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Learning to Manage with Data in Duval County Public Schools: Lake Shore Middle School (A)

As Lake Shore Middle School Principal Iranetta Wright drove toward Region III Superintendent Mary Brown's office in early June 2004, she felt both nervous and confident. As part of Wright's personnel evaluation, Brown had called a meeting with Wright to discuss Lake Shore's academic performance in SY04.[1] A lot was riding on the meeting for Wright, a first-year principal in the Duval County Public School (DCPS) district.

Wright knew that Brown would ask her to explain the school's 2004 Florida Comprehensive Assessment Test (FCAT) results. Nearly 70% of Lake Shore students had not met the state's rigorous standards in reading and math. Sixth and seventh graders' scores on the FCAT had declined substantially from SY03, while eighth graders made modest gains. At the end of SY04, the school's grade had dropped from a C to a D under Florida's high-stakes accountability system. Lake Shore was clearly falling further behind the district and state (see **Exhibit 1** for student achievement trends).

The SY04 results were far from what Wright had envisioned when she was appointed Lake Shore's principal in the summer of 2003. During her first staff meeting, Wright had announced her goal of making Lake Shore the first A school in Region III of DCPS. Wright recalled how much time and effort she, her leadership team, and teachers had invested in using data to identify students' needs and implementing strategies to increase achievement for every student. Clearly, the school had experienced some major challenges in SY04—a new and inexperienced principal, an influx of low-performing students, and one-third of the staff's being first-year teachers. But Wright was not one to look for excuses, and she knew Brown would not accept any. Wright was confident that she had made the best managerial and instructional decisions possible based on the available data, her staff's capacity, and the school's resources.

Wright also anticipated Brown asking her to evaluate her own effectiveness as an instructional leader and her ability to raise student achievement at Lake Shore in SY05. DCPS had developed a strong culture of accountability for results, and Wright knew she was not guaranteed a second chance

[1] SY is a PELP convention that denotes "school year." For example, SY04 refers to the 2003–2004 school year.

Research Associate Caroline King prepared this case under the supervision of HBS Professor Allen Grossman and HGSE faculty member James P. Honan. PELP cases are developed solely as the basis for class discussion. Cases are not intended to serve as endorsements, sources of primary data, or illustrations of effective or ineffective management.

at Lake Shore. Wright felt that she and her staff had learned a lot from SY04 that would help the school improve next year. And Wright remained committed to seeing Lake Shore earn Region III's first A. As she pulled into the parking lot outside Brown's office, Wright prepared to present her reflections and determination to Brown.

Duval County Public Schools

History and Demographics

Following the consolidation of the City of Jacksonville and Duval County governments in 1968, DCPS served the largest city in land area in the contiguous United States. In 2004, nearly 800,000 residents called Duval County home, with a population 74% white, 22% African-American, and 4% other minority groups. Approximately 47% of adults in the county were functionally illiterate.[2] At 18.16%, the county had the highest percentage of students attending private schools in Florida.[3]

In SY04, approximately 130,000 students attended the district's 166 schools, making DCPS the sixth-largest school system in Florida and the 20th-largest in the United States. DCPS was divided into five administrative regions. The district's coastal areas (Regions IV and V) were more affluent and higher performing academically than the inland communities to the north and west (Regions I, II, and III). Whites comprised 46% of the student body, African-Americans 43%, Hispanics 5%, Asians 3%, and other ethnic/racial groups 3%. Fifty-nine percent of DCPS students attended "racially diverse schools."[4] Nearly 50% of students were eligible for free or reduced-price meals, and 3,000 students were learning English for the first time (see **Exhibit 2** for DCPS demographics).

Governance

The Duval County School Board (the Board) was the official policymaking body for DCPS. County residents elected seven members to serve four-year terms. Prior to the late 1990s, the relationship between the Board and DCPS leadership was strained. According to a local reporter in 2003, "One of the biggest slashes to the school system's reputation over the past years has not even focused on the academic achievement of students, but rather on the once-dubbed dysfunctional relationship between the School Board and the superintendent."[5] Indeed, the Board had ousted two superintendents, Herb Sang (1976–1989) and Larry Zenke (1989–1996), prior to their contracts' expiration.

Beginning in 1991, the Florida legislature required a school advisory council (SAC) comprising the principal and elected parents, students, faculty, staff, and community members in every school. SACs assisted in the preparation, evaluation, and implementation of an annual state-mandated school improvement plan (SIP) designed to improve student achievement. SACs also helped prepare and approve a school's budget.

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[2] *Improving Adult Literacy* (Jacksonville, FL: Jacksonville Community Council, Inc., Spring 1999), p. 3.

[3] Beth Kormanik, "How well has Duval really desegregated?" *The Florida Times-Union*, May 17, 2004.

[4] "An agreement between the NAACP and DCPS defined 'racially diverse schools' as having between 20% and 55% black student enrollment," cited in Kormanik, "How well has Duval really desegregated?"

[5] Cynthia L. Garza, "5 years of Fryer," *The Florida Times-Union*, April 20, 2003.

Superintendent John C. Fryer's Strategy: Aim High and Fryer's High Five

Background By a 6–1 vote, the Board appointed John C. Fryer, Jr., a retired two-star U.S. Air Force general, DCPS superintendent in June 1998. Fryer sought out the new position, which he often referred to as "a calling," because he felt that he could contribute his leadership and management skills to the district.[6] When Fryer assumed the helm of DCPS in August 1998, he observed, "What I see now is a lot of individual programs and efforts. But I don't see a system, and I don't see a coherence to it all."[7] Reflecting back on his early days, Fryer recalled, "People warned me that I wouldn't find high-caliber employees in DCPS, but I found very hard-working and committed people. They just needed help thinking strategically."

Strategy: Fryer's High Five Having spent nearly a year reading about education reform efforts nationwide, Fryer walked into DCPS with a strategy and a vision. Fryer adopted the Air Force motto "Aim High" and unveiled five strategic priorities that quickly came to be known as "Fryer's High Five":

1. Academic achievement
2. Safety and discipline
3. High-performance management
4. Learning communities
5. Accountability

Fryer described academic achievement as the overarching aim. In 1999, the Board formally adopted "Fryer's High Five," and in 2002, the Board enacted a five-year strategic plan with action strategies and performance metrics for the High Five. Fryer's team aligned the High Five metrics with Florida's Sunshine State Standards (SSS)[8] and internally developed student performance standards in an effort to drive a districtwide focus on results.

Stakeholder relationships Under Fryer's leadership, the Board-superintendent relationship transformed from adversarial to productive and focused on improving academic achievement. This shift occurred despite the fact that Fryer served under 13 different Board members from 1998 to 2004. In 2003, the Board awarded Fryer with his highest performance marks ever and a new three-year contract.[9]

After an initial period of distrust, Fryer also improved relations with the local collective bargaining unit, Duval Teachers United (DTU). By SY04, both DTU President Terrie Brady and Fryer described their organizations' relationship as "productive and collaborative." Fryer also mobilized the Jacksonville business community. In January 1999, area CEOs established the World Class Alliance for Education to coordinate financial and volunteer efforts with High Five goals.

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[6] Nancy Mitchell, "Fryer says yes to schools post," *The Florida Times-Union*, June 17, 1998.

[7] Nancy Mitchell, "I just don't quit," *The Florida Times-Union*, August 2, 1998.

[8] Adopted in 1996, the Sunshine State Standards (SSS) specified the knowledge and skills students were expected to master in seven subjects in grades pre-K through 12.

[9] Cynthia L. Garza, "Questions and answers: John Fryer," *The Florida Times-Union,* April 20, 2003.

High-stakes Accountability: External and Internal Demands for Data

At the turn of the twenty-first century, DCPS had to respond to mounting external pressures to report student-achievement data. Concurrently, Fryer's commitments to standards-based education and developing a results-oriented system created an internal demand for data.

Federal and state regulations In January 2002, President George W. Bush signed into law the *No Child Left Behind Act of 2001* (NCLB), a framework for improving the country's public schools driven by rigorous standards and high-stakes accountability. NCLB set a nationwide goal for all public school students to achieve proficiency in reading and mathematics by 2014 and established annual adequate yearly progress (AYP) targets to benchmark schools' progress. For the first time, states, districts, and schools were required to report a wide range of achievement data, and schools were rewarded or sanctioned based on their students' performance (see **Exhibit 3** for key NCLB provisions).

Concurrently, Florida boasted a rigorous standards-based state accountability system. The Florida A+ Accountability Plan (A+ Plan) rated each Florida public school annually with a letter grade, ranging from A to F, based on students' participation, performance, and growth on the Florida Comprehensive Achievement Test (FCAT).[10] School and district rankings quickly became front-page news and carried serious consequences. While high-performing schools earned monetary and other incentives, D and F schools, labeled "challenged schools," received school improvement funds and frequent state monitoring. If a school received two F grades in four years, districts had to provide students with an "opportunity scholarship"—the ability to transfer into a higher-performing public school or a voucher to attend a private school. In SY03, the Florida Department of Education aligned the A+ Plan with NCLB requirements.

Fryer's drive for data Fryer quickly realized that the district lacked the information systems to track student, school, and district progress toward the High Five goals and state standards. Chief of Staff Nancy Snyder recalled the superintendent drawing an analogy to his military career: "Mr. Fryer often said, 'I could not have survived in air-to-air battle in my F-16 if my radar had only swept once a year. I need an instrument panel or a dashboard if I'm going to fly this plane at DCPS. We need real-time data about how our students, schools, and staff are doing if we're going to learn and continuously improve over time.'"

The nameplate outside Fryer's office, "Chief Learner," revealed his approach toward data as a resource for learning rather than for punitive or command-and-control purposes. Signaling his commitment to instilling data-driven decision making in DCPS, Fryer moved Director of Research and Evaluation Tim Ballentine and his team next door to the superintendent's office. When Fryer arrived, the district did not have its own infrastructure to house historical student data; instead, DCPS paid to use the City of Jacksonville's computer mainframe. Frustrated with the costs and inefficiencies of this arrangement, Fryer charged Ballentine with creating a data warehouse in SY00, enabling the district to store, update, and retrieve data daily. Fryer also directed staff to establish a mission control room (MCR) to graphically display the district's annual performance and progress toward the High Five goals (see **Exhibit 4** for MCR indicators). As a result of the district's new data

[10] The FCAT measured students' progress toward meeting the Sunshine State Standards (SSS). The A+ Plan required annual FCAT testing in reading and math for every grade 3–10 student; writing in grades 4, 8, and 10; and science in grades 5, 8, and 10. See "A+ Plan for Education," Governor Jeb Bush's official Web site, http://www.myflorida.com/myflorida/government/governorinitiatives/aplusplan/index.html, and "FCAT," Florida Department of Education Web site, http://fcat.fldoe.org/, accessed May 6, 2004.

investments, DCPS officials estimated that spending on research, evaluation, and technology increased from 1.3% to 2.1% of the annual budget between SY98 and SY04 (see **Exhibit 5**).

Developing the data-driven principal Fryer's own priority was to support his "core commanders," the principals, and specifically to strengthen their ability to use data to improve teaching and learning in the classroom. Fryer and his five regional superintendents revamped the recruitment, training, and evaluation procedures for principals to focus on instructional leadership and data-driven decision making. Principals visited the MCR during monthly principal conferences instituted in SY99, and many constructed similar rooms in their own schools. Starting in SY01, Ballentine's team created "research data affects change" (RESDAC) reports to provide every principal with student data; however, many principals viewed the 500-plus page RESDAC spreadsheets as more cumbersome than helpful.

Introducing the AIDE data system As DCPS struggled to provide actionable data to principals, the district drew upon the expertise of some data-savvy staff. Jill Budd, principal of Duncan Fletcher Middle School, and Patrick Barr, a district information technology staff member, began designing templates that Budd could re-create throughout the year. As news of Barr and Budd's innovations spread, Fryer asked Barr to build a user-friendly and interactive Web-based tool so that all principals could run similar reports. In response, Barr developed and piloted the Academic Interpretation and Data Evaluation (AIDE) system in SY03.[11]

AIDE allowed principals to view and analyze the RESDAC student data from their desktop computers. As did the RESDAC reports, AIDE student records contained demographic information (e.g., age, ethnicity) and achievement data (e.g., FCAT scores and course grades for the previous year). AIDE disaggregated students' FCAT scores by the subject tests' skill sets, called "strands" (see **Exhibit 6** for FCAT subject-test strands). AIDE also identified academically at-risk students by assigning one of five additional AIDE variables based on the student's FCAT performance. For example, AIDE assigned the variable "lowest 25%" to any student whose FCAT scale score fell in the school's bottom quartile.

Principals received AIDE datasets five times during the school year, one prior to the first day of class and updated versions at the end of each quarter, that included course grades and benchmark test results. Principals were able to create color-coded reports that sorted and presented student data for the entire school or by grade, subject, teacher, individual student, or FCAT achievement level, which ranged from a low of one to a high of five with three considered "proficient." The colors reflected students' FCAT levels: red identified Level 1s and 2s; green Level 3s, 4s, and 5s; and yellow flagged students to monitor.

In SY04, all principals and their administrative leadership teams had access to and were expected to use AIDE. At the end of SY04, the district launched Managing Academic Progress (MAP), a management tool developed by Barr that contained 81 suggested AIDE tasks for principals to complete during the school year (see **Exhibit 7**). Barr also designed AIDE Express, a wizard-based report program that answered the 10 most frequently asked data questions in AIDE.

Reactions to AIDE Principals voiced various opinions about how the RESDAC and AIDE data had changed their role and use of time. One middle school principal welcomed the ability to "see where my students are, where we want them to be, and key areas we need to improve in to get there." Others, like one challenged school principal, felt overwhelmed: "My education did not

[11] Barr issued DCPS an unlimited free license to use AIDE from his private software company, Academic Performance Series.

prepare me to be a data analyst. And if I cannot understand the data or figure out next steps, how can I expect that of my teachers?" Most principals agreed, however, that the availability of data was helpful, and one high school principal praised the AIDE program for making the data so accessible:

> The data is very friendly now, and now that it's color coded, you can pull it up and people see exactly what the data is saying. It's like a traffic light. Anything that shows up in red means that you're in trouble and you really need to look in those areas. If it has yellow, it means that you're cautious, and green means you're OK. It's really useful when you have conferences with teachers, parents, and students.

A challenged-school elementary principal noted the impact of data on her teachers:

> Data has been a powerful tool for changing teachers' beliefs. The data showed that some teachers who always believed they were the best in the school actually weren't making the highest gains, which devastated some of the teachers but also motivated them to learn new techniques. The data also dispelled the belief that some students just cannot learn at high levels—they can improve, they just need effective and differentiated instruction.

Managing with Data at Lake Shore Middle School

Principal Iranetta Wright

A graduate of Duval's William M. Raines High School, Wright joined DCPS in 1993 as a mathematics teacher at Douglas Anderson School for the Arts. After four years in the classroom, she left DCPS to become a successful senior salesperson for Mary Kay Cosmetics. After winning the Mary Kay pink Cadillac for her record high sales, Wright decided to return to her self-described "passion," teaching, and was hired as a special education teacher at Lake Shore Middle School in SY98. During the year, Wright assumed various leadership positions and earned her administrative credential. She served as assistant principal at Fletcher Middle School from SY99 to SY02 and was appointed vice principal in SY03. Wright flourished under Principal Jill Budd's leadership in learning how to mine the RESDAC and AIDE data files. She recalled:

> When we piloted the AIDE program in SY03, our data-mining work became much less time consuming and tedious, which really allowed us to focus on being diagnostic and prescriptive as instructional leaders. In other words what's really important—what specifically were we going to do differently to help every student achieve at high levels. AIDE also made it easier to draw our coaches and teachers into the conversations about student performance. Finally, when everyone in the school had the data, we all had to take ownership of it and teachers started analyzing the data themselves. As our superintendent likes to say, "There's nowhere to hide."

In July 2003, Wright returned to Lake Shore, this time as a first-year principal. Region III Superintendent Mary Brown commented on Wright's selection, "We thought that Iranetta had the energy and experience—particularly the skills she developed using the AIDE data at Fletcher—to be a guiding light at Lake Shore and help move that school forward." Wright also considered her appointment to Lake Shore "a perfect match" given her prior experience in the school, expertise with the school's large special needs student population, and commitment to high performance.

Lake Shore Demographics and Achievement

In SY04, Lake Shore Middle School enrolled 1,293 students in grades six through eight. Fifty-two percent of Lake Shore's students were African-American, 38% white, 5% Hispanic, and 4% Asian. Nearly 60% received free or reduced-price meals, 20% participated in special education, and less than 1% were limited English proficient.

Lake Shore had enjoyed stable leadership, as Wright's predecessor served as the school's principal from SY95 through SY03. In concert with Fryer's districtwide reform efforts, Lake Shore had implemented standards-based reforms schoolwide, used mathematics and literacy coaches to help improve teachers' practice, and enrolled many veteran teachers in data analysis training workshops. Lake Shore students performed below district and state averages (see **Exhibit 1**), and the DCPS individual school profile demonstrated that a wide achievement gap divided white and minority students (see **Exhibit 8**). At the end of SY03, Lake Shore's state letter grade improved from a D to a C.

Lake Shore's Action Plan

Strategic Planning

Needs assessment Wright remembered her first days as the new Lake Shore principal. Excited, and a bit overwhelmed, she called Lake Shore's leadership team—comprising her vice principal, three grade-level or house administrators, mathematics and literacy coaches, department chairs, and lead teachers—together to start planning for SY04. Wright and her team assessed the overall needs of their sixth, seventh, and eighth graders by running the AIDE FCAT executive summary reports for reading and math (see **Exhibit 9**). Red dominated the color-coded reports, as about 70% of Lake Shore's students were performing below grade level as reflected by their Level 1 or 2 FCAT scores.

Next, the team generated the FCAT reading and math content score A+ reports to show how individual students scored on the different FCAT strands (see **Exhibit 10**). From these, Wright and her colleagues identified two major areas of weakness across all grade levels: words and phrases on the reading exam, and number sense in mathematics. Using the A+ report's real-time calculator, the team calculated that at least 50 students would need to move up to a Level 3 on both the FCAT reading and math exams in order to improve Lake Shore's letter grade to a B. The companion FCAT reading and math content score NCLB reports showed that Lake Shore's African-American, Hispanic, and limited English-proficient students did not meet NCLB adequate yearly progress (AYP) goals in SY03. An NCLB calculator enabled the team to see the percentage of students in each ethnic or ability group that would need to make gains on the FCAT to meet AYP targets for SY04.

The team also looked at reports to see how students of different teachers in the same grade level and subject performed on the FCAT (see **Exhibit 11**). A teacher demonstrated "gains" if an average of his students' FCAT achievement level increased; a teacher showed "losses" if her students' achievement level declined. Wright also pulled student data from Lake Shore's eight elementary feeder schools to get a sense of the incoming sixth graders. While seven of the feeders were A schools, sixth graders' performance had often dropped once they came to Lake Shore in past years.

The school faced additional challenges. In order to comply with Florida's new class-size reduction amendment and fill vacant positions due to attrition, Wright had to hire 23 teachers (about a quarter

of the teaching staff) before the first day of school.[12] Lake Shore was also scheduled to receive 112 opportunity scholarship students transferring out of low-performing schools.

Designing a school improvement plan As required by state law, Wright met with her school advisory council (SAC) in August to design Lake Shore's school improvement plan (SIP). As with all schools in DCPS, the SIP articulated the school's targets and strategies to meet Fryer's High Five goals. The district set the school's annual academic achievement targets based on the long-range goal of having every student score a 3 or above on the FCAT and demonstrate at least one year's growth on the test. Based on their needs assessment and data analysis, Wright, her team, and the SAC established targets for the other four High Five goals and outlined strategies, timelines, and responsibilities for all five goals.

Organizing to Meet Students' Needs

Class scheduling Lake Shore's 85 teachers worked in teams of four (math, reading, social studies, and science teachers), with each team assigned between 85 and 100 students. Teachers "looped" or remained with the same students in seventh and eighth grades. Wright selected specific teachers to work with some of the more at-risk students in remedial math and reading classes, which enrolled approximately 450 students with Level 1 FCAT scores. She then distributed students by FCAT level proportionately across the other teams. When teachers arrived for their in-service planning day before the first day of school, they received AIDE data profiles on every student in their class and on their team, often referred to within the district as "the hand you've been dealt." A first-year sixth-grade math teacher recalled feeling "overwhelmed by the data at first. My class report was almost entirely red with every student scoring a Level 1 or 2. I was new, and they were deficient in almost every area; we were starting at ground zero together."

Schoolwide interventions Recognizing that nearly 70% of Lake Shore students were performing below grade level, Wright instituted a number of schoolwide interventions. Wright asked every student to read 25 books per year, a campaign originally introduced by Fryer in SY99, and continued the "Principal's Book of the Month" initiative, which began under her predecessor. During monthly department meetings, teachers and coaches selected a "reading strategy of the month" to reinforce literacy skills in the classroom. Wright also invited students' parents and family members to attend four family nights during the school year.

Safety nets Wright and her colleagues designed "safety net" programs to provide extra support to low-performing students. Safety nets were targeted at students scoring Level 1 or Level 2 on the FCAT, students performing in Lake Shore's lowest 25%, and bubble students, those scoring 10 points above or below a Level 3. Year-round safety nets included new remedial mathematics and reading classes and before- and after-school tutoring sessions. With the FCAT approaching in mid-February, Wright sent student profile reports (**Exhibit 12**) to the parents and family members of the Level 1 and 2 students in January. Wright sent the report with a cover note identifying the student's weakest strands and inviting the student to attend a two-week after-school "ramp-up" session focused on his or her specific strand(s) of weakness.

Supporting teachers to use data Given the high percentage of new teachers, Wright and her leadership team provided biweekly training sessions for teachers and staff on data analysis, FCAT

[12] In November 2002, Florida voters approved a constitutional amendment limiting class sizes to 18 students in grades K-3, 22 students in grades 4–8, and 25 students in grades 9–12 by SY11. Implementation began in SY04. See "Class Size Reduction Amendment," Florida Dept. of Education Web site, http://www.firn.edu/doe/arm/class-size.htm, accessed July 2, 2004.

strands, standards, and instructional strategies. Additional training was provided in mandatory grade-level meetings that took place monthly during teachers' free planning period and in quarterly "vertical breakouts," required meetings for teachers of the same subject across grade levels that occurred on paid professional development days. Teachers were also encouraged to attend monthly department meetings before school and to maintain and update data notebooks to track students' progress over the year.

In addition to making data more accessible, Wright tried to change teachers' attitudes, commenting, "I want our teachers and staff to understand that the data is here to help us learn how we can be more effective for our students. It's not an 'I got you.' We're all in this together because Lake Shore's test scores are public, everyone knows our business. We have to know why our students are struggling and what our challenges are in order to improve."

Monitoring Performance

Student assessments Lake Shore staff evaluated students' progress during the school year through two schoolwide assessments. In October, Lake Shore administered a prewriting assessment to all students in anticipation of the eighth graders' first FCAT writing exam in February. In early January, all students took an FCAT reading and mathematics practice exam prepared by Lake Shore's math and literacy coaches.

While teachers frequently asked for benchmark data, literacy coach Katrina Short observed that the practice exam had limited impact: "The students scored very low on the practice exams, but we didn't believe that those results adequately reflected their performance or all the work we had done in the fall to prepare them for the FCAT. Instead, we thought we had designed the test poorly. In retrospect, we know that what the test was telling us was more right than wrong." Wright shared the results of the practice exam with teachers and students, arguing that "I learned during my time at Fletcher that comparing teachers and classrooms fosters a healthy competition in the school, especially among the students. They start saying, 'We have to beat Ms. Green's class on this test or the FCAT.' "

Concurrently, individual teachers designed their own tests and projects to evaluate students, and departments administered common assessments at the end of each nine-week quarter. Teachers discussed student progress in weekly team meetings during their planning periods, their department and grade-level meetings, and oftentimes informally during breaks or after school. Using an AIDE quarterly tracking chart, administrators and teachers monitored students' course grades, compared student achievement across teacher teams, and identified students earning below a 2.0 grade point average (GPA).

However, the most intensive and anticipated student assessment was the FCAT 2004. All Lake Shore students took the FCAT reading and math exams over four days in mid-February. Eighth graders also took the FCAT science and writing tests.

Teachers' performance Wright and her administrative team developed the "quick peek" process to evaluate teaching and learning at Lake Shore. During a quick peek, Wright or another administrator observed a classroom for about 15 to 20 minutes and evaluated the teacher's implementation of the Sunshine State Standards and use of effective instructional strategies using a checklist aligned with the teachers' formal evaluation rubric (see **Exhibit 13**). The administrator left a copy of the quick peek checklist with the teacher, and either party could ask for a follow-up meeting to discuss the feedback. Administrators conducted about one quick peek per month for every teacher.

As needed, Wright and her administrators scheduled conferences with teachers performing below their expectations. Wright met with every teaching team at the end of each quarter to discuss its students' performance. If any student on the team was earning below a 2.0 GPA, Wright handed out a student profile report (see **Exhibit 12**) to each team member and asked the team to design a comprehensive strategy to help the student improve. Wright also used the opportunity to compare student achievement across teaching teams.

School performance Wright shared Lake Shore's challenges and current issues with other principals, Regional Superintendent Brown, and the regional director during the Region III monthly principal conferences. The SAC reviewed the school improvement plan twice during the school year. Two small teams of visiting principals and central office staff conducted a "snapshot"—a districtwide process used to observe the implementation of standards in schools—at Lake Shore. At the beginning of the year, a data-driven decision-making snapshot team met with Wright, observed classrooms, and evaluated Lake Shore using a districtwide rubric (see **Exhibit 14**). The snapshot team found Lake Shore to be in the lowest implementation level, or preparing stage. In March, a second snapshot team observed Lake Shore's implementation of reading standards and again found the school in the preparing stage. Wright remarked:

> The reading snapshot was a real eye-opener. Even with all the teacher training and observations we've done, we learned that our teachers were not connecting all of the dots—the standards, our students' areas of deficit on the FCAT, the instructional strategies our coaches try to model, etc. After the snapshot, I gave every teacher the implementation rubric and the observers' feedback. We met as a school and discussed teachers' questions, what each level on the rubric meant, and shared ideas about how to improve.

Measuring Results

Principal and teacher evaluations In September, Wright entered her school improvement plan targets for each of the High Five goals into the online Appraisal Plus system, the district's performance-evaluation tool for school administrators implemented in SY03. Administrators received points based on how many targets were achieved. The targets were weighted according to the High Five goals: academic performance (40%), safety and discipline (10%), high-performance management (25%), learning communities (10%), and accountability (15%). Based on the total score, administrators were recommended for *incentive, annual reappointment, probationary annual reappointment,* or *no reappointment*. During Wright's midyear review in January, she and Brown discussed Lake Shore's progress toward the school's academic targets established by the central office. Wright recalled that "In January, I still felt very optimistic that we would meet our academic performance targets."

Wright frequently discussed student-achievement data with teachers during quick peeks, conferences, quarterly meetings, and the districtwide teachers' evaluations that took place every March. She explained the role of student-achievement data in teachers' evaluations:

> I make reference to how students performed on the previous year's FCAT—if they made gains or losses—and how students are performing during the current school year, but we're not at the point yet where we use FCAT data alone to dismiss or reward someone. There are just too many other variables that impact how a student scored and other reasons why a teacher may not be effective for Lake Shore students. In fact, I dismissed one teacher this year whose students made quite high gains on the FCAT.

School climate survey Administered in every DCPS school each spring, the SY04 school climate survey asked parents, employees, and students to rate their school's quality of instruction, staff, and safety. Compared to the SY03 survey results, Lake Shore students and staff gave higher marks for the principal's leadership, implementation of standards, and quality of instruction; however, parents' satisfaction declined slightly in these same areas.

FCAT 2004 In mid-May 2004, the Florida Department of Education released the 2004 FCAT results (see **Exhibit 1** for Lake Shore's results). Wright was clearly disappointed that the school had not met its academic performance targets. The percentage of Lake Shore's sixth and seventh graders scoring a Level 3 or above in reading had dropped between eight and 10 percentage points, while eighth graders made small gains. In math, sixth graders' performance also declined by five percentage points, while seventh and eighth graders' scores remained stagnant.

Wright also analyzed the data by teacher. Since the new FCAT data would not be uploaded into the AIDE program for a few more weeks, Wright created her own chart that showed students' gains and losses by teacher and distributed the chart to every teacher (see **Exhibit 15**). Wright explained her rationale for the transparency:

> Reporting the gains and losses by teacher helps us start very specific conversations with our teachers about their students' performance and to identify curriculum and instructional gaps. I expect teachers who are teaching the same subject, grade, and level kids to have gains within plus or minus 5% of each other. If one doesn't, we need to explore if there is an issue with that teacher's instructional strategies. On the other hand, if all the teachers have very low gains or losses, it may signal a curriculum issue—either something is getting taught out of sequence or not at all.

By Wright's calculations, Lake Shore's letter grade would drop to a D and the school would not demonstrate adequate yearly progress under NCLB. Wright shared her reaction:

> At first, I was deflated because we had put in so much time and hard work, and we felt we had been very strategic in our efforts. Then, I started looking at the results by grade level and strands, and the performance of specific students. I want our school to first celebrate what worked well. Then, we need to talk about what the data is telling us in order to start learning what we can do differently to improve next year.

Challenges for Continuous Improvement

Professional Development: Translating Data Analysis to Instructional Strategies

Teachers Lake Shore's staff observed that teachers needed additional professional development to make their instruction more data driven. A veteran math teacher said, "We really needed more training up front about what content areas and skills are going to be tested in each FCAT strand." A remedial math teacher commented, "Over 75% of my Level 1 sixth graders made gains on the 2004 FCAT math exam. Some of my students went from a Level 1 to a Level 4 in one year! It is amazing, but I need help trying to figure out which instructional strategies had the most impact so that we can share them with other teachers and schools."

Wright observed that the "reading strategy of the month" professional development sessions had not been as effective as she had hoped. Wright also noted that she could have done a better job of

sharing student data with teachers: "This year, we only gave teachers the student profile reports for students identified as at risk for failing at the end of each quarter. Otherwise, teachers never saw how their students performed in other subjects or content areas of the FCAT."

Administrators Wright acknowledged that she was trying to build expertise on her leadership team: "Our coaches, department chairs, house administrators, even my vice principal and I, all need more training. We're all trying to learn how to learn from the data together." Fryer acknowledged that strengthening the capacity of principals and other administrators to analyze and use data proved an ongoing challenge for the entire district: "Learning how to support our new and experienced principals to use data more effectively is a constant training need. We reinforce the message that data-driven decision making is integral to being an effective instructional leader through our monthly principal conferences and the summer principal institute."

Training and Supporting New Teachers

Wright and others described the difficulties associated with providing adequate training and support to Lake Shore's high number of new teachers. By the end of SY04, Lake Shore had 35 first-year teachers—almost a third of its teaching force—who either started at the beginning of the school year or came midyear due to attrition, and the school expected to have about 20 new teachers in SY05. The impact on students was tangible, as one parent and member of Lake Shore's SAC commented: "My daughter had three different seventh-grade science teachers this year and a substitute for half the year."

Wright observed, "We need to figure out a way to help our new teachers develop a sense of community here at Lake Shore, connect with other teachers and administrators, and get the mentoring and ongoing support that they need. I know that some of our first-year teachers just felt lost in the shuffle, isolated, and sometimes, overwhelmed." However, Wright also was quick to defend the performance of her first-year teachers, noting:

> Our FCAT scores declined the most in the sixth grade, which was also the grade with most of our new teachers and transfer students from low-performing schools. However, when I compared students' gains and losses across teachers, I was surprised to find that some of the first-year teachers had even higher percentages of students that improved their FCAT achievement level compared to the veterans.

Wright had company, as principals throughout DCPS struggled to train and support the massive influx of new teachers required to comply with the state's new class-size reduction (CSR) amendment. "The CSR requirements have stretched the district's training capacity far beyond what we could have ever programmed in advance," noted Fryer. Indeed, the district estimated that the new hires would increase the district's teaching force from 6,000 in SY03 to over 8,500 by SY05.

Curriculum, Assessment, and Alignment

Curriculum During the year, the Lake Shore staff identified some areas of misalignment among their curriculum, the state standards, and the FCAT. For example, a first-year sixth-grade math teacher recalled, "The FCAT practice exam at the end of January was a real wake-up call for me and the other math teachers. The test really pushed hard on fractions, but we had just started covering fractions in class. We switched gears and taught our students everything we could about fractions, but we really only had a few weeks before the FCAT."

Assessment Almost every Lake Shore teacher and administrator talked about the need for more frequent benchmark data. A veteran math teacher commented:

> I really wish we administered a baseline test at the beginning of the year to capture what students learned between when they took the FCAT in February and the end of the school year in May. Sure, the FCAT AIDE data is useful, but it misses four months of learning. And we need quarterly or end-of-unit assessments so that we can evaluate if our curriculum and lesson plans are truly aligned with the state standards and the FCAT and so we can pinpoint students' areas of weaknesses on an ongoing basis.

Assistant Superintendent for Curriculum and Instruction Ed Pratt-Dannals noted that these issues were not unique to Lake Shore. Pratt-Dannals described the challenge of aligning standards, curriculum, instruction, assessments, professional development, and performance evaluation as "a constant work in progress in which data plays an integral role. We used data to set our High Five targets and develop a strategic plan to reach them, but we are also constantly collecting data on our students to measure our progress, learn, and fine-tune our work." Pratt-Dannals also noted that "Our principals and teachers are constantly asking for districtwide formative assessments and benchmark tests so that they can assess students' progress in real time and not have to wait for the FCAT scores to come back at the end of the year."

Sharing Best Practices across Classrooms and Schools

The eighth graders' FCAT gains confirmed for Wright, her team, and teachers that "looping" was having a positive impact on student achievement. Wright commented, "By the time students reach eighth grade, their teachers already know their individual strengths and weaknesses and feel more ownership for their success. Unfortunately, we cannot start looping in the sixth grade because most of our sixth-grade teachers are only certified as elementary teachers and cannot teach seventh and eighth graders."

The availability of data also had the potential to galvanize discussions among teachers. A first-year math teacher said, "This year, 25% of my students improved on the FCAT. Next year, my goal is for 50% to make gains. I want to work with my team and other math teachers so I can figure out how to learn from my mistakes and know what questions to ask next year so that I can make that goal a reality." A veteran math teacher said that sharing teachers' gains and losses was sometimes uncomfortable, but useful:

> Two years ago, my students didn't improve and I was really embarrassed, but then I realized that I had to get over my pride and figure out my weak areas. We're all professionals, and we have to adopt the mind-set that we're all capable of learning how to learn from each other and improve. When I got Mrs. Wright's chart that showed the percentage of students who improved an FCAT level by teacher, I saw that 62% of my students made gains this year, but others teachers had over 80%, so I decided to ask those teachers what they did. We're all in this together, and it benefits me as much as another teacher to help each other.

However, a veteran social studies teacher observed, "We have a lot of support and training on data use this year, and we talk a lot about it as a team, but it's hard to find the time to analyze data in an in-depth way with other teachers and colleagues in an ongoing and meaningful way."

Creating a High-performance Culture with Accountability

Cultural changes at Lake Shore proved difficult and were often met with skepticism. Literacy coach Short noted, "One of our greatest challenges is getting total buy-in about the importance of data use and then to actually train teachers how to analyze data. Most of our new teachers were not trained in a college of education, so they are basically teaching the way they were taught and do not know what to do differently. And some of our veteran teachers resist change." Some veteran teachers suggested that Wright's appetite for data, leadership style, and focus on accountability had changed Lake Shore's culture and affected morale. A social studies teacher commented that the administration's attitude toward data use and teacher practice had gone from "benign neglect under the previous principal to micromanagement at times under Mrs. Wright." A mathematics teacher added, "Wright was very up front about wanting Lake Shore to be the first A school in Region III, and her management style has been very aggressive. Administrators had never visited our classrooms so often; we started calling this the 'year of observation.'"

Communicating Performance to Students, Parents, and the Public

Lake Shore and the district struggled to communicate performance results to students, parents, and the community. A veteran science teacher noted, "The data is a real blur for students and parents. The terminology and format are really in a language only spoken by teachers and administrators." "Parent involvement is very low," commented one veteran math teacher, adding, "We need to do a better job helping parents understand their children's data so they can support our work at home and by sending them to the extra tutoring sessions we offer."

Superintendent Fryer concurred but remained committed to analyzing and reporting data:

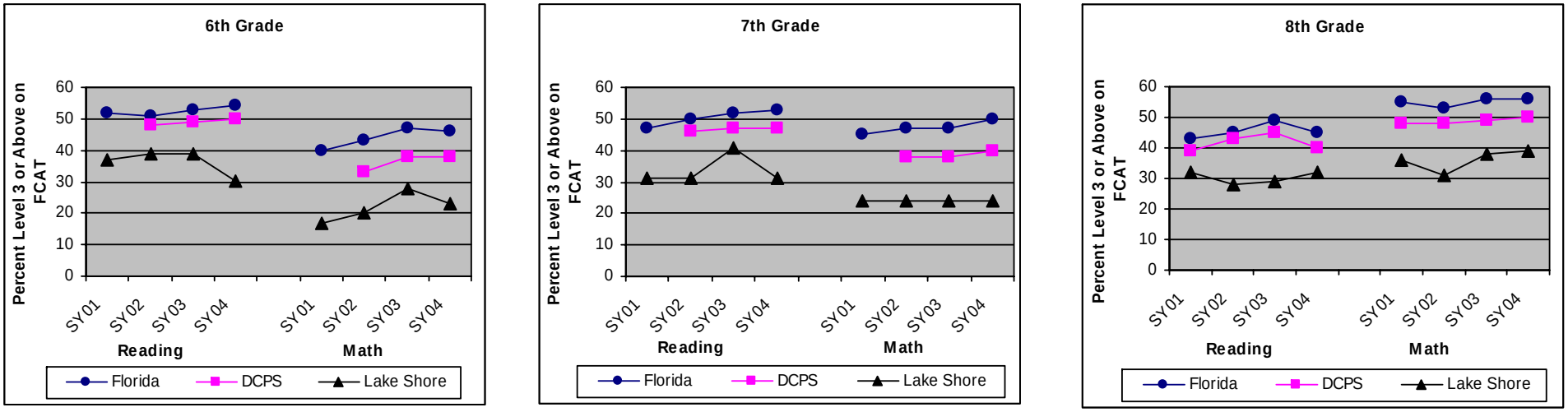
> One of our greatest challenges is figuring out how to communicate our progress and our ongoing work to the public. . . . We want people to look at our results, at what we've accomplished over the past five years. I feel comfortable showing the warts and all because I know what the warts mean—I can explain the data. We should be proud of where we've come, and it is OK to say we've still got a long way to go. My goal is the same as when I arrived in 1998, to make DCPS the highest-achieving urban school district in the country, and our data shows we're on our way.

Iranetta Wright Looks Ahead

Wright was cognizant of her leadership challenges and the district's expectations for results. She reflected, "We've done a lot at Lake Shore to promote rigorous standards, accountability for results, and high expectations for every student this year, so I think we'll be in a much better position to move forward next year. But I do feel like the pressure is on to make sure we show improvements next year." Wright entered the Region III office determined to communicate her vision to Regional Superintendent Brown.

Exhibit 1 Student Achievement Trends, SY01–SY04

Percentage of Students Meeting Florida State Standards in Reading and Math (FCAT Level 3 or Above)



	FCAT Reading				FCAT Math			
	SY01	SY02	SY03	SY04	SY01	SY02	SY03	SY04
Grade 6								
Lake Shore	37	39	39	30	17	20	28	23
DCPS	[a]	48	49	50	[a]	33	38	38
Florida	52	51	53	54	40	43	47	46
Grade 7								
Lake Shore	31	31	41	31	24	24	24	24
DCPS	[a]	46	47	47	[a]	38	38	40
Florida	47	50	52	53	45	47	47	50
Grade 8								
Lake Shore	32	28	29	32	36	31	38	39
DCPS	39	43	45	40	48	48	49	50
Florida	43	45	49	45	53	53	56	56

Source: "Reading Scores Statewide Comparison for 2001 to 2004, " "Mathematics Scores Statewide Comparison for 2001 to 2004," "Duval District (16) FCAT 2004 District Report, " "Duval District (16) Lake Shore Middle School FCAT 2004 Report," Florida Department of Education Web site, http://fcat.fldoe.org, accessed May 24, 2004.

[a]Not available. DCPS was not required to test the sixth and seventh grade in every school until SY02.

Exhibit 2 DCPS Demographics

SY04 DCPS Overview	
District Area Demographics (2000)	
Total population	778,879
Per capita income	$20,753
Families below poverty level	203,225
Median household income	$40,539
Percent of county residents holding college degrees	21.9%
Unemployment (2004)[a]	4.9%
Student Demographics	
Number of students (K–12)	129,553
White	46.2%
African-American	43.0%
Hispanic	4.8%
Asian/Pacific Islander	3.1%
Other	2.9%
Eligible for free and reduced-price lunch	49.2%
English-language learners	2.7%
Exceptional-education students	18.3%
Graduation rate (SY03)	63.7%
Dropout rate (SY03)	4.6%
Schools and Staff (sixth-largest district in Florida)	
Number of schools	166
Elementary	106
Middle/Junior High	26
Senior High	19
Alternative	8
Charter	7
Total full-time employees (FTEs)	12,125
Average teacher salary	$40,335
Student/teacher ratio[b]	
PK–3	19.7 : 1
Gr. 4–8	21.4 : 1
Gr. 9–12	22.5 : 1

Source: District area demographics cited in "Duval County Public Schools," School District Demographics System, National Center for Education Statistics (NCES), U.S. Department of Education, Bureau of the Census, U.S. Department of Commerce. NCES Web site, http://www.nces.ed.gov/surveys/sdds/singledemoprofile.asp?county1=1200480 &state1=12, accessed June 2, 2004. Student, schools, and staff data from district files and "Duval County School District," Florida Department of Education Web site, http://www.firn.edu/doe/eias/flmove/duval.htm, accessed June 15, 2004.

[a]Data for January 2004. "Metropolitan Area at a Glance: Jacksonville, FL," U.S. Department of Labor, Bureau of Labor Statistics Web site, http://www.bls.gov.eag.fl_jacksonville.htm, accessed June 16, 2004.

[b]District files.

Exhibit 3 Key Provisions of the No Child Left Behind Act of 2001 (NCLB)

The No Child Left Behind Act of 2001 (NCLB) replaced the Elementary and Secondary Education Act first authorized in 1965 and dramatically expanded the federal government's role in public education. Key provisions of NCLB required:

- Approval of state accountability plans by the U.S. Department of Education
- Annual testing of at least 95% of all students in grades 3–8 on state reading and math exams aligned with state academic standards by SY06
- All students and student ethnic/racial and ability subgroups to score proficient or above on state tests by SY14, all schools to meet state adequate yearly progress (AYP) targets toward the 2014 goal beginning in SY03, and districts to allow students to transfer out of schools receiving federal Title I funds that failed to meet AYP goals
- States and school districts to issue report cards on district and school performance disaggregated by student ethnic/racial and ability subgroups by SY03
- All schools to have "highly qualified" teachers in all core content areas by SY06

Source: Information summarized from "No Child Left Behind," *Education Week* Web site, http://www.edweek.com/context/topics/issuespage.cfm?id=59, accessed May 12, 2004.

Exhibit 4 Mission Control Room Indicators

Goal 1: Academic Performance	Goal 2: Safety and Discipline	Goal 3: High-Performance Management	Goal 4: Learning Communities	Goal 5: Accountability
1. FCAT performance by grade level, subject, and ethnicity	1. Parent perception of safety	1. School employee turnover rate	1. School volunteerism	1. Individual school profiles
2. FCAT performance vs. satisfactory grades	2. Student perception of safety	2. Employee satisfaction	2. Business partnerships	2. School improvement plans
3. Parent satisfaction with quality of instruction	3. Employee perception of safety	3. Teacher training	3. Kindergarten readiness	3. School department profiles
4. Student satisfaction with quality of instruction	4. Student conduct	4. School technology deployment and training	4. % of teachers with advanced degrees	4. Central office department improvement plans
5. Scholastic Aptitude Test (SAT) scores		5. Business services and purchasing	% of National Board-certified teachers	5. RESDAC/AIDE data
6. American College Test (ACT) scores		6. Facilities and maintenance	5. Student attendance	6. Learner profiles
7. Promotion rate		7. Transportation	6. Staff diversity	7. FCAT five-year performance
8. Four-year graduation rate		8. Instructional materials		8. A+ school grades
9. College readiness		9. Research, evaluation, and assessment		9. NCLB adequate yearly progress
10. Exceptional student education		10. Information technology		
11. Title I		11. K-12 educational administration costs		
12. Community education		12. Media services		
13. Applied technology and career development				
14. Magnet programs/school choice				
15. Academic and special programs				
16. Student services				
17. Jacksonville Urban Systemic Initiative				

Source: District files.

Exhibit 5 DCPS Financials, SY98–SY04

Table a Revenues and Expenditures SY98 - SY04

	1997/98	1998/99	1999/2000	2000/01	2001/02	2002/03	2003/04
Revenues							
Federal	$ 1,721,281	$ 1,619,099	$ 4,287,934	$ 1,541,684	$ 1,640,600	$ 1,743,019	$ 1,597,309
State	405,778,561	412,743,414	409,843,999	423,450,174	409,067,682	417,428,037	429,206,973
Local	187,160,106	196,592,494	197,071,118	216,142,053	217,155,008	234,176,776	257,345,909
Private and/or Other	3,478,322	13,908,446	13,108,764	15,544,242	2,867,611	20,590,997	3,679,152
Total	**$ 598,138,271**	**$ 624,863,452**	**$ 624,311,816**	**$ 656,678,153**	**$ 630,730,901**	**$ 673,938,829**	**$ 691,829,343**
Expenditures							
Direct Instruction	363,552,785	372,711,276	363,641,381	380,952,747	395,325,301	413,925,275	434,618,373
Instructional Support[a]	59,973,787	62,576,686	64,771,606	70,116,037	70,319,321	76,658,127	73,757,071
General Admin[b]	27,084,187	35,776,189	38,162,097	44,482,311	38,675,947	42,701,352	39,799,010
School Admin	27,569,944	28,724,260	29,774,026	31,019,725	32,386,035	34,184,716	35,077,253
Facilities & Constr	2,452,295	3,209,306	4,458,630	6,099,265	1,467,344	895,049	937,633
Transportation	34,881,420	35,187,650	38,117,798	38,379,368	37,377,704	36,442,825	30,599,691
Plant Op/Maintenance	66,175,995	66,160,831	68,585,174	69,912,426	60,192,888	74,995,358	60,990,820
Community Services	6,828,555	7,463,490	7,829,456	8,017,213	544,311	657,150	641,617
Debt Service	531,160	547,267	489,982	479,277	1,394,863	1,392,447	942,700
Transfers	57,729	813,393	778,971	1,026,606	2,138,689	170,187	1,392,312
Total	**$ 589,107,857**	**$ 613,170,348**	**$ 616,609,120**	**$ 650,484,976**	**$ 639,822,403**	**$ 682,022,487**	**$ 678,756,480**
Surplus/Deficit	**$ 9,030,414**	**$ 11,693,105**	**$ 7,702,695**	**$ 6,193,177**	**$ (9,091,503)**	**$ (8,083,658)**	**$ 13,072,863**

[a]Includes pupil personnel, media services, curriculum, and instructional staff training.

[b]Includes central and board administration, fiscal services, and central services.

Table b Research, Evaluation and Technology Expenditures as a Percent of Total Budget

	1997/98	1998/99	1999/2000	2000/01	2001/02	2002/03	2003/04
Total Expenditures	$ 589,107,857	$ 613,170,348	$ 616,609,120	$ 650,484,976	$ 639,822,403	$ 682,022,487	$ 678,756,480
Research, Evaluation & Technology	$ 7,399,351	$ 11,503,959	$ 13,586,960	$ 14,353,852	$ 13,609,341	$ 14,762,472	$ 14,047,334
Research, Eval & Tech as a % of Total	**1.3%**	**1.9%**	**2.2%**	**2.2%**	**2.1%**	**2.2%**	**2.1%**

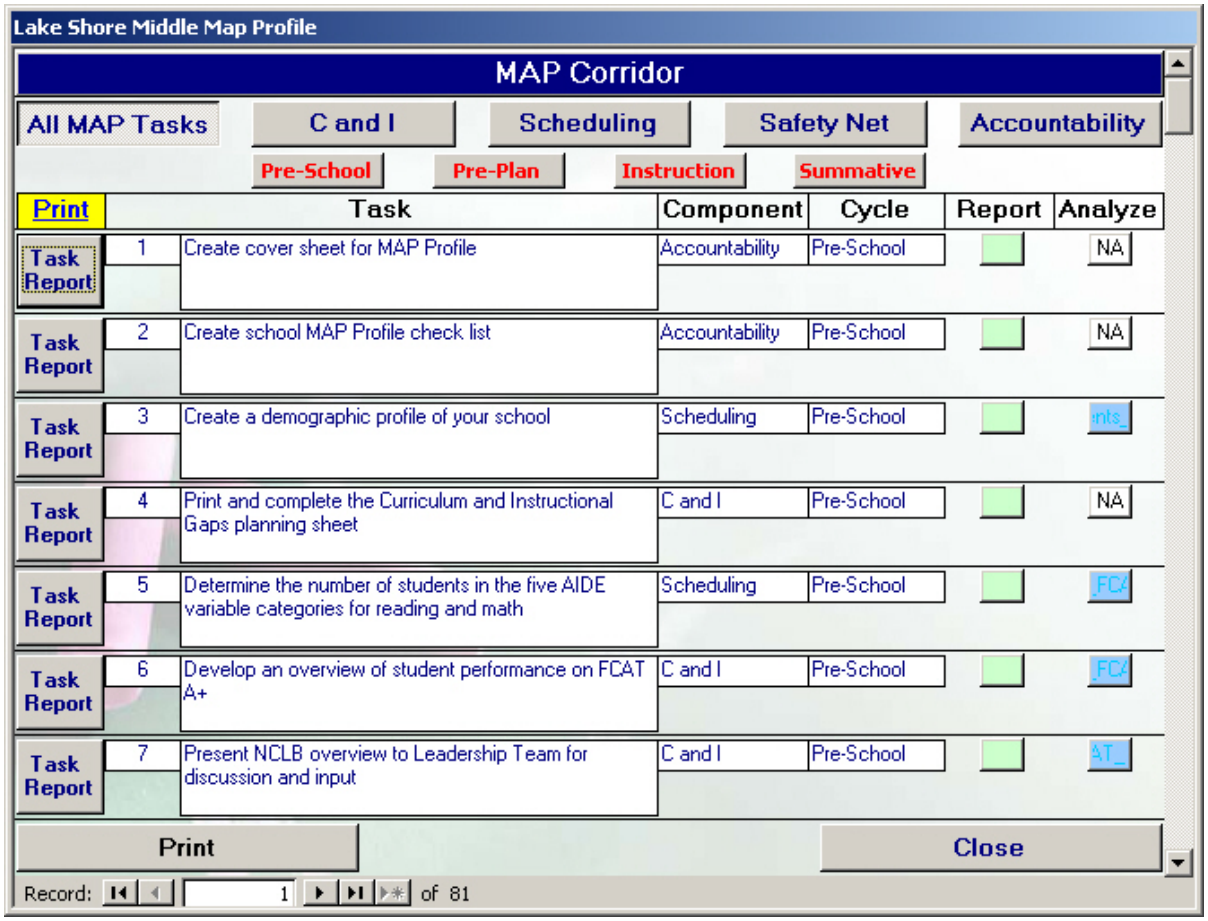
Source: District files.
Note: SY98–SY03 revenues and expenditures are audited, SY04's are unaudited.

Exhibit 6 FCAT Subject-Test Strands

Reading	Mathematics	Science	Writing
1. Words and Phrases in Context	1. Number Sense and Operations	1. Physical and Chemical Sciences	1. Expository or Narrative Essay (Gr. 4)
2. Main Ideas, Plot, and Purpose	2. Measurement	2. Earth and Space Sciences	Expository or Persuasive Essay (Gr. 8 and 10)
3. Comparisons and Cause/Effect	3. Geometry and Spatial Sense	3. Life and Environmental Sciences	
4. Reference and Research	4. Algebraic Thinking	4. Scientific Thinking	
	5. Data Analysis and Probability		

Source: Florida Comprehensive Assessment Test, Florida Department of Education, http://www.firn.edu/doe/sas/fcat.htm, accessed May 6, 2004.

Exhibit 7 Managing Academic Progress (MAP) Management Tool



The MAP corridor interfaced the MAP program with the Academic Interpretation and Data Evaluation (AIDE) system.

MAP tasks were divided into four instructional components: 1) *Curriculum and Instruction* (C and I), 2) *Scheduling*, 3) *Safety Net*, and 4) *Accountability*.

MAP tasks were also divided into four sequential cycles: 1) *Pre-School*: prior to the beginning of school, 2) *Pre-Plan*: began the first day teachers return to work and continued to the 10th instructional day, 3) *Instructional*: each 45-day instructional cycle, and 4) *Summative*: end of the school year.

Source: Management of Academic Progress (MAP) Administrative Guide. Copyright Accelerated Data Solutions 2002–2004. All Rights Reserved.

Exhibit 8 Lake Shore Middle School Individual School Profile

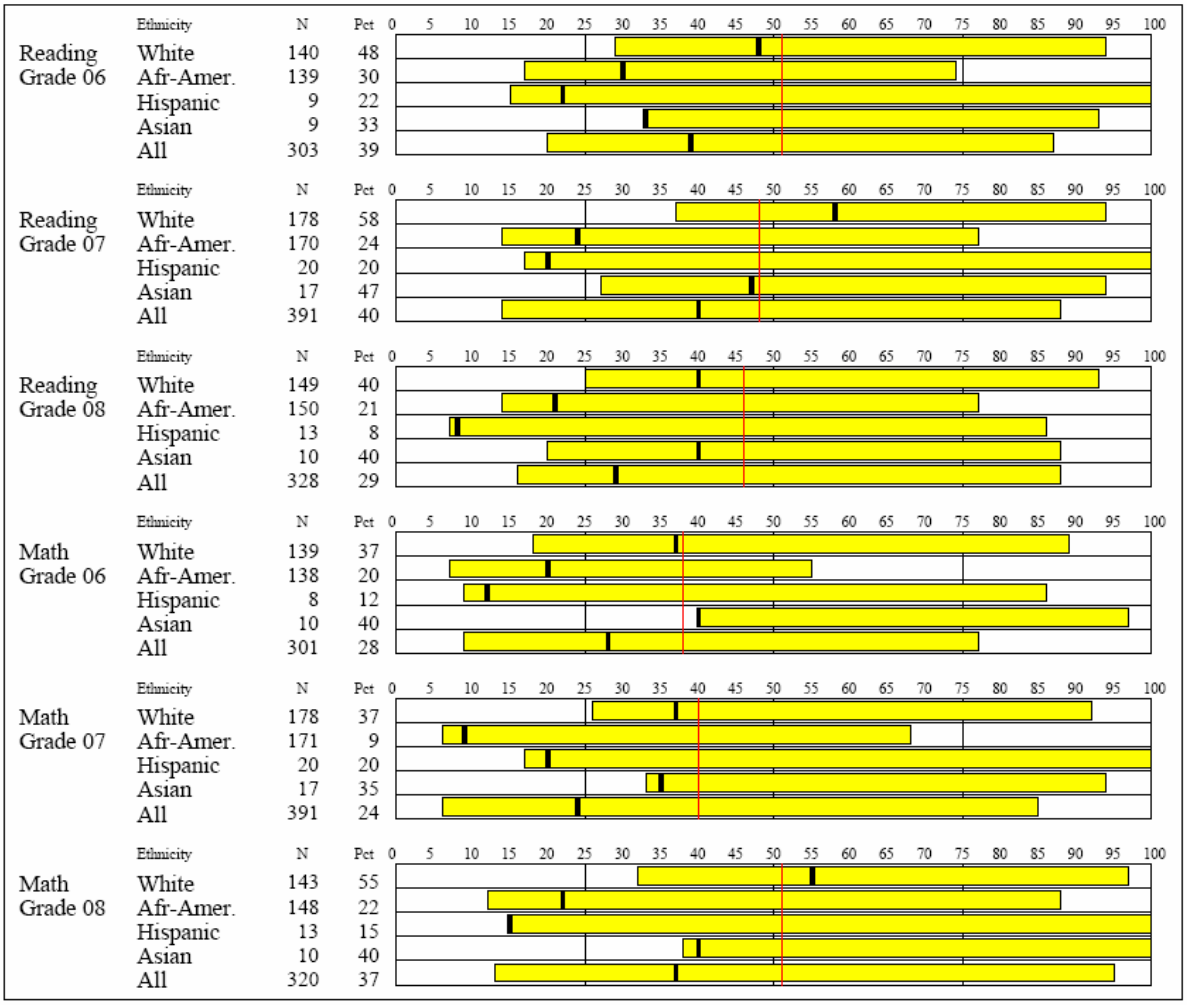
2002-2003 School Profile
LAKE SHORE MIDDLE SCHOOL # 69
Region 3

Legend

N:	Number of students evaluated.
Pct:	Percentage of students achieving the standard for this criterion, by ethnicity. (N/S if N < 6 for a single grade or N < 10 for multiple grades.)
Yellow bars:	Performance of all schools on this criterion, ranked from low to high.
Heavy dark vertical segment:	Performance of all students at this school.
Red vertical line:	Performance of all students in the district at specified grade level.

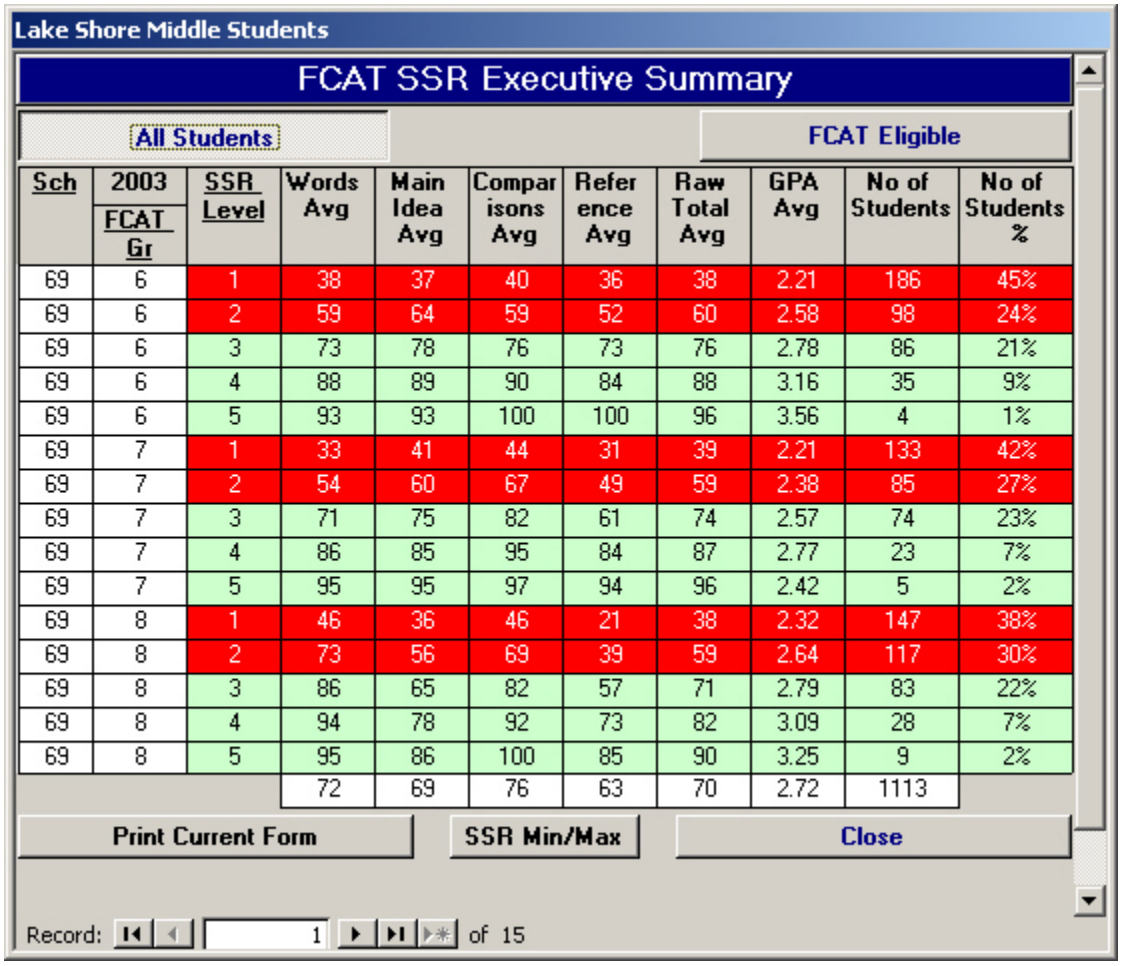
FCAT Sunshine State Standards (Percent of students at Student Achievement Level 3 or higher)

	Ethnicity	N	Pct
Reading Grade 06	White	140	48
	Afr-Amer.	139	30
	Hispanic	9	22
	Asian	9	33
	All	303	39
Reading Grade 07	White	178	58
	Afr-Amer.	170	24
	Hispanic	20	20
	Asian	17	47
	All	391	40
Reading Grade 08	White	149	40
	Afr-Amer.	150	21
	Hispanic	13	8
	Asian	10	40
	All	328	29
Math Grade 06	White	139	37
	Afr-Amer.	138	20
	Hispanic	8	12
	Asian	10	40
	All	301	28
Math Grade 07	White	178	37
	Afr-Amer.	171	9
	Hispanic	20	20
	Asian	17	35
	All	391	24
Math Grade 08	White	143	55
	Afr-Amer.	148	22
	Hispanic	13	15
	Asian	10	40
	All	320	37



Source: District files.

Exhibit 9 FCAT Sunshine State Reading (SSR) Executive Summary for Lake Shore Middle School



Lake Shore Middle Students

FCAT SSR Executive Summary

All Students | FCAT Eligible

Sch	2003 FCAT Gr	SSR Level	Words Avg	Main Idea Avg	Comparisons Avg	Reference Avg	Raw Total Avg	GPA Avg	No of Students	No of Students %
69	6	1	38	37	40	36	38	2.21	186	45%
69	6	2	59	64	59	52	60	2.58	98	24%
69	6	3	73	78	76	73	76	2.78	86	21%
69	6	4	88	89	90	84	88	3.16	35	9%
69	6	5	93	93	100	100	96	3.56	4	1%
69	7	1	33	41	44	31	39	2.21	133	42%
69	7	2	54	60	67	49	59	2.38	85	27%
69	7	3	71	75	82	61	74	2.57	74	23%
69	7	4	86	85	95	84	87	2.77	23	7%
69	7	5	95	95	97	94	96	2.42	5	2%
69	8	1	46	36	46	21	38	2.32	147	38%
69	8	2	73	56	69	39	59	2.64	117	30%
69	8	3	86	65	82	57	71	2.79	83	22%
69	8	4	94	78	92	73	82	3.09	28	7%
69	8	5	95	86	100	85	90	3.25	9	2%
			72	69	76	63	70	2.72	1113	

Print Current Form | SSR Min/Max | Close

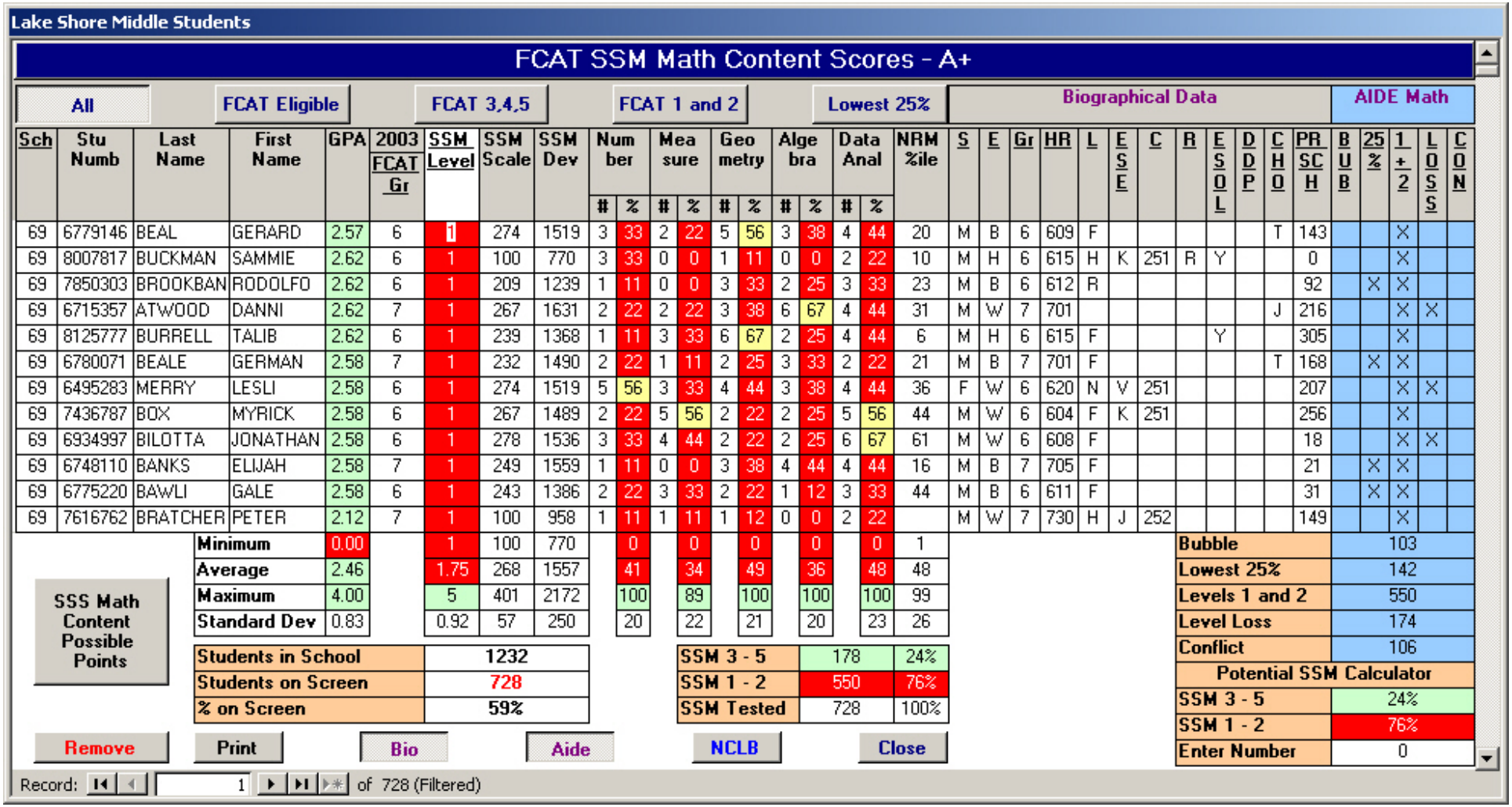
Record: 1 of 15

Source: Management of Academic Progress (MAP) and Academic Interpretation and Data Evaluation (AIDE). Copyright Accelerated Data Solutions 2002-2004. All Rights Reserved.

Legend

All Students	Sorted data for all students in school
FCAT Eligible	Sorted data only for students eligible to take the FCAT
Sch	School number
2003 FCAT Gr	FCAT 2003 results by grade level
SSR Level	Sunshine State Reading Level (ranged from low of 1 to high of 5)
Words Avg	Average % of points scored on Words and Phrases strand
Comparisons Avg	Average % of points scored on Comparisons strand
Reference Avg	Average % of points scored on Research and Reference strand
Raw Total Avg	Raw total average of points scored on FCAT Reading test
GPA Avg	Average grade point average
No. of Students	Number of students tested
No. of Students	Percentage of students represented
SSR Min/Max	Real-time calculator used to calculate minimum and maximum SSR level

Exhibit 10 FCAT Sunshine State Math (SSM) Content Score A+ Report for Lake Shore Middle School



Lake Shore Middle Students

FCAT SSM Math Content Scores - A+

All | FCAT Eligible | FCAT 3,4,5 | FCAT 1 and 2 | Lowest 25% | Biographical Data | AIDE Math

Sch	Stu Numb	Last Name	First Name	GPA	2003 FCAT Gr	SSM Level	SSM Scale	SSM Dev	Number #	Number %	Measure #	Measure %	Geometry #	Geometry %	Algebra #	Algebra %	Data Anal #	Data Anal %	NRM %ile	S	E	Gr	HR	L	ESE	C	R	ESOL	DDP	CHO	PRSCH	BUB	25%	1+2	LOSS	CON
69	6779146	BEAL	GERARD	2.57	6	1	274	1519	3	33	2	22	5	56	3	38	4	44	20	M	B	6	609	F						T	143			X		
69	8007817	BUCKMAN	SAMMIE	2.62	6	1	100	770	3	33	0	0	1	11	0	0	2	22	10	M	H	6	615	H	K	251	R	Y			0			X		
69	7850303	BROOKBAN	RODOLFO	2.62	6	1	209	1239	1	11	0	0	3	33	2	25	3	33	23	M	B	6	612	R							92		X	X		
69	6715357	ATWOOD	DANNI	2.62	7	1	267	1631	2	22	2	22	3	38	6	67	4	44	31	M	W	7	701							J	216			X	X	
69	8125777	BURRELL	TALIB	2.62	6	1	239	1368	1	11	3	33	6	67	2	25	4	44	6	M	H	6	615	F				Y			305			X		
69	6780071	BEALE	GERMAN	2.58	7	1	232	1490	2	22	1	11	2	25	3	33	2	22	21	M	B	7	701	F						T	168		X	X		
69	6495283	MERRY	LESLI	2.58	6	1	274	1519	5	56	3	33	4	44	3	38	4	44	36	F	W	6	620	N	V	251					207			X	X	
69	7436787	BOX	MYRICK	2.58	6	1	267	1489	2	22	5	56	2	22	2	25	5	56	44	M	W	6	604	F	K	251					256			X		
69	6934997	BILOTTA	JONATHAN	2.58	6	1	278	1536	3	33	4	44	2	22	2	25	6	67	61	M	W	6	608	F							18			X	X	
69	6748110	BANKS	ELIJAH	2.58	7	1	249	1559	1	11	0	0	3	38	4	44	4	44	16	M	B	7	705	F							21		X	X		
69	6775220	BAWLI	GALE	2.58	6	1	243	1386	2	22	3	33	2	22	1	12	3	33	44	M	B	6	611	F							31		X	X		
69	7616762	BRATCHER	PETER	2.12	7	1	100	958	1	11	1	11	1	12	0	0	2	22		M	W	7	730	H	J	252					149			X		
			Minimum	0.00		1	100	770		0		0		0		0		0	1																	
			Average	2.46		1.75	268	1557		41		34		49		36		48	48																	
			Maximum	4.00		5	401	2172		100		89		100		100		100	99																	
			Standard Dev	0.83		0.92	57	250		20		22		21		20		23	26																	

SSS Math Content Possible Points

Students in School	1232
Students on Screen	728
% on Screen	59%

SSM 3 - 5	178	24%
SSM 1 - 2	550	76%
SSM Tested	728	100%

Bubble	103
Lowest 25%	142
Levels 1 and 2	550
Level Loss	174
Conflict	106
Potential SSM Calculator	
SSM 3 - 5	24%
SSM 1 - 2	76%
Enter Number	0

Remove | Print | Bio | Aide | NCLB | Close

Record: 1 of 728 (Filtered)

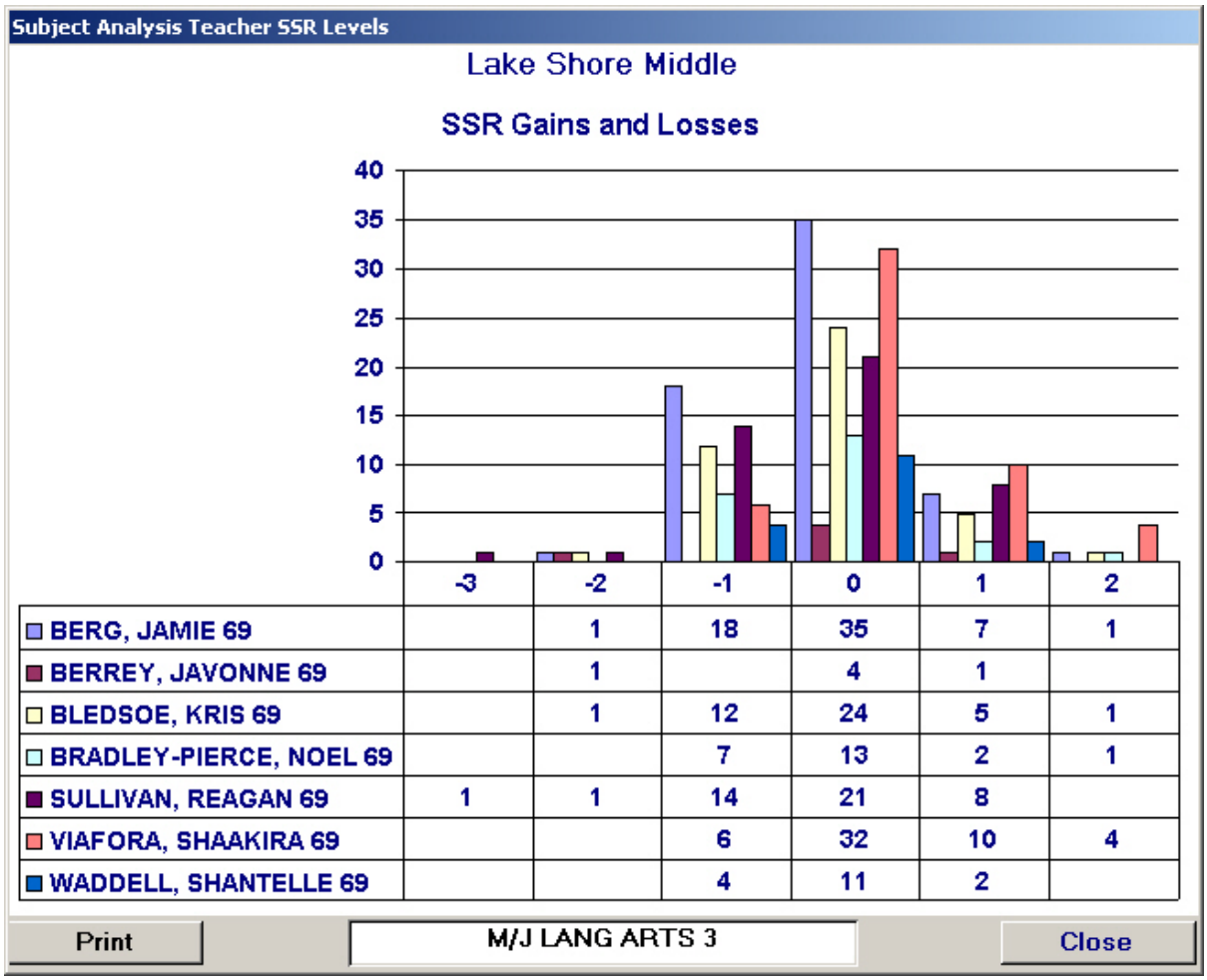
Source: Management of Academic Progress (MAP) and Academic Interpretation and Data Evaluation (AIDE). Copyright Accelerated Data Solutions 2002-2004. All Rights Reserved.

Note: Page 1 of a 728-page report. Student names have been changed. Data could be sorted by all students, FCAT eligible students, or by FCAT level (3–5, 1 and 2, or lowest 25%).

Legend:

GPA	Grade point average	#	# of points correct	Gr	Grade	R	Retained	BUB	Bubble
2003 FCAT Gr	Grade tested	%	% correct	HR	Homeroom	ESOL	English Learner	25%	Lowest 25%
SSM Level	FCAT Math Level	NRM%ile	Norm Reference %	L	Lunch status	DDP	Dropout Prevention	1 + 2	Level 1 or 2
SSM Scale	Scale score	S	Sex	ESE	Special Ed	CHO	Choice (voucher)	LOSS	Loss
SSM Dev	Development score	E	Ethnicity	C	Cost	PRSCH	Prior School	CON	Conflict

Exhibit 11 FCAT Sunshine State Reading (SSR) Gain and Loss Report for Language Arts 3 by Teacher



Source: Management of Academic Progress (MAP) and Academic Interpretation and Data Evaluation (AIDE). Copyright Accelerated Data Solutions 2002–2004. All Rights Reserved.

Note: Teachers' names have been changed.

Gain/Loss	Students' Change in FCAT Level from Prior Year
-3	# of students who dropped 3 FCAT levels
-2	# of students who dropped 2 FCAT levels
-1	# of students who dropped 1 FCAT level
0	# of students who maintained same FCAT level
1	# of students who increased 1 FCAT level
2	# of students who increased 2 FCAT levels

Exhibit 12 Student Profile Report

Lake Shore Middle Student Profile

CHRISTOPHER ARCHEVAL

Grade	Homeroom	GPA
7	704	2.41

Course Title	Qtr 1				Qtr 2				Qtr 3				Qtr 4				Exam	Final		
	Gr	A	T	C	Gr	A	T	C	Gr	A	T	C	Gr	A	T	C		Gr	A	T
7001 LANG ARTS 2	B-	0	0	YO	B	1	0	HM	B	0	0	W	A-	1	0	CM	87	B	2	0
7001 WORLD GEOG	F	0	0	OP	B-	1	0	CM	C+	0	0	HW	B	1	0	FW	73	C	2	0
7001 HEALTH 3		0	0			0	0		C+	0	0	O		0	0		65	C+	0	0
7001 COMP PHYS ED 2		0	0			0	0			0	0		A	1	0	M	100	A	1	0
7001 COMP PHYS ED 2	A	0	0	M	A	0	0	M	O	0	0	M		1	0				1	0
7001 MATH 2	D	0	0	M	C-	1	0	M	B	0	0	M	B-	1	0	M	100	C	2	0
7001 RESEARCH 3		2	0			1	0			2	0			3	0				S	0
7001 COMP SCI 2	D	2	0	NPT	C	1	0	M	C	2	0	M	C+	3	0	M	100	C	S	0
7001 READ 1	B	1	0	M	B-	1	0	M	C	2	0	M	C-	0	0	M	70	C	4	0
7001 RESEARCH 4		2	0			1	0			2	0			3	0				S	0
Average	2.00				2.83				2.33				3.00					2.43		

Sunshine State Reading Scores

2003FCAT Grade	7	2002FCAT Grade	6	Gain/Loss
2003SSRLevel	2	2002SSRLevel	3	-1

Sunshine State Reading Content Scores

2003Writing	Words and Phrases	Main Idea and Purpose	Comparisons	Reference and Research
2003Content Scores	50	50	58	71
Bench Mark 1				
Bench Mark 2				
Bench Mark 3				

SSR AIDE Variables

Scored 10 Points Over or Below Level 3 Cut Score	Scored in the lowest 25% of the class	Scored in SSRL Level 1 or 2	Less or least 1 SSRL Level	Got A of 30 but scored SSRL Level 1 or 2
		X	X	

Sunshine State Mathematics Scores

2003FCAT Grade	7	2002FCAT Grade	6	Gain/Loss
2003SSMLevel	2	2002SSMLevel	2	0

Sunshine State Mathematics Content Scores

	Number Sense	Measurement	Geometry	Algebraic Thinking	Data Analysis
2003Content Scores	78	33	50	33	44
Bench Mark 1					
Bench Mark 2					
Bench Mark 3					

SSM AIDE Variables

Scored 10 Points Over or Below Level 3 Cut Score	Scored in the lowest 25% of the class	Scored in SSM Level 1 or 2	Less or least 1 SSM Level	Got A of 30 but scored SSM Level 1 or 2
		X		

Source: Management of Academic Progress (MAP) and Academic Interpretation and Data Evaluation (AIDE).

Note: Sample data, fictional student name.

Exhibit 13 Lake Shore Classroom Teacher Observation Rubric: Quick Peek

Lakeshore Middle School
2003-2004
Quick Peek

Name: _____ **Date:** _____

Class Period: _____ **Subject:** _____

Observer:_____ **Time began:**_____ **Time ended:**_____

- ☐ Performance standards posted (A, D)
- ☐ Word/Concept Wall (A, B)
- ☐ Rituals and Routines posted (A, B, C)
- ☐ Evidence of planner in use (A, C, F)
- ☐ Evidence of author's chair/sharing area (A, B, C)
- ☐ Evidence and advertisement of 25 Book Standard (D, I)
- ☐ Appropriate classroom management (C)
- ☐ Teacher actively teaching (B, D)
- ☐ Lesson plans available (A, B, G)
- ☐ Classroom orderly and inviting (I)
- ☐ Evidence of hands-on activities (A, B)
- ☐ Teacher interacting w/ students (D)
- ☐ Students on task (C)
- ☐ Standards based bulletin board *Standard, rubric and student work w/ commentary_____ Date of work (A, B, E, G)
- ☐ Utilization of student portfolio/notebook (B, E, G)
- ☐ Today's standard identified (A, D)
- ☐ Students can identify standard being addressed (C, D)
- ☐ Evidence of current reading strategy (D, G)
- ☐ Classroom library w/ ckout system (C)
- ☐ Teacher's booklist posted (D, I)
- ☐ Evidence of safety nets (E)

I thought:

_____
_____
_____
_____
_____
_____

I wondered:

_____
_____
_____
_____
_____
_____

Legend:
√- Observed Ø – Should have observed * - Did not observe/Did not ask

Source: Lake Shore Middle School files.
Note: The letters A through I corresponded to specific competencies in the DCPS teacher evaluation.

Exhibit 14 DCPS School Observation Rubric: Data-driven Decision-making Snapshot

Host Principal Rating:

1. Preparing	2. Getting Started	3. Moving Along	4. In Place
❑	❑	❑	❑

Your ratings (Mark all that apply, and then assess the overall phase of implementation):

Preparing	Getting Started	Moving Along	In Place
❑ The School improvement plan (SIP) contains measurable objectives that are based on data-driven needs. ❑ School leaders use aggregated school-level data to make decisions. ❑ At least some teachers use classroom tests at the end of an instructional unit to measure what students have learned. ❑ School leaders use state test results to identify professional development needs for faculty. ❑ School staff process some data in-house (either manually or electronically). ❑ The school provides parents with basic student achievement data such as quarterly report cards, standards mastery levels, and state assessment scores.	❑ School leaders conduct a yearly review of SIP objectives to determine adequate progress. ❑ School leaders use data disaggregated by subgroup to determine the current status of teaching and learning. ❑ At least some teachers use a variety of data sources to keep track of the standards their students have mastered. ❑ School leaders use a variety of disaggregated student performance data to plan professional development activities for faculty. ❑ At least one person in the school is able to use computer technology for effective data processing. ❑ Parents are provided with data concerning individual standards mastery, student achievement levels, and the means by which the levels are assessed.	❑ School leaders conduct both midyear and end-of-year review of SIP objectives to determine adequate progress. ❑ Disaggregated data are distributed at least quarterly to all faculty to highlight patterns, in order to inform practices. ❑ Most teachers use a variety of data sources to keep on-going track of the standards their students have mastered in order to individualize and focus instruction. ❑ School leaders use a variety of data (i.e. disaggregated student achievement data, annual performance appraisal data for teachers and administrators, etc.) in order to plan schoolwide and individual professional development. ❑ School leaders demonstrate competency in the use of computer technology to manipulate data. ❑ Most teachers document individual student achievement by collecting and maintaining performance and standards mastery data from a variety of sources for use in communicating with parents.	❑ School leaders regularly revise their SIP as a result of data collection and analysis. Frequent measures of student achievement are used to set and refine a course of action and to improve instruction and student learning. ❑ The school has developed a climate of inquiry, supported by the allocation of time and resources, for individuals and teams of teachers to conduct ongoing explorations of student performance data in order to inform instructional decision making. ❑ All teachers regularly use a variety of data sources to keep ongoing track of the standards their students have mastered and use this information to provide differentiated instruction. ❑ Ongoing collection and analysis of student achievement data are used to adjust and refine schoolwide professional development based on current student needs and staff competencies. ❑ Teachers and administrators routinely use technology to gather, disaggregate, and analyze different achievement indicators from a variety of sources. ❑ All teachers regularly communicate with parents to ensure their understanding of their child's progress.

Source: District files.

Exhibit 15 Lake Shore FCAT 2004 Student Gains and Losses by Teacher

Grade and Level	Total No. of FCAT Eligible Students	Math Teacher	No. of Students with Math Gains	% of Students with Math Gains	English/ Language Arts Teacher	No. of Students with Reading Gains	% of Students with Reading Gains
6th Grade							
Standard	47	Wick	23	49%	Bushnell	30	64%
Standard	51	*Freund*[b]	12	24%	McDonald	19	37%
Standard	55	First	13	25%	*Cook*[b]	17	31%
Standard	76	*O'Hare*[b]	23	30%	*Kelly*[b]	19	25%
Standard	1	[c]			Hauser	1	100%
Standard[a]	30	*Magoon*[b]	7	23%	*Arroyo*[b]	8	27%
Advanced	30	Wick	20	67%	Bushnell	24	80%
7th Grade							
Standard	43	Sheffield	24	55%	Smith	17	40%
Standard	54	Quinn	20	37%	Jacobs	24	44%
Standard	81	Woodsome	50	62%	Bird	34	42%
Standard	62	*Upton*[b]	39	63%	*Richards*[b]	31	50%
Standard	13	[c]			Henry	8	62%
Advanced	15	Sheffield	11	73%	Smith	9	60%
8th Grade							
Standard	34	*Rupley*[b]	25	71%	Burnett	20	59%
Standard	51	Wigren	29	56%	*Joyce*[b]	21	41%
Standard	47	Ciampi	42	89%	Morrison	23	49%
Standard	50	Nicholas	40	80%	*Nelson*[b]	38	76%
Advanced	27	Nicholas	22	82%	*Nelson*[b]	16	59%
Advanced	34	*Rupley*[b]	30	89%	Burnett	22	65%

Source: Lake Shore Middle School files.

Note: "Gains" signified an increase of at least one achievement level on the FCAT math or reading test. Teacher names have been changed.

[a]Students in this homeroom were performing more than two years behind grade level.

[b]Denotes first-year teacher.

[c]Student(s) included in another class.