the self-report nature of survey data has inherent limitations due to the fact that teachers may exaggerate their compliance with the model.

Survey responses illuminate teacher perceptions of: factors that supported or impeded CIM implementation; the adequacy of the model to raise student achievement; and the level of implementation of the model. Survey data also provide an indication of how closely the level of implementation in Marion County followed the model as articulated

by Anderson.[40] MCSD survey-based teacher perceptions of how the CIM was implemented in Marion County provide additional information about the promises and problems of the model.

It should be emphasized that not every public school in Marion County or every teacher began CIM implementation with the same level of expertise with each component of the model. Some teachers had previous experience with certain elements of the model. When asked whether they had any experience with aspects of the CIM prior to the 2002-03 school year, nearly 40% indicated that they had. As one teacher put it,

> "At our school we always looked at our test scores to determine the areas that were the weakest on the tests and where we as professionals could improve our instruction to make those areas stronger…. We have always worked as a team."

The following discussion is delineated into eight subsections according to each of the eight steps of the CIM process. It will, however, become apparent to the reader that the eight steps are not mutually exclusive.

**Step 1: Data Disaggregation**

Data provide information on where students and schools need to improve, identify students' particular strengths and weaknesses, and enable teachers to target instruction to meet the needs of each student. Data must be disaggregated to the individual level, allowing teachers to identify those students needing help with specific concepts. Analysis informs practice: the school's programs, instructional strategies, assessment strategies, and classroom practices. Informal and formal data about student learning both shape instruction and determine its effectiveness.

Data analysis is essential to the CIM. Demographic data describing students, staff, the school and the community delineates the context in which the school operates. It is crucial for understanding all other data. Disaggregating information by demographics such as socioeconomic status or ethnicity is the first step in gaining understanding about what impact these factors are having on student achievement.

The CIM assumes that teachers will be given sufficient data to analyze and moreover, that these data will be provided in a timely manner—before the school year begins. However, Table 29 shows, in select data categories from 18% to 28% of the teachers reported not receiving even the most integral data. Because the CIM is so dependent on data feedback and their analysis, implementation of the model cannot be considered complete if teachers do not receive the essential data. As can be seen from Table 29 there were pockets of non-compliance with the model's data-related requirements.

[40] Davenport, Patricia, and Anderson, Gerald. Closing the Achievement Gap. American Productivity & Quality Center, Houston Texas, 2002.

Table 29. **The Number of Teachers Who Did Not Receive the Data**

| Type of Test Data | Respondents Reporting Data Not Received | | | |
|---|---|---|---|---|
| | **Count** | **Percent** | **Count** | **Percent** |
| Instructional unit scores *(Data for Own Classes)/(School-wide data)* | 145 | 18.01 | 133 | 25.24 |
| FCAT or SAT-9 scores *(Data for Own Classes)/(School-wide data)* | 80 | 9.45 | 66 | 11.40 |
| District Benchmark test scores *(Data for Own Classes)/(School-wide data)* | 136 | 16.77 | 103 | 18.76 |
| Demographic data *(Data for Own Classes)/ (School-wide data)* | 200 | 25.06 | 138 | 25.23 |
| Socioeconomic Status data *(Data for Own Classes)/ (School-wide data)* | 217 | 27.50 | 156 | 28.42 |
| Disability/language proficiency status *(Data for Own Classes)/ (School-wide data)* | 139 | 17.03 | 139 | 25.84 |
| Attendance/Truancy data *(Data for Own Classes)/ (School-wide data)* | 158 | 19.51 | 154 | 28.52 |
| Extra-curricular participation/honors *(Data for Own Classes)/ (School-wide data)* | 270 | 34.88 | 202 | 38.33 |
| Retention data *(Data for Own Classes)/ (School-wide data)* | 148 | 18.69 | 155 | 28.70 |
| Discipline Referrals *(Data for Own Classes)/ (School-wide data)* | 222 | 27.96 | 193 | 35.54 |

For those teachers who ***did*** receive the data, these data must be considered useful if they are to have a positive impact on CIM implementation. In a series of questions regarding the extent to which each of a number of different types of data were useful in diagnosing student performance, teachers were asked to rate the usefulness of different categories of data on a scale of 1 to 4, where 4 is very much and 1 is not at all. According to these responses, FCAT data was considered the most useful and the instructional unit scores were the least useful. Percentages do not total 100% to the extent that respondents answered in the "don't know" category.

A partial explanation for these low ratings for usefulness of data may be that teachers did not know ***how*** to use the data. A key assumption of the CIM is that teachers know how to use essential data for the purpose of raising student achievement. The model requires that every administrator and teacher should be provided with special training in data interpretation. However, of 942 survey responses district-wide, only 69% reported receiving training in CIM data analysis/utilization. Data analysis and utilization is a critical component of the model and implementation cannot be considered complete when roughly one-third of the teacher respondents did not receive training.

**Table 30.** Extent of Data Usefulness

| | Not Useful=1 | | 2 | | 3 | | Very Useful=4 | |
|---|---|---|---|---|---|---|---|---|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| | | | | | | | | |
| **Instructional unit scores *(Data for Own Classes)*** | 116 | 14.41 | 146 | 18.14 | 215 | 26.71 | 179 | 22.24 |
| **Instructional unit scores *(School-wide data)*** | 104 | 19.73 | 96 | 18.22 | 133 | 25.24 | 44 | 8.35 |
| **FCAT or SAT-9 scores *(Data for Own Classes)*** | 106 | 12.51 | 147 | 17.36 | 281 | 33.18 | 230 | 27.15 |
| **FCAT or SAT-9 scores *(School-wide data)*** | 81 | 13.99 | 106 | 18.31 | 183 | 31.61 | 128 | 22.11 |
| **District Benchmark test scores *(Data for Own Classes)*** | 185 | 22.81 | 171 | 21.09 | 218 | 26.88 | 96 | 11.84 |
| **District Benchmark test scores *(School-wide Data)*** | 124 | 22.59 | 118 | 21.49 | 141 | 25.68 | 47 | 8.56 |
| **Demographic data *(Data for Own Classes)*** | 254 | 31.83 | 167 | 20.93 | 133 | 16.67 | 40 | 5.01 |
| **Demographic data *(School-wide Data)*** | 145 | 26.51 | 114 | 20.84 | 103 | 18.83 | 31 | 5.67 |
| **Socioeconomic status data *(Data for Own Classes)*** | 258 | 32.7 | 150 | 19.01 | 128 | 16.22 | 32 | 4.06 |
| **Socioeconomic status data *(School-wide Data)*** | 150 | 27.32 | 100 | 18.21 | 101 | 18.4 | 27 | 4.92 |
| **Disability/language proficiency status *(Data for Own Class)*** | 155 | 19 | 150 | 18.38 | 243 | 29.78 | 125 | 15.32 |
| **Disability/language proficiency status *(School-wide Data)*** | 113 | 21 | 98 | 18.22 | 112 | 20.82 | 59 | 10.97 |
| **Attendance/Truancy *(Data for Own Classes)*** | 113 | 21 | 98 | 18.22 | 112 | 20.82 | 59 | 10.97 |
| **Attendance/Truancy *(School-Wide Data)*** | 120 | 22.22 | 94 | 17.41 | 99 | 18.33 | 57 | 10.56 |
| **Extra-curricular participation/honors *(Data for Own Classes)*** | 241 | 31.14 | 114 | 14.73 | 117 | 15.12 | 28 | 3.62 |
| **Extra-curricular participation/honors *(School-wide Data)*** | 129 | 24.48 | 83 | 15.75 | 77 | 14.61 | 19 | 3.61 |
| **Retention *(Data for Own Classes)*** | 163 | 20.58 | 159 | 20.08 | 210 | 26.52 | 108 | 13.64 |
| **Retention *(School-Wide Data)*** | 97 | 17.96 | 91 | 16.85 | 126 | 23.33 | 55 | 10.19 |
| **Discipline referrals *(Data for Own Classes)*** | 213 | 26.83 | 153 | 19.27 | 136 | 17.13 | 66 | 8.31 |
| **Discipline referrals *(School-Wide Data)*** | 121 | 22.28 | 93 | 17.13 | 79 | 14.55 | 41 | 7.55 |

Among the respondents who reported that they did receive training, this training was often perceived as lacking in usefulness in terms of raising student achievement. The respondents who reported receiving training were asked to rate their training with regards to its usefulness on a scale of one (not at all useful) to four (very useful). The chart below shows that 19% of these respondents reported that their training was not at all useful and 9% reported the training was very useful. The rest of the respondents were clustered in the middle categories. However, when the ratings are divided into one low cluster (rating of 1 or 2) and one high cluster (rating of 3 or 4), 54% gave the training low ratings for usefulness.

| To what extent did you find your training in CIM data analysis/utilization useful? | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Not at all=1 | | 2 | | 3 | | Very Much=4 | | Don't Know | |
| Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 117 | 19.2% | 209 | 34.3% | 226 | 37.1% | 54 | 8.9% | 3 | 0.5% |

No amount of data will raise student achievement if teachers do not receive it, do not know how to use it, or don't use it in the ways that the model prescribes. The survey responses to these questions indicate a potential for less than optimum implementation.

Other than a lack of adequate training as an explanation for why data was not considered useful, it may also be posited that respondents believed that the data was flawed or the assessments themselves needed to be made more useful. Thirty-eight percent of the respondents reported that data for analysis could be made more useful. Meaningful data is necessary to diagnose student weaknesses relative to SSS and accurate diagnosis is necessary for action (Steps 3-6).

**Step 2 Instructional Calendar**

Development of the instructional calendar is also part of the planning portion of the Plan/Do/Check/Act continuous improvement cycle. As mentioned earlier, during the summer before implementation, a team of teachers from Marion County developed an instructional calendar to address the Sunshine State Standards (SSS), with an emphasis on those areas where test scores showed that students needed the most help. These teachers also prepared instructional focus lessons and classroom activities to accompany them, forming a "Lesson Bank". The model assumes that following this calendar and delivering these focused lessons will ensure that all components of the SSS on which the FCAT is based are covered.

The majority of the Marion County survey respondents report following the instructional calendar "all the time." This suggests a high degree of compliance on this step of the CIM.

| To what extent did you follow the instructional calendar? | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Never=1** | | **2** | | **3** | | **All the time=4** | |
| **Count** | **Percent** | **Count** | **Percent** | **Count** | **Percent** | **Count** | **Percent** |
| 28 | 2.81 | 100 | 10.03 | 261 | 26.18 | 605 | 60.68 |

**Step 3 Direct Instructional Focus**

Teachers are supposed to deliver the instructional focus lessons according to the instructional calendar, covering the instructional objectives and target areas as scheduled. The specific topic covered is mandatory, though teachers can use their own delivery methods or use resources provided in the county's Lesson Bank.

The CIM also recommends how classes should be structured to ensure that instructional time is appropriately used, that is, focused on specified lessons. The elements of this structure, and the percentage of teachers reporting using them are:

- Highlight the day's focus (81%)
- Warm up with review (72%)
- Focus on new content (80%)
- Reinforce the newly learned concept (75%) and
- Survey the student's level of mastery (52%).

This suggests a high degree of compliance with the essential structure that CIM identifies as important to Step 3. However, it may be said that it simply reflects a common sense approach to teaching any new skill.

Teachers who did not use CIM instructional units/materials for instructional delivery may or may not have been using materials that aligned with SSS and with the most important areas of student weakness. Nonetheless, it is informative to consider the reported extent of teacher usage of these materials. It can be considered a level of buy-in to the model. However, inasmuch as teachers chose not to use these materials, it may indicate that teachers believed these materials were simply less useful for teaching their particular class or subject matter than materials that they found or developed on their own.

Teachers were asked to report the extent to which they used CIM instructional units/materials on a scale of 1 (never) to 4 (all of the time). As indicated in the text box below, 40% of respondents claimed to use CIM materials all the time and only 11% reported never using these materials. Sixty-seven percent rated their level of usage as a 3 or a 4. This indicates widespread usage of the materials that were aligned with SSS.

| **To what extent did you use the district CIM instructional units/materials?** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Never=1** | | **2** | | **3** | | **All the time=4** | |
| **Count** | **Percent** | **Count** | **Percent** | **Count** | **Percent** | **Count** | **Percent** |
| 111 | 11.21 | 229 | 23.13 | 255 | 25.76 | 393 | 39.70 |
| | | | | | | | |

Variations in such usage may have been attributable to the directives of the principal. Teachers were asked to rate the level of flexibility that they had in determining instructional content in their classes on a scale of 1 (none) to 4 (absolute). Thirty percent reported "none," while only 16% reported "absolute" flexibility. When the ratings are grouped into categories of low flexibility (1 and 2) and high flexibility (3 and 4) the results are about evenly split. Fifty-five percent reported low flexibility and 45% reported high flexibility.

| **How much flexibility did you have in determining the CIM instructional content of your class(es)?** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **None=1** | | **2** | | **3** | | **Absolute=4** | |
| **Count** | **Percent** | **Count** | **Percent** | **Count** | **Percent** | **Count** | **Percent** |
| 298 | 30 | 246 | 25 | 289 | 29 | 161 | 16 |
| | | | | | | | |

**Step 4 Assessment**

This step centers on frequent administration of tests in order to determine the individual levels of student mastery. These assessments occur every two or three weeks and are

aligned with the content areas as prescribed by the instructional calendar. The assessments identify students who have mastered the objective and those who have not.

Anderson suggests that districts invest in assessment instruments that are commercially prepared and purchased by the district in order to determine student mastery of standards. However, Marion County did not follow this advice, choosing instead to develop their district assessments for diagnosing student mastery. Either way, it is important that these assessments be aligned with the instructional materials, and aligned with the SSS as measured by the FCAT.

**Table 31.** Teachers' views of CIM instructional tests

| | **Not At All=1** | | **2** | | **3** | | **Very Much=4** | |
|---|---|---|---|---|---|---|---|---|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| | | | | | | | | |
| **To what extent were CIM instructional unit tests:** | | | | | | | | |
| **Diagnostically useful** | 251 | 27.14 | 283 | 30.59 | 246 | 26.59 | 61 | 6.59 |
| **Appropriate to the level of your students** | 247 | 26.76 | 345 | 37.38 | 213 | 23.08 | 37 | 4.01 |
| **Properly aligned with the instructional material** | 321 | 34.63 | 310 | 33.44 | 180 | 19.42 | 43 | 4.64 |
| **Free of mistakes** | 287 | 31.26 | 349 | 38.02 | 184 | 20.04 | 20 | 2.18 |
| **Provided to you in a timely manner** | 148 | 16.19 | 251 | 27.46 | 314 | 34.35 | 130 | 14.22 |
| **To what extent were CIM/district benchmark tests:** | | | | | | | | |
| **Diagnostically useful** | 206 | 27.21 | 189 | 24.97 | 257 | 33.95 | 40 | 5.28 |
| **Appropriate to the level of your students** | 201 | 27 | 226 | 30.25 | 228 | 30.52 | 28 | 3.75 |
| **Properly aligned with the instructional material** | 226 | 30.174 | 215 | 28.705 | 216 | 28.838 | 31 | 4.14 |
| **Free of mistakes** | 200 | 26.85 | 204 | 27.38 | 228 | 30.6 | 22 | 2.95 |
| **Provided to you in a timely manner** | 120 | 16.09 | 167 | 22.39 | 303 | 40.62 | 100 | 13.4 |

Not everyone who responded to this survey believes that the district unit and benchmark assessments and instructional materials were appropriately aligned with SSS and therefore with the FCAT. Respondents were asked to rate the instructional unit tests and the district benchmark tests on a variety of dimensions based on a scale of 1 (not at all) to 4 (very much). Table 31 shows that a majority of teachers reported that the CIM unit tests were not properly aligned with the instructional materials, were not written at a level appropriate for their students, and were not diagnostically useful.

Several respondents commented on the reasons for their low ratings:

> "Assessments were poorly formatted…the type was too small and the columns made the tool hard to read."
>
> "Tests often did not align with the CIM calendar and not all the questions related to the skill being evaluated."
>
> "Skills were not introduced or tested in a sequential order."

Another aspect of Step 4 is that students must master the content of each unit before progressing to the next unit. This is particularly critical in the subject areas of math and reading because increasing the skill level of students depends on foundational skills. In other words, when skills are taught in sequence, the acquisition of higher order skills depends on the mastery of basic skills. CIM sets mastery level at 80%. An individual student who does not attain 80% mastery of a unit skill must receive remediation. (This will be discussed in Step 5). However, the teacher may move on to the next unit of instruction when the class average on the district assessment of an instructional unit equals 80% or greater.

Table 32 shows that, in Marion County, 66% of respondents required 80% or higher student skill mastery level before moving on to the next unit. Nearly 10% of teachers required a mastery level of 4% to 50% and 24% required a mastery level of 51%-79%.

**Table 32.** The Required Student Mastery Levels

| 4% - 50% | | 51% - 79% | | 80% | | 81% - 100% | |
|---|---|---|---|---|---|---|---|
| Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 38 | 9.55% | 97 | 24.37% | 232 | 58.29% | 31 | 7.79% |

The final element of this step requires teacher teams to frequently meet and review the results of the student assessments so that corrective instruction or enrichment activities can be planned if necessary (Steps 5-6). A majority of respondents (57%) reported taking part in weekly grade-level meetings. Just over 17% of respondents reported that these meetings took place monthly. Subject area meetings took place less often. District-wide 28% reported having had only monthly meetings. Fifteen percent of respondents reported not knowing how often subject area meetings took place.

| **How often did the teams of your grade level meet?** | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Daily | | Weekly | | Biweekly | | Monthly | | D/K | |
| Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 44 | 4.8% | 527 | 57.3% | 87 | 9.5% | 159 | 17.3% | 102 | 11.1% |

| **How often did the teams of your subject area meet?** | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Daily | | Weekly | | Biweekly | | Monthly | | D/K | |
| Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 41 | 5.0% | 360 | 43.5% | 70 | 8.5% | 233 | 28.1% | 124 | 15.0% |

**Steps 5 & 6 Tutorials (Remediation) & Enrichment**

These two steps of the CIM include the administration of either tutorials or enrichment periods depending upon the results of the frequently administered assessments. The CIM specifies that materials used for enrichment and tutorials should be different from materials used in regular classes. Enrichment materials should provide challenging

curriculum. Corrective instruction should be immediate and should target the individual student's instructional needs.

## Tutorials/Remediation

The majority of survey respondents (61%) reported that they provide remediation to students within their CIM classes. Of those, 54% reported that it was provided daily, 34% provided it weekly. This shows that the majority of respondents recognized the CIM importance of immediate, corrective instruction for those students who do not master the prescribed curriculum. The respondents who reported that they provided remediation activities within their own CIM classes clarified their responses as follows:

- Sixty-eight percent reported that they administered pre/post tests as part of those CIM remediation activities. This is an important method for targeting remedial efforts to individual needs and for assessing if and when the student masters the skill or concept being taught.
- On a scale of 1 (not at all) to 4 (very much), 74% percent responded as a 3 or a 4 when asked if they targeted CIM remediation activities to the individual needs of their students.
- The respondents were nearly evenly split regarding the use of remediation materials that were different than those used in regular instruction.
  These survey results indicate a satisfactory level of compliance with the CIM in terms of implementation of step 5.

Of the 40% of teachers who reported that CIM remediation did ***not*** take place within their classrooms, 69% responded that these activities were offered to their students elsewhere in such places as computer labs, reading and math groups, homeroom, remediation classes, intensive instruction classes, and special classes. However, some teachers expounded on the difficulties associated with remediation efforts.

> "Remediation activities are difficult to implement because of time constraints….no time was provided for remediation. Students had to move on to the next concept even while they were relearning what they didn't master."
>
> "Remediation is a big problem. We simply repeated the lessons over in some cases. We lacked staff and time last year to adequately remediate those students who failed assessment after assessment."
>
> "Specials have suffered, so the students suffered…. Students were constantly anxious for fear of failing CIMS. They don't want to miss specials, so they would cry and have anxiety attacks…. Parents were upset that their children weren't receiving art, music, P.E… "

## Enrichment

Only 41% of survey respondents reported that they provide enrichment to students within their CIM classes. Of those, 31% reported that it was provided daily and 50% weekly. While this shows that a large number of teachers provided enrichment activities regularly and often, it shows an even greater number (59%) either failed to recognize the importance of enrichment for those students who quickly master the CIM curriculum or failed to deliver on this aspect of curriculum for other reasons. A most likely reason is the constraints of time, which was often mentioned as a concern of teachers. However, when students are not provided with enrichment opportunities, they can easily become bored—forced into repeating learned material needlessly. They may become disruptive, which ultimately impacts the learning of all students in the classroom.

The respondents who reported that they provided enrichment activities within their own CIM classes clarified their responses as follows:

- Only 32% reported that they administered pre/post tests as part of those CIM enrichment activities. This is an important method for targeting enrichment efforts to individual needs and for assessing if and when the student masters the skill or concept being taught.
- On a scale of 1 (not at all) to 4 (very much), 62% percent responded as a 3 or a 4 when asked if they targeted CIM enrichment activities to the individual needs of their students.
- Only 57% of the respondents indicated they use enrichment materials that were different than those used in regular instruction.
- Of the 59% of teachers who reported that CIM enrichment did ***not*** take place within their classrooms, only 40% responded that these activities were offered to their students elsewhere, in such places as reading and math groups, homeroom, computer labs, and special classes.

These survey results indicate less than optimal delivery on step 6 of CIM regarding the necessity of providing adequate enrichment activities for students who master the required curriculum

## Step 7 Maintenance

The maintenance step requires the reinforcement of skills and knowledge until students permanently retain them. The time that this consumes would undoubtedly vary from class to class and student to student, depending on disparate needs.

> "The demands on the calendar limits time for remediation, enrichment, review, extension…. We should have spent more than the 5-10 minutes-focus time on each skill. Five minutes was not enough time for students to learn the skill."

**Step 8 Monitoring**

Monitoring is primarily the responsibility of the individual school principals who monitor classroom and school-wide progress through classroom visits and meetings with teachers, teacher teams and individual students. However, survey results indicated that not all principals spend much time meeting with teacher teams or visiting classrooms either formally or informally. Table 33 summarizes the degree of compliance with this aspect of the CIM.

**Table 33.** The Degree of Compliance with Monitoring Aspect of the CIM

| **Approximately how many times was your classroom *formally* visited/observed by:** | **Visits** | | | | | |
|---|---|---|---|---|---|---|
| | **None** | | **0-3** | | **4-10** | |
| | **Count** | **Percent** | **Count** | **Percent** | **Count** | **Percent** |
| | | | | | | |
| **Principal** | 185 | 23.1% | 730 | 88.0% | 71 | 8.6% |
| **Assistant Principal** | 173 | 21.6% | 739 | 88.6% | 61 | 7.3% |
| **Other Administrative staff** | 364 | 56.1% | 608 | 91.2% | 41 | 6.1% |
| **Other Teachers** | 470 | 80.3% | 561 | 92.3% | 24 | 3.9% |
| | | | | | | |
| **Approximately how many times was your classroom *informally* visited/observed by:** | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| **Principal** | 103 | 15.2% | 436 | 52.2% | 240 | 28.7% |
| **Assistant Principal** | 118 | 17.1% | 495 | 60.2% | 195 | 23.7% |
| **Other administrative staff** | 296 | 48.9% | 502 | | 103 | |
| **Other teachers** | 370 | 67.5% | 462 | 74.6% | 86 | 13.9% |
| | | | | | | |
| **Approximately how many times did the principal or assistant principal meet with dept./teacher teams to monitor student progress?** | 126 | 23.5% | 279 | 39.5% | 257 | 36.4% |

When asked how many times their classroom was ***formally*** visited by their school's principal, 185 teachers reported "none", and 88% reported 3 visits or less. When asked about the number of ***informal*** visits by principals, 103 teachers reported "none", and 52% reported 3 visits or less. Regarding formal and informal visitations by assistant principals, administrative staff, or other teachers, respondents indicated the following:

- Reporting the number of times their classroom was **formally** visited/observed by the assistant principal, 173 reported none and 87% reported 3 times or less.
- Reporting the number of times their classroom was **informally** visited/observed by the assistant principal, 118 reported none and 60% reported 3 times or less.
- Reporting the number of times their classroom was **formally** visited/observed by other administrative staff, 364 reported none and 91% reported 3 times or less.

- Reporting the number of times their classroom was **informally** visited/observed by other administrative staff, 296 reported none and xx% reported 3 times or less
- Reporting the number of times their classroom was **formally** visited/observed by other teachers, 470 reported none and 92% reported 3 times or less.
- Reporting the number of times their classroom was **informally** visited/observed by other teachers, 370 reported none and 75% reported 3 times or less.

Teachers were also asked how often principals or assistant principals met with teacher teams to monitor student progress. 126 (45%) of respondents reported never. Nearly 40% reported this occurring between 0-3 times.

The CIM model requires collaboration. These survey responses reveal implementation of this component is lacking across the district, even though some schools may be implementing this aspect of the model more than others.

## Summary of the CIM Implementation Based on Teacher Survey Results

The survey results reported here reflect a district-wide measure of implementation. One overall indicator of the extent to which Marion County schools implemented CIM is reflected in the response to the survey question that asked teachers to report how much of their day is taken up with CIM related activities in general. A majority of respondents (63%) report spending from 0-25% of their day delivering components of the CIM. Twenty-two percent reported spending 26-50% of the day. This means that 85% reported spending less than half their day on CIM related components.

As indicated above, there are several CIM components that were lacking in district-wide implementation. Survey results indicated a lack of monitoring by school leadership, a lack of attention to enrichment activities, and problems with district assessments and professional development. Some survey results indicate the undermining of the very foundation of the CIM—such as those pertaining to substantial numbers of teachers not receiving data.

Also, some survey results called into question the level of alignment between instructional benchmark tests and instructional material taught. A majority (68%) of responding teachers reported that they perceived instructional material taught according to the calendar was not tested by the corresponding CIM instructional unit tests that were also required by the calendar. Alignment is a most critical factor for raising student achievement on the FCAT. The FCAT aligns with the SSS and it is imperative that the curriculum taught in schools also aligns with these standards. Unit assessments must measure what they are designed to measure so that student weaknesses are diagnosed accurately and addressed in the classroom so that they can demonstrate mastery of standards as measured by the FCAT.

The extent to which the CIM instructional calendar developed and used in Marion County aided in raising FCAT scores, depends in large part on whether the calendar was

aligned with the instructional unit/district benchmark tests and other required materials and subsequently whether all were aligned with the FCAT assessment. However, it was beyond the purview of this study to assess the level of alignment. These were assumed to be "deeply aligned" as reported to us by district CIM teams.

**It is unlikely that each component of CIM is equal in its power to raise student achievement.** Teaching a curriculum that is aligned with the FCAT likely would do more to raise test scores than simply having teachers do "test talks" with each student in their classes. But taken as a whole it shows promise to the extent that it reflects established best practices.

## Potential Effects of the CIM implementation

Most of the survey questions dealt with the level of implementation of the CIM model. However, other survey questions attempted to discover the effects that CIM had on a number of areas important to teachers. On these questions teachers indicated that implementing CIM had some undesirable and unintended consequences.

Many respondents indicated that they perceived an overall lack of encouragement and support for implementing CIM, that collegial, student, and parent relationships were not improved by implementation of the CIM model, and it did not have a positive effect on a number of student and staff related issues such as student engagement in learning or student absenteeism.

When asked, "To what extent were you provided with sufficient resources to implement CIM?" teachers responded as follows:

| **To what extent were you provided with sufficient resources to implement CIM?** | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Not at all = 1 | | 2 | | 3 | | Very sufficient = 4 | | D/K | |
| Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 240 | 25.3% | 359 | 37.9% | 255 | 26.9% | 82 | 8.6% | 12 | 1.3% |

> "Finding instructional materials that were useful [was difficult]…. We were given no materials and told there was no money to purchase materials."

When asked, "Have your skills improved as a result of implementing CIM?" they responded overwhelmingly in the negative—62% said "no" and 38% said "yes." As an overall assessment of their perceptions of CIM implementation, teachers were asked to respond to the question, "If you could turn back the clock, would you have implemented CIM?" seventy-one percent responded in the negative.

Some of those responding in the positive qualified their responses. Of their qualifications the most frequent responses revolved around the hastiness of implementation, a need to proceed more slowly and plan more in order to improve implementation efforts.

Some of those responding in the negative also qualified their responses.
Of those who responded "no," their most frequent qualification also involved implementation—that more planning and teacher input was needed, and that implementation should have proceeded more slowly.

> "Implementation should have been handled better…. We started last year with no plans in place, no materials, and no tests – total chaos for the teachers, students, and parents. "

> "We believe in the long run that CIM will help students. But the county had no idea of how to implement this into the classroom—as is evident by the first year of CIMS."

> "We tried to do too much too soon."

> "CIM has the potential to be a determining 'positive' factor in student achievement. The premise is sound. We tried to do too much too fast and made it too difficult."

> "I would have planned better. The implementation was too rushed from the district level and too unorganized at the school level."

In spite of the negative responses, there were also positive responses and perceptions. Some teachers described the potential they saw in the model:

> "CIM made me more aware of what the students needed to focus on."

> "Teachers are more focused and better trained in interpreting data. Teachers have also had to become more organized, structured, more effective and efficient planners."

> "I believe very strongly in CIM and want it to continue."

> "CIM exposed all students to a variety of skills and raised some of their test scores due to learning skill and practicing test strategies."

> "Something dramatic and totally 'invasive' needed to be undertaken. It was a gutsy move, but one that I think, despite the shortcomings, led to some positive outcomes."

"Teachers are being held accountable for their performance. Hence, students are becoming more educated. CIM is an improvement model therefore, I believe test scores will rise providing we hold true to what continuous improvement means."

"Overall, I think CIM is a good idea, it just needs to be retooled and polished to be more effective."

Ultimately, the test of the CIM is in whether, in spite of its difficulties and drawbacks, it has the potential to raise student achievement. Teachers were split on their beliefs as to whether or not CIM had succeeded in that endeavor.

In response to the question, "To what extent did implementing the CIM result in raising the achievement level of your students?" teachers reported the following:

| To what extent did implementing the CIM result in raising the achievement level of your students? | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Not at all=1** | | **2** | | **3** | | **Very much=4** | |
| **Count** | **Percent** | **Count** | **Percent** | **Count** | **Percent** | **Count** | **Percent** |
| 165 | 17.39 | 332 | 34.98 | 258 | 27.19 | 81 | 8.54 |

## Concluding Remarks: Teacher Survey Results

It was anticipated at the outset of the evaluation that this Report would not be able to definitively or exclusively attribute to the CIM in its early stages of implementation improvements in student performance as measured by student scores and score gains on the FCAT and SAT-9.

It is important to attempt to identify the characteristics, educational policies, and practices within schools and districts—in this case, Marion County Schools—that help to explain higher performance. Important to the success of the CIM is the extent to which the MCSD had in place, pre-2002-03, certain elements embodied by the CIM that mirror best practices. To the extent that the District already was implementing practices such as alignment of unit and benchmark assessments, instructional curriculum, with SSS that are measured on the FCAT, immediate intervention and remediation, etc., it is likely those practices also contributed to any achievement gains that were made in MC.

# Report Conclusions, Implications and Recommendations

This report has provided an explanation of the CIM and its components, explored the BISD's CIM experience, compared the implementation of the CIM in the MCPS with that of the BISD, and reviewed student achievement of both districts during their first year of district-wide implementation.

Many of the best practices identified in the K-12 literature are found in CIM. It is therefore likely that some of the student achievement gains in the MCSD, pre-CIM and generally at the state level are the result of various components of the model already being implemented. For example, MCSD, to the extent that it aligned its curriculum with the SSS that are measured by FCAT, and to the extent that it was successful in delivering/teaching this curriculum to students, might be expected to experience gains in student FCAT test scores. Such alignment, diagnostic testing, and prescriptive instruction are hallmarks of the CIM as used in BISD/MCSD. It is highly likely that other schools in the state are using similar components and school improvement models. This can explain why students and schools in the MCSD have not outperformed other schools and districts to a greater extent.

Increased student achievement, as measured by the FCAT, should not be the only measure of the CIMs success. Common sense dictates that certain elements of the model are simply good teaching and that over time they can raise students' test scores. Meanwhile, the model can be responsible for identifying teachers and principals whose students are failing to make adequate yearly progress. The model provides a framework establishing this and learning new ways to teach ALL students. Such analysis may result in vast improvements in professional development initiatives that, in turn, can aid teachers and principals in helping more students to achieve. This alone is a substantial contribution of the CIM.

However, there are problems that need to be addressed:

- Survey results indicate that enrichment suffered as a result of the emphasis on tutorials and teaching of basic skills. For example, teachers reported that students who were in need of tutorial time were required to give up art, music, or PE in order to attend these sessions. Teachers also reported that there was no time to provide enrichment activities to students who had mastered the focus lessons.
- There is evidence to suggest that not every school and every classroom was implementing CIM to the same degree. Some classes and some schools implemented some parts of the model and not others. Some classes and some schools implemented to a greater or lesser extent than others. Such differences in implementation may account for the differences in student achievement gains among schools and students. However, it cannot be conclusively proven at this point that high performing schools owe their success to full implementation of the model or that low performing schools failed as a result of less than full implementation of the CIM model.

- Improvement results that can be tied directly and exclusively to the CIM may not be apparent for the first year or two in any model implementation as complex and diffusive as the CIM. The model, appropriately named Continuous Improvement, lends itself to longitudinal, formative evaluation. The FCAT and SAT-9 aggregate data evaluation portion of this study could only evaluate the first two years of CIM implementation, and the teacher portion can only evaluate the first year of the model's implementation. Continuous evaluation, *e.g.*, student achievement test scores, score gains, and MCSD educators' evolving experience and feedback from the CIM's implementation over the next several years, is required to substantiate more conclusive the model's overall contribution to student improvement in the MCSD. It is essential, in the interim, that MCSD educators, students and parents be realistic in their expectations about the model's worth and not discard prematurely their commitment to its success.

Some of the problems that the MCSD teacher survey identified appear to have been rectified and continue to be addressed. For example, the calendar that was utilized at the district level created problems that appear to be solved by devolving authority for its development/implementation to the school level. Corrections also were appropriately made to district benchmark tests as a result of teacher concerns. Since the nature of the model is "continuous improvement," and as its name implies, it is assumed, by definition, that its implementation over time will require constant vigil and adaptation in resolving problems that implementers encounter along the way.

## Recommendations:

- The FCAT does not provide data useful for diagnosing individual students' academic weaknesses. It is imperative that Marion County (or any other county attempting to implement a model such as the CIM that place a premium on diagnostic testing as a means of identifying and responding early on to countermand student weaknesses and enrich student strengths) develop reliable benchmark assessments. Because this is such a labor intensive process requiring professionals skilled in test item development, smaller districts in particular may not have the human resources necessary to develop adequate benchmarks. The state would be providing a valuable service to schools, districts, and students if it provided curriculum aligned with SSS and developed diagnostic assessments by qualified personnel.
- Exit interviews with teachers who leave or transfer out of individual schools or to another district should be conducted to help further clarify problems of model implementation.
- Diagnosis of teacher/principal weaknesses and target intensive professional development to rectify those weaknesses. Differences in student achievement among schools are, first and foremost, the responsibilities the principals. But teachers as well as principals need to be held accountable for student achievement.

- Teachers whose students make adequate gains should be used selectively as mentors for teachers in need of help—pair teachers who teach students with similar challenges.
- The MCSD should make sure that data are provided in a timely manner and that data provided to principal are shared among teachers.
- The MCSD should provide targeted and extensive professional development to principals whose schools do not make adequate progress/FCAT gains.
- Use the implementation weaknesses identified in the teacher survey to address concerns expressed by teachers without compromising the integrity of the CIM and the process whereby it is implemented. To amplify a course correction in CIM implementation cited earlier, during the first year of implementation teachers were concerned that the instructional calendar handed down from the district office did not allow for flexibility at the school level. During the second half of the year authority for the calendar devolved to the school level. Such changes address real problems and concerns but still remain true to the CIM model.
- Recommend the periodic evaluation of trainers to assure quality training satisfaction for all.
- Additional research is needed to explore the following:

  - ✓ CIM implementation evaluation over multiple years to obtain a longitudinal data base and further detail regarding the model's impact on student achievement.
  - ✓ Future study of contrasts between CIM implementation and achievement levels at different schools and the leadership implications that are implied.
  - ✓ Identify the classrooms having both the highest and lowest levels of student achievement for all subgroups of students. CIM implementation in these classrooms should be closely monitored to learn more about the aspects of the model that are most critical for improving student achievement. This evaluation could help clarify more explicitly the role and impact of school principals on the model's success.
  - ✓ Examine student and parent perceptions of the model to provide more avenues for continuous improvement.
  - ✓ Just as BISD was not the only TX district to report gains in student achievement, the MCSD is not the only Florida district to have gains and reduce achievement gaps between White and Minority students. While the MCSD may attribute its gains to the CIM, further research is required to clarify why some other districts had similar or even greater gains without implementing the CIM.

*APPENDIX 1*

# FLORIDA TAXWATCH RESEARCH INSTITUTE, INC. CONTINUOUS IMPROVEMENT MODEL TEACHER QUESTIONNAIRE

**Please complete the attached questionnaire**
***focusing only on your activities of LAST YEAR.***

**Your responses will not be revealed to identify them with you personally.**

Please return your completed questionnaire to the individual administering it as soon as you have answered all questions.

The tabulated results of the questionnaire will greatly assist with fine-tuning the evaluation of Marion County's Implementation of the Continuous Improvement Model and help further the achievement of your students.

***Thank you for your contribution to this effort***

**School Name:** _____

**Grade level(s) taught *LAST YEAR*:** **Years teaching at grade level:** _____

_____

**Subject(s) taught *LAST YEAR*:**

_____

## ***ALL OF THE FOLLOWING QUESTIONS PERTAIN TO LAST YEAR (2002-03)***

| | | | | | | |
|---|---|---|---|---|---|---|
| | Never | | | | All the time | |
| 1. To what extent did you use the district CIM instructional units/materials? | ① | ② | ③ | ④ | | **D/K** |
| | None | | | | Absolute | |
| 2. How much flexibility did you have in determining the CIM instructional content of your class(es)? | ① | ② | ③ | ④ | | **D/K** |
| | Never | | | | All the time | |
| 3. To what extent did you follow the instructional calendar? | ① | ② | ③ | ④ | | **D/K** |
| | Not at all | | | | Very much | |
| 4. To what extent did implementing the CIM (in and of itself) result in raising the achievement level of your students? | ① | ② | ③ | ④ | | **D/K** |

5. Prior to the 2002-03 school year, did you use any individual teaching approaches or data management component, e.g., mastery learning, disaggregating data, or quality teams, that for all practical purposes, were identical to those you used for CIM? **__Yes __ No**

6. *If YES,* please list and describe those approaches/components. _____

_____

_____

_____

| | | | | | | |
|---|---|---|---|---|---|---|
| | Not at all | | | | Very much | |
| 7. To what extent were CIM *instructional unit tests*: | ① | ② | ③ | ④ | | **D/K** |
| • Diagnostically useful ……... | ① | ② | ③ | ④ | | **D/K** |
| • Appropriate to the level of your students …… | ① | ② | ③ | ④ | | **D/K** |
| • Properly aligned with the instructional material ……. | ① | ② | ③ | ④ | | **D/K** |
| • Free of mistakes …….. | ① | ② | ③ | ④ | | **D/K** |
| • Provided to you in a timely manner …… | ① | ② | ③ | ④ | | **D/K** |

8. *If you rated any 1 or 2,* please explain why. _____

_____

_____

| 9. To what extent were *CIM/district benchmark tests*: | Not at all much | | | Very | |
|---|---|---|---|---|---|
| | ① | ② | ③ | ④ | **D/K** |
| • Diagnostically useful……... | ① | ② | ③ | ④ | **D/K** |
| • Appropriate to the level of your students…… | ① | ② | ③ | ④ | **D/K** |
| • Properly aligned with the instructional material……. | ① | ② | ③ | ④ | **D/K** |
| • Free of mistakes …….. | ① | ② | ③ | ④ | **D/K** |
| • Provided to you in a timely manner…… | ① | ② | ③ | ④ | **D/K** |

10. *If you rated any 1 or 2,* please explain why. _____

_____

11. Which of the following did you typically do in your class(es)?

☑ ***Check all that apply***

- ☐ Highlight the day's instructional focus
- ☐ Warm up the class with a review
- ☐ Focus on the new content
- ☐ Reinforce the newly learned concept(s)
- ☐ Survey the results, *i.e.*, level of student mastery

12. On average, what percentage (X%) of your classroom day was spent on delivering components of the CIM? ____%

13. Approximately how many of your students did the principal or assistant principal meet with individually to discuss their test results or academic achievement? _____

14. Approximately how many of your students did you as a teacher meet with individually to discuss their test results and academic achievement? _____

15. Approximately how many total students were enrolled in all of your classes? _____

16. Which of the following student data did you use to improve student achievement?

*Please rate the extent you found each useful in diagnosing student proficiency*

| | Not Received | Data for Own Classes | | | | Not Received | School-wide Data | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Not Useful | | | Very Useful | | Not Useful | | | Very Useful |
| • Instructional unit scores …… | ○ | ① | ② | ③ | ④ | ○ | ① | ② | ③ | ④ |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| • FCAT or SAT-9 scores …… | ○ | ① | ② | ③ | ④ | ○ | ① | ② | ③ | ④ |
| • District benchmark test scores …… | ○ | ① | ② | ③ | ④ | ○ | ① | ② | ③ | ④ |
| • Demographic data …… | ○ | ① | ② | ③ | ④ | ○ | ① | ② | ③ | ④ |
| • Socioeconomic status data……... | ○ | ① | ② | ③ | ④ | ○ | ① | ② | ③ | ④ |
| • Disability/language proficiency status …… | ○ | ① | ② | ③ | ④ | ○ | ① | ② | ③ | ④ |
| • Attendance/Truancy ……... | ○ | ① | ② | ③ | ④ | ○ | ① | ② | ③ | ④ |
| • Extra-curricular participation/honors …….. | ○ | ① | ② | ③ | ④ | ○ | ① | ② | ③ | ④ |
| • Retention …… | ○ | ① | ② | ③ | ④ | ○ | ① | ② | ③ | ④ |
| • Discipline referrals …… | ○ | ① | ② | ③ | ④ | ○ | ① | ② | ③ | ④ |

17. Considering the CIM, can the analyses of the above data be made more useful in improving student achievement? _ Yes _No

18. *If YES,* please explain. _____

_____

_____

19. Did you *remediate* students within your CIM classes? **__Yes __ No**

Daily Weekly Biweekly Monthly

20. *If YES:* typically, how often? ① ② ③ ④ **D/K**

21. Did you administer pre/post tests as part of those CIM *remediation activities?* **__Yes __ No**

Not at all Very much

22. To what extent were the instructional materials you used for *CIM remediation* different from those you use in your regular instruction? ① ② ③ ④

Not at all Very much

23. To what extent did you target *CIM remediation activities* to the individual needs of your students? ① ② ③ ④

24. *IF you did not provide CIM remediation* for your students, did they receive *CIM remediation* elsewhere? **__Yes __ No**

25. Where? _____

Daily Weekly Biweekly Monthly

26. Typically, how often? ① ② ③ ④ **D/K**

27. Did you provide students *enrichment activities* within your CIM classes? __Yes __ No

Daily Weekly Biweekly Monthly

28. *If YES:* typically, how often? ① ② ③ ④ **D/K**

29. Did you administer pre/post tests as part of those *CIM enrichment activities*? __Yes __ No

Not at all Very much

30. To what extent were the instructional materials you used for *CIM enrichment activities* different from those you use in your regular instruction? ① ② ③ ④

Not at all Very much

31. To what extent did you target *CIM enrichment activities* to the individual needs of your students? ① ② ③ ④

32. IF you did not provide *CIM enrichment activities* for your students, did they receive *CIM enrichment activities* elsewhere? __Yes __ No

33. Where? _____

Daily Weekly Biweekly Monthly

34. Typically, how often? ① ② ③ ④ **D/K**

35. What level of overall class mastery did you typically require before moving your classes to the next instructional unit, i.e., class must have averaged "X%" on the CIM unit test to progress to the next unit? ____%

36. Approximately how many times was your classroom *formally* visited/observed by:
    - Principal …….. _____
    - Assistant Principal …….. _____
    - Other administrative staff, e.g., Curriculum or Instructional Coordinator _____
    - Other Teachers …… _____

37. Approximately how many times was your classroom *informally* visited/observed by:
    - Principal …….. _____
    - Assistant Principal …….. _____
    - Other administrative staff, e.g., Curriculum or Instructional Coordinator _____
    - Other Teachers …… _____

38. Approximately how many times did the principal or assistant principal meet with department/teacher teams to monitor student progress? _____

Never All the time

39. To what extent did your teaching reinforce the instructional objectives of other teachers across disciplines/grades? ① ② ③ ④ **D/K**

40. Did you receive training in CIM data analysis/utilization? **__Yes __ No**

Not at all Very useful

41. If YES, to what extent did you find your training in CIM data analysis/utilization useful? ① ② ③ ④ **D/K**

42. Please explain your response. _____

_____

_____

43. Aside from any CIM data training you might have received, what other training were you provided that helped you implement the CIM requirements?

*Please list and rate the usefulness of any CIM training you received*

Not at all Very useful

_____ ① ② ③ ④ **D/K**

_____ ① ② ③ ④ **D/K**

_____ ① ② ③ ④ **D/K**

_____ ① ② ③ ④ **D/K**

None Very Much

44. To what extent has implementing the CIM improved, i.e., made more positive, your overall school environment? ① ② ③ ④ **D/K**

Not at all Very sufficient

45. To what extent were you provided with sufficient resources to implement the CIM? ① ② ③ ④ **D/K**

46. If you rated any 1 or 2, what additional resources would have helped you with your CIM implementation activities?

_____

_____

_____

Daily Weekly Biweekly Monthly

47. How often did the teams of your grade level meet? ① ② ③ ④ **D/K**

Daily Weekly Biweekly Monthly

48 How often did the teams of your subject area meet? ① ② ③ ④ **D/K**

## Concerning your CIM implementation efforts:

49. What worked best? _____

_____

_____

50. What did not generate positive results? _____

_____

_____

51. What was the greatest problem you had with the CIM? _____

_____

_____

52. What was the greatest contribution made by CIM? _____

_____

_____

53. Have your skills improved as a result of implementing the CIM? **__Yes __ No**

54. *If YES,* how? _____

_____

_____

55. To what extent did implementing the CIM improve the following:

| | Not at all | | | Very much | |
|---|---|---|---|---|---|
| • Level of student engagement in learning …….. | ① | ② | ③ | ④ | **D/K** |
| • Student discipline ……..……..……..… | ① | ② | ③ | ④ | **D/K** |
| • Student absenteeism ……..……..……..… | ① | ② | ③ | ④ | **D/K** |
| • Staff absenteeism ……... | ① | ② | ③ | ④ | **D/K** |
| • Staff empowerment.*(first semester)* ……..… | ① | ② | ③ | ④ | **D/K** |
| • Staff empowerment.*(second semester)* ……..… | ① | ② | ③ | ④ | **D/K** |
| • Staff morale ……... | ① | ② | ③ | ④ | **D/K** |

56. To what extent was there adequate encouragement and support in implementing the CIM from each of the following:

| | Not at all much | | | Very | |
|---|---|---|---|---|---|

- Business Community……..…….. ① ② ③ ④ **D/K**
- Local Press ……..…..……..……..… ① ② ③ ④ **D/K**
- School Board ……...……..……...……..… ① ② ③ ④ **D/K**
- Parents ……..... ① ② ③ ④ **D/K**
- District staff ……..... ① ② ③ ④ **D/K**
- School Principal ……..…….... ① ② ③ ④ **D/K**
- Fellow teachers/staff ……..……..... ① ② ③ ④ **D/K**

57. To what extent has implementing the CIM improved your relationship with the following:

| | Not at all | | | Very much | |
|---|---|---|---|---|---|
| • Fellow teachers ……..……...….…….. | ① | ② | ③ | ④ | **D/K** |
| • Principal ……..……..……..……..… | ① | ② | ③ | ④ | **D/K** |
| • Central office administrators and staff …… | ① | ② | ③ | ④ | **D/K** |
| • Students ……..……... | ① | ② | ③ | ④ | **D/K** |
| • Parents..……..…...……..……..… | ① | ② | ③ | ④ | **D/K** |

58. On what CIM committees/teams did you serve?

*School specific committees/teams*

a. _____
b. _____
c. _____

*District-wide/multi-school committees/teams*

a. _____
b. _____
c. _____

59. If you could turn back the clock, would you have implemented the CIM in Marion County? __Yes __No

60. Why? _____

_____

_____

_____

61. What would you have done differently?

*Thank you for your time and effort. You responses will help to better tailor instruction in Marion County and heighten the achievement of your students.*

## APPENDIX 2

# Marion County Public Schools (CIM Teacher Survey-- Qualitative Data, initial individual question results)

| | | | | | | Weighted Total (1-4 only) | | |
|---|---|---|---|---|---|---|---|---|
| **Q 1. To what extent did you use the district CIM instructional units/materials?** | | | | | | | | |
| | 3 | | All the time | | D/K | | **Weighted** | |
| | Count | Row % | Count | Row % | Count | Row % | **Score** | **Median** |
| **District** | 255 | 25.76% | 393 | 39.70% | 2 | 0.20% | **2.94** | **3** |
| **Elementary** | 102 | 23.89% | 199 | 46.60% | 1 | 0.23% | **3.08** | **3** |
| **Middle School** | 51 | 24.17% | 75 | 35.55% | | | **2.81** | **3** |
| **High School** | 102 | 29.14% | 119 | 34.00% | 1 | 0.29% | **2.86** | **3** |
| ** *NOTE:* By school (Row%=school only, Col %=Respondents District-wide)** | | | | | | | | |
| | | | | | | | | |
| **Q2 How much flexibility did you have in determining the CIM instructional content of your class(es)?** | | | | | | | | |
| | 3 | | All the time | | D/K | | | |
| | Count | Row % | Count | Row % | Count | Row % | | **Median** |
| **District-wide** | 289 | 29.05% | 161 | 16.18% | 1 | 0 | **2.31** | **2** |
| **Elementary** | 144 | 33.88% | 62 | 14.59% | | | **2.36** | **2** |
| **Middle School** | 51 | 23.83% | 20 | 9.35% | | | **2.02** | **2** |
| **High School** | 93 | 26.27% | 79 | 22.32% | | | **2.44** | **2** |
| | | | | | | | | |
| **Q3 To what extent did you follow the instructional calendar?** | | | | | | | | |
| | 3 | | All the time | | D/K | | | |
| | Count | Row % | Count | Row % | Count | Row % | | **Median** |
| **District-Wide** | 261 | 26.18% | 605 | 60.68% | 3 | 0.30% | **3.45** | 4 |
| **Elementary** | 99 | 23.24% | 290 | 68.08% | | 0.00% | **3.57** | 4 |
| **Middle School** | 64 | 29.91% | 117 | 54.67% | | 0.00% | **3.36** | 4 |
| **High School** | 97 | 27.32% | 198 | 55.77% | 3 | 0.85% | **3.38** | 4 |
| | | | | | | | | |
| | 3 | | All the time | | D/K | | | |
| | Count | Row % | Count | Row % | Count | Row % | | **Median** |
| **District** | 258 | 27.19% | 81 | 8.54% | 113 | 11.91% | **2.31** | **2** |
| **Elementary** | 120 | 29.27% | 39 | 9.51% | 35 | 8.54% | **2.37** | **2** |
| **Middle School** | 53 | 24.88% | 15 | 7.04% | 29 | 13.62% | **2.16** | **2** |
| **High School** | 85 | 26.23% | 27 | 8.33% | 49 | 15.12% | **2.32** | **2** |
| | | | | | | 0.00% | | |
| **component that were identical to those used for CIM?** | | | | | | | | |
| | | 3.00 | | | | | | |
| | Row % | Count | Row % | | **Median** | | | |
| **District** | 61.88% | 1 | 0.10% | | **2** | | | |
| **Elementary** | 62.93% | 1 | 0.24% | | **2** | | | |
| **Middle School** | 62.14% | | | | **2** | | | |
| **High School** | 60.82% | | | | **2** | | | |
| | | | | | | | | |
| | | | | | | | | |
| **Q6 IF YES, please list and describe those approaches/components** | | | | | | | | |
| **Q 6a** | Mastery Learning | | Test/Retest | | Individualized Instruction | | Cross-Curric./Integrated | |
| | Count | Row % | Count | Row % | Count | Row % | Count | Row % |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **District** | 44 | 15.94% | 55 | 19.93% | 22 | 7.97% | 23 | 8.33% |
| **Elementary** | 23 | 18.25% | 30 | 23.81% | 7 | 5.56% | 10 | 7.94% |
| **Middle School** | 7 | 12.28% | 13 | 22.81% | 5 | 8.77% | 3 | 5.26% |
| **High School** | 14 | 15.05% | 12 | 12.90% | 10 | 10.75% | 10 | 10.75% |
| | | | | | | | | |
| **Q 6b** | Mastery Learning | | Test/Retest | | Individualized Instruction | | Cross-Curric./Integrated | |
| | Count | Row % | Count | Row % | Count | Row % | Count | Row % |
| **District** | 5 | 7.14% | 14 | 20.00% | 13 | 18.57% | 4 | 5.71% |
| **Elementary** | 4 | 10.26% | 4 | 10.26% | 7 | 17.95% | 3 | 7.69% |
| **Middle School** | 1 | 8.33% | 2 | 16.67% | 2 | 16.67% | 1 | 8.33% |
| **High School** | | | 8 | 42.11% | 4 | 21.05% | | |
| | | | | | | | | |
| **Q 7 To what extent were CIM instructional unit tests:** | | | | | | | | |
| **Q 7a Diagnostically useful** | | | | | | | | |
| | 3 | | Very Much | | D/K | | **WeightedScore** | |
| | Count | Row % | Count | Row % | Count | Row % | | **Median** |
| **District** | 246 | 26.59% | 61 | 6.59% | 84 | 9.08% | **2.14** | **2** |
| **Elementary** | 139 | 33.99% | 40 | 9.78% | 17 | 4.16% | **2.36** | **2** |
| **Middle School** | 33 | 15.87% | 8 | 3.85% | 24 | 11.54% | **1.83** | **2** |
| **High School** | 74 | 24.10% | 13 | 4.23% | 42 | 13.68% | **2.03** | **2** |
| | | | | | | | | |
| **Q 7 To what extent were CIM instructional unit tests:** | | | | | | | | |
| **Q 7b Appropriate to the level of your students** | | | | | | | | |
| | 3 | | Very Much | | D/K | | | |
| | Count | Row % | Count | Row % | Count | Row % | **WeightedScore** | **Median** |
| **District** | 213 | 23.08% | 37 | 4.01% | 81 | 8.78% | **2.05** | **2** |
| **Elementary** | 112 | 27.65% | 11 | 2.72% | 18 | 4.44% | **2.15** | **2** |
| **Middle School** | 28 | 13.46% | 7 | 3.37% | 25 | 12.02% | **1.76** | **2** |
| **High School** | 73 | 23.70% | 19 | 6.17% | 37 | 12.01% | **2.10** | **2** |
| | | 0.00% | | | | | | |
| | | | | | | | | |
| **Q 7 To what extent were CIM instructional unit tests:** | | | | | | | | |
| **Q 7c Properly aligned with the instructional material** | | | | | | | | |
| | 3 | | Very Much | | D/K | | | |
| | Count | Row % | Count | Row % | Count | Row % | | **Median** |
| **District** | 180 | 19.42% | 43 | 4.64% | 73 | 7.87% | **1.94** | **2** |
| **Elementary** | 86 | 21.03% | 16 | 3.91% | 17 | 4.16% | **2.00** | **2** |
| **Middle School** | 30 | 14.29% | 5 | 2.38% | 19 | 9.05% | **1.68** | **2** |
| **High School** | 64 | 20.92% | 22 | 7.19% | 36 | 11.76% | **2.03** | **2** |
| | | | | | | | | |
| | | | | | | | | |
| **Q 7 To what extent were CIM instructional unit tests:** | | | | | | | | |
| **Q 7d Free of mistakes** | | | | | | | | |
| | 3 | | Very Much | | D/K | | | |
| | Count | Row % | Count | Row % | Count | Row % | | **Median** |
| **District** | 184 | 20.04% | 20 | 2.18% | 78 | 8.50% | **1.93** | **2** |
| **Elementary** | 96 | 23.76% | 7 | 1.73% | 17 | 4.21% | **2.00** | **2** |
| **Middle School** | 19 | 9.05% | 4 | 1.90% | 19 | 9.05% | **1.62** | **2** |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **High School** | 69 | 22.85% | 9 | 2.98% | 41 | 13.58% | **2.03** | **2** |
| **Q 7 To what extent were CIM instructional unit tests:** | | | | | | | | |
| **Q 7e Provided to you in a timely manner** | | | | | | | | |
| | 3 | | Very Much | | D/K | | | |
| | Count | Row % | Count | Row % | Count | Row % | **Weighted Score** | **Median** |
| **District** | 314 | 34.35% | 130 | 14.22% | 71 | 7.77% | **2.51** | **3** |
| **Elementary** | 155 | 38.75% | 65 | 16.25% | 17 | 4.25% | **2.63** | **3** |
| **Middle School** | 58 | 28.16% | 21 | 10.19% | 21 | 10.19% | **2.27** | **2** |
| **High School** | 101 | 33.01% | 44 | 14.38% | 32 | 10.46% | **2.50** | **3** |
| | | | | | | | | |
| **Q8 If you rated any (of Q 7) 1 or 2, please explain why.** | | | | | | | | |
| The responses are discussed in the report | | | | | | | | |
| | | | | | | | | |
| **Q8 If you rated any (of Q 7) 1 or 2, please explain why.** | | | | | | | | |
| The responses are discussed in the report | | | | | | | | |
| | | | | | | | | |
| **Q8 If you rated any (of Q 7) 1 or 2, please explain why.** | | | | | | | | |
| The responses are discussed in the report | | | | | | | | |
| | | | | | | | | |
| **Q9 To what extent were CIM/district benchmark tests:** | | | | | | | | |
| **Q9a Diagnostically useful** | | | | | | | | |
| | 3 | | Very Much | | D/K | | | |
| | Count | Row % | Count | Row % | Count | Row % | **Weighted Score** | **Median** |
| **District** | 257 | 33.95% | 40 | 5.28% | 65 | 8.59% | **2.19** | **2** |
| **Elementary** | 140 | 42.55% | 31 | 9.42% | 21 | 6.38% | **2.45** | **3** |
| **Middle School** | 38 | 20.99% | 4 | 2.21% | 18 | 9.94% | **1.83** | **2** |
| **High School** | 79 | 31.98% | 5 | 2.02% | 26 | 10.53% | **2.08** | **2** |
| | | | | | | | | |
| **Q9 To what extent were CIM/district benchmark tests:** | | | | | | | | |
| **Q9b Appropriate to the level of your students** | | | | | | | | |
| | 3 | | Very Much | | D/K | | | |
| | Count | Row % | Count | Row % | Count | Row % | **Weighted Score** | **Median** |
| **District** | 228 | 30.52% | 28 | 3.75% | 64 | 8.57% | **2.12** | **2** |
| **Elementary** | 121 | 36.89% | 18 | 5.49% | 24 | 7.32% | **2.32** | **2** |
| **Middle School** | 34 | 19.10% | 3 | 1.69% | 17 | 9.55% | **1.80** | **2** |
| **High School** | 73 | 30.29% | 7 | 2.90% | 23 | 9.54% | **2.08** | **2** |
| | | | | | | | | |
| **Q9 To what extent were CIM/district benchmark tests:** | | | | | | | | |
| **Q9c Properly aligned with the instructional material** | | | | | | | | |
| | | | | | | | | |
| | 3 | | Very Much | | D/K | | | |
| | Count | Row % | Count | Row % | Count | Row % | **Weighted Score** | **Median** |
| **District** | 216 | 28.84% | 31 | 4.14% | 61 | 8.14% | **2.08** | **2** |
| **Elementary** | 122 | 37.54% | 18 | 5.54% | 23 | 7.08% | **2.30** | **2** |
| **Middle School** | 27 | 15.00% | 5 | 2.78% | 16 | 8.89% | **1.72** | **2** |
| **High School** | 67 | 27.46% | 8 | 3.28% | 22 | 9.02% | **2.03** | **2** |
| | | | | | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Q9 To what extent were CIM/district benchmark tests:** | | | | | | | | |
| **Q9d Free of mistakes** | | | | | | | | |
| | 3 | | Very Much | | | D/K | | |
| | Count | Row % | Count | Row % | | Count | Row % | **Weighted Score** |
| District | 228 | 30.60% | 22 | 2.95% | 654.00 | 91 | 12.21% | **2.11** |
| Elementary | 133 | 41.05% | 10 | 3.09% | 288.00 | 36 | 11.11% | **2.33** |
| Middle School | 27 | 15.00% | 5 | 2.78% | 159.00 | 21 | 11.67% | **1.73** |
| High School | 68 | 28.22% | 7 | 2.90% | 207.00 | 34 | 14.11% | **2.10** |
| | | | | | | | | |
| | | | | | | | | |
| **Q9e Provided to you in a timely manner** | | | | | | | | |
| | | | | | | | | |
| | 3 | | Very Much | | D/K | | | |
| | Count | Row % | Count | Row % | Count | Row % | **Weighted Score** | |
| District | 303 | 40.62% | 100 | 13.40% | 55 | 7.37% | **2.56** | |
| Elementary | 154 | 46.95% | 57 | 17.38% | 22 | 6.71% | **2.78** | |
| Middle School | 52 | 28.89% | 18 | 10.00% | 12 | 6.67% | **2.24** | |
| High School | 97 | 40.76% | 25 | 10.50% | 21 | 8.82% | **2.48** | |
| | | | | | | | | |
| **Q10 If you rated any 1 or 2, please explain why.** | | | | | | | | |
| | | | | | | | | |
| **Q11 Which of the following did you typically do in your class(es)? (Check = Y, Blank = N)** | | | | | | | | |
| The responses are discussed in the report | | | | | | | | |
| | | | | | | | | |
| **Q12 On average, what percentage of your classroom day was spent on delivring components of the CIM?** | | | | | | | | |
| | % of Group Level | 51-75% | % of Group Level | 76-100% | % of Group Level | | | |
| | | Count | | Count | | | | |
| District | 22.33% | 24 | 3.33% | 80 | 11.10% | | | |
| Elementary | 21.65% | 13 | 4.47% | 24 | 8.25% | | | |
| Middle School | 25.00% | 6 | 3.00% | 35 | 17.50% | | | |
| High School | 20.87% | 5 | 2.17% | 21 | 9.13% | | | |
| | | | | | | | | |
| **Q13 Approximately how many of your students did you as a teacher meet with individually to discuss their test results and academic achievement?** | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| # of | | | | **Elementary** | | **Middle School** | | **High School** |
| Students | **High School** | | | 67.62% | | 51.65% | | 83.06% |
| None | 103 | 83.1% | | 15.24% | | 16.48% | | 12.10% |
| 1-20 | 15 | 12.1% | | 8.57% | | 23.08% | | 0.00% |
| 22-50 | | 0.0% | | 8.57% | | 5.49% | | 4.03% |
| 52-100 | 5 | 4.0% | | | | 3.30% | | 0.47% |
| 105-120 | 1 | 0.5% | | | | | | |
| | | | | | | | | |
| **Q14 Approximately how many of your students did you as a teacher meet with individually to discuss** | | | | | | | | |

| **their test results and academic achievement?** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |
| | % of | 22-50 | % of | 52-100 | % of | 105-120 | % of | Total |
| | Group | Count | Group | Count | Group | Count | Group | Count |
| **District** | 14.7% | 48 | 9.1% | 37 | 7.0% | 4 | 0.8% | 530 |
| **Elementary** | 15.2% | 27 | 8.6% | 27 | 8.6% | | 0.0% | 315 |
| **Middle School** | 16.5% | 21 | 23.1% | 5 | 5.5% | 3 | 3.3% | 91 |
| **High School** | 12.1% | | | 5 | 4.0% | 1 | 0.8% | 124 |
| | | | | | | | | |
| **Q15 Approximately how many total students were enrolled in all of your classes?** | | | | | | | | |
| | | | | | | | | |
| | % of | 52-100 | % of | 105-150 | % of | 151-200 | % of | 210-350 |
| | Group | Count | Group | Count | Group | Count | Group | Count |
| **District** | 29.1% | 167 | 17.5% | 262 | 27.4% | 100 | 10.5% | 31 |
| **Elementary** | 58.4% | 51 | 12.5% | 21 | 5.1% | 2 | 0.5% | 5 |
| **Middle School** | 6.8% | 25 | 12.2% | 107 | 52.2% | 27 | 13.2% | 17 |
| **High School** | 7.3% | 91 | 26.7% | 133 | 39.0% | 71 | 20.8% | 9 |
| | | | | | | | | |
| | | | | | | | | |
| **Q16 Which of the following student data did you use to improve student achievement?** | | | | | | | | |
| **16a Instructional unit scores (Data for Own Classes)** | | | | | | | | |
| | | | | | | | | |
| | 3 | | Very Useful | | Not Received | | D/K | |
| | Count | Row % | Count | Row % | Count | Row % | Count | Row % |
| **District** | 215 | 26.71% | 179 | 22.24% | 145 | 18.01% | 4 | 0.50% |
| **Elementary** | 121 | 33.99% | 121 | 33.99% | 32 | 8.99% | 2 | 0.56% |
| **Middle School** | 29 | 16.67% | 19 | 10.92% | 44 | 25.29% | 2 | 1.15% |
| **High School** | 65 | 23.64% | 39 | 14.18% | 69 | 25.09% | | |
| **16aa Instructional unit scores *(School-wide data)*** | | | | | | | | |
| | 3 | | Very Useful | | Not Received | | D/K | |
| | Count | Row % | Count | Row % | Count | Row % | Count | Row % |
| **District** | 133 | 25.24% | 44 | 8.35% | 133 | 25.24% | 17 | 3.23% |
| **Elementary** | 68 | 28.81% | 25 | 10.59% | 57 | 24.15% | 9 | 3.81% |
| **Middle School** | 19 | 16.10% | 5 | 4.24% | 29 | 24.58% | 8 | 6.78% |
| **High School** | 46 | 26.59% | 14 | 8.09% | 47 | 27.17% | | |
| | | | | | | | | |
| | | | | | | | | |
| **Q16 Which of the following student data did you use to improve student achievement?** | | | | | | | | |
| **16b FCAT or SAT-9 scores (Data for Own Classes)** | | | | | | | | |
| | | | | | | | | |
| | 3 | | Very Useful | | Not Received | | D/K | |
| | Count | Row % | Count | Row % | Count | Row % | Count | Row % |
| **District** | 281 | 33.18% | 230 | 27.15% | 80 | 9.45% | 3 | 0.35% |
| **Elementary** | 138 | 36.22% | 136 | 35.70% | 26 | 6.82% | 1 | 0.26% |
| **Middle School** | 54 | 30.00% | 34 | 18.89% | 21 | 11.67% | 2 | 1.11% |
| **High School** | 89 | 31.12% | 60 | 20.98% | 33 | 11.54% | | |
| | | | | | | | | |
| | | | | | | | | |

| Q16 Which of the following student data did you use to improve student achievement? | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **16bb FCAT or SAT-9 scores *(School-wide data)*** | | | | | | | | |
| | | | | | | | | |
| | 3 | | Very Useful | | Not Received | | D/K | |
| | Count | Row % | Count | Row % | Count | Row % | Count | Row % |
| **District** | 183 | 31.61% | 128 | 22.11% | 66 | 11.40% | 15 | 2.59% |
| **Elementary** | 89 | 34.10% | 69 | 26.44% | 30 | 11.49% | 7 | 2.68% |
| **Middle School** | 34 | 26.56% | 23 | 17.97% | 12 | 9.38% | 8 | 6.25% |
| **High School** | 60 | 31.58% | 36.00 | 18.95% | 24 | 12.63% | | |
| | | | | | | | | |
| **Q16 Which of the following student data did you use to improve student achievement?** | | | | | | | | |
| The responses are discussed in the report. | | | | | | | | |
| **16c District Benchmark test scores *(Data for Own Classes)*** | | | | | | | | |
| | | | | | | | | |
| | 3 | | Very Useful | | Not Received | | D/K | |
| | Count | Row % | Count | Row % | Count | Row % | Count | Row % |
| **District** | 218 | 26.88% | 96 | 11.84% | 136 | 16.77% | 5 | 0.62% |
| **Elementary** | 128 | 34.88% | 66 | 17.98% | 36 | 9.81% | 2 | 0.54% |
| **Middle School** | 27 | 15.52% | 9 | 5.17% | 42 | 24.14% | 2 | 1.15% |
| **High School** | 63 | 23.33% | 21 | 7.78% | 58 | 21.48% | 1 | 0.37% |
| **Q16 Which of the following student data did you use to improve student achievement?** | | | | | | | | |
| **16cc District Benchmark test scores *(School-wide Data)*** | | | | | | | | |
| | | | | | | | | |
| | 3 | | Very Useful | | Not Received | | D/K | |
| | Count | Row % | Count | Row % | Count | Row % | Count | Row % |
| **District** | 141 | 25.68% | 47 | 8.56% | 103 | 18.76% | 16 | 2.91% |
| **Elementary** | 74 | 30.71% | 26 | 10.79% | 45 | 18.67% | 8 | 3.32% |
| **Middle School** | 18 | 14.88% | 7 | 5.79% | 26 | 21.49% | 8 | 6.61% |
| **High School** | 49 | 26.20% | 14 | 7.49% | 32 | 17.11% | | |
| | | | | | | | | |
| **Q16 Which of the following student data did you use to improve student achievement?** | | | | | | | | |
| **16d Demographic data *(Data for Own Classes)*** | | | | | | | | |
| | 3 | | Very Useful | | Not Received | | D/K | |
| | Count | Row % | Count | Row % | Count | Row % | Count | Row % |
| **District** | 133 | 16.67% | 40 | 5.01% | 200 | 25.06% | 4.00 | 0.50% |
| **Elementary** | 65 | 17.86% | 19 | 5.22% | 76 | 20.88% | 2 | 0.55% |
| **Middle School** | 28 | 16.00% | 5 | 2.86% | 50 | 28.57% | 2 | 1.14% |
| **High School** | 40 | 15.44% | 16 | 6.18% | 74 | 28.57% | | |
| | | | | | | | | |
| **Q16 Which of the following student data did you use to improve student achievement?** | | | | | | | | |
| **16dd Demographic data *(School-wide Data)*** | | | | | | | | |
| | | | | | | | | |
| | 3 | | Very Useful | | Not Received | | D/K | |
| | Count | Row % | Count | Row % | Count | Row % | Count | Row % |
| **District** | 103 | 18.83% | 31 | 5.67% | 138 | 25.23% | 16 | 2.93% |
| **Elementary** | 53 | 21.37% | 16 | 6.45% | 57 | 22.98% | 8 | 3.23% |
| **Middle School** | 18 | 14.75% | 2 | 1.64% | 32 | 26.23% | 8 | 6.56% |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **High School** | 32 | 18.08% | 13 | 7.34% | 49 | 27.68% | | |
| **Q16 Which of the following student data did you use to improve student achievement?** | | | | | | | | |
| **16e Socioeconomic status data *(Data for Own Classes)*** | | | | | | | | |
| | 3 | | Very Useful | | Not Received | | D/K | |
| | Count | Row % | Count | Row % | Count | Row % | Count | Row % |
| **District** | 128 | 16.22% | 32 | 4.06% | 217 | 27.50% | 4 | 0.51% |
| **Elementary** | 59 | 16.39% | 16 | 4.44% | 83 | 23.06% | 2 | 0.56% |
| **Middle School** | 22 | 12.79% | 4 | 2.33% | 53 | 30.81% | 2 | 1.16% |
| **High School** | 47 | 18.29% | 12 | 4.67% | 81 | 31.52% | | |
| | | | | | | | | |
| **Q16 Which of the following student data did you use to improve student achievement?** | | | | | | | | |
| **16ee Socioeconomic status data *(School-wide Data)*** | | | | | | | | |
| | 0.01 | | | | | | | |
| | 3 | | Very Useful | | Not Received | | D/K | |
| | Count | Row % | Count | Row % | Count | Row % | Count | Row % |
| **District** | 101 | 18.40% | 27 | 4.92% | 156 | 28.42% | 15 | 2.73% |
| **Elementary** | 48 | 19.35% | 13 | 5.24% | 67 | 27.02% | 7 | 2.82% |
| **Middle School** | 17 | 13.60% | 2 | 1.60% | 35 | 28.00% | 8 | 6.40% |
| **High School** | 36 | 20.45% | 12 | 6.82% | 54 | 30.68% | | |
| | | | | | | | | |
| **Q16 Which of the following student data did you use to improve student achievement?** | | | | | | | | |
| **16f Disability/language proficiency status *(Data for Own Class)*** | | | | | | | | |
| | | | | | | | | |
| | 3 | | Very Useful | | Not Received | | D/K | |
| | Count | Row % | Count | Row % | Count | Row % | Count | Row % |
| **District** | 243 | 29.78% | 125 | 15.32% | 139 | 17.03% | 4 | 0.49% |
| **Elementary** | 116 | 31.35% | 53 | 14.32% | 67 | 18.11% | 2 | 0.54% |
| **Middle School** | 43 | 24.71% | 23 | 13.22% | 32 | 18.39% | 2 | 1.15% |
| **High School** | 84 | 30.88% | 49 | 18.01% | 40 | 14.71% | | |
| | | | | | | | | |
| **Q16 Which of the following student data did you use to improve student achievement?** | | | | | | | | |
| **16ff Disability/language proficiency status *(School-wide Data)*** | | | | | | | | |
| | 3 | | Very Useful | | Not Received | | D/K | |
| | Count | Row % | Count | Row % | Count | Row % | Count | Row % |
| **District** | 112 | 20.82% | 59 | 10.97% | 139 | 25.84% | 17 | 3.16% |
| **Elementary** | 54 | 22.31% | 19 | 7.85% | 69 | 28.51% | 9 | 3.72% |
| **Middle School** | 26 | 21.31% | 4 | 3.28% | 31 | 25.41% | 8 | 6.56% |
| **High School** | 32 | 18.39% | 36 | 20.69% | 39 | 22.41% | | |
| | | | | | | | | |
| **Q16 Which of the following student data did you use to improve student achievement?** | | | | | | | | |
| **16g Attendance/Truancy *(Data for Own Classes)*** | | | | | | | | |
| | 3 | | Very Useful | | Not Received | | D/K | |
| | Count | Row % | Count | Row % | Count | Row % | Count | Row % |
| **District** | 208 | 25.68% | 100 | 12.35% | 158 | 19.51% | 5 | 0.62% |
| **Elementary** | 111 | 29.92% | 41 | 11.05% | 52 | 14.02% | 3 | 0.81% |
| **Middle School** | 39 | 19.40% | 15 | 7.46% | 62 | 30.85% | 2 | 1.00% |
| **High School** | 58 | 24.37% | 44 | 18.49% | 44 | 18.49% | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Q16 Which of the following student data did you use to improve student achievement?** | | | | | | | | |
| **16gg Attendance/Truancy *(School-Wide Data)*** | | | | | | | | |
| | 3 | | Very Useful | | Not Received | | D/K | |
| | Count | Row % | Count | Row % | Count | Row % | Count | Row % |
| **District** | 99 | 18.33% | 57 | 10.56% | 154 | 28.52% | 16 | 2.96% |
| **Elementary** | 40 | 16.46% | 24 | 9.88% | 67 | 27.57% | 8 | 3.29% |
| **Middle School** | 24 | 17.14% | 9 | 6.43% | 43 | 30.71% | 8 | 5.71% |
| **High School** | 35 | 22.29% | 24 | 15.29% | 44 | 28.03% | | |
| | | | | | | | | |
| **Q16 Which of the following student data did you use to improve student achievement?** | | | | | | | | |
| **16h Extra-curricular participation/honors *(Data for Own Classes)*** | | | | | | | | |
| | 3 | | Very Useful | | Not Received | | D/K | |
| | Count | Row % | Count | Row % | Count | Row % | Count | Row % |
| District | 117.00 | 15.12% | 28 | 3.62% | 270.00 | 34.88% | 4.00 | 0.52% |
| Elementary | 57.00 | 16.15% | 9.00 | 2.55% | 113 | 32.01% | 2 | 0.57% |
| Middle School | 19.00 | 9.60% | 6.00 | 3.03% | 89 | 44.95% | 2 | 1.01% |
| High School | 41.00 | 18.39% | 13.00 | 5.83% | 68 | 30.49% | | |
| **Q16 Which of the following student data did you use to improve student achievement?** | | | | | | | | |
| The responses are discussed in the report. | | | | | | | | |
| **16hh Extra-curricular participation/honors *(School-wide Data)*** | | | | | | | | |
| | 3 | | Very Useful | | Not Received | | D/K | |
| | Count | Row % | Count | Row % | Count | Row % | Count | Row % |
| **District** | 77 | 14.61% | 19 | 3.61% | 202 | 38.33% | 17 | 3.23% |
| **Elementary** | 33 | 13.87% | 6 | 2.52% | 93 | 39.08% | 9 | 3.78% |
| **Middle School** | 14 | 10.22% | 3 | 2.19% | 57 | 41.61% | 8 | 5.84% |
| **High School** | 30 | 19.74% | 10 | 6.58% | 52 | 34.21% | | |
| | | | | | | | | |
| **Q16 Which of the following student data did you use to improve student achievement?** | | | | | | | | |
| **16i Retention *(Data for Own Classes)*** | | | | | | | | |
| | 3 | | Very Useful | | Not Received | | D/K | |
| | Count | Row % | Count | Row % | Count | Row % | Count | Row % |
| **District** | 210 | 26.52% | 108 | 13.64% | 148 | 18.69% | 4 | 0.51% |
| **Elementary** | 124 | 33.79% | 69 | 18.80% | 32 | 8.72% | 2 | 0.54% |
| **Middle School** | 40 | 19.90% | 19 | 9.45% | 55 | 27.36% | 2 | 1.00% |
| **High School** | 46 | 20.54% | 20 | 8.93% | 61 | 27.23% | | |
| | | | | | | | | |
| **Q16 Which of the following student data did you use to improve student achievement?** | | | | | | | | |
| **16ii Retention *(School-Wide Data)*** | | | | | | | | |
| | 3 | | Very Useful | | Not Received | | D/K | |
| | Count | Row % | Count | Row % | Count | Row % | Count | Row % |
| **District** | 126 | 23.33% | 55 | 10.19% | 155 | 28.70% | 16 | 2.96% |
| **Elementary** | 68 | 27.76% | 30 | 12.24% | 61 | 24.90% | 8 | 3.27% |
| **Middle School** | 26 | 18.31% | 11 | 7.75% | 43 | 30.28% | 8 | 5.63% |
| **High School** | 32 | 20.92% | 14 | 9.15% | 51 | 33.33% | | |
| | | | | | | | | |

| Q16 Which of the following student data did you use to improve student achievement? | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **16j Discipline referrals *(Data for Own Classes)*** | | | | | | | | |
| | 3 | | Very Useful | | Not Received | | D/K | |
| | Count | Row % | Count | Row % | Count | Row % | Count | Row % |
| **District** | 136 | 17.13% | 66 | 8.31% | 222 | 27.96% | 4 | 0.50% |
| **Elementary** | 75 | 20.78% | 26 | 7.20% | 75 | 20.78% | 2 | 0.55% |
| **Middle School** | 22 | 11.00% | 15 | 7.50% | 76 | 38.00% | 2 | 1.00% |
| **High School** | 39 | 16.74% | 25 | 10.73% | 71 | 30.47% | | |
| **Q16 Which of the following student data did you use to improve student achievement?** | | | | | | | | |
| **16 Discipline referrals *(School-Wide Data)*** | | | | | | | | |
| | | | | | | | | |
| | 3 | | Very Useful | | Not Received | | D/K | |
| | Count | Row % | Count | Row % | Count | Row % | Count | Row % |
| **District** | 79 | 14.55% | 41 | 7.55% | 193 | 35.54% | 16 | 2.95% |
| **Elementary** | 40 | 16.00% | 17 | 6.80% | 84 | 33.60% | 8 | 3.20% |
| **Middle School** | 15 | 10.87% | 8 | 5.80% | 58 | 42.03% | 8 | 5.80% |
| **High School** | 24 | 15.48% | 16 | 10.32% | 51 | 32.90% | | |
| **Q17 Considering the CIM, can the analyses of the above data be made more useful in improving student achievement?** | | | | | | | | |
| | | | | | | | | |
| | Row % | | **Median** | | | | | |
| **District** | 63.27% | | **2** | | | | | |
| **Elementary** | 64.81% | | **2** | | | | | |
| **Middle School** | 64.77% | | **2** | | | | | |
| **High School** | 60.23% | | **2** | | | | | |
| | | | | | | | | |
| **18a If Yes, please explain Q17** | | | | | | | | |
| | Didn't understand data | | Received too much data | | Received too little data | | More diagnostic | |
| | Count | Row % | Count | Row % | Count | Row % | Count | Row % |
| **District** | 14 | 7.07% | 2 | 1.01% | 53 | 26.77% | 35 | 17.68% |
| **Elementary** | 10 | 12.99% | | | 21 | 27.27% | 9 | 11.69% |
| **Middle School** | 2 | 4.17% | 1 | 2.08% | 11 | 22.92% | 10 | 20.83% |
| **High School** | 2 | 2.74% | 1 | 1.37% | 21 | 28.77% | 16 | 21.92% |
| | | | | | | | | |
| **18b If Yes, please explain Q17** | | | | | | | | |
| | Didn't understand data | | Received too little data | | More diagnostic | | Other | |
| | Count | Row % | Count | Row % | Count | Row % | Count | Row % |
| **District** | 4 | 11.11% | 8 | 22.22% | 9 | 25.00% | 9 | 25.00% |
| **Elementary** | | | 3 | 27.27% | 3 | 27.27% | 2 | 18.18% |
| **Middle School** | 3 | 30.00% | 3 | 30.00% | 2 | 20.00% | 2 | 20.00% |
| **High School** | 1 | 6.67% | 2 | 13.33% | 4 | 26.67% | 5 | 33.33% |
| | | | | | | | | |
| **Q19 Did you remediate students within your CIM classes?** | | | | | | | | |
| | Row % | | **Median** | | | | | |
| **District** | 34.93% | | **1** | | | | | |
| **Elementary** | 10.19% | | **1** | | | | | |
| **Middle School** | 51.72% | | **2** | | | | | |
| **High School** | 56.04% | | **1** | | | | | |
| | | | | | | | | |

| Q20 If YES: typically, how often? Re Q19 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Biweekly | | Monthly | | D/K | | | |
| | Count | Row % | Count | Row % | Count | Row % | **Median** | |
| **District** | 34 | 6.90% | 20 | 4.06% | 7 | 1.42% | **1** | |
| **Elementary** | 9 | 2.81% | 2 | 0.63% | | | **1** | |
| **Middle School** | 12 | 15.58% | 5 | 6.49% | 4 | 5.19% | **2** | |
| **High School** | 13 | 13.68% | 13 | 13.68% | 3 | 3.16% | **2** | |

| Q21 Did you administer pre/post tests as part of those CIM remediation activities? | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **If Q19 = Yes** | | | | | | | | |
| | Row % | | **Median** | | | | | |
| **District** | 33.33% | | **1** | | | | | |
| **Elementary** | 25.35% | | **1** | | | | | |
| **Middle School** | 43.81% | | **2** | | | | | |
| **High School** | 47.93% | | **2** | | | | | |

## Q22 To what extent were the instructional materials you used for CIM remediation different from those you use in your regular instruction?

| If Q19 = Yes | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 3 | | Very Much | | **Weighted** | | | |
| | Count | Row % | Count | Row % | **Score** | **Median** | | |
| **District** | 189 | 31.45% | 101 | 16.81% | **2.50** | **2** | | |
| **Elementary** | 128 | 35.36% | 55 | 15.19% | **2.53** | **3** | | |
| **Middle School** | 27 | 25.00% | 25 | 23.15% | **2.56** | **2** | | |
| **High School** | 34 | 26.15% | 21 | 16.15% | **2.35** | **2** | | |

## Q23 To what extent did you target CIM remediation activities to the individual needs of your students?

| If Q19 = Yes | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 3 | | Very Much | | **Weighted** | | | |
| | Count | Row % | Count | Row % | **Score** | **Median** | | |
| **District** | 232 | 38.47% | 216 | 35.82% | **3.04** | **3** | | |
| **Elementary** | 127 | 34.79% | 181 | 49.59% | **3.30** | **3** | | |
| **Middle School** | 47 | 43.93% | 17 | 15.89% | **2.66** | **3** | | |
| **High School** | 57 | 43.85% | 18 | 13.85% | **2.59** | **3** | | |

| Q24 If you did not provide CIM remediation for your students, did you receive CIM remediation elsewhere? | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **(Q19 = No)** | | | | | | | | |
| | Row % | | **Median** | | | | | |
| **District** | 31.37% | | **1** | | | | | |
| **Elementary** | 25.00% | | **1** | | | | | |
| **Middle School** | 29.81% | | **1** | | | | | |
| **High School** | 34.62% | | **1** | | | | | |

| **Q25a Where (re Q 24) did students receive CIM remediation)** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **(Q19 = No)** | | | | | | | | |
| | | Math Groups | | Homeroom | | Remediation Class | | |
| | Row % | Count | Row % | Count | Row % | Count | Row % | Count |
| **District** | 12.57% | 34 | 20.36% | 11 | 6.59% | 16 | 9.58% | 13 |
| **Elementary** | 13.64% | 4 | 18.18% | 9 | 40.91% | | | |
| **Middle School** | 11.11% | 19 | 30.16% | 2 | 3.17% | 12 | 19.05% | 1 |
| **High School** | 13.41% | 11 | 13.41% | | | 4 | 4.88% | 12 |
| | | | | | | | | |
| **Q25b Where (re Q 24) did students receive CIM remediation)** | | | | | | | | |
| **(Q19 = No)** | | | | | | | | |
| | | Math Groups | | Other | | | | |
| | Row % | Count | Row % | Count | Row % | | | |
| **District** | 10.42% | 24 | 50.00% | 18 | 37.50% | | | |
| **Elementary** | | 2 | 33.33% | 4 | 66.67% | | | |
| **Middle School** | 16.00% | 10 | 40.00% | 11 | 44.00% | | | |
| **High School** | 5.88% | 12 | 70.59% | 3 | 17.65% | | | |
| | | | | | | | | |
| **Q26 Typically, how often? (did students receive CIM remediation elsewhere?)** | | | | | | | | |
| **(Q19 = No)** | | | | | | | | |
| | | | | | | | | |
| | Biweekly | | Monthly | | D/K | | | |
| | Count | Row % | Count | Row % | Count | Row % | **Median** | |
| **District** | 11 | 6.55% | 7 | 4.17% | 62 | 36.90% | **1** | |
| **Elementary** | | | | | 5 | 22.73% | **1** | |
| **Middle School** | 5 | 7.04% | | | 33 | 46.48% | **1** | |
| **High School** | 6 | 8.11% | 7 | 9.46% | 24 | 32.43% | **2** | |
| | | | | | | | | |
| **Q27 Did you provide students enrichment activities within your CIM classes?** | | | | | | | | |
| | | | D/K | | | | | |
| | Row % | | Count | Row % | | **Median** | | |
| **District** | 58.92% | | | | | **1** | | |
| **Elementary** | 43.97% | | 3 | 0.32% | | **1** | | |
| **Middle School** | 27.85% | | 1 | 0.27% | | **2** | | |
| **High School** | 50.19% | | 2 | 0.77% | | **1** | | |
| | | | | | | | | |
| **Q28 If YES: typically how often?** | | | | | | | | |
| **(Q 27 = Yes) [Qs 28, 29, 30, 31]** | | | | | | | | |
| | Biweekly | | Monthly | | D/K | | | |
| | Count | Row % | Count | Row % | Count | Row % | **Median** | |
| District | 45 | 10.66% | 29 | 6.87% | 7 | 1.66% | **2** | |
| Elementary | 21 | 8.71% | 15 | 6.22% | 2 | 0.83% | **2** | |
| Middle School | 13 | 14.61% | 7 | 7.87% | 2 | 2.25% | **2** | |
| High School | 11 | 12.09% | 7 | 7.69% | 3 | 3.30% | **2** | |
| | | | | | | | | |
| **Q 29 Did you administer pre/post tests as part of those CIM enrichment activities?** | | | | | | | | |
| **(Q 27 = Yes) [Qs 28, 29, 30, 31]** | | | | | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Row % | | **Median** | | | | | |
| **District** | 67.96% | | **2** | | | | | |
| **Elementary** | 68.72% | | **2** | | | | | |
| **Middle School** | 68.42% | | **2** | | | | | |
| **High School** | 66.36% | | **2** | | | | | |

**Q 30 To what extent were the instructional materials you used for CIM enrichment activities different from those you use in your regular instruction?**

| **(Q 27 = Yes) [Qs 28, 29, 30, 31]** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 3 | | Very Much | | | | | |
| | Count | Row % | Count | Row % | | **Median** | | |
| **District** | 183 | 36.60% | 99 | 19.80% | **2.62** | **3** | | |
| **Elementary** | 100 | 37.88% | 55 | 20.83% | **2.66** | **3** | | |
| **Middle School** | 48 | 39.34% | 23 | 18.85% | **2.61** | **3** | | |
| **High School** | 35 | 30.97% | 21 | 18.58% | **2.54** | **2** | | |

## Q31 To what extent did you target CIM enrichment activities to the individual needs of your students?

| **(Q 27 = Yes) [Qs 28, 29, 30, 31]** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 3 | | Very Much | | | | | |
| | Count | Row % | Count | Row % | | **Median** | | |
| **District** | 197 | 40.29% | 108 | 22.09% | **2.74** | **3** | | |
| **Elementary** | 115 | 44.06% | 75 | 28.74% | **2.97** | **3** | | |
| **Middle School** | 45 | 38.46% | 17 | 14.53% | **2.54** | **2** | | |
| **High School** | 37 | 33.64% | 16 | 14.55% | **2.45** | **2** | | |

**Q32 If you did not provide CIM enrichment activities for your students, did they receive CIM enrichment activities elsewhere?**

| **(Q27 = No) [*i.e.,* did you provide students enrichment w/in your CIM classes?** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | D/K | | | | | |
| | Row % | | Count | Row % | | **Median** | | |
| **District** | 59.14% | | 4 | 1.33% | | **2** | | |
| **Elementary** | 59.09% | | 1 | 1.14% | | **2** | | |
| **Middle School** | 48.51% | | 2 | 1.98% | | **1** | | |
| **High School** | 68.75% | | 1 | 0.89% | | **2** | | |

**Q33a Where? (other than teacher's own class, where were CIM enrichment activities provided?)**

| **(Q27 = No) [*i.e.,* did you provide students enrichment w/in your CIM classes?** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | **3** | | **4** | | **5** | | **6** |
| | | Math Groups | | Homeroom | | Remediation Class | | |
| | Row % | Count | Row % | Count | Row % | Count | Row % | Count |
| **District** | 12.07% | 20 | 17.24% | 5 | 4.31% | 5 | 4.31% | 5 |
| **Elementary** | 2.94% | 1 | 2.94% | 3 | 8.82% | | | |
| **Middle School** | 13.64% | 16 | 36.36% | 1 | 2.27% | 5 | 11.36% | |
| **High School** | 18.42% | 3 | 7.89% | 1 | 2.63% | | | 5 |

**Q33b Where? (other than teacher's own class, where were CIM enrichment activities provided?)**

| **(Q27 = No) [*i.e.,* did you provide students enrichment w/in your CIM classes?** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | **3** | | **4** | | **5** | | **6** |
| | | Math Groups | | | | | | |

| | Row % | Count | Row % | | | | | |
|---|---|---|---|---|---|---|---|---|
| **District** | 15.15% | 13 | 39.39% | | | | | |
| **Elementary** | | 1 | 16.67% | | | | | |
| **Middle School** | 23.53% | 7 | 41.18% | | | | | |
| **High School** | 10.00% | 5 | 50.00% | | | | | |
| | | | | | | | | |
| **Q34 Typically, how often? (were other than teacher's own class CIM enrichment activities provided?)** | | | | | | | | |
| **(Q27 = No) [*i.e.,* did you provide students enrichment w/in your CIM classes?** | | | | | | | | |
| | Biweekly | | Monthly | | D/K | | | |
| | Count | Row % | Count | Row % | Count | Row % | | **Median** |
| **District** | 8 | 6.6% | 4 | 3.3% | 46 | 38.0% | | **2** |
| **Elementary** | | | | | 3 | 9.1% | | **2** |
| **Middle School** | 2 | 4.1% | 2 | 4.1% | 25 | 51.0% | | **2** |
| **High School** | 6 | 15.4% | 2 | 5.1% | 18 | 46.2% | | **2** |
| | | | | | | | | |
| **Q35 What level of overall class mastery did you typically require before moving your classes to the next instructional unit?** | | | | | | | | |
| | | | 80% | | | 81% - 100% | | |
| | Row% | | Count | Row% | | Count | Row% | |
| **District** | 0.2% | | 232.00 | 0.6% | | 31 | 0.1% | |
| **Elementary** | 21.8% | | 104 | 59.8% | | 13 | 7.5% | |
| **Middle School** | 32.4% | | 48 | 47.1% | | 12 | 11.8% | |
| **High School** | 21.3% | | 80 | 65.6% | | 6 | 4.9% | |
| | | | | | | | | |
| | | | | | | | | |
| **Q36 Approximately how many times was your classroom formally visited/observed by:** | | | | | | | | |
| **Q36a Principal** | | | | | | | | |
| | | | | | | | | |
| **Visits** | 20-80 | Row % | 180 | Row % | | **Median** | | |
| **District** | 22 | 2.7% | 7 | 0.8% | | **1** | | |
| **Elementary** | 19 | 5.4% | 6 | 1.7% | | **2** | | |
| **Middle School** | 3 | 1.3% | 1 | 0.4% | | **1** | | |
| **High School** | | | | | | **1** | | |
| **Q36 Approximately how many times was your classroom formally visited/observed by:** | | | | | | | | |
| **Q36b Assistant Principal** | | | | | | | | |
| | | | | | | | | |
| **Visits** | 11-80 | Row % | 180 | Row % | | **Median** | | |
| **District** | 29 | 3.5% | 5 | 0.6% | | **1** | | |
| **Elementary** | 23 | 6.8% | 5 | 0.6% | | **1** | | |
| **Middle School** | 4 | 1.7% | | | | **1** | | |
| **High School** | 2 | 0.8% | | | | **2** | | |
| | | | | | | | | |
| **Q36 Approximately how many times was your classroom formally visited/observed by:** | | | | | | | | |
| **Q36c Other Administrative staff** | | | | | | | | |
| | | | | | | | | |
| **Visits** | Row % | | 11-80 | Row % | | **Median** | | |
| **District** | 6.1% | | 18 | 2.7% | | **0** | | |
| **Elementary** | 6.5% | | 12 | 4.3% | | **0** | | |
| **Middle School** | 2.6% | | 3 | 1.5% | | **0** | | |
| **High School** | 3.1% | | 3 | 1.6% | | **1** | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |
| **Q36 Approximately how many times was your classroom formally visited/observed by:** | | | | | | | | |
| **Q36d Other Teachers** | | | | | | | | |
| | | | | | | | | |
| **Visits** | 11-108 | Row % | 180 | Row % | | **Median** | | |
| District | 16 | 2.6% | 7 | 1.2% | | **0** | | |
| Elementary | 11 | 4.1% | 6 | 2.2% | | **0** | | |
| Middle School | 3 | 1.7% | | | | **0** | | |
| High School | 2 | 1.2% | 1 | 0.6% | | **0** | | |
| | | | | | | | | |
| **Q37 Approximately how many times was your classroom informally visited/observed by:** | | | | | | | | |
| **Q37a Principal** | | | | | | | | |
| **Visits** | 11-20 | | 20-89 | | 90-179 | | 180.00 | |
| | Count | Row % | Count | Row % | Count | Row % | Count | Row % |
| **District** | 44 | 5.26% | 83 | 9.93% | 9 | 1.08% | 24 | 2.87% |
| **Elementary** | 22 | 6.29% | 64 | 18.29% | 7 | 2.00% | 24 | 6.86% |
| **Middle School** | 17 | 7.17% | 14 | 5.91% | 1 | 0.42% | | |
| **High School** | 5 | 2.02% | 4 | 1.61% | 1 | 0.40% | | |
| | | | | | | | | |
| **Q37 Approximately how many times was your classroom informally visited/observed by:** | | | | | | | | |
| **Q37b Assistant Principal** | | | | | | | | |
| | | | | | | | | |
| **Visits** | 11-20 | | 20-80 | | 90-179 | | 180 | |
| | Count | Row % | Count | Row % | Count | Row % | Count | Row % |
| **District** | 36 | 4.38% | 76 | 9.25% | 7 | 0.85% | 13 | 1.58% |
| **Elementary** | 24 | 6.98% | 62 | 18.02% | 5 | 1.45% | 13 | 3.78% |
| **Middle School** | 8 | 3.40% | 10 | 4.26% | 1 | 0.43% | | |
| **High School** | 4 | 1.65% | 3 | 1.24% | 1 | 0.41% | | |
| | | | | | | | | |
| | | | | | | | | |
| **Q37 Approximately how many times was your classroom informally visited/observed by:** | | | | | | | | |
| **Q37c Other administrative staff** | | | | | | | | |
| | | | | | | | | |
| **Visits** | 11-20 | | 20-80 | | 90-179 | | 180 | |
| | Count | Row % | Count | Row % | Count | Row % | Count | Row % |
| **District** | 19 | 2.83% | 37 | 5.51% | 8 | 1.19% | 3 | 0.45% |
| **Elementary** | 9 | 3.21% | 30 | 10.71% | 6 | 2.14% | 3 | 1.07% |
| **Middle School** | 5 | 2.53% | 7 | 3.54% | 1 | 0.51% | | |
| **High School** | 5 | 2.59% | | | 1 | 0.52% | | |
| | | | | | | | | |
| **Q37 Approximately how many times was your classroom informally visited/observed by:** | | | | | | | | |
| **Q37d Other teachers** | | | | | | | | |
| 370 reported "0" (60%), 158 Elem. (59%), 121 MS (65%), 90 HS (46%) | | | | | | | | |
| **Visits** | 11-20 | | 21-89 | | 90-179 | | 180 | |
| | Count | Row % | Count | Row % | Count | Row % | Count | Row % |
| **District** | 15 | 2.4% | 28 | 4.5% | 8 | 1.3% | 20 | 3.2% |
| **Elementary** | 4 | 1.5% | 17 | 6.4% | 1 | 0.4% | 18 | 6.7% |
| **Middle School** | 5 | 2.7% | 8 | 4.3% | 5 | 2.7% | | |
| **High School** | 6 | 3.7% | 3 | 1.8% | 2 | 1.2% | 2 | 1.2% |

**Q37 Approximately how many times was your classroom informally visited/observed by student progress?**

126 reported "0", 43 Elem. (13%), 41 MS (20%), 42 HS (22%)

| | 10-20 | Row % | 21-89 | Row % | 90-108 | Row % | 180 | Row % |
|---|---|---|---|---|---|---|---|---|
| **District** | 30 | 4.2% | 123 | 17.4% | 15 | 2.1% | 2 | 0.3% |
| **Elementary** | 12 | 3.8% | 50 | 15.7% | 3 | 0.9% | | |
| **Middle School** | 14 | 7.1% | 42 | 21.2% | 11 | 5.6% | 2 | 1.0% |
| **High School** | 4 | 2.1% | 31 | 16.4% | 1 | 0.5% | | |

**Q38 Approximately how many times did the principal or assistant principal meet with department/teacher teams to monitor student progress?**

| | 0-3 | Row % | 4-10 | Row % | 10-20 | Row % | 21-89 | Row % |
|---|---|---|---|---|---|---|---|---|
| **District** | 279 | 39.5% | 257 | 36.4% | 30 | 4.2% | 123 | 17.4% |
| **Elementary** | 120 | 37.6% | 134 | 42.0% | 12 | 3.8% | 50 | 15.7% |
| **Middle School** | 71 | 35.9% | 58 | 29.3% | 14 | 7.1% | 42 | 21.2% |
| **High School** | 88 | 46.6% | 65 | 34.4% | 4 | 2.1% | 31 | 16.4% |

**Q39 To what extent did your teaching reinforce the instructional objectives of other teachers across disciplines/grades?**

| | 3 | Row % | All the time | Row % | D/K | | **W.Score** | **Median** |
|---|---|---|---|---|---|---|---|---|
| **District** | 384 | 42.2% | 209 | 23.0% | 91 | 10.0% | **2.901** | **3** |
| **Elementary** | 157 | 43.0% | 89 | 24.4% | 45 | 12.3% | **2.9844** | **3** |
| **Middle School** | 105 | 39.5% | 70 | 26.3% | 20 | 7.5% | **2.8902** | **3** |
| **High School** | 122 | 43.9% | 50 | 18.0% | 26 | 9.4% | **2.8056** | **3** |

**Q40 Did you receive training in CIM data analysis/utilization?**

| | Row % | | **Median** |
|---|---|---|---|
| **District** | 31.4% | | **1** |
| **Elementary** | 22.3% | | **1** |
| **Middle School** | 29.3% | | **1** |
| **High School** | 45.1% | | **1** |

**Q41 If YES, to what extent did you find your training in CIM data analysis/utilization useful?**

| | 3 | Row % | All the time | Row % | D/K | | **W.Score** | **Median** |
|---|---|---|---|---|---|---|---|---|
| **District** | 226 | 37.1% | 54 | 8.9% | 3 | 0.5% | **2.36** | **2** |
| **Elementary** | 117 | 42.7% | 29 | 10.6% | 1 | 0.4% | **2.49** | **3** |
| **Middle School** | 56 | 31.6% | 8 | 4.5% | 1 | 0.6% | **2.13** | **2** |
| **High School** | 53 | 33.5% | 17 | 10.8% | 1 | 0.6% | **2.39** | **2** |

**Q42a Please explain your response. (Q40 If YES, to what extent did you find your training in CIM data analysis/utilization useful?)**

**Clarified Expectations**

| | 3 | Row% | Very Useful | Row% | D/K | Row% | **Median** | |
|---|---|---|---|---|---|---|---|---|
| **District** | 26 | 56.5% | 9 | 19.6% | 1 | 2.2% | **3** | |
| **Elementary** | 14 | 66.7% | 5 | 23.8% | 1 | 4.8% | **3** | |
| **Middle School** | 4 | 50.0% | 2 | 25.0% | | | **4** | |
| **High School** | 8 | 47.1% | 2 | 11.8% | | | **3** | |

**Q42a Please explain your response. (Q40 If YES, to what extent did you find your training in CIM data analysis/utilization useful?)**

| **Diagnosing student needs** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 3 | Row% | Very Useful | Row% | D/K | Row% | **Median** | |
| **District** | 33 | 67.3% | 6 | 12.2% | | | **3** | |
| **Elementary** | 16 | 69.6% | 3 | 13.0% | | | **3** | |
| **Middle School** | 8 | 66.7% | 1 | 8.3% | | | **4** | |
| **High School** | 9 | 64.3% | 2 | 14.3% | | | **3** | |
| | | | | | | | | |

| **Tracking student achievement (1)** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 3 | Row% | Very Useful | | | | | |
| **District** | 12 | 66.7% | 3 | 16.7% | | | | |
| **Elementary** | 7 | 58.3% | 3 | 25.0% | | | | |
| **Middle School** | 3 | 75.0% | | | | | | |
| **High School** | 2 | 100.0% | | | | | | |
| | | | | | | | | |
| **Training insufficient/unclear (2)** | | | | | | | | |
| | 3 | Row% | Very Useful | Row% | | | | |
| **District** | 13 | 14.0% | 2 | 2.2% | | | | |
| **Elementary** | 2 | 5.9% | 1 | 2.9% | | | | |
| **Middle School** | 4 | 12.5% | | | | | | |
| **High School** | 7 | 25.9% | 1 | 3.7% | | | | |
| | | | | | | | | |
| **Training over our heads (3)** | | | | | | | | |
| | 3 | Row% | Very Useful | Row% | | | | |
| **District** | | | | | | | | |
| **Elementary** | | | | | | | | |
| **Middle School** | | | | | | | | |
| **High School** | | | | | | | | |
| | | | | | | | | |
| **Other** | | | | | | | | |
| | 3 | Row% | Very Useful | Row% | | | | |
| District | 21 | 20.2% | 700.0% | 6.7% | | | | |
| Elementary | 11 | 23.4% | 400.0% | 8.5% | | | | |
| Middle School | 5 | 16.1% | 100.0% | 3.2% | | | | |
| High School | 5 | 19.2% | 200.0% | 7.7% | | | | |
| | | | | | | | | |
| | | | | | | | | |

**Q42b Please explain your response. (Q40 If YES, to what extent did you find your training in CIM data analysis/utilization useful?)**

| **Clarified expectations** | | | | | | **42b** | | |
|---|---|---|---|---|---|---|---|---|
| | 3 | Row% | Very Useful | Row% | | **Median** | | |
| **District** | 2 | 66.7% | | | | **3** | | |
| **Elementary** | 2 | 1 | | | | **2** | | |
| **Middle School** | | | | | | **2** | | |
| **High School** | | | | | | **3** | | |
| | | | | | | | | |

| Diagnosing student needs | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 3 | Row% | Very Useful | Row% | | | | |
| **District** | 5 | 62.5% | 2 | 25.0% | | | | |
| **Elementary** | 3 | 60.0% | 2 | 40.0% | | | | |
| **Middle School** | 2 | 66.7% | | | | | | |
| **High School** | | | | | | | | |
| | | | | | | | | |
| **Tracking student achievement** | | | | | | | | |
| | 3 | Row% | Very Useful | Row% | | | | |
| **District** | 6 | 42.9% | 6 | 42.9% | | | | |
| **Elementary** | 3 | 42.9% | 3 | 42.9% | | | | |
| **Middle School** | 2 | 50.0% | 1 | 25.0% | | | | |
| **High School** | 1 | 33.3% | 2 | 66.7% | | | | |
| | | | | | | | | |
| **Other** | | | | | | | | |
| | 3 | Row% | Very Useful | Row% | | | | |
| **District** | | | 1 | 16.7% | | | | |
| **Elementary** | | | | | | | | |
| **Middle School** | | | 1 | 20.0% | | | | |
| **High School** | | | | | | | | |
| | | | | | | | | |

**Q43a Aside from any CIM data training you might have received, what other training were you provided that helped you implement the CIM requirements?**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Reading** | | | | | | **43a** | | **43aa** |
| | 3 | Row% | Very useful | Row% | | **Median** | | **Median** |
| **District** | 15 | 51.7% | 12 | 41.4% | | **3** | | **3** |
| **Elementary** | 10 | 71.4% | 3 | 21.4% | | **3** | | **3** |
| **Middle School** | | | 5 | 100.0% | | **4** | | **2** |
| **High School** | 5 | 50.0% | 4 | 40.0% | | **3** | | **3** |
| | | | | | | | | |
| **Math** | | | | | | | | |
| **District** | | | | | | | | |
| **Elementary** | | | | | | | | |
| **Middle School** | | | | | | | | |
| **High School** | | | | | | | | |
| | | | | | | | | |
| **Data recording/analysis** | | | | | | | | |
| | 3 | Row% | Very useful | Row% | | | | |
| **District** | 3 | 33.3% | 3 | 33.3% | | | | |
| **Elementary** | 2 | 28.6% | 2 | 28.6% | | | | |
| **Middle School** | 1 | 100.0% | | | | | | |
| **High School** | | | | | | | | |
| | | | | | | | | |

**Q43b Aside from any CIM data training you might have received, what other training were you provided that helped you implement the CIM requirements?**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Reading** | | | | | | **43b** | | **43bb** |
| | 3 | Row% | Very useful | Row% | | **Median** | | **Median** |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **District** | 2 | 50.0% | 2 | 50.0% | | **4** | | **3** |
| **Elementary** | 2 | 66.7% | 1 | 33.3% | | **4** | | **3** |
| **Middle School** | | | 1 | 100.0% | | **5** | | **3** |
| **High School** | | | | | | **3** | | **3** |
| | | | | | | | | |
| **Math** | | | | | | | | |
| | 3 | Row% | Very useful | Row% | | | | |
| **District** | 1 | 50.0% | 1 | | | | | |
| **Elementary** | 1 | 100.0% | | 50.0% | | | | |
| **Middle School** | | | | | | | | |
| **High School** | | | 1 | | | | | |
| | | | | | | | | |
| **Data recording/analysis** | | | | | | | | |
| | 3 | Row% | Very useful | Row% | | | | |
| **District** | 2 | 66.7% | | | | | | |
| **Elementary** | 1 | 100.0% | | | | | | |
| **Middle School** | 1 | 100.0% | | | | | | |
| **High School** | | | | | | | | |
| | | | | | | | | |

**Q43c Aside from any CIM data training you might have received, what other training were you provided that helped you implement the CIM requirements?**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Working cooperatively** | | | | | | | **43c** | |
| | 3 | Row% | Very useful | Row% | | | **Median** | |
| | 3 | | Very useful | | | | **3** | |
| **District** | 4 | 44.4% | 5 | 55.6% | | | **3** | |
| **Elementary** | 4 | 57.1% | 3 | 42.9% | | | **5** | |
| **Middle School** | | | 1 | 100.0% | | | **4** | |
| **High School** | | | 1 | 100.0% | | | | |
| | | | | | | | | |
| **In-services (gen./unspecified)** | | | | | | | | |
| | 3 | Row% | Very useful | Row% | | | | |
| **District** | 3 | 33.3% | 3 | 33.3% | | | | |
| **Elementary** | | | | | | | | |
| **Middle School** | 2 | 33.3% | 1 | 16.7% | | | | |
| **High School** | 1 | 33.3% | 2 | 66.7% | | | | |
| | | | | | | | | |
| **Other** | | | | | | | | |
| | 3 | Row% | Very useful | Row% | D/K | Row% | | |
| **District** | 18 | 41.9% | 11 | 25.6% | 1 | 2.3% | | |
| **Elementary** | 7 | 43.8% | 4 | 25.0% | | | | |
| **Middle School** | 5 | 45.5% | 2 | 18.2% | 1 | 9.1% | | |
| **High School** | 6 | 37.5% | 5 | 31.3% | | | | |
| | | | | | | | | |
| | | | | | | | | |

**Q44 To what extent has implementing the CIM improved, i.e., made more positive, your overall school environment?**

| | 3 | Row% | Very Much | Row% | D/K | Row% | **weighted** | **Median** |
|---|---|---|---|---|---|---|---|---|
| **District** | 152 | 16.3% | 38 | 4.1% | 28 | 3.0% | **1.73** | **1** |
| **Elementary** | 71 | 18.7% | 16 | 4.2% | 6 | 1.6% | **1.76** | **1** |
| **Middle School** | 25 | 9.5% | 11 | 4.2% | 10 | 3.8% | **1.59** | **1** |
| **High School** | 56 | 19.2% | 11 | 3.8% | 12 | 4.1% | **1.80** | **2** |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |
| **Q45 To what extent were you provided with sufficient resources to implement the CIM?** | | | | | | | | |
| | 3 | Row% | Very Much | Row% | D/K | Row% | **weighted** | **Median** |
| **District** | 255 | 26.9% | 82 | 8.6% | 12 | 1.3% | **2.19** | **2** |
| **Elementary** | 108 | 28.3% | 25 | 6.5% | 6 | 1.6% | **2.19** | **2** |
| **Middle School** | 63 | 23.6% | 13 | 4.9% | 4 | 1.5% | **2.00** | **2** |
| **High School** | 84 | 28.1% | 44 | 14.7% | 2 | 0.7% | **2.36** | **2** |
| | | | | | | | | |

## Q46a If you rated any 1 or 2, what additional resources would have helped you with your CIM implementation activities?

| **[Q45 = 1 or 2]** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | **Question 46b** | | | | | |
| **Remediation resources (1)** | | | **Remediation resources** | | | | | |
| | Total Q45=1 or 2 | | | Not at all | Row% | 2 | Row% | Total Q45=1 or 2 |
| **District** | 25 | | **District** | 3 | 33.3% | 6 | 66.7% | 9 |
| **Elementary** | 15 | | **Elementary** | 2 | 50.0% | 2 | 50.0% | 4 |
| **Middle School** | 7 | | **Middle School** | | | 2 | 100.0% | 2 |
| **High School** | 3 | | **High School** | 1 | 33.3% | 2 | 66.7% | 3 |
| | | | | | | | | |
| **Enrichment resources (2)** | | | **Enrichment resources** | | | | | |
| | Total Q45=1 or 2 | | | Not at all | Row% | 2 | Row% | Total Q45=1 or 2 |
| **District** | 5 | | **District** | 6 | 46.2% | 7 | 53.8% | 13 |
| **Elementary** | 1 | | **Elementary** | 3 | 50.0% | 3 | 50.0% | 6 |
| **Middle School** | 4 | | **Middle School** | 3 | 60.0% | 2 | 40.0% | 5 |
| **High School** | | | **High School** | | | 2 | 100.0% | 2 |
| | | | | | | | | |
| **Timely resources (unspecified) (3)** | | | | | | | | |
| | Total Q45=1 or 2 | | | Not at all | Row% | 2 | Row% | Total Q45=1 or 2 |
| **District** | 67 | | **District** | 5 | 38.5% | 8 | 61.5% | 13 |
| **Elementary** | 32 | | **Elementary** | 2 | 33.3% | 4 | 66.7% | 6 |
| **Middle School** | 14 | | **Middle School** | 3 | 60.0% | 2 | 40.0% | 5 |
| **High School** | 21 | | **High School** | | | 2 | 100.0% | 2 |
| | | | | | | | | |
| **Organized resources (4)** | | | **Organized resources** | | | | | |
| | Total Q45=1 or 2 | | | Not at all | Row% | 2 | Row% | Total Q45=1 or 2 |
| **District** | 18 | | **District** | 5 | 45.5% | 6 | 54.5% | 11 |
| **Elementary** | 8 | | **Elementary** | 1 | 33.3% | 2 | 66.7% | 3 |
| **Middle School** | 6 | | **Middle** | 2 | 100.0% | | | 2 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | **School** | | | | | |
| **High School** | 4 | | **High School** | 2 | 33.3% | 4 | 66.7% | 6 |
| | | | | | | | | |
| **Subject area material (5)** | | | **Subject area material** | | | | | |
| | Total Q45=1 or 2 | | | Not at all | Row% | 2 | Row% | Total Q45=1 or 2 |
| **District** | 51 | | **District** | 6 | 37.5% | 10 | 62.5% | 16 |
| **Elementary** | 19 | | **Elementary** | 1 | 16.7% | 5 | 83.3% | 6 |
| **Middle School** | 15 | | **Middle School** | 3 | 42.9% | 4 | 57.1% | 7 |
| **High School** | 17 | | **High School** | 2 | 66.7% | 1 | 33.3% | 3 |
| | | | | | | | | |
| **Focus on lesson materials (6)** | | | **Focus on lesson materials** | | | | | |
| | Total Q45=1 or 2 | | | Not at all | Row% | 2 | Row% | Total Q45=1 or 2 |
| **District** | 30 | | **District** | 3 | 30.0% | 7 | 70.0% | 10 |
| **Elementary** | 11 | | **Elementary** | | | 1 | 100.0% | 1 |
| **Middle School** | 11 | | **Middle School** | 1 | 16.7% | 5 | 83.3% | 6 |
| **High School** | 8 | | **High School** | 2 | 66.7% | 1 | 33.3% | 3 |
| | | | | | | | | |
| **Aligned lessons (7)** | | | **Aligned lessons** | | | | | |
| | Total Q45=1 or 2 | | | Not at all | Row% | 2 | Row% | Total Q45=1 or 2 |
| **District** | 50 | | **District** | 5 | 29.4% | 12 | 70.6% | 17 |
| **Elementary** | 37 | | **Elementary** | 2 | 18.2% | 9 | 81.8% | 11 |
| **Middle School** | 9 | | **Middle School** | 2 | 50.0% | 2 | 50.0% | 4 |
| **High School** | 4 | | **High School** | 1 | 50.0% | 1 | 50.0% | 2 |
| | | | | | | | | |
| **District-wide lesson bank (8)** | | | **District-wide lesson bank** | | | | | |
| | Total Q45=1 or 2 | | | Not at all | Row% | 2 | Row% | Total Q45=1 or 2 |
| **District** | 9 | | **District** | 2 | 66.7% | 1 | 33.3% | 3 |
| **Elementary** | 2 | | **Elementary** | 2 | 100.0% | | | 2 |
| **Middle School** | 1 | | **Middle School** | | | | | |
| **High School** | 6 | | **High School** | | | 1 | 100.0% | 1 |
| | | | | | | | | |
| **Help with assessment (9)** | | | **Help with assessment** | | | | | |
| | Total Q45=1 or 2 | | | Not at all | Row% | 2 | Row% | Total Q45=1 or 2 |
| **District** | 9 | | **District** | 5 | 83.3% | 1 | 16.7% | 6 |
| **Elementary** | 4 | | **Elementary** | 2 | 100.0% | | | 2 |
| **Middle School** | 4 | | **Middle School** | 2 | 66.7% | 1 | 33.3% | 3 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **High School** | 1 | | **High School** | 1 | 100.0% | | | 1 |
| | | | | | | | | |
| **Practice materials (10)** | | | **Practice materials** | | | | | |
| | Total Q45=1 or 2 | | | Not at all | Row% | 2 | Row% | Total Q45=1 or 2 |
| **District** | 40 | | **District** | 10 | 58.8% | 7 | 41.2% | 17 |
| **Elementary** | 10 | | **Elementary** | 6 | 54.5% | 5 | 45.5% | 11 |
| **Middle School** | 14 | | **Middle School** | 3 | 75.0% | 1 | 25.0% | 4 |
| **High School** | 16 | | **High School** | 1 | 50.0% | 1 | 50.0% | 2 |
| | | | | | | | | |
| **Other (11)** | | | **Other** | | | | | |
| | Total Q45=1 or 2 | | | Not at all | Row% | 2 | Row% | Total Q45=1 or 2 |
| **District** | 89 | | **District** | 4 | 25.0% | 12 | 75.0% | 16 |
| **Elementary** | 37 | | **Elementary** | 2 | 40.0% | 3 | 60.0% | 5 |
| **Middle School** | 30 | | **Middle School** | 1 | 20.0% | 4 | 80.0% | 5 |
| **High School** | 22 | | **High School** | 1 | 16.7% | 5 | 83.3% | 6 |
| | | | | | | | | |
| **Q47 How often did the teams of your grade level meet?** | | | | | | | | |
| | Row% | | Biweekly | Row% | Row% | Monthly | Row% | D/K |
| District | 57.3% | | 87 | 9.5% | | 159 | 17.3% | 102 |
| Elementary | 66.4% | | 42 | 11.1% | | 41 | 10.8% | 10 |
| Middle School | 56.6% | | 24 | 9.0% | | 54 | 20.2% | 29 |
| High School | 45.6% | | 21 | 7.7% | | 64 | 23.4% | 63 |
| | | | | | | | | |
| **Q48 How often did the teams of your subject area meet?** | | | | | | | | |
| | Row% | | Biweekly | Row% | | Monthly | Row% | D/K |
| **District** | 43.5% | | 70 | 8.5% | | 233 | 28.1% | 124 |
| **Elementary** | 58.9% | | 20 | 6.6% | | 34 | 11.2% | 51 |
| **Middle School** | 47.2% | | 22 | 8.7% | | 68 | 27.0% | 31 |
| **High School** | 22.8% | | 28 | 10.3% | | 131 | 48.2% | 42 |
| | | | | | | | | |
| **Q49 What worked best?** The responses are discussed in the report. | | | | | | | | |

## Q50 What did not generate positive results? The responses are discussed in the report.

**Q51. What was the greatest problem you had with the CIM?** The responses are discussed in the report.

**Q52 What was the greatest contribution made by CIM?** The responses are discussed in the report.

**Q53 Have your skills improved as a result of implementing the CIM?** The responses are discussed in the report.

**Q54 If YES (to Q53), how?** The responses are discussed in the report.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Q55 To what extent did implementing the CIM improve the following:** | | | | | | | | |
| **55a Level of student engagement in learning** | | | | | | | | |
| | 3 | Row% | Very much | Row% | D/K | Row% | **W.Score** | **Median** |
| **District** | 198 | 21.3% | 33 | 3.5% | 51 | 5.5% | **1.93** | |
| **Elementary** | 92 | 24.3% | 24 | 6.3% | 9 | 2.4% | **2.04** | |
| **Middle School** | 40 | 15.2% | 6 | 2.3% | 22 | 8.3% | **1.79** | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **High School** | 66 | 22.8% | 3 | 1.0% | 20 | 6.9% | **1.89** | |
| | | | | | | | | |
| **55b Student discipline** | | | | | | | | |
| | 3 | Row% | Very much | Row% | D/K | Row% | **W.Score** | **Median** |
| **District** | 91 | 9.8% | 17 | 1.8% | 59 | 6.4% | **1.48** | |
| **Elementary** | 43 | 11.4% | 11 | 2.9% | 13 | 3.4% | **1.55** | |
| **Middle School** | 23 | 8.8% | 3 | 1.1% | 22 | 8.4% | **1.42** | |
| **High School** | 25 | 8.7% | 3 | 1.0% | 24 | 8.4% | **1.44** | |
| | | | | | | | | |
| **55c Student absenteeism** | | | | | | | | |
| | 3 | Row% | Very much | Row% | D/K | Row% | **W.Score** | **Median** |
| **District** | 60 | 6.5% | 12 | 1.3% | 84 | 9.1% | **1.39** | |
| **Elementary** | 25 | 6.7% | 7 | 1.9% | 24 | 6.4% | **1.41** | |
| **Middle School** | 19 | 7.3% | 4 | 1.5% | 32 | 12.2% | **1.41** | |
| **High School** | 16 | 5.6% | 1 | 0.3% | 28 | 9.8% | **1.34** | |
| | | | | | | | | |
| **55d Staff absenteeism** | | | | | | | | |
| | 3 | Row% | Very much | Row% | D/K | Row% | **W.Score** | **Median** |
| **District** | 78 | 8.6% | 26 | 2.9% | 123 | 13.5% | **1.49** | |
| **Elementary** | 34 | 9.2% | 15 | 4.0% | 42 | 11.3% | **1.54** | |
| **Middle School** | 20 | 7.7% | 9 | 3.5% | 39 | 15.1% | **1.47** | |
| **High School** | 24 | 8.6% | 2 | 0.7% | 42 | 15.0% | **1.45** | |
| | | | | | | | | |
| **55e Staff empowerment (first semester)** | | | | | | | | |
| | 3 | Row% | Very much | Row% | D/K | Row% | **W.Score** | **Median** |
| **District** | 61 | 6.6% | 15 | 1.6% | 86 | 9.3% | **1.42** | |
| **Elementary** | 28 | 7.5% | 7 | 1.9% | 22 | 5.9% | **1.44** | |
| **Middle School** | 12 | 4.5% | 3 | 1.1% | 29 | 10.9% | **1.32** | |
| **High School** | 21 | 7.5% | 5 | 1.8% | 35 | 12.5% | **1.49** | |
| | | | | | | | | |
| **55f Staff empowerment (second semester)** | | | | | | | | |
| | 3 | Row% | Very much | Row% | D/K | Row% | **W.Score** | **Median** |
| **District** | 136 | 14.8% | 29 | 3.2% | 86 | 9.4% | **1.67** | |
| **Elementary** | 72 | 19.3% | 18 | 4.8% | 22 | 5.9% | **1.83** | |
| **Middle School** | 21 | 8.0% | 7 | 2.7% | 29 | 11.0% | **1.48** | |
| **High School** | 43 | 15.4% | 4 | 1.4% | 35 | 12.5% | **1.62** | |
| | | | | | | | | |
| **55g Staff Morale** | | | | | | | | |
| | 3 | Row% | Very much | Row% | D/K | Row% | **W.Score** | |
| **District** | 54 | 5.7% | 21 | 2.2% | 34 | 3.6% | **1.36** | |
| **Elementary** | 27 | 7.0% | 9 | 2.3% | 9 | 2.3% | **1.38** | |
| **Middle School** | 9 | 3.4% | 6 | 2.3% | 13 | 4.9% | **1.28** | |
| **High School** | 18 | 6.1% | 6 | 2.0% | 12 | 4.1% | **1.39** | |
| | | | | | | | | |
| **Q56 To what extent was there adequate encouragement and support in implementing the CIM from each of the following:** | | | | | | | | |
| **56a Business Community** | | | | | | | | |
| | 3 | Row% | Very much | Row% | D/K | Row% | **W.Score** | **Median** |
| **District** | 71 | 7.8% | 28 | 3.1% | 149 | 16.4% | **1.51** | |
| **Elementary** | 23 | 6.3% | 12 | 3.3% | 61 | 16.6% | **1.46** | |
| **Middle School** | 20 | 7.6% | 3 | 1.1% | 42 | 16.0% | **1.42** | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **High School** | 28 | 10.1% | 13 | 4.7% | 46 | 16.7% | **1.65** | |
| | | | | | | | | |
| **56b Local Press** | | | | | | | | |
| | 3 | Row% | Very much | Row% | D/K | Row% | **W.Score** | **Median** |
| **District** | 91 | 10.0% | 49 | 5.4% | 114 | 12.5% | **1.73** | |
| **Elementary** | 30 | 8.1% | 18 | 4.9% | 45 | 12.2% | **1.69** | |
| **Middle School** | 27 | 10.3% | 15 | 5.7% | 36 | 13.7% | **1.66** | |
| **High School** | 34 | 12.2% | 16 | 5.8% | 33 | 11.9% | **1.84** | |
| | | | | | | | | |
| **56c School Board** | | | | | | | | |
| | 3 | Row% | Very much | Row% | D/K | Row% | **W.Score** | **Median** |
| **District** | 199 | 21.7% | 145 | 15.8% | 87 | 9.5% | **2.26** | |
| **Elementary** | 83 | 22.4% | 53 | 14.3% | 32 | 8.6% | **2.24** | |
| **Middle School** | 47 | 17.8% | 36 | 13.6% | 24 | 9.1% | **2.08** | |
| **High School** | 69 | 24.3% | 56 | 19.7% | 31 | 10.9% | **2.45** | |
| | | | | | | | | |
| **56d Parents** | | | | | | | | |
| | 3 | Row% | Very much | Row% | D/K | Row% | **W.Score** | **Median** |
| **District** | 68 | 7.4% | 15 | 1.6% | 79 | 8.6% | **1.49** | |
| **Elementary** | 37 | 9.9% | 5 | 1.3% | 21 | 5.6% | **1.52** | |
| **Middle School** | 11 | 4.2% | 5 | 1.9% | 25 | 9.4% | **1.38** | |
| **High School** | 20 | 7.2% | 5 | 1.8% | 33 | 11.9% | **1.55** | |
| | | | | | | | | |
| **56e District staff** | | | | | | | | |
| | 3 | Row% | Very much | Row% | D/K | Row% | **W.Score** | **Median** |
| **District** | 225 | 24.6% | 118 | 12.9% | 88 | 9.6% | **2.23** | |
| **Elementary** | 109 | 29.4% | 45 | 12.1% | 29 | 7.8% | **2.31** | |
| **Middle School** | 44 | 16.9% | 27 | 10.4% | 26 | 10.0% | **1.96** | |
| **High School** | 72 | 25.4% | 46 | 16.2% | 33 | 11.6% | **2.38** | |
| | | | | | | | | |
| **56f School Principal** | | | | | | | | |
| | 3 | Row% | Very much | Row% | D/K | Row% | **W.Score** | **Median** |
| **District** | 307 | 32.9% | 322 | 34.5% | 40 | 4.3% | **2.95** | |
| **Elementary** | 133 | 35.4% | 133 | 35.4% | 9 | 2.4% | **2.97** | |
| **Middle School** | 80 | 30.1% | 78 | 29.3% | 15 | 5.6% | **2.78** | |
| **High School** | 94 | 32.3% | 111 | 38.1% | 16 | 5.5% | **3.08** | |
| | | | | | | | | |
| **56g Fellow teachers/staff** | | | | | | | | |
| | 3 | Row% | Very much | Row% | D/K | Row% | **W.Score** | **Median** |
| **District** | 243 | 26.0% | 154 | 16.5% | 43 | 4.6% | **2.06** | |
| **Elementary** | 105 | 27.8% | 80 | 21.2% | 8 | 2.1% | **2.25** | |
| **Middle School** | 62 | 23.4% | 33 | 12.5% | 17 | 6.4% | **1.77** | |
| **High School** | 76 | 26.2% | 41 | 14.1% | 18 | 6.2% | **2.05** | |
| | | | | | | | | |
| **Q57 To what extent has implementing the CIM improved your relationship with the following:** | | | | | | | | |
| **57a Fellow teachers** | | | | | | | | |
| | 3 | | Very much | | D/K | | **W.Score** | **Median** |
| **District** | 188 | 20.0% | 78 | 8.3% | 23 | 2.4% | **1.85** | |
| **Elementary** | 83 | 21.7% | 46 | 12.0% | 3 | 0.8% | **1.98** | |
| **Middle School** | 47 | 17.7% | 14 | 5.3% | 11 | 4.2% | **1.69** | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **High School** | 58 | 19.7% | 18 | 6.1% | 9 | 3.1% | **1.82** | |
| | | | | | | | | |
| **Q57 To what extent has implementing the CIM improved your relationship with the following:** | | | | | | | | |
| **57b Principal** | | | | | | | | |
| | 3 | Row% | Very much | Row% | D/K | Row% | **W.Score** | **Median** |
| **District** | 152 | 16.2% | 56 | 6.0% | 47 | 5.0% | **1.71** | |
| **Elementary** | 81 | 21.3% | 27 | 7.1% | 13 | 3.4% | **1.83** | |
| **Middle School** | 33 | 12.5% | 16 | 6.1% | 14 | 5.3% | **1.61** | |
| **High School** | 38 | 13.1% | 13 | 4.5% | 20 | 6.9% | **1.63** | |
| | | | | | | | | |
| **Q57 To what extent has implementing the CIM improved your relationship with the following:** | | | | | | | | |
| **57c Central office administrators and staff** | | | | | | | | |
| | 3 | | Very much | | D/K | | | |
| | Count | Row % | Count | Row % | Count | Row % | **W.Score** | **Median** |
| District | 62 | 6.67% | 15 | 1.61% | 66 | 7.10% | **1.33** | |
| Elementary | 31 | 8.20% | 6 | 1.59% | 26 | 6.88% | **1.37** | |
| Middle School | 10 | 3.80% | 7 | 2.66% | 17 | 6.46% | **1.29** | |
| High School | 21 | 7.29% | 2 | 0.69% | 23 | 7.99% | **1.33** | |
| | | | | | | | | |
| **Q57 To what extent has implementing the CIM improved your relationship with the following:** | | | | | | | | |
| **57d Students** | | | | | | | | |
| | 3 | | Very much | | 294 | D/K | | |
| | Count | Row % | Count | Row % | Count | Row % | **W.Score** | **Median** |
| **District** | 130 | 13.8% | 37 | 3.9% | 37 | 3.9% | **1.61** | |
| **Elementary** | 65 | 17.1% | 27 | 7.1% | 8 | 2.1% | **1.73** | |
| **Middle School** | 30 | 11.3% | 5 | 1.9% | 16 | 6.0% | **1.50** | |
| **High School** | 35 | 11.9% | 5 | 1.7% | 13 | 4.4% | **1.53** | |
| | | | | | | | | |
| **Q57 To what extent has implementing the CIM improved your relationship with the following:** | | | | | | | | |
| **57e Parents** | | | | | | | | |
| | 3 | | Very much | | D/K | | | |
| | Count | Row % | Count | Row % | Count | Row % | **W.Score** | **Median** |
| **District** | 89 | 9.5% | 15 | 1.6% | 45 | 4.8% | **1.43** | |
| **Elementary** | 55 | 14.4% | 12 | 3.1% | 8 | 2.1% | **1.58** | |
| **Middle School** | 13 | 4.9% | 1 | 0.4% | 18 | 6.8% | **1.28** | |
| **High School** | 21 | 7.2% | 2 | 0.7% | 19 | 6.5% | **1.35** | |
| | | | | | | | | |
| **Q58 On what CIM committees/teams did you serve? (COUNT)** | | | | | | | | |
| **Q58 Count of School specific committees** | | | | | | | | |
| | 2 | | 3 | | 4 | | | |
| | Count | Row % | Count | Row % | Count | Row % | | **Median** |
| **District** | 45 | 9.0% | 6 | 1.2% | 1 | 0.2% | | |
| **Elementary** | 24 | 11.8% | 3 | 1.5% | 1 | 0.5% | | |
| **Middle School** | 14 | 8.8% | | | | | | |
| **High School** | 7 | 5.3% | 3 | 2.3% | | | | |
| **Q58 On what CIM committees/teams did you serve? (COUNT)** | | | | | | | | |
| **Q58b Count of District-wide/multi-school committees/teams** | | | | | | | | |
| | 2 | | 3 | | 33 | | | |
| | Count | Row % | Count | Row % | Count | Row % | | **Median** |
| **District** | 15 | 3.9% | 1 | 0.26 | 1 | 0.26 | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Elementary** | 8 | 5.1% | 1 | 0.64 | 1 | 0.64 | | |
| **Middle School** | 3 | 2.2% | | | | | | |
| **High School** | 4 | 4.5% | | | | | | |
| | | | | | | | | |
| **Q59 If you could turn back the clock, would you have implemented the CIM in Marion County?** | | | | | | | | |
| | | | | | | | | |
| | Row % | | **Median** | | | | | |
| **District** | 71.7% | | **2** | | | | | |
| **Elementary** | 65.8% | | **2** | | | | | |
| **Middle School** | 80.6% | | **2** | | | | | |
| **High School** | 71.0% | | **2** | | | | | |
| | | | | | | | | |
| **Q60 Why, Y/N, you would have implemented the CIM?** The responses are discussed in the report. | | | | | | | | |
| **Q61 What would you have done differently?** The responses are discussed in the report. | | | | | | | | |

**Appendix 3**

# The Number of Teachers in Marion County and Their Participation Rate in The Survey

## Table 1. Marion County Schools Students and Teachers Counts

| **Elementary Schools** | | | | | |
|---|---|---|---|---|---|
| **School #** | **School** | **Student Count** | | **Teachers 2002-03** | **Teachers D. Green List** |
| | | **2002** | **2003** | | |
| 71 | Anthony E | 169 | 168 | 20 | 25 |
| 91 | Belleview E | 394 | 393 | 40 | 46 |
| 101 | Belleview-Santos E | 402 | 418 | 45 | 51 |
| 162 | Reddick-Collier E | 249 | 235 | 35 | 38 |
| 181 | E. Marion E | 406 | 416 | 40 | 49 |
| 191 | Eighth Street E | 195 | 203 | 25 | 32 |
| 211 | Fessenden E | 303 | 334 | 35 | 38 |
| 251 | Ward-Highlands E | 395 | 553 | 48 | 57 |
| 291 | Madison Street E | 223 | 307 | 32 | 36 |
| 311 | Dr. NH Jones E | 288 | 405 | 36 | 47 |
| 341 | Oakcrest E | 276 | 265 | 40 | 43 |
| 381 | Sparr E | 283 | 255 | 26 | 32 |
| 391 | South Ocala E | 286 | 254 | 34 | 42 |
| 401 | Stanton-Weirsdale E | 318 | 313 | 32 | 40 |
| 431 | Wyomina Park E | 292 | 260 | 37 | 42 |
| 541 | Ocala Springs E | 315 | 324 | 44 | 41 |
| 551 | Shady Hill E | 373 | 379 | 35 | 41 |
| 561 | Emerald Shores E | 394 | 368 | 38 | 47 |
| 571 | Sunrise E | 519 | 522 | 44 | 58 |
| 581 | Evergreen E | 362 | 360 | 43 | 50 |
| 591 | **Harbour View E** | 389 | 394 | 37 | |
| 611 | Maplewood E | 415 | 445 | 52 | 65 |
| 621 | Romeo E | 395 | 387 | 41 | 48 |
| 641 | Dunnellon E | 364 | 360 | 33 | 44 |
| 651 | College Park E | 331 | 315 | 36 | 46 |
| 671 | Greenway E | 365 | 376 | 41 | 50 |
| 681 | Saddlewood E | 450 | 488 | 43 | 52 |
| | | | | | |
| **Middle Schools** | | | | | |
| 51 | **Howard MS** | 1246 | 1200 | 70 | |
| 172 | Dunnellon MS | 1092 | 1024 | 58 | 59 |
| 221 | Ft King MS | 874 | 856 | 48 | 59 |
| 281 | Lake Weir MS | 1398 | 1419 | 73 | 79 |
| 361 | Osceola MS | 1134 | 1069 | 58 | 58 |
| 491 | North Marion MS | 1034 | 977 | 59 | 63 |
| 631 | Belleview MS | 1392 | 1302 | 75 | 72 |

| | | | | | |
|---|---|---|---|---|---|
| **High Schools** | | | | | |
| 331 | N Marion HS | 946 | 927 | 87 | 96 |
| 351 | Forest HS | 975 | 1002 | 97 | 107 |
| 461 | Vanguard HS | 993 | 1018 | 98 | 106 |
| 501 | **Lake Weir HS** | 1045 | 1103 | 88 | |
| 521 | Dunnellon HS | 746 | 834 | 64 | 80 |
| 661 | Belleview HS | 1052 | 1044 | 107 | 113 |
| 701 | West Port HS | 799 | 894 | 46 | 94 |
| | | | | | |
| **Combined Schools** | | | | | |
| 531 | Ft. McCoy School | 1024 | 1048 | 77 | 51E, 40MS |
| 691 | West Port MS | 876 | 1444 | 38 | 73 |

Table 2. The Response Rate to The Survey from The Teachers

| **Elementary Schools** | | | | | | |
|---|---|---|---|---|---|---|
| **School #** | **School** | **Student Count** | | **Teachers 2002-03** | **Teachers D. Green List** | **Logged in** |
| | | **2002** | **2003** | | | |
| 71 | Anthony E | 169 | 168 | 20 | 25 | 6 |
| 91 | Belleview E | 394 | 393 | 40 | 46 | 8 |
| 101 | Belleview-Santos E | 402 | 418 | 45 | 51 | 16 |
| 651 | College Park E | 331 | 315 | 36 | 46 | 25 |
| 311 | Dr. NH Jones E | 288 | 405 | 36 | 47 | 10 |
| 641 | Dunnellon E | 364 | 360 | 33 | 44 | 9 |
| 181 | E. Marion E | 406 | 416 | 40 | 49 | 11 |
| 191 | Eighth Street E | 195 | 203 | 25 | 32 | 6 |
| 561 | Emerald Shores E | 394 | 368 | 38 | 47 | 12 |
| 581 | Evergreen E | 362 | 360 | 43 | 50 | 27 |
| 211 | Fessenden E | 303 | 334 | 35 | 38 | 17 |
| 671 | Greenway E | 365 | 376 | 41 | 50 | 25 |
| 591 | **Harbour View E** | 389 | 394 | 37 | 37 | 11 |
| 291 | Madison Street E | 223 | 307 | 32 | 36 | 8 |
| 611 | Maplewood E | 415 | 445 | 52 | 65 | 9 |
| 341 | Oakcrest E | 276 | 265 | 40 | 43 | 15 |
| 541 | Ocala Springs E | 315 | 324 | 44 | 41 | 27 |
| 162 | Reddick-Collier E | 249 | 235 | 35 | 38 | 8 |
| 621 | Romeo E | 395 | 387 | 41 | 48 | 16 |
| 681 | Saddlewood E | 450 | 488 | 43 | 52 | 15 |
| 551 | Shady Hill E | 373 | 379 | 35 | 41 | 14 |
| 391 | South Ocala E | 286 | 254 | 34 | 42 | 14 |
| 381 | Sparr E | 283 | 255 | 26 | 32 | 11 |
| 401 | Stanton-Weirsdale E | 318 | 313 | 32 | 40 | 23 |
| 571 | Sunrise E | 519 | 522 | 44 | 58 | 10 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 251 | Ward-Highlands E | 395 | 553 | 48 | 57 | 32 |
| 431 | Wyomina Park E | 292 | 260 | 37 | 42 | 15 |
| | | | | | | 400 |
| **Middle Schools** | | | | | | |
| 631 | Belleview MS | 1392 | 1302 | 75 | 72 | 48 |
| 172 | Dunnellon MS | 1092 | 1024 | 58 | 59 | 29 |
| 221 | Ft King MS | 874 | 856 | 48 | 59 | 30 |
| 51 | **Howard MS** | 1246 | 1200 | 70 | 70 | 23 |
| 281 | Lake Weir MS | 1398 | 1419 | 73 | 79 | 49 |
| 491 | North Marion MS | 1034 | 977 | 59 | 63 | 32 |
| 361 | Osceola MS | 1134 | 1069 | 58 | 58 | 33 |
| | | | | | | 244 |
| | | | | | | |
| **High Schools** | | | | | | |
| 661 | Belleview HS | 1052 | 1044 | 107 | 113 | 21 |
| 521 | Dunnellon HS | 746 | 834 | 64 | 80 | 35 |
| 351 | Forest HS | 975 | 1002 | 97 | 107 | 51 |
| 501 | **Lake Weir HS** | 1045 | 1103 | 88 | 88 | 58 |
| 331 | N Marion HS | 946 | 927 | 87 | 96 | 51 |
| 461 | Vanguard HS | 993 | 1018 | 98 | 106 | 68 |
| 701 | West Port HS | 799 | 894 | 46 | 94 | 43 |
| | | | | | | 327 |
| **Combined Schools** | | | | | | |
| 531 | Ft. McCoy School | 1024 | 1048 | 77 | 51E, 40MS | 13 |
| 691 | West Port MS | 876 | 1444 | 38 | 73 | 37 |

*For a copy of the report, please call:*
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*Tallahassee, FL 32302*
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**This *Research Report* was written by Keith Baker, Ph.D. and Janet Herndon, Ph.D., Research Analyst, with the assistance of Betty Coxe, Executive Director CEPA, Necati Aydin, Ph.D., Senior Research Analyst, and Gregory Pershin, Research Assistants.**

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**The work of the Florida TaxWatch Center for Educational Performance and Accountability has been made possible, in part, through the generous contributions of the Florida Education Foundation, the Marion County Education Foundation, Publix Super Markets Charities, Inc. and the Washington Mutual Foundation.**

# *About Florida TaxWatch*

Florida TaxWatch is a private, non-profit, non-partisan research institute that over its 25 year history has become widely recognized as the watchdog of citizens' hard-earned tax dollars. Its mission is to provide the citizens of Florida and public officials with high quality, independent research and education on government revenues, expenditures, taxation, public policies and programs and to increase the productivity and accountability of Florida Government.

Florida TaxWatch's empirically sound research recommends productivity enhancements and explains the statewide impact of economic and tax and spend policies and practices on citizens and businesses. Florida TaxWatch has worked diligently and effectively to help state government shape responsible fiscal and public policy that adds value and benefit taxpayers.

This diligence has yielded impressive results: since 1979, policy makers and government employees have implemented three-fourths of Florida TaxWatch's cost-saving recommendations, saving the taxpayers of Florida more than $6.2 billion--approximately $1,067 in added value for every Florida family.

The organization enjoys a credible reputation and statewide exposure with the television, radio and newspaper media, which regularly report on its research and recommendations.

Florida TaxWatch has a historical understanding of state government, public policy issues, and the battles fought in the past necessary to structure effective solutions for today and the future. It's the only statewide organization devoted entirely to Florida taxing and spending issues.

Supported by voluntary, tax-deductible memberships and grants, Florida TaxWatch is open to any organization or individual interested in helping to make Florida competitive, healthy and economically prosperous by supporting a credible research effort that promotes constructive taxpayer improvements. Members, through their loyal support, help Florida TaxWatch to bring about a more effective, responsive government that is accountable to the citizens it serves.

Florida TaxWatch is supported by all types of taxpayers -- homeowners, small businesses, large corporations, philanthropic foundations, professionals, associations, labor organizations, retirees--simply stated, the taxpayers of Florida. The officers, Board of Trustees and members of Florida TaxWatch are respected leaders and citizens from across Florida, committed to improving the health and prosperity of Florida.

With your help, Florida TaxWatch will continue our diligence to make certain your tax investments are fair and beneficial to you, the taxpaying customer who supports Florida's government. Florida TaxWatch is ever present to ensure that taxes are equitable, not excessive, that their public benefits and costs are weighed, and that government agencies are more responsive and productive in the use of your hard-earned tax dollars.

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***Florida TaxWatch Values:***

♦ ***Integrity*** ♦ ***Productivity*** ♦ ***Accountability*** ♦ ***Independence*** ♦ ***Quality Research***


106 N. Bronough St.
P.O. Box 10209
Tallahassee, FL 32302

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