

Charter Schools Evaluation

Pinellas County Schools

Research & Accountability

2011

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EXECUTIVE SUMMARY

At the start of the 2010-2011 school year, evaluation results from the 2009-2010 school year were presented to school principals for each charter school in Pinellas County. Goals were then set for the 2010-2011 school year to build upon existing strengths and address areas in need of improvement as identified in the 2009-2010 evaluation. This evaluation presents results based upon the goals that were set for each charter school for the 2010-2011 school year.

ACADEMIE DA VINCI

Based upon strong performance in the 2009-2010 school year, Academie Da Vinci set high performance goals for 2010-2011. While Academie Da Vinci did not meet all of its stated goals, the overall academic performance of its students was once again strong. Achievement at the lower grade levels was solid and achievement at the 5th-grade level was improved from 2009-2010.

ALFRED ADLER ELEMENTARY

Results of Alfred Adler Elementary's 2009-2010 evaluation indicated potential difficulties with regard to student achievement levels obtained through standards based assessment. In the first year of FCAT testing in 2010-2011 Adler Elementary met its goal to perform above the district mean in Reading and did not meet its goal to perform above the district mean in mathematics. The student retention rate was above 90% and parent satisfaction ratings were high among those who provided parent survey responses. Parent participation in workshops was variable and fell short of Adler's goal.

ATHENIAN ACADEMY

Athenian Academy's 2009-2010 evaluation was mixed with stronger achievement evident at the lower grades and deficiencies noted at the 5th- and 6th-grade levels. A more comprehensive evaluation conducted this year indicated deficiencies across several areas. Review of FAIR data did not provide clear evidence that improvements in reading were taking place. FCAT results in mathematics at the 5th- and 6th-grade levels did not suggest that effective corrective actions were implemented to improve learning at these levels. Data indicated lack of a systemized means of monitoring behavior, foreign language learning, or parent involvement. Data suggested that student attendance must also improve.

IMAGINE CHARTER SCHOOL

Imagine Charter School had entered the 2010-2011 school year as a Correct II school according to Florida's Differentiated Accountability System. Goals for 2010-2011 were focused upon improvement in FCAT test results, as well attendance, behavior, and parent participation domains. The 2009-2010 evaluation of Imagine Charter School had noted deficiencies in each of these areas with the exception of parent participation, which was not assessed. Overall, results indicated that students at Imagine Charter School continue to experience academic and behavioral difficulties.

IMAGINE MIDDLE SCHOOL

The 2009-2010 evaluation of Imagine Middle School had noted deficiencies with regard to student achievement in both reading and mathematics domains. Goals for the 2010-2011 school year were focused upon improvements in these domains. Goals also focused upon achieving positive results with regard to attendance, behavior, and parent participation. Overall, results indicate that students at Imagine Middle School continue to experience academic difficulties. Difficulties with behavioral and attendance outcomes were also evident as part of this year's evaluation.

LIFE FORCE ARTS AND TECHNOLOGY ACADEMY

Results of Life Force Arts and Technology Academy's 2009-2010 evaluation indicated room for improvement in FCAT results in both reading and math domains. Stanford 10 test results suggested that incoming 3rd-grade students in 2010-2011 would potentially have difficulty in the reading domain. 2010-2011 Reading FCAT results did not meet LATA's goal. Math FCAT results did meet LATA's goal. Assessment data suggest that next year's 3rd-grade class may perform well in their FCAT Reading test results. However, test results suggest that incoming 2nd-grade students are not keeping pace with peers in both Reading and Math domains. Poor follow-through prohibited attainment of several of LATA's stated goals.

MAVERICKS IN EDUCATION

Results of Mavericks' 2009-2010 evaluation indicated poor performance with respect to credit accrual, graduation rate, FCAT participation, and learning gains. Results of this year's evaluation indicate that Mavericks performance was once again poor across domains. 10 students enrolled for a full year earned 5 or more credits with 34 students participating in graduation. FCAT participation was once again well below the 90% threshold. 9.4% of students passed the Reading FCAT retake, while 21.4% passed the Math FCAT retake. 52.9% had improved DSS scores in Reading and 64.3% had improved DSS scores in Math. Usage of the FAIR was poorly implemented and lacked evidence of improvement in student reading during the school year.

NEW START

Following deficiencies noted in last year's evaluation with regard to FCAT participation, credit accrual, graduation rate, and FCAT passage rates, goals for improvements in each of these areas were set for the 2010-2011 school year. New Start made strong progress with regard to their FCAT participation rates and their graduation rate. Improvements with regard to credit accrual and FCAT passage rates were not sufficient to meet their stated goals. New Start did maintain attainment of goals related to employability skills training and job training. New Start also made strong gains with regard to obtaining survey-based feedback from both parents and students.

PINELLAS PREPARATORY ACADEMY

Pinellas Preparatory Academy's evaluation for the 2010-2011 school year mirrored 2009-2010 results. Overall, PPA students achieve at levels above Pinellas district means. However, efforts to improve performance among economically disadvantaged students did not result in achievement gains in 2010-2011. Efforts to improve achievement in Science have not yet been successful.

PLATO ACADEMY, PLATO ACADEMY NORTH, PLATO ACADEMY SOUTH

Based upon strong performance in its 2009-2010 evaluation, Plato Academy set high performance goals for the 2010-2011 school year. High performance targets were also set for Plato Academy North and Plato Academy South in their first year of operation. While evaluation results indicated areas that can improve in the coming year, the overall performance of students at each of the three Plato Academies was strong. Detailed evaluation results are presented separately for each Plato Academy.

SAINT PETERSBURG COLLEGIATE HIGH SCHOOL

Saint Petersburg Collegiate High School students had demonstrated strong performance with respect to FCAT passage and graduation rates in 2009-2010. The near ceiling level of performance of SPCHS students was maintained in 2010-2011 with 100% of sophomores passing the mathematics FCAT and 95% passing the Reading FCAT. 98% of seniors graduated with a high school diploma and 90% also graduated with an Associate in Arts degree.

Data are presented to support conclusions for each school in accord with goals set for the 2010-2011 school year. Recommendations are then offered concerning goals for the 2011-2012 school year based upon this year's evaluation results.

CHARTER SCHOOLS EVALUATION: 2010-2011 SCHOOL YEAR

Each Pinellas County charter school in operation during the 2010-2011 school year had established a set of goals to be met during the school year. Goals were focused upon key outcomes including test scores, graduation rates, and credit accrual, as well as data specific to each charter such as parent workshop attendance, student behavior referrals, and Response to Intervention (RtI) framework development. This evaluation examines progress toward these goals for each charter school.

METHOD

Goals for each charter were established following completion of last year's evaluation. Goals were developed to build upon strengths and address deficiencies noted in each charter school's 2009-2010 evaluation. At the conclusion of the 2010-2011 school year each principal was contacted to obtain data to assess progress in accord with the goals that were set. Where necessary, data were obtained from Pinellas County School District records. Meetings were held when necessary to clarify issues related to assessment of progress toward goals.

RESULTS

Results are presented for each school alphabetically with Academie Da Vinci's evaluation listed first and Saint Petersburg Collegiate High School last. Results of each school's 2009-2010 evaluation are summarized. These are followed by goals for 2010-2011 and the rationale for their selection. A goal analysis section then examines progress in accord with each specific goal. The necessary data to evaluate progress toward each goal is presented in this section. Conclusions are then offered to summarize evaluation results. Recommendations are then made concerning goals for 2011-2012 based upon evaluation results.

ACADEMIE DA VINCI

GOALS

Results of Academie Da Vinci's 2009-2010 evaluation indicated strong academic performance at the 3rd and 4th-grade levels on FCAT assessments. Results of FCAT assessment at the 5th-grade level indicated room for improvement, with 71% scoring Level 3 or higher in Reading and 62% scoring Level 3 or higher in Math. Goals for the 2010-2011 school year were set to evaluate students across grade levels K-5 using Metropolitan Achievement Test- 8th Revision (MAT-8) and Florida Assessment for Instruction in Reading (FAIR) assessments in addition to FCAT results. Goals focused upon improvement from the Fall to the Spring among students whose Fall assessment results were below proficiency or behind grade-level peers. Goals also focused upon improvement in FCAT results among at the 5th-grade level. Goals for 2010-2011 were:

1. 90% of all students scoring below the 50th percentile on Prints & Sounds / Reading Comprehension, Mathematics, and Language in the Fall MAT-8 assessment will score above the 50th percentile in the Spring MAT-8.
2. 100% of all students scoring below proficiency in Assessment 1 of the FAIR testing will score at or above proficiency by Assessment 3 of the FAIR.
3. 85% of all 5th-grade students will score a Level 3 or above on the FCAT assessments in Math and Reading.
4. 85% of all 4th-grade students will score a Level 3 or above on the FCAT assessment in Writing.
5. 85% of all 3rd-grade students will score a 3 or higher on the FCAT assessment in Reading.

GOAL ANALYSIS

90% OF ALL STUDENTS SCORING BELOW THE 50TH PERCENTILE ON PRINTS & SOUNDS / READING COMPREHENSION, MATHEMATICS, AND LANGUAGE IN THE FALL MAT-8 ASSESSMENT WILL SCORE ABOVE THE 50TH PERCENTILE IN THE SPRING MAT-8.

Grade Level	Total N tested in the Fall	Sounds & Prints / Reading Comprehension		Mathematics		Language	
		Fall N < 50 th ile	Spring N > 50 th ile of those who were below in Fall	Fall N < 50 th ile	Spring N > 50 th ile of those who were below in Fall	Fall N < 50 th ile	Spring N > 50 th ile of those who were below in Fall
k	18	2	1	1	1	1	1
1	17	2	2	3	0	3	3
2	18	2	2	4	4	1	1
3	17*	1	1	2	1	1	1
4	20**	0	0	0	0	2	1
5	18	1	0	0	0	0	0
Total	108	8	6	10	6	8	7
			75%		60%		88%

*does not include one student who was not present in the Spring

**does not include three students who were not present in the Spring

Results indicate that more than 90% of Academie Da Vinci students were above the 50th percentile in relation to grade level peers across domains in the Fall. These results indicate that across grade levels, the overall performance of Academie Da Vinci students was very strong on the MAT-8.

Of those who weren't above the 50th percentile, 6 of 8 improved to above the 50th percentile in Reading Comprehension in the Spring, 6 of 10 improved to above the 50th percentile in Mathematics, and 7 of 8 improved to above the 50th percentile in Language Arts. None of these meet the 90% improvement target. As a result, this goal was not met.

Goal Not Met

100% OF ALL STUDENTS SCORING BELOW PROFICIENCY IN ASSESSMENT 1 OF THE FAIR TESTING WILL SCORE AT OR ABOVE PROFICIENCY BY ASSESSMENT 3 OF THE FAIR.

Grade Level	Total N	N < 85 PRS/FSP	N with > 85 PRS/FSP of those who were below 85 PRS/FSP	% above 85 PRS/FSP at AP3 of those who were below 85 PRS/FSP at AP1
k	17	1	1	63.90%
1	18	2	2	
2	18	3	3	
3	17	13	13	
4	20	6	2	
5	19	11*	2	
	109	36	23	

*includes one student without an AP1 score

63.9% of students scoring below proficiency in Assessment 1 of the FAIR were at or above proficiency by Assessment 3. All 19 students below proficiency from K-3rd grade in AP1 moved to above proficiency by AP3. This goal was not met due to only 4 of the 17 in 4th- and 5th-grade moving from below proficiency to above proficiency. Despite these FAIR results, 95% of 4th-grade students scored level 3 or higher in Reading and 100% of 5th-grade students scored level 3 or higher in Reading on the FCAT.

Goal Not Met

85% OF ALL 5TH-GRADE STUDENTS WILL SCORE A LEVEL 3 OR ABOVE ON THE FCAT ASSESSMENTS IN MATH AND READING.

82% of ADV 5th-grade students scored Level 3 or above in Math. This goal was not met.

Goal Not Met

100% of ADV 5th-grade students scored Level 3 or above in Reading. This goal was met.

Goal Met

85% OF ALL 4TH-GRADE STUDENTS WILL SCORE A LEVEL 3 OR ABOVE ON THE FCAT ASSESSMENT IN WRITING.

100% of 4th-grade students scored a Level 3 or above in Writing. 4th-grade students also performed well in Reading with 95% scoring 3 or higher and Math with 100% scoring 3 or higher. This goal was met.

Goal Met

85% OF ALL 3RD-GRADE STUDENTS WILL SCORE A 3 OR HIGHER ON THE FCAT ASSESSMENT IN READING.

100% of 3rd-grade students scored Level 3 or higher in both Reading and Math. This goal was met.

Goal Met

CONCLUSIONS/RECOMMENDATIONS

MAT-8 results examined in conjunction with this evaluation indicated that more than 90% of Academie Da Vinci students are above the mean in Reading, Math, and Language Arts compared to grade-level peers. Of those who were behind grade-level peers, a subset improved their performance by the Spring, though the 90% goal was not met.

Most students in grades K-2 began at the FAIR proficiency level at AP1. The 6 students in grades k-2 who weren't at proficiency at AP1 were at proficiency by AP3. These results indicate strong performance at the lower grade levels in reading. Also impressive was that although 13 3rd-grade students were not at proficiency at AP1, all 13 of them were at proficiency by AP3 and all of them achieved level 3 or higher on the FCAT Reading assessment.

Although 82% of students scoring Level 3 or above on the math FCAT was below the goal of 85% it was higher than the 62% scoring level 3 or above in 5th-grade in 2009-2010. The 100% at level 3 or above in 5th-grade reading on the FCAT was also improved from 71% at Level or 3 or above in 5th-grade in 2009-2010.

While Academie Da Vinci did not meet all of its stated goals, the overall academic performance of its students was once again strong consistent with its school grade of "A". Achievement at the lower grade levels was solid. Achievement at the 5th-grade level was improved from 2009-2010. Academie Da Vinci should continue to focus upon improvement in performance among the subset of students who are behind grade level peers while setting high standards for students across grade levels consistent with their strong achievement in 2010-2011.

ALFRED ADLER ELEMENTARY

GOALS

Results of Alfred Adler Elementary's 2009-2010 evaluation indicated strengths with respect to parent involvement and student retention. Standards-based test results were not as strong as those obtained in 2008-2009 using the Pearson Successmaker program. 2010-2011 represented the first year in which Alfred Adler Elementary students would participate in FCAT testing at the 3rd-grade level. A goal was set to achieve at or above district averages in both Reading and Math. To prepare for FCAT assessment and guide instruction, the newest version of Pearson Successmaker was to be purchased. Alfred Adler Elementary also planned to administer portfolio FCAT tests to measure progress and guide instruction. Additional goals were set to improve upon strengths with regard to parent participation and student retention. Goals for 2010-2011 were:

1. Achieve a mean FCAT score (percent scoring 3 or above) above the district mean in Math and Reading.
2. Purchase and implement version three of Successmaker to correct anomalies within the previous version, and allow for closer tracking of progress as measured against the Florida Sunshine Standards.
3. Implement Portfolio FCAT tests as developed by the district, to measure progress/readiness prior to the actual FCAT in April.
4. Maintain a retention rate in excess of 90%.
5. Implement a parent satisfaction survey to set a baseline for this measurement, and achieve an average rating of 3.5 on a 4 point scale in each category with a response rate of 90%.
6. Average 2.75 units of parent workshop attendance per family with a spreadsheet documenting attendance for each family across each dated workshop.

GOAL ANALYSIS

ACHIEVE A MEAN FCAT SCORE (PERCENT SCORING 3 OR ABOVE) ABOVE THE DISTRICT MEAN IN MATH AND READING.

69% of Adler students achieved at Level 3 or above in Math, which is below the district mean of 73% at the 3rd-grade level. This goal was not met.

Goal Not Met for Math

85% of Adler students achieved at Level 3 or above in Reading, which is above the district mean of 74% at the 3rd-grade level. This goal was met.

Goal Met for Reading

PURCHASE AND IMPLEMENT VERSION THREE OF SUCCESSMAKER TO CORRECT ANOMALIES WITHIN THE PREVIOUS VERSION, AND ALLOW FOR CLOSER TRACKING OF PROGRESS AS MEASURED AGAINST THE FLORIDA SUNSHINE STANDARDS.

Principal DeCosmo indicated that version three of Successmaker had been purchased and implemented during the 2010-2011 school year. This goal was met.

Goal Met

IMPLEMENT PORTFOLIO FCAT TESTS AS DEVELOPED BY THE DISTRICT TO MEASURE PROGRESS/READINESS PRIOR TO THE ACTUAL FCAT IN APRIL.

Principal DeCosmo indicated that portfolio FCAT tests were administered to measure progress prior to the FCAT. This goal was met.

Goal Met

MAINTAIN A RETENTION RATE IN EXCESS OF 90%.

52 out of 57 students returned for the 2010-2011 school year, for a retention rate of 91%. This goal was met.

Goal Met

IMPLEMENT A PARENT SATISFACTION SURVEY TO SET A BASELINE FOR THIS MEASUREMENT, AND ACHIEVE AN AVERAGE RATING OF 3.5 ON A 4 POINT SCALE IN EACH CATEGORY WITH A RESPONSE RATE OF 90%.

Surveys were received from 47 of 71 families for a response rate of 66%. This goal was not met.

Goal Not Met for response rate

Alfred Adler Elementary's survey contained 17 items. The mean for each item was 3.5 or above on a 4 point scale. For the item "Overall I am satisfied with Alfred Adler Elementary" the mean was 3.8 with 3 being "Agree" and 4 being "Strongly Agree". This goal was met.

Goal Met for positive rating

AVERAGE 2.75 UNITS OF PARENT WORKSHOP ATTENDANCE PER FAMILY WITH A SPREADSHEET DOCUMENTING ATTENDANCE FOR EACH FAMILY ACROSS EACH DATED WORKSHOP.

Principal DeCosmo submitted a spreadsheet indicating that 71 families attended a total of 134 units for an average 1.89 units per family. There was a range of participation with 22 families attending no workshops and other families attending up to 9 workshops. This goal was not met.

Goal Not Met

CONCLUSION/RECOMMENDATIONS

In the first year of FCAT assessment for Alfred Adler Elementary, student performance was above district mean levels in Reading and below district mean levels in Mathematics. Alfred Adler Elementary took steps to foster achievement according to the Sunshine State Standards. The student retention rate was above 90% and parent satisfaction ratings were high among those who returned the parent survey. Parent participation in workshops was variable and fell short of Adler's goal.

Goals should be set in the coming year to improve both achievement and parent participation outcomes. Goals for higher math FCAT achievement levels should be set. Goals for improvements in student achievement on standards-based assessment through use of the FAIR, Successmaker, or other means should be set. A goal for improved parent participation in workshop attendance should be set and met in the coming year.

ATHENIAN ACADEMY

GOALS

Athenian Academy’s 2009-2010 evaluation was based upon FCAT assessment results. These results indicated strong performance in Reading and Math in Grades 3 and 4. Weaker performance was noted in Math and Science results in Grades 5 and 6. In both grades 5 and 6, 63% of students achieved level 3 or higher in Math. 37% of 5th-grade students achieved a Level 3 or higher score in the Science assessment. As a result, a goal for the 2010-2011 school year was to improve math and science assessment results at the 5th- and 6th-grade levels. Goals were also included to expand Athenian’s evaluation beyond results obtained from FCAT assessment. Goals were set to increase levels of parent participation and involvement, to increase student proficiency in foreign languages and Athenian’s assessment of student progress in foreign languages, and to decrease student referrals through effective discipline. Goals for the 2010-2011 school year were:

1. Increase proficiency in science and mathematics in grades 5 and 6.
2. Increase Parent Participation and Involvement.
3. Increase proficiency and tracking of progress in foreign languages.
4. Decrease student referrals and increase student cooperation through effective discipline.

GOAL ANALYSIS

INCREASE PROFICIENCY IN SCIENCE AND MATHEMATICS IN GRADES 5 AND 6

Percent Scoring Level 3 or Above Comparison between Athenian and Pinellas District								
	Reading		Math		Science		Writing	
	Athenian	Pinellas	Athenian	Pinellas	Athenian	Pinellas	Athenian	Pinellas
Grade 3	67%	74%	86%	73%				
Grade 4	67%	72%	72%	69%			100%	98%
Grade 5	73%	69%	58%	61%	58%	63%		
Grade 6	71%	65%	36%	55%				
Grade 7	NA*	68%	NA*	58%				
Grade 8	58%	54%	50%	59%	50%	52%		

* N = 8 at this grade level; percentage not calculated

Performance in Mathematics on the FCAT assessment decreased from last year at the 5th- and 6th-grade levels. Whereas 63% had achieved Level or above in 2009-2010 at both grade levels, 58% achieved level 3 or above in 5th-grade and 36% achieved level 3 or above in 6th-grade in the 2010-2011 administration.

Although below the district mean of 63%, Athenian did increase the percentage of students scoring Level 3 or higher in the Science assessment from 37% in 2009-2010 to 58% this year.

FCAT results for all grade levels are presented above. Data indicate that instruction in mathematics at the 6th-grade level remained a particular difficulty in the 2010-2011 school year.

Goal Not Met

INCREASE PARENT PARTICIPATION AND INVOLVEMENT

Specific means of assessing parent volunteer hours were established in accord with this goal. However, data were not collected or provided in accord with this goal at the conclusion of the 2010-2011 school year. Principal Kathy Manrique stated that PTA participation increased from 3% to an estimate of 6%-10% and stated that 36% of parents were registered in a volunteer system. However, no assessment of volunteer hours was kept.

Goal Not Met

INCREASE PROFICIENCY AND TRACKING OF PROGRESS IN FOREIGN LANGUAGES.

Principal Manrique provided results of a teacher-made assessment for grades K-through-4 in Spanish. Results show a marked shift in performance on the teacher-made assessment from the pre- to post test. However, the utility of the test as an assessment is questionable without reference to a norm or standard.

Principal Manrique did not provide an assessment for any grade level in the Greek language other than report card records. Grades for each student were recorded in conjunction with this evaluation. Every student in Grades 6 through 8 received an “A” in Greek in the final marking period. A majority of students in Grades K-5 received an “E” in Greek suggesting “excellent performance in classroom work / behavior”. This visual inspection suggested that grades may not be grounded in assessment or test results.

Taken together, these results do not indicate that sufficient efforts were made to improve foreign language assessment. This goal was not met.

Goal Not Met

Athenian Spanish Assessment										
Grade Level -	K		1		2		3		4	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Above Expectations	0	26	1	23	1	17	0	24	5	12
On Expectations	0	3	1	9	1	3	3	6	5	1
Below Expectations	34	5	36	6	18	0	28	1	4	1

**DECREASE STUDENT REFERRALS AND INCREASE STUDENT COOPERATION
THROUGH EFFECTIVE DISCIPLINE.**

The measure for this goal was agreed to be a decrease in the number of discipline referrals from 2009-2010 to 2010-2011. Athenian Academy had hired a Dean of Discipline for Grades 4-8 to track progress toward this goal and improve student behavior.

Principal Manrique indicated that the Dean of Discipline was released at the conclusion of the school year due to poor performance. Data were provided indicating 47 discipline referrals during the 2010-2011 school year. Comparison data from 2009-2010 were not available. While these data can serve as a baseline, lack of comparison data from 2009-2010 does not allow an assessment of progress toward this goal for this year.

Goal Not Met

**ATHENIAN ACADEMY YEAR END REPORT TO THE BOARD OF
DIRECTORS**

Principal Manrique submitted the Year End Report in conjunction with this evaluation to indicate corrective actions that are to be taken in light of what the report states are “low FCAT scores”.

The report stated that FAIR testing did not indicate accurate data with regard to prediction of FCAT success. While there are many ways to interpret these data, review of FAIR results below does not suggest that mean FCAT Success Probability (FSP) or the percent of students with a FSP greater than 85% changed substantially from AP1 to AP3. Further, at each grade level, a higher percentage scored 3 or higher on the FCAT than had an FSP of 85% or greater. For example, 46% of students in Grade 5 had a FSP greater than 85% and 73% achieved a Level 3 or higher in the 5th-grade Reading FCAT.

Mean Athenian FAIR PRS/FSP by Grade for Periods 1, 2 and 3			
	PRS FSP AP1	PRS FSP AP2	PRS FSP AP3
Kindergarten	86	78	88
Grade 1	78	81	86
Grade 2	56	53	65
Grade 3	44	45	50
Grade 4	73	74	75
Grade 5	73	70	77
Grade 6	66	71	67
Grade 7	72	72	74
Grade 8	89	76	76

Athenian FAIR PRS/FSP 85 and above for Periods 1, 2 and 3							
		PRS/FSP > 85 AP1		PRS/FSP > 85 AP2		PRS/FSP > 85 AP3	
		N	%	N	%	N	%
Kindergarten	No	10	29%	13	36%	6	17%
	Yes	25	71%	23	64%	30	83%
	Total	35		36		36	
Grade 1	No	10	26%	7	18%	3	8%
	Yes	29	74%	32	82%	36	92%
	Total	39		39		39	
Grade 2	No	17	74%	18	78%	16	70%
	Yes	6	26%	5	22%	7	30%
	Total	23		23		23	
Grade 3	No	31	97%	30	91%	27	82%
	Yes	1	3%	3	9%	6	18%
	Total	32		33		33	
Grade 4	No	6	40%	7	44%	7	44%
	Yes	9	60%	9	56%	9	56%
	Total	15		16		16	
Grade 5	No	14	54%	16	62%	14	54%
	Yes	12	46%	10	39%	12	46%
	Total	26		26		26	
Grade 6	No	5	56%	3	38%	7	78%
	Yes	4	44%	5	63%	2	22%
	Total	9		8		9	
Grade 7	No	5	63%	6	75%	5	63%
	Yes	3	38%	2	25%	3	38%
	Total	8		8		8	
Grade 8	No	2	29%	4	44%	5	56%
	Yes	5	71%	5	56%	4	44%
	Total	7		9		9	

The report also cited improvement of parent accountability and student discipline as corrective actions. Both of these were identified in Athenian's goals for 2010-2011. The follow-through on both of these goals was poor. Beyond a lack of improvement in parent volunteerism, review of information submitted by Principal Manrique suggested that several students were absent an excessive number of days during the 2010-2011 school year. This observation is supported by the year end report's suggestion for "a more fundamental approach in regard to punctuality, attendance, uniform policies, and behavior".

CONCLUSIONS/RECOMMENDATIONS

Athenian Academy received a school grade of “C” for the 2010-2011 school year. The year end report to Board “recognizes and accepts responsibility for the low FCAT scores”. Data submitted in conjunction with this evaluation suggested a lack of follow-through on stated goals for the 2010-2011 school year. There was not a systemized means of assessing and monitoring behavior, foreign language learning, or parent involvement as intended. Review of FAIR data did not provide clear evidence that improvements in reading were taking place during the year. FCAT results in mathematics did not provide evidence that successful corrective actions were implemented to improve learning in mathematics among 5th- and 6th-grade students. Review of student records suggested that student attendance must improve. For the 2011-2012 school year, Athenian Academy must set specific goals for FCAT results at each grade level. Stronger improvements in FAIR testing results must take place from AP1 to AP3. Attendance must improve, as must the tracking of discipline data and implementation of supports to improve student discipline. Goals for each of these areas must be set and met for the 2011-2012 school year.

IMAGINE CHARTER SCHOOL

Imagine Charter School entered the 2010-2011 school year having received a school grade of “F” for both the 2008-2009 and 2009-2010 school years. Imagine Charter School was designated as a Correct II school according to Florida’s Differentiated Accountability System. Using the template provided in accord with this designation, goals were generated for the 2010-2011 school year. Goals are focused upon improvement in FCAT test results, as well attendance, behavior, and parent participation domains. The 2009-2010 evaluation of Imagine Charter School had noted deficiencies in each of these areas with the exception of parent participation, which was not assessed. This evaluation examines the degree to which Imagine Charter School met their stated goals across these domains during the 2010-2011 school year.

GOALS

1. 55% of students will achieve 3 or above in Reading and make learning gains on the 2011 FCAT.
2. 10% of students at each grade level will achieve 4 or 5 in Reading on 2011 FCAT and make learning gains based on developmental scores.
3. A minimum of 52% of all students will make learning gains in reading on the 2011 FCAT.
4. A minimum of 44% of the lowest quartile will make learning gains in reading on the 2011 FCAT.
5. A minimum of 52% of Black subgroup will be proficient in reading on the 2011 FCAT.
6. A minimum of 56% of Economically Disadvantaged (ED) subgroup will be proficient in reading on the 2011 FCAT.

7. 45% of students will achieve 3 or above in Math and make learning gains on the 2011 FCAT.
8. 10% of students at each grade level will achieve 4 or 5 in math on the 2011 FCAT and make learning gains based on developmental scores.
9. A minimum of 75% of all students will make learning gains in math on the 2011 FCAT.
10. A minimum of 75% of lowest quartile will make learning gains in math on the 2011 FCAT.
11. A minimum of 30% of Black subgroup will be proficient in math on the 2011 FCAT.
12. A minimum of 72% of Economically Disadvantaged (ED) subgroup will be proficient in math on the 2011 FCAT.

13. 75% of students will achieve 3 or above in Science on the 2011 FCAT.
14. 10% of students will achieve 4 or 5 in Science on the 2011 FCAT.

15. A minimum of 80% of students will score between 3.0-3.4 in writing, and additionally, 20% will score between 3.5 and 6.0 on the 2011 FCAT.

16. 2011 Expected Attendance Rate = 95%
17. 2011 Expected Number of Students with Excessive Absences (10 or more) = 15
18. 2011 Expected Number of Students with Excessive Tardies (10 or more) = 25
19. 2011 Expected Students Suspended In School = 20
20. 2011 Expected Number of In- School Suspensions = 30
21. 2011 Expected Number of Students Suspended School Out of School = 10
22. 2011 Expected Number of OS Suspensions = 20
23. 50% of parents will complete their 20 volunteer hours.

GOAL ANALYSIS

55% OF STUDENTS WILL ACHIEVE 3 OR ABOVE IN READING AND MAKE LEARNING GAINS ON THE 2011 FCAT.

TABLE 1

	Reading Achievement Level											>= 3		>= 3 + learning gain	
	1		2		3		4		5		Total				
	N	%	N	%	N	%	N	%	N	%	N	N	%	N	%
Grade 3	13	30.2%	7	16.3%	15	34.9%	7	16.3%	1	2.3%	43	23	53.5%	23	53.5%
Grade 4	8	23.5%	7	20.6%	10	29.4%	8	23.5%	1	2.9%	34	19	55.9%	19	55.9%
Grade 5	10	38.5%	7	26.9%	7	26.9%	2	7.7%	0	0.0%	26	9	34.6%	7	26.9%
Total	31	30.1%	21	20.4%	32	31.1%	17	16.5%	2	1.9%	103	51	49.5%	49	47.6%

49.5% of students in Grades 3-5 at Imagine achieved a 3 or higher in reading. Two 5th-grade students declined one level from last year (one from 5 to 4 and one from 4 to 3) with associated declines in DSS scores, and therefore did not make learning gains. The total percentage of students who achieved a 3 or higher and made learning gains was 47.6%. This goal was not met.

Goal Not Met

10% OF STUDENTS AT EACH GRADE LEVEL WILL ACHIEVE 4 OR 5 IN READING ON THE 2011 FCAT AND MAKE LEARNING GAINS BASED ON DEVELOPMENTAL SCORES.

2011 EXPECTED LEVEL OF PERFORMANCE:

3RD GRADE: LEVEL 4: 10% LEVEL 5: 10%

4TH GRADE: LEVEL 4:10% LEVEL 5: 10%

5TH GRADE: LEVEL 4:10% LEVEL 5: 10%

TABLE 2

	Total	Level 4		Level 5		Level 4 + Learning Gain		Level 5 + Learning Gain	
	N	N	%	N	%	N	%	N	%
Grade 3	43	7	16.3%	1	2.3%	7	16.3%	1	2.3%
Grade 4	34	8	23.5%	1	2.9%	8	23.5%	1	2.9%
Grade 5	26	2	7.7%	0	0.0%	1	3.8%	0	0.0%
Total	103	17	16.5%	2	1.9%	16	15.5%	2	1.9%

This goal was only met for Level 4 in grades 3 (16.3%) and 4 (23.5%). In 5th-grade, only 1 student achieved level 4 in reading and made learning gains. Only 2 students achieved level 5 in reading and made learning gains across all three grade levels. This goal was not met.

Goal Not Met

A MINIMUM OF 52% OF ALL STUDENTS WILL MAKE LEARNING GAINS IN READING ON THE 2011 FCAT.

Data taken from Imagine Charter's school grades report states that 62% of students made learning gains. This goal was met.

Goal Met

A MINIMUM OF 44% OF THE LOWEST QUARTILE WILL MAKE LEARNING GAINS IN READING ON THE 2011 FCAT.

Data taken from Imagine Charter's school grades report states that 57% of the lowest quartile made learning gains in Reading. This goal was met.

Goal Met

A MINIMUM OF 52% OF BLACK SUBGROUP WILL BE PROFICIENT IN READING
ON THE 2011 FCAT.

Data taken from Imagine Charter's AYP report states that 46% of the Black subgroup was proficient in reading. This goal was not met.

Goal Not Met

A MINIMUM OF 56% OF ECONOMICALLY DISADVANTAGED (ED) SUBGROUP
WILL BE PROFICIENT IN READING ON THE 2011 FCAT.

Data taken from Imagine Charter's AYP report states that 53% of the Economically Disadvantaged (ED) subgroup was proficient in Reading. This goal was not met.

Goal Not Met

45% OF STUDENTS WILL ACHIEVE 3 OR ABOVE IN MATH AND MAKE LEARNING
GAINS ON THE 2011 FCAT.

TABLE 3

	Math Achievement Level											≥ 3		≥ 3 + learning gain	
	1		2		3		4		5		Total				
	N	%	N	%	N	%	N	%	N	%	N	N	%	N	%
Grade 3	11	25.6%	15	34.9%	14	32.6%	3	7.0%	0	0.0%	43	17	39.5%	17	39.5%
Grade 4	13	38.2%	14	41.2%	7	20.6%	0	0.0%	0	0.0%	34	7	20.6%	2	5.9%
Grade 5	12	46.2%	10	38.5%	3	11.5%	1	3.8%	0	0.0%	26	4	15.4%	2	7.7%
Total	36	35.0%	39	37.9%	24	23.3%	4	3.9%	0	0.0%	103	28	27.2%	21	20.4%

27.2% of students in grades 3-5 at Imagine achieved a 3 or higher in math. In 4th-grade, 4 students declined from an achievement level of 4 in 2009-2010 to an achievement level of 3 in 2010-2011 and one student declined from an achievement level of 5 to an achievement level of 3. Two students total in 4th-grade achieved a level of 3 and made learning gains. In 5th-grade, 2 students declined from a level 4 in 2009-2010 to a level 3 in 2010-2011. Two students total in 5th-grade achieved a level 3 or higher and made learning gains. Overall, 20.4% of Imagine students achieved a level 3 or higher and made learning gains in math. This goal was not met.

Goal Not Met

10% OF STUDENTS AT EACH GRADE LEVEL WILL ACHIEVE 4 OR 5 IN MATH ON THE 2011 FCAT AND MAKE LEARNING GAINS BASED ON DEVELOPMENTAL SCORES.

Table 3 above indicated that 4 students across grade levels achieved a 4 in Math and no students achieved a 5. This goal was not met.

Goal Not Met

A MINIMUM OF 75% OF ALL STUDENTS WILL MAKE LEARNING GAINS IN MATH ON THE 2011 FCAT.

Data taken from Imagine Charter's school grades report indicates that 36% of students made learning gains in math. This goal was not met.

Goal Not Met

A MINIMUM OF 75% OF LOWEST QUARTILE WILL MAKE LEARNING GAINS IN MATH ON THE 2011 FCAT.

Data taken from Imagine Charter's school grades report indicates that 58% of the lowest quartile made learning gains in math. This goal was not met.

Goal Not Met

A MINIMUM OF 30% OF BLACK SUBGROUP WILL BE PROFICIENT IN MATH ON THE 2011 FCAT.

Data taken from Imagine Charter's AYP report states that 25% of the Black subgroup was proficient in math. This goal was not met.

Goal Not Met

A MINIMUM OF 72% OF ECONOMICALLY DISADVANTAGED (ED) SUBGROUP WILL BE PROFICIENT IN MATH ON THE 2011 FCAT.

Data taken from Imagine Charter's AYP report states that 28% of the Economically Disadvantaged (ED) subgroup were proficient in math. This goal was not met.

Goal Not Met

75% OF STUDENTS WILL ACHIEVE 3 OR ABOVE IN SCIENCE ON THE 2011 FCAT.

15% (4 students) achieved a 3 or above in Science on the FCAT. This goal was not met.

Goal Not Met

10% OF STUDENTS WILL ACHIEVE 4 OR 5 IN SCIENCE ON THE 2011 FCAT.

1 student (4%) achieved a 4 and none achieved a 5 in the 5th-grade Science FCAT. This goal was not met.

Goal Not Met

A MINIMUM OF 80% OF STUDENTS WILL SCORE BETWEEN 3.0-3.4 IN WRITING,
AND ADDITIONALLY, 20% WILL SCORE BETWEEN 3.5 AND 6.0.

97% of 4th-grade students achieved a score of 3 or higher. 86% achieved a writing score of 4 or higher. This goal was met.

Goal Met

2011 EXPECTED ATTENDANCE RATE: 95%

The attendance rate was 94.5%. Although very close, this goal was not met.

Goal Not Met

2011 EXPECTED NUMBER OF STUDENTS WITH EXCESSIVE ABSENCES (10 OR
MORE) = 15

34 students were absent 10 or more times during the 2010-2011 school year. This Goal was not met

Goal Not Met

2011 EXPECTED NUMBER OF STUDENTS WITH EXCESSIVE TARDIES (10 OR
MORE) = 25

22 students were tardy 10 or more times during the 2010-2011 school year. This goal was met although there is still plenty of room for improvement.

Goal Met

2011 EXPECTED STUDENTS SUSPENDED IN SCHOOL = 20

2011 EXPECTED NUMBER OF IN- SCHOOL SUSPENSIONS = 30

23 students received a total of 42 in-school suspensions during the 2010-2011 school year. These goals were not met.

Goals Not Met

2011 EXPECTED NUMBER OF STUDENTS SUSPENDED SCHOOL OUT OF SCHOOL
= 10

2011 EXPECTED NUMBER OF OS SUSPENSIONS = 20

The goal was to suspend no more than 10 students 20 times out of school. A total of 11 students were suspended 15 times out of school.

Goal Not Met for number of students
Goal Met for total number of OSS

50% OF PARENTS WILL COMPLETE THEIR 20 VOLUNTEER HOURS.

58% of parents completed their 20 volunteer hours. This goal was met

Goal Met

TABLE 4

Goal Analysis Summary	
Goal	Result
1. 55% of students will achieve 3 or above in Reading and make learning gains on the 2011 FCAT.	Goal Not Met
2. 10% of students at each grade level will achieve 4 or 5 in Reading on 2011 FCAT and make learning gains based on developmental scores.	Goal Not Met
3. A minimum of 52% of all students will make learning gains in reading on the 2011 FCAT.	Goal Met
4. A minimum of 44% of the lowest quartile will make learning gains in reading on the 2011 FCAT.	Goal Met
5. A minimum of 52% of Black subgroup will be proficient in reading on the 2011 FCAT.	Goal Not Met
6. A minimum of 56% of Economically Disadvantaged (ED) subgroup will be proficient in reading on the 2011 FCAT.	Goal Not Met
7. 45% of students will achieve 3 or above in Math and make learning gains on the 2011 FCAT.	Goal Not Met
8. 10% of students at each grade level will achieve 4 or 5 in math on the 2011 FCAT and make learning gains based on developmental scores.	Goal Not Met
9. A minimum of 75% of all students will make learning gains in math on the 2011 FCAT.	Goal Not Met
10. A minimum of 75% of lowest quartile will make learning gains in math on the 2011 FCAT.	Goal Not Met
11. A minimum of 30% of Black subgroup will be proficient in math on the 2011 FCAT.	Goal Not Met
12. A minimum of 72% of Economically Disadvantaged (ED) subgroup will be proficient in math on the 2011 FCAT.	Goal Not Met

13. 75% of students will achieve 3 or above in Science on the 2011 FCAT.	Goal Not Met
14. 10% of students will achieve 4 or 5 in Science on the 2011 FCAT.	Goal Not Met
15. A minimum of 80% of students will score between 3.0-3.4 in writing, and additionally, 20% will score between 3.5 and 6.0 on the 2011 FCAT.	Goal Met
16. 2011 Expected Attendance Rate: 95%	Goal Not Met
17. 2011 Expected Number of Students with Excessive Absences (10 or more) = 15	Goal Not Met
18. 2011 Expected Number of Students with Excessive Tardies (10 or more) = 25	Goal Met
19. 2011 Expected Students Suspended In School = 20	Goal Not Met
20. 2011 Expected Number of In- School Suspensions = 30	Goal Not Met
21. 2011 Expected Number of Students Suspended School Out of School = 10	Goal Not Met
22. 2011 Expected Number of OS Suspensions = 20	Goal Met
23. 50% of parents will complete their 20 volunteer hours.	Goal Met

CONCLUSIONS/RECOMMENDATIONS

Overall, results indicate that students at Imagine Charter School continue to experience academic and behavioral difficulties. 52% of Imagine's students made reading gains, with 57% of the lowest quartile making reading gains. Meeting goals in these areas contributed in part to Imagine's improvement from a school grade of "F" to a school grade of "D". Writing scores among Imagine's 4th-grade students were also good with 86% achieving a score of 4 or higher. However, reading scores among Imagine's 5th-grade students were low, with only 7 of 26 students receiving a 3 or higher and making learning gains. Math scores were low across all grade levels with 20.4% of students receiving a 3 or higher and making learning gains. Science scores were also poor, with only 15% of students scoring a 3 or higher.

Difficulties with attendance and behavior were also prominent. 34 students were absent 10 or more times during the school year. 23 students were suspended in school 42 times and 11 students were suspended out of school 15 times.

These results suggest that significant improvement continues to be necessary with regard to academic and behavioral outcomes for students at Imagine Charter School. Inconsistent results with regard to reading across grade levels must be examined and supports provided to improve reading outcomes at the 5th-grade level in particular. Deficits in math instruction across all grade levels must be examined to improve upon this year's poor results. Science instruction must be improved significantly to assist students in their mastery of this material by the 5th-grade. Further supports are also necessary to improve attendance and behavioral outcomes of students enrolled at Imagine so that they arrive to school each day ready to learn.

IMAGINE MIDDLE SCHOOL

Imagine Middle School entered the 2010-2011 school year having received a school grade of “D” during its first year of operation in 2009-2010. Imagine Middle School was designated as a Prevent II school according to Florida’s Differentiated Accountability System. Goals developed for the 2010-2011 school year were focused upon improvement in reading and math FCAT test results. The 2009-2010 evaluation of Imagine Middle School had noted deficiencies with regard to student achievement in both reading and mathematics domains. Goals for this year were also focused upon achieving positive results with regard to attendance, behavior, and parent participation. This evaluation examines the degree to which Imagine Middle School met their stated goals across these domains during the 2010-2011 school year.

GOALS

1. 43% of students will achieve 3 or above in Reading and make learning gains on the 2011 FCAT.
2. 20% of students at each grade level will achieve 4 or 5 in Reading on the 2011 FCAT and make learning gains based on developmental scores.
3. A minimum of 53% of all students will make learning gains on the Reading 2011 FCAT.
4. A minimum of 53% of the lowest quartile will make learning gains on the Reading 2011 FCAT.
5. 40% of students will achieve 3 or above in Math and make learning gains on the 2011 FCAT.
6. 20% of students at each grade level will achieve 4 or 5 in Math on the 2011 FCAT and make learning gains based on developmental scores.
7. A minimum of 75% of all students will make learning gains on the Math 2011 FCAT.
8. A minimum of 75% of lowest quartile will make learning gains on the Math 2011 FCAT.
9. 2011 Expected Attendance Rate = 95%
10. 2011 Expected Number of Students with Excessive Absences (10 or more) = 5
11. 2011 Expected Number of Students with Excessive Tardies (10 or more) = 5
12. 2011 Expected Number of In- School Suspensions = 10
13. 2011 Expected Number of Students Suspended In School = 5
14. 2011 Expected Number of Out-of-School Suspensions = 5
15. 2011 Expected Number of Students Suspended Out of School = 5
16. 50% of parents will complete their 20 volunteer hours.

GOAL ANALYSIS

43% OF STUDENTS WILL ACHIEVE 3 OR ABOVE IN READING AND MAKE LEARNING GAINS ON THE 2011 FCAT

TABLE 1

	Reading Achievement Level											> = 3		> = 3 + learning gains	
	1		2		3		4		5		Total				
	N	%	N	%	N	%	N	%	N	%	N	N	%	N	%
Grade 6	17	40.5%	12	28.6%	9	21.4%	1	2.4%	3	7.1%	42	13	31.0%	11	26.2%
Grade 7	7	20.6%	7	20.6%	12	35.3%	7	20.6%	1	2.9%	34	20	58.8%	18	52.9%
Total	24	31.6%	19	25.0%	21	27.6%	8	10.5%	4	5.3%	76	33	43.4%	29	38.2%

Results indicate that 38.2% of students achieved a 3 or above and made learning gains in reading. 33 students had achieved a 3 or above, but 4 of these did not make learning gains. In 6th-grade, one student declined from a 4 in 2010 to a 3 in 2011 and one student declined from a 5 in 2010 to a 3 in 2011. The DSS declined for both. In 7th-grade, one student declined from a 4 in 2010 to a 3 in 2011. This student's DSS increased 25 points, which is below one year's growth at the 7th-grade level. Another 7th-grade student declined from a 5 in 2010 to a 4 in 2011 with an associated decline in DSS score. This goal was not met.

Goal Not Met

20% OF STUDENTS AT EACH GRADE LEVEL WILL ACHIEVE 4 OR 5 IN READING ON THE 2011 FCAT AND MAKE LEARNING GAINS BASED ON DEVELOPMENTAL SCORES.

TABLE 2

	Total	Level 4		Level 5		Level 4 + learning gains		Level 5 + learning gains	
		N	%	N	%	N	%	N	%
Grade 6	42	1	2.4%	3	7.1%	1	2.4%	3	7.1%
Grade 7	34	7	20.6%	1	2.9%	6	17.6%	1	2.9%
Total	76	8	10.5%	4	5.3%	7	9.2%	4	5.3%

This goal was not met in 6th-grade. 1 student (2.4%) achieved a 4 and made learning gains, and 3 students (7.1%) achieved a 5 and made learning gains. This goal was met in 7th-grade at level 4, where 6 students (17.6%) achieved a level 4 and made learning gains. However, only one student

(2.9%) achieved a level 5 and made learning gains. While this goal was partially met, it was not met completely as written.

Goal Not Met

A MINIMUM OF 53% OF ALL STUDENTS WILL MAKE LEARNING GAINS ON THE READING 2011 FCAT.

Data taken from Imagine Middle School’s school grades report indicates that 52% of students made learning gains in reading. Although very close to the 53% goal, this goal was not met.

Goal Not Met

A MINIMUM OF 53% OF THE LOWEST QUARTILE WILL MAKE LEARNING GAINS ON THE READING 2011 FCAT.

Data taken from Imagine Middle School’s school grades report indicates that 47% of the lowest quartile made learning gains in reading. This goal was not met.

Goal Not Met

40% OF STUDENTS WILL ACHIEVE 3 OR ABOVE IN MATH AND MAKE LEARNING GAINS ON THE 2011 FCAT.

TABLE 3

	Math Achievement Level											≥ 3		≥ 3 + learning gains	
	1		2		3		4		5		Total				
	N	%	N	%	N	%	N	%	N	%	N	N	%	N	%
Grade 6	26	61.9%	10	23.8%	3	7.1%	3	7.1%	0	0.0%	42	6	14.2%	6	14.2%
Grade 7	13	38.2%	8	23.5%	9	26.5%	4	11.8%	0	0.0%	34	13	38.2%	13	38.2%
Total	39	51.3%	18	23.7%	12	15.8%	7	9.2%	0	0.0%	76	19	25.0%	19	25.0%

25% of students achieved a 3 or above in math and made learning gains on the 2011 FCAT. This goal was not met.

Goal Not Met

20% OF STUDENTS AT EACH GRADE LEVEL WILL ACHIEVE 4 OR 5 IN MATH ON THE 2011 FCAT AND MAKE LEARNING GAINS BASED ON DEVELOPMENTAL SCORES.

Data presented in Table 3 indicates that 3 students (7.1%) achieved a 4 in 6th-grade and 4 students (11.8%) achieved a 4 in 7th-grade. No students in either grade achieved a Level 5 score. This goal was not met.

Goal Not Met

A MINIMUM OF 75% OF ALL STUDENTS WILL MAKE LEARNING GAINS ON THE MATH 2011 FCAT

Data taken from Imagine Middle School's school grades report indicates that 57% of students made learning gains in math on the FCAT. This goal was not met.

Goal Not Met

A MINIMUM OF 75% OF LOWEST QUARTILE WILL MAKE LEARNING GAINS ON THE MATH 2011 FCAT

Data taken from Imagine Middle School's school grades report indicates that 67% of the lowest quartile made learning gains in math. This goal was not met.

Goal Not Met

2011 EXPECTED ATTENDANCE RATE = 95%

The attendance rate was 96%. This goal was met.

Goal Met

2011 EXPECTED NUMBER OF STUDENTS WITH EXCESSIVE ABSENCES (10 OR MORE) = 5

11 students had 10 or more absences. This goal was not met.

Goal Not Met

2011 EXPECTED NUMBER OF STUDENTS WITH EXCESSIVE TARDIES (10 OR MORE) = 5

0 students had 10 or more tardies. This goal was met

Goal Met

2011 EXPECTED NUMBER OF IN- SCHOOL SUSPENSIONS = 10

2011 EXPECTED NUMBER OF STUDENTS SUSPENDED IN SCHOOL = 5

20 students were suspended in school a total of 50 times. These goals were not met.

Goals Not Met

2011 EXPECTED NUMBER OF OUT-OF-SCHOOL SUSPENSIONS = 5

2011 EXPECTED NUMBER OF STUDENTS SUSPENDED OUT OF SCHOOL = 5

5 students were suspended out of school 11 times. This goal was met for the number of students but not met for the number of suspensions

Goal Met for Number of Students

Goal Not Met for total Number of OSS

50% OF PARENTS WILL COMPLETE THEIR 20 VOLUNTEER HOURS.

70% of parents completed their volunteer hours. This goal was met.

Goal Met

TABLE 4

Goal Analysis Summary	
Goal	Result
1. 43% of students will achieve 3 or above in Reading and make learning gains on the 2011 FCAT.	Goal Not Met
2. 20% of students at each grade level will achieve 4 or 5 in Reading on the 2011 FCAT and make learning gains based on developmental scores.	Goal Not Met
3. A minimum of 53% of all students will make learning gains on the Reading 2011 FCAT.	Goal Not Met
4. A minimum of 53% of the lowest quartile will make learning gains on the Reading 2011 FCAT.	Goal Not Met
5. 40% of students will achieve 3 or above in Math and make learning gains on the 2011 FCAT.	Goal Not Met
6. 20% of students at each grade level will achieve 4 or 5 in Math on the 2011 FCAT and make learning gains based on developmental scores.	Goal Not Met
7. A minimum of 75% of all students will make learning gains on the Math 2011 FCAT.	Goal Not Met
8. A minimum of 75% of lowest quartile will make learning gains on the Math 2011	Goal Not Met

FCAT.	
9. 2011 Expected Attendance Rate = 95%	Goal Met
10. 2011 Expected Number of Students with Excessive Absences (10 or more) = 5	Goal Not Met
11. 2011 Expected Number of Students with Excessive Tardies (10 or more) = 5	Goal Met
12. 2011 Expected Number of In- School Suspensions = 10	Goal Not Met
13. 2011 Expected Number of Students Suspended In School = 5	Goal Not Met
14. 2011 Expected Number of Out-of-School Suspensions = 5	Goal Not Met
15. 2011 Expected Number of Students Suspended Out of School = 5	Goal Met
16. 50% of parents will complete their 20 volunteer hours.	Goal Met

CONCLUSIONS/RECOMMENDATIONS

Overall, results indicate that students at Imagine Middle School continue to experience academic difficulties. Difficulties with behavioral and attendance outcomes were also evident as part of this year's evaluation.

While achievement levels as assessed by the FCAT were close to the stated goals in the Reading domain, none of the results met or exceeded Imagine Middle School's stated goals. Math achievement levels were poor. This was particularly true at the 6th-grade level where only 6 of 42 students achieved a level of 3 or higher on the FCAT.

Behavioral concerns were evident in that 20 students were suspended in school a total of 50 times and 5 students were suspended out of school a total of 11 times during the year. Additionally, 11 students were absent 10 or more times during the year.

These results suggest that significant improvement is necessary with regard to academic and behavioral outcomes for students at Imagine Middle School. Improvements in reading and math instruction are necessary to improve results in these domains. This is particularly true with regard to math instruction. More effective means of addressing behavioral concerns and poor attendance among a subset of students are also necessary so that each student arrives at Imagine Middle School ready to learn.

LIFE FORCE ARTS AND TECHNOLOGY ACADEMY

GOALS

Life Force Arts and Technology Academy's goals for the 2010-2011 school year reflected an emphasis upon improvement in reading comprehension, with Goals 1, 2, 3, 5, and 6 associated with this outcome. Achievement in Mathematics is a focus of both Goals 1 and 2, with Goal 1 setting a higher performance target than that achieved in 2009-2010 and Goal 2 setting a target of a 50% passage rate among 4th-grade students. Goal 4 was chosen to examine parent satisfaction with the quality of education received by students at LATA. Response rate was chosen as a measure of parental involvement, with results used by LATA to inform service delivery and parent-school involvement.

1. Improve percent scoring 3 or higher on 3rd-grade Reading FCAT to 68% and Math FCAT to 57%.
2. 50% of 4th-grade students will score 3 or higher on the Reading FCAT and 50% of students will score 3 or higher on the Math FCAT
3. At least 70% of students will demonstrate growth relative to their peers evidenced by higher NCEs in Reading Comprehension in the Spring SAT relative to the Fall SAT administration across grade levels.
4. 95% of LATA students' parents will complete the Parent Survey or return it stating they decline participation.
5. 100% of students will obtain a public library system card.
6. 100% of students will enroll in the Book Club, and these students will read for 2.5 of hours at home per week during the school year, with a record kept of how many hours each child spends reading each night/week signed by his/her parent and placed in a spreadsheet for the purpose of the evaluation.

GOAL ANALYSIS

IMPROVE PERCENT SCORING 3 OR HIGHER ON 3RD-GRADE READING FCAT TO
68%
AND MATH FCAT TO 57%.

28% of 3rd-Grade students (6 out of 25) achieved a 3 or higher on the Reading FCAT.
64% of 4th-grade students (16 out of 25) achieved a 3 or higher on the Math FCAT.

Goal Not Met for Reading
Goal Met for Math

50% OF 4TH-GRADE STUDENTS WILL SCORE 3 OR HIGHER ON THE READING
FCAT
AND 50% OF STUDENTS WILL SCORE 3 OR HIGHER ON THE MATH FCAT

42% of 4th-grade students (5 out of 12) achieved a 3 or higher on the Reading FCAT
58% of 4th-grade students (7 out of 12) achieved a 3 or higher on the Math FCAT

Goal Not Met for Reading
Goal Met for Math

AT LEAST 70% OF STUDENTS WILL DEMONSTRATE GROWTH RELATIVE TO
THEIR PEERS EVIDENCED BY HIGHER NCES IN READING COMPREHENSION IN
THE SPRING SAT RELATIVE TO THE FALL SAT ADMINISTRATION ACROSS
GRADE LEVELS.

LATA did not administer the SAT twice during the school year. Lack of funds was cited as the reason for this by Reading Teacher Carol Marion-Smith and Math-Science Coach Larry McClellan.

LATA completed one SAT assessment in January 2011 for which standardized score results were provided, 27 1st-grade students were administered the Reading and Math sections of the SAT and 28 2nd-grade students were administered the Reading section only.

4 of 27 1st-grade students were at or above the 50th National Percentile Rank in Reading and 1 of 27 were at or above the 50th NPR in Math.

Scores were higher for the 2nd-grade cohort. 18 of 28 2nd-grade students scored at or above the 50th NPR in Reading.

At LATA officials' request, FAIR results were also reviewed in lieu of the data necessary for assessment of Goal 3. At the 3rd-grade level, 2 students had an FCAT success probability (FSP) higher than 50% by AP3, although the mean FSP had increased from 21% to 28% from AP1 to AP3. At the 4th-grade level, 4 students had an FCAT success probability higher than 50%. The mean FSP increased from 33% to 40% from AP1 to AP3 among 4th-grade students. Despite modest gains in

FAIR test scores, the FCAT Reading results cited in accord with Goals 1 and 2 are consistent with these FAIR results.

Much stronger improvements in FAIR scores were evident among 2nd-grade students. By AP3, 22 out of 24 2nd-grade students had Probability of Reading Success (PRS) scores higher than 50%, with 15 of 24 having a PRS higher than 85%.

“Math Facts” test results were also submitted by Math-Science Coach Larry McClellan. Results did show linear improvement in scores where the tests were administered. However, lack of norm-referenced data prohibits analysis of LATA students’ performance in relation to grade-level peers.

Overall, the data reviewed were consistent with FCAT results for 3rd- and 4th-grade students. Data suggested that Reading FCAT performance for incoming 3rd-grade students in 2011-2012 may be strong. Data suggested that 1st-grade students are behind peers in both Reading and Math.

Goal Not Met due to lack of data

95% OF LATA STUDENTS' PARENTS WILL COMPLETE THE PARENT SURVEY OR RETURN IT STATING THEY DECLINE PARTICIPATION.

LATA had developed a parent survey to assess communication/partnership, academic environment, school climate/safety, and general satisfaction dimensions. The survey was not administered and data were not present to evaluate achievement of this goal.

Goal Not Met

100% OF STUDENTS WILL OBTAIN A PUBLIC LIBRARY SYSTEM CARD.

Reading Teacher Carol Marion-Smith stated that transportation difficulties prohibited school officials’ ability to ensure that 100% of students obtained a public library system card.

Goal Not Met

100% OF STUDENTS WILL ENROLL IN THE BOOK CLUB, AND THESE STUDENTS WILL READ FOR 2.5 OF HOURS AT HOME PER WEEK DURING THE SCHOOL YEAR, WITH A RECORD KEPT OF HOW MANY HOURS EACH CHILD SPENDS READING EACH NIGHT/WEEK SIGNED BY HIS/HER PARENT AND PLACED IN A SPREADSHEET FOR THE PURPOSE OF THE EVALUATION.

Reading Teacher Carol Marion-Smith presented hand-written logs suggesting that efforts were made in some classes to foster at home reading. However legible, systematic data were not kept to allow assessment of individual children's progress toward this goal.

Goal Not Met

CONCLUSIONS/RECOMMENDATIONS

Evaluation results indicated that Life Force Arts and Technology Academy did not meet FCAT goals for Reading, but did meet goals set for Math among 3rd- and 4th-grade students. Poor follow-through prohibited achievement of Goals 3, 4, 5, and 6. Assessment data suggest that next year's 3rd-grade class may perform well in their FCAT Reading test results. However, test results suggest that incoming 2nd-grade students are not keeping pace with peers in both Reading and Math domains.

The strongest goal for LATA in the coming year would be to enhance their follow-through concerning goals that they have set. Systematic standardized assessment of student achievement in both Reading and Math across all grade-levels could have enhanced LATA's understanding of student strengths and weaknesses and provided a foundation for targeted instruction going forward. Lack of follow-through limited their ability to do this. For the coming year, a plan must be set and adhered to in order to provide systematic assessment of students at all levels that is then clearly linked to targeted instruction.

MAVERICKS IN EDUCATION

GOALS

Results of Mavericks' 2009-2010 evaluation indicated poor performance with respect to credit accrual, graduation rate, FCAT participation, and learning gains. Of 72 students enrolled a full year, 12 had accrued 4 or more credits. 13 12th-grade students graduated and accrued more than 2 credits while doing so. 63% took the Reading FCAT and 59% took the Math FCAT, which was well below the 90% threshold expected. Learning gains data were also poor when assessed in terms of improvement in Developmental Scale Scores overall for both Reading and Math. These results were discussed with Principal Spadafora and goals were set for 2010-2011 to improve performance across each of these domains. Goals for 2010-2011 were:

1. 70% of the students enrolled for a full year will earn 5 credits.
2. 40 students will participate in the Mid-Year Graduation.
3. 40 students will participate in the Spring Graduation.
4. A total of 100 students will fulfill the requirements for Diploma within the Mavericks' School Year from August 2010 to August 2011.

(The number 100 comes from our potential to qualify 20 additional students during the summer months, since we are a 12 month school.)

5. 90% of the students required to take the FCAT or FCAT re-takes will participate.
6. 70% of the students who re-take the FCAT will show improvement in Reading & Math.
7. 70% of the students participating in the yearly administration of the FAIR will show improvement.
8. Enrollment will meet the Charter requirement for 500 students.

GOAL ANALYSIS

Information in accord with this evaluation was provided by Interim School Leader Leo Cole Jr. or obtained from Pinellas County Schools Testing Director Octavio Salcedo.

70% OF THE STUDENTS ENROLLED FOR A FULL YEAR WILL EARN 5 CREDITS.

Data provided by Leo Cole Jr. in accord with this evaluation indicated that 82 students were enrolled for a full year at Mavericks. 10 of these (12.2%) earned 5 or more credits. An additional 14 earned 4 or more credits for a total of 24 earning 4 or more credits (29.3%). 16.7% (12 of 72) had accrued 4 or more credits in 2009-2010. While the percentage of students earning 4 or more credits was higher than that obtained in 2009-2010, results were well below the goal that was set.

Goal Not Met

40 STUDENTS WILL PARTICIPATE IN THE MID-YEAR GRADUATION.

15 students participated in mid-year Graduation. This goal was not met.

Goal Not Met

40 STUDENTS WILL PARTICIPATE IN THE SPRING GRADUATION.

19 students participated in Spring graduation. This goal was not met.

Goal Not Met

A TOTAL OF 100 STUDENTS WILL FULFILL THE REQUIREMENTS FOR DIPLOMA WITHIN THE MAVERICKS' SCHOOL YEAR FROM AUGUST 2010 TO AUGUST 2011.

Leo Cole Jr. indicated that the numbers above were the total numbers for the year, which sum to 34 students. This goal was not met.

Goal Not Met

90% OF THE STUDENTS REQUIRED TO TAKE THE FCAT OR FCAT RETAKES WILL PARTICIPATE.

		Reading Retake					
		Yes		No		Total	
		N	%	N	%	N	%
Reading Tested	Yes	85	76.6%	82	74.5%	167	75.6%
	No	26	23.4%	28	25.5%	54	24.4%
	Total	111		110		221	

		Math Retake					
		Yes		No		Total	
		N	%	N	%	N	%
Math Tested	Yes	42	72.4%	79	62.2%	121	65.4%
	No	16	27.6%	48	37.8%	64	34.6%
	Total	58		127		185	

Data in accord with this goal were obtained from the raw data file provided by Testing Director Octavio Salcedo. In the Spring of 2011, Mavericks tested 75.6% of students eligible for Reading. The percentage tested for Reading retakes was 76.6% and for Reading non-retakes was 74.5%. Mavericks tested 65.4% of students eligible for Math. The percentage tested for Math retakes was 72.4% and for Math non-retakes was 62.2%.

This goal was not met.

Goal Not Met

**70% OF THE STUDENTS WHO RE-TAKE THE FCAT WILL SHOW
IMPROVEMENT IN READING & MATH**

When comparing Developmental Scale Scores (DSS) from the most prior time a student had taken the FCAT, 52.9% of students showed improvement in Reading and 64.3% of students showed improvement in Math. This goal was not met.

Improvement in Reading FCAT DSS		
	N	%
Yes	45	52.9%
No	40	47.1%
Total	85	

Improvement in Math FCAT DSS		
	N	%
Yes	27	64.3%
No	15	35.7%
Total	42	

Additional information regarding FCAT passage is provided below as an alternate metric to assess student achievement. 9.4% of students passed the Reading FCAT retake and 21.4% of students passed the Math FCAT retake. Among Mavericks students taking the FCAT for the first time, 19.5% passed the Reading FCAT and 49.4% passed the Math FCAT.

		Reading Retake					
		Yes		No		Total	
		N	%	N	%	N	%
Passed Reading	Yes	8	9.4%	16	19.5%	24	14.4%
	No	77	90.6%	66	80.5%	143	85.6%
	Total	85		82		167	

		Math Retake					
		Yes		No		Total	
		N	%	N	%	N	%
Passed Math	Yes	9	21.4%	39	49.4%	48	39.7%
	No	33	78.6%	40	50.6%	73	60.3%
	Total	42		79		121	

Goal Not Met

70% OF THE STUDENTS PARTICIPATING IN THE YEARLY ADMINISTRATION OF THE FAIR WILL SHOW IMPROVEMENT.

Mavericks tested 57 students using the FAIR in AP1. None of these had a Probability of FCAT success higher than 80%. 37 of these had a FSP under 10%. Mavericks tested 70 students in AP2. 21 of these had been tested in AP1 for comparison. None of the 21 achieved a FSP higher than 27%. 8 of the 21 students (38%) showed minor increases in FSPs from AP1 to AP2. The highest gains were from two students who moved from a FSP of 7% in AP1 to a FSP of 16% in AP2. Mavericks did not test any students using the FAIR in AP3.

The numbers of students tested and the absence of all testing in AP3 indicates poor implementation of the FAIR testing process. Poor results achieved by Mavericks students indicate a lack of success using test results to inform effective instruction. This goal was not met.

Goal Not Met

ENROLLMENT WILL MEET THE CHARTER REQUIREMENT FOR 500 STUDENTS.

Enrollment on 7/15/11 was 410 students. This goal was not met.

Goal Not Met

CONCLUSIONS/RECOMMENDATIONS

Results of Mavericks' 2009-2010 evaluation had indicated poor performance with respect to credit accrual, graduation rate, FCAT participation, and learning gains. Goals were set to make improvements in each of these domains in the 2010-2011 school year. Results of this evaluation indicate that Mavericks performance was once again poor across domains.

10 students enrolled for a full year earned 5 or more credits with 34 students participating in graduation. FCAT participation was once again well below the 90% threshold. 9.4% of students passed the Reading FCAT retake, while 21.4% passed the Math FCAT retake. 52.9% had improved DSS scores in Reading and 64.3% had improved DSS scores in Math. Usage of the FAIR was poorly implemented and lacked evidence of improvement in student reading during the school year.

The goals that were set for the 2010-2011 school year were consistent with the central mission of Mavericks, which is to support students in their achievement of goals necessary to graduate with a high school diploma. Mavericks performance in accord with its mission has been poor for both the 2009-2010 and the 2010-2011 school years. Goals to improve performance with respect to credit accrual, graduation rate, FCAT participation, and learning gains will be set for 2011-2012. The expectation will again be that Mavericks will make substantial improvement in each of these domains in the coming year.

NEW START

GOALS

Results of New Start's 2009-2010 school year evaluation indicated a need for improvement with respect to the percentage of students tested on the FCAT, credits earned, graduation rate, and FCAT scores. Goals for the 2010-2011 school year were focused upon improvements in these areas, as well as maintenance of strong performance with regard to the percentage of students who receive employability skills training and 120 hours of employment/volunteering/job shadowing/mentoring prior to graduation. Focused attention to raising the percentage of parents completing parent surveys was also included to enhance parent involvement and gauge parent satisfaction with New Start. Goals for 2010-2011 were:

1. The New Start student body will meet testing requirements for NCLB. Goal- 90% tested.
- 2A. Students enrolled at New Start for an entire academic year and who completed 0-2.5 core academic credits prior to enrolling will earn a minimum of 3 credits annually. The percentage who do so will increase from 33% to 55%.
- 2B. Students enrolled at New Start for an entire academic year and who have completed 3 or more core academic credits prior to enrolling will earn a minimum of 4 credits annually. The percentage who do so will increase from 42% to 60%.
- 3 One hundred percent (100%) of the students enrolled will receive employability skills training.
- 4 One hundred percent (100%) of New Start's graduates will have completed a minimum of 90 days or 120 hours of employment, volunteering, job shadowing and/or mentoring opportunity prior to graduation.
- 5 Using New Start's first year of operation as a baseline, we will increase our graduation rate by 5% annually until such time we meet or exceed Pinellas County Public School District's graduation rate. New Start's graduation rate will increase from 36% to 50%.
- 6 Using New Start's first year of operation as a baseline the percentage of students who achieve passing scores on the FCAT shall increase a minimum of 2.5% annually, or attain a minimum of fifty percent (50%) passage rate of those taking the test. In 2009-10; 2% (6) students performed at a level 3 or higher in Reading. Goal for 2010-11- 20% of 10th graders will pass FCAT Reading and 25% of 11th and 12th graders taking Reading Retakes will pass this test. (2009- 12% passed). In 2009-10; 11% (20) students performed at a level 3 or higher in Math. Goal for 2010-11 – 25% of 10th graders will pass FCAT Math and 40% of 11th and 12th graders taking Math Retakes will pass this test. (2009- 30% passed).
- 7 Annually, near the end of the school year, a parent/student survey will be undertaken, which will assess parent/student satisfaction with New Start's program, the results of which when tabulated, will indicate a composite "3.0" response, or better, from 75% of the respondents, This goal indicates whether the School is fulfilling the societal need in a way that the target population finds effective. In 2009-10; 9 parent surveys were completed. In 2010-11; we will have more than 80% of our parents (of students under 18) respond to a survey either in paper or in web-based format.

GOAL ANALYSIS

THE NEW START STUDENT BODY WILL MEET TESTING REQUIREMENTS FOR NCLB. GOAL- 90% TESTED.

New Start tested 21 of 23 9th-grade and 10th-grade students in 2010-2011 (91.3%). New Start also tested 92.3% of Reading retakes and 90% of Math retakes. Last year, New Start had tested 58% of students. Principal Hulbert had submitted a detailed plan to improve performance in this area. Dedicated efforts to improve this area resulted in significant improvement.

Goal Met

STUDENTS ENROLLED AT NEW START FOR AN ENTIRE ACADEMIC YEAR AND WHO COMPLETED 0-2.5 CORE ACADEMIC CREDITS PRIOR TO ENROLLING WILL EARN A MINIMUM OF 3 CREDITS ANNUALLY. THE PERCENTAGE WHO DO SO WILL INCREASE FROM 33% TO 55%.

Seven students enrolled for the entire year had completed 0-2.5 core academic credits prior to enrolling. Of these, three students earned 3 or more credits (42.9%). This goal was not met. As only seven students met the criteria for analysis in accord with this goal it may be useful to examine credit accrual among all students in one goal going forward.

Goal Not Met

STUDENTS ENROLLED AT NEW START FOR AN ENTIRE ACADEMIC YEAR AND WHO HAVE COMPLETED 3 OR MORE CORE ACADEMIC CREDITS PRIOR TO ENROLLING WILL EARN A MINIMUM OF 4 CREDITS ANNUALLY. THE PERCENTAGE WHO DO SO WILL INCREASE FROM 42% TO 60%.

87 students enrolled for the entire year had completed 3 or more credits prior to enrolling. Of these, 42 students earned 4 or more credits (48.3%). This goal was not met. Strategies to improve credit accrual rates among New Start's students must be examined with plans made for improvement in this area.

Goal Not Met

ONE HUNDRED PERCENT (100%) OF THE STUDENTS ENROLLED WILL RECEIVE EMPLOYABILITY SKILLS TRAINING.

100% of New Start's 61 graduates received employability skills training. Fulfillment of this requirement was maintained.

Goal Met

ONE HUNDRED PERCENT (100%) OF NEW START'S GRADUATES WILL HAVE COMPLETED A MINIMUM OF 90 DAYS OR 120 HOURS OF EMPLOYMENT, VOLUNTEERING, JOB SHADOWING AND/OR MENTORING OPPORTUNITY PRIOR TO GRADUATION.

100% of New Start's graduates completed 120 hours of work experience. Fulfillment of this requirement was maintained.

Goal Met

USING NEW START'S FIRST YEAR OF OPERATION AS A BASELINE, WE WILL INCREASE OUR GRADUATION RATE BY 5% ANNUALLY UNTIL SUCH TIME WE MEET OR EXCEED PINELLAS COUNTY PUBLIC SCHOOL DISTRICT'S GRADUATION RATE. NEW START'S GRADUATION RATE WILL INCREASE FROM 36% TO 50%.

New Start enrolled 47 students for both FTE periods who had accrued at least 17 credits prior to start of the year. 30 of these 47 students graduated by the year's end (64%). 5 of these (11%) earned a Certificate of Completion and 12 did not graduate.

Goal Met

20% OF 10TH GRADERS WILL PASS FCAT READING AND 25% OF 11TH AND 12TH GRADERS TAKING READING RETAKES WILL PASS. 25% OF 10TH GRADERS WILL PASS FCAT MATH AND 40% OF 11TH AND 12TH GRADERS TAKING MATH RETAKES WILL PASS.

3 of 18 10th-grade students passed FCAT Reading (16.7%). 5 of 39 students passed the FCAT Reading retake (12.8%). 3 of 15 10th-grade students passed FCAT Math. 3 of 25 students passed the FCAT Math retake (12%). None of these results met the goals set for this year. New Start must identify means through which methods of assessment and instruction can be improved to produce better results in 2011-2012.

Goal Not Met

IN 2010-11 NEW START WILL HAVE MORE THAN 80% OF PARENTS (OF STUDENTS UNDER 18) RESPOND TO A SURVEY EITHER IN PAPER OR IN WEB-BASED FORMAT.

Parents of 97 out of 103 students (94.2%) completed the parent survey. This was a marked increase from the total of 9 surveys completed in 2009-2010. In addition, 203 students also provided feedback via surveys.

Goal Met

CONCLUSIONS/RECOMMENDATIONS

Following deficiencies noted in last year's evaluation with regard to FCAT participation, credit accrual, graduation rate, and FCAT passage rates, goals for improvements in each of these areas were set for the 2010-2011 school year. New Start made strong progress with regard to their FCAT participation rates and their graduation rate. Improvements with regard to credit accrual and FCAT passage rates were not sufficient to meet their stated goals. New Start did maintain attainment of goals related to employability skills training and job training. New Start also made strong gains with regard to obtaining survey-based feedback from both parents and students.

New Start's plans for the 2011-2012 school year must identify processes that can improve outcomes with regard to credit accrual and FCAT passage. New Start can maintain and build upon processes associated with gains in FCAT participation and graduation rates during the 2010-2011 school year. New Start can utilize feedback from parent and student surveys to better address barriers that may prevent attainment of goals set. During the goal setting process for 2011-2012, New Start must stipulate higher goals, especially with regard to credit accrual and FCAT passage and stipulate the means through which these will be achieved.

PINELLAS PREPARATORY ACADEMY

GOALS

Results of Pinellas Preparatory Academy's 2009-2010 school year evaluation indicated that PPA students across grade levels scored at or above the Pinellas district averages in terms of students scoring 3 or above in reading and math FCAT scores. PPA's school grade of "A" was indicative of the overall strong academic performance of PPA students. PPA had not met the criteria for Adequate Yearly Progress (AYP) due to the reading performance of economically disadvantaged students. FCAT science scores showed room for improvement with 52% of 5th-grade students and 56% of 8th-grade students scoring 3 or higher. Performance among students in the lowest quartile also showed room for improvement with 62% making learning gains in reading and 74% making learning gains in math. To maintain PPA's strong foundation and address areas in need of improvement, the following goals were established.

1. Pinellas Preparatory Academy students will score at or above the district average based on the percentage of students scoring level three or above in reading and math scores, as demonstrated through official 2011 FCAT results.
2. In order to meet AYP, PPA will provide an additional 700 hours of small group instruction and computer based math and reading skills development to low performing students.
3. By the end of the 2010-2011 school year, PPA will have a substantial RtI system in place to address the Adequate Yearly Progress of the student population.
4. In order to improve upon student achievement in Science, PPA will develop a standards-based assessment to measure student progress each year.
5. Starting second semester, at least once per week Language Arts teachers will group students based on their FAIR results and provide guided instruction based on the deficit skills identified by the testing results.

GOAL ANALYSIS

PINELLAS PREPARATORY ACADEMY STUDENTS WILL SCORE AT OR ABOVE THE DISTRICT AVERAGE BASED ON THE PERCENTAGE OF STUDENTS SCORING LEVEL THREE OR ABOVE IN READING AND MATH SCORES, AS DEMONSTRATED THROUGH OFFICIAL 2011 FCAT RESULTS.

Grade	Pinellas County Scores			Pinellas Preparatory Academy Scores		
	Reading	Math	Science	Reading	Math	Science
4 th	72%	69%		91%	84%	
5 th	69%	61%	47%	80%	68%	63%
6 th	65%	55%		85%	78%	
7 th	68%	58%		85%	84%	
8 th	54%	59%	42%	68%	87%	52%

Pinellas Preparatory Academy exceeded district averages in Reading, Math, and Science across all grade levels. These results and PPA's school grade of "A" mirror achievements from the 2009-2010 school year.

Goal Met

IN ORDER TO MEET AYP, PPA WILL PROVIDE AN ADDITIONAL 700 HOURS OF SMALL GROUP INSTRUCTION AND COMPUTER BASED MATH AND READING SKILLS DEVELOPMENT TO LOW PERFORMING STUDENTS.

PPA reported provision of three methods to achieve this goal. 559 hours were provided through use of Reading Plus and Study Island online instruction systems. 112 hours were provided by an educational assistant who worked with students in small groups after school. Approximately 300 additional hours of small group pull-out instruction was provided during school hours. Despite these efforts, AYP was once again not met by PPA as 68% of the economically disadvantaged subgroup was proficient in reading, which was below the 79% AYP threshold, and 72% of this group was proficient in math, which was below the 80% AYP threshold. However, this goal was met in terms of the number of hours of small group instruction provided.

Goal Met

BY THE END OF THE 2010-2011 SCHOOL YEAR, PPA WILL HAVE A
SUBSTANTIAL RTI SYSTEM IN PLACE TO ADDRESS THE ADEQUATE YEARLY
PROGRESS OF THE STUDENT POPULATION.

Principal Fuller submitted a document describing PPA's PS/RtI plan. The plan depicts a general process whereby students receive academic support through the three tiers of the PS/RtI system. A school-based leadership team has been formed to address issues and engage in problem solving in accord with PPA's PS/RtI plan. Principal Fuller stated that the process was used to identify multiple students who required additional supports during the 2010-2011 school year. Principal Fuller also stated that training was conducted for staff members in January of 2011 on processes associated with the framework. This goal was met insofar as efforts have taken place to implement a three-tier PS/RtI framework and students have been identified and received instruction in accord with this framework.

Principal Fuller notes that the plan will continue to be revised and improved upon. The plan as written would benefit from clearer specification of how and when specific data points will be used to monitor student progress schoolwide and target students requiring supplemental instruction. The plan also does not reference specific empirically-supported interventions that can be used to address student learning needs. The plan only references behavioral concerns on the last page of the document and requires clearer specification if PPA intends to use the PS/RtI model to address student behavior both in terms of the data used to track behavior and the interventions intended to influence positive behavioral outcomes. Development of a PS/RtI framework is a work in progress that has begun. The ultimate measure of its success in the coming year will be whether PPA meets the targets for AYP.

Goal Met

IN ORDER TO IMPROVE UPON STUDENT ACHIEVEMENT IN SCIENCE, PPA WILL
DEVELOP A STANDARDS-BASED ASSESSMENT TO MEASURE STUDENT
PROGRESS EACH YEAR.

In 2011, 63% of 5th-grade students and 52% of 8th-grade students scored three or higher on their Science FCAT. These percentages were similar to those achieved in 2010 when 52% of 5th-grade students and 56% of 8th-grade students scored three or higher. A total of 54% met high standards in Science in 2010 while 59% met high standards in Science in 2011.

At the conclusion of the 2010-2011 school year, PPA administered the FCAT Science practice test to students in 4th, 6th, and 7th-grades. 5th and 8th-grade students took the FCAT Science test. PPA intends to use pre-test results to target instruction to improve FCAT results. This does represent a standards-based assessment plan in accord with the goal. However, whether one pre-test is sufficient to assess learning and whether these results are tied to sufficient standards-based instruction is yet to be determined. Effective, targeted, standards-based instruction guided by pre-test performance can and should improve FCAT Science test results in 2012.

Goal Met

STARTING SECOND SEMESTER, AT LEAST ONCE PER WEEK LANGUAGE ARTS
TEACHERS WILL GROUP STUDENTS BASED ON THEIR FAIR RESULTS AND
PROVIDE GUIDED INSTRUCTION BASED ON THE DEFICIT SKILLS IDENTIFIED
BY THE TESTING RESULTS.

Principal Fuller reports that throughout the first quarter the language arts team met several times to develop a plan to utilize FAIR results to inform small group instruction. Then, starting in January, teachers implemented the small group instruction within their class and/or during SSR/tutorial time built into the schedule. These small group instruction periods were written into lesson plans and implementation was monitored by Principal Fuller. Lesson plans from each teacher were provided to document implementation.

Goal Met

CONCLUSIONS/RECOMMENDATIONS

Results of this evaluation were similar to those in 2009-2010. Overall, PPA students performed well in their FCAT test results consistent with achievement of an “A” school grade for both this year and last. PPA again did not achieve Adequate Yearly Progress due to the performance of economically disadvantaged students. FCAT Science scores, while above the district average, still have room for improvement.

PPA engaged in processes designed to improve performance with regard to AYP and Science test scores. Implementation of the PS/RtI framework has begun. Targeted instruction methods have been implemented. Standards-based Science pre-tests have been administered. These processes should result in improved performance of economically disadvantaged students and improved science FCAT scores in 2012. Specific targets should be set in these areas.

Implementation of a PS/RtI framework for behavior should improve student conduct in 2012. This is an area that has yet to be evaluated. Tracking of FAIR test results in accord with provision of targeted small group instruction should result in improved FAIR results for those receiving targeted instruction. PPA should set Reading and Math FCAT targets that are above the district mean in 2012 given the consistently strong performance of PPA students. Each of these areas can be targeted to build upon PPA’s strong foundation in 2012.

PLATO ACADEMY

Results of Plato Academy's 2009-2010 evaluation indicated strong performance by students in terms of both curriculum-based assessments and FCAT results. Students at the elementary grade levels were more likely to be at or above grade level on FCAT assessments than those at the middle grade levels. Although the parent survey response rate was poor, those parents who did respond reported high levels of satisfaction with Plato Academy. Pupil progression was strong, with 99% of students advancing to the next grade level. Parent involvement and student behavior were not assessed.

Goals for this year's evaluation set precise performance targets at each grade level through curriculum-based assessments and FCAT results with a focus upon improvement of outcomes at the middle grade levels. A stronger parent survey response rate and maintenance of high levels of pupil progression were targeted. Goals associated with parent involvement and high levels of satisfactory student conduct were also set.

GOAL ANALYSIS

KINDERGARTEN

GOAL K1: MATH: 95% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN MATHEMATICS AS MEASURED BY STUDY ISLAND ASSESSMENT

100% of students were at grade level or above. This goal was met.

Goal Met

GOAL K2: READING: 95% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN READING AS MEASURED BY STUDY ISLAND ASSESSMENT

100% of students were at grade level or above. This goal was met.

Goal Met

GOAL K3: WRITING: 95% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN WRITING AS MEASURED BY WRITNG REFLECTIONS ASSESSMENT

100% of students were at grade level or above. This goal was met.

Goal Met

FIRST (1ST) GRADE

GOAL 1A: MATH: 95% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN MATHEMATICS AS MEASURED BY STUDY ISLAND ASSESSMENT

97.4% of students were at grade level or above. This goal was met.

Goal Met

GOAL 1B: READING: 95% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN READING AS MEASURED BY STUDY ISLAND ASSESSMENT

100% of students were at grade level or above. This goal was met.

Goal Met

GOAL 1C: WRITING: 95% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN WRITING AS MEASURED BY WRITING REFLECTIONS ASSESSMENT

100% of students were at grade level or above. This goal was met.

Goal Met

SECOND (2ND) GRADE

GOAL 2A: MATH: 95% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN MATHEMATICS AS MEASURED BY STUDY ISLAND ASSESSMENT

100% of students were at grade level or above. This goal was met.

Goal Met

GOAL 2B: READING: 95% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN READING AS MEASURED BY STUDY ISLAND ASSESSMENT

100% of students were at grade level or above. This goal was met.

Goal Met

GOAL 2C: WRITING: 95% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN WRITING AS MEASURED BY WRITING REFLECTIONS ASSESSMENT

100% of students were at grade level or above. This goal was met.

Goal Met

THIRD (3RD) GRADE

GOAL 3A: MATH: 95% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN MATHEMATICS AS MEASURED BY FCAT ASSESSMENT

100% of students were at grade level or above. This goal was met.

Goal Met

GOAL 3B: READING: 95% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN READING AS MEASURED BY FCAT ASSESSMENT

100% of students were at grade level or above. This goal was met.

Goal Met

GOAL 3C: MATH: 95% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN MATHEMATICS AS MEASURED BY THE STUDY ISLAND ASSESSMENT (TESTING).

100% of students were at grade level or above. This goal was met.

Goal Met

GOAL 3D: READING: 95% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN READING AS MEASURED BY STUDY ISLAND ASSESSMENT

97.2% of students were at grade level or above. This goal was met.

Goal Met

GOAL 3E: SCIENCE: 80% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN SCIENCE AS MEASURED BY STUDY ISLAND ASSESSMENT

97.2% of students were at grade level or above. This goal was met.

Goal Met

GOAL 3F: WRITING: 95% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN WRITING AS MEASURED BY WRITING REFLECTIONS ASSESSMENT

97.2% of students were at grade level or above. This goal was met.

Goal Met

FOURTH (4TH) GRADE

GOAL 4A: MATH: 95% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN MATHEMATICS AS MEASURED BY FCAT ASSESSMENT

91% of students were at grade level or above. This goal was not met

Goal Not Met

GOAL 4B: READING: 95% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN READING AS MEASURED BY FCAT ASSESSMENT

95% of students were at grade level or above. This goal was met.

Goal Met

GOAL 4C: WRITING: 95% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN WRITING AS MEASURED BY FCAT ASSESSMENT

100% of students were at grade level or above. This goal was met.

Goal Met

GOAL 4D: MATH: 95% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN MATHEMATICS AS MEASURED BY STUDY ISLAND ASSESSMENT

100% of students were at grade level or above. This goal was met.

Goal Met

GOAL 4E: READING: 95% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN READING AS MEASURED BY STUDY ISLAND ASSESSMENT

97.7% of students were at grade level or above. This goal was met.

Goal Met

GOAL 4F: SCIENCE: 80% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN SCIENCE AS MEASURED BY STUDY ISLAND ASSESSMENT

100% of students were at grade level or above. This goal was met.

Goal Met

GOAL 4G: WRITING: 95% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN WRITING AS MEASURED BY WRITING REFLECTIONS ASSESSMENT

100% of students were at grade level or above. This goal was met.

Goal Met

FIFTH (5TH) GRADE

GOAL 5A: MATH: 90% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN MATHEMATICS AS MEASURED BY FCAT ASSESSMENT

80% of students were at grade level or above. This goal was not met.

Goal Not Met

GOAL 5B: READING: 90% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN READING AS MEASURED BY FCAT ASSESSMENT

98% of students were at grade level or above. This goal was met.

Goal Met

GOAL 5C: SCIENCE: 80% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN SCIENCE AS MEASURED BY THE FCAT ASSESSMENT (TESTING).

76% of students were at grade level or above. This goal was not met.

Goal Not Met

GOAL 5D: MATH: 90% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN MATHEMATICS AS MEASURED BY STUDY ISLAND ASSESSMENT

91.3% of students were at grade level or above. This goal was met.

Goal Met

GOAL 5E: READING: 90% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN READING AS MEASURED BY STUDY ISLAND ASSESSMENT

100% of students were at grade level or above. This goal was met.

Goal Met

GOAL 5F: SCIENCE: 80% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN SCIENCE AS MEASURED BY STUDY ISLAND ASSESSMENT

95.7% of students were at grade level or above. This goal was met.

Goal Met

GOAL 5G: WRITING: 90% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN WRITING AS MEASURED BY WRITING REFLECTIONS ASSESSMENT

100% of students were at grade level or above. This goal was met.

Goal Met

SIXTH (6TH) GRADE

GOAL 6A: MATH: 80% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN MATHEMATICS AS MEASURED BY FCAT ASSESSMENT

76% of students were at grade level or above. This goal was not met.

Goal Not Met

GOAL 6B: READING: 90% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN READING AS MEASURED BY FCAT ASSESSMENT

93% of students were at grade level or above. This goal was met.

Goal Met

GOAL 6C: MATH: 80% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN MATHEMATICS AS MEASURED BY THE STUDY ISLAND ASSESSMENT (TESTING).

86.7% of students were at grade level or above. This goal was met.

Goal Met

GOAL 6D: READING: 90% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN READING AS MEASURED BY STUDY ISLAND ASSESSMENT

95.6% of students were at grade level or above. This goal was met.

Goal Met

GOAL 6E: SCIENCE: 80% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN SCIENCE AS MEASURED BY STUDY ISLAND ASSESSMENT

97.8% of students were at grade level or above. This goal was met.

Goal Met

GOAL 6F: WRITING: 85% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN WRITING AS MEASURED BY WRITE TO LEARN ASSESSMENT

88.9% of students were at grade level or above. This goal was met.

Goal Met

SEVENTH (7TH) GRADE

GOAL 7A: MATH: 80% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN MATHEMATICS AS MEASURED BY FCAT ASSESSMENT

86% of students were at grade level or above. This goal was met.

Goal Met

GOAL 7B: READING: 90% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN READING AS MEASURED BY FCAT ASSESSMENT

91% of students were at grade level or above. This goal was met.

Goal Met

GOAL 7C: MATH: 80% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN MATHEMATICS AS MEASURED BY STUDY ISLAND ASSESSMENT

86.4% of students were at grade level or above. This goal was met.

Goal Met

GOAL 7D: READING: 90% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN READING AS MEASURED BY STUDY ISLAND ASSESSMENT

100% of students were at grade level or above. This goal was met.

Goal Met

GOAL 7E: SCIENCE: 80% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN SCIENCE AS MEASURED BY STUDY ISLAND ASSESSMENT

100% of students were at grade level or above. This goal was met.

Goal Met

GOAL 7F: WRITING: 85% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN WRITING AS MEASURED BY WRITE TO LEARN ASSESSMENT

100% of students were at grade level or above. This goal was met.

Goal Met

EIGHTH (8TH) GRADE

GOAL 8A: MATH: 80% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN MATHEMATICS AS MEASURED BY FCAT ASSESSMENT

70% of students were at grade level or above. This goal was not met.

Goal Not Met

GOAL 8B: READING: 90% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN READING AS MEASURED BY FCAT ASSESSMENT

75% of students were at grade level or above. This goal was not met.

Goal Not Met

GOAL 8C: SCIENCE: 80% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN SCIENCE AS MEASURED BY FCAT ASSESSMENT

70% of students were at grade level or above. This goal was not met.

Goal Not Met

GOAL 8D: WRITING: 85% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN WRITING AS MEASURED BY FCAT ASSESSMENT

100% of students were at grade level or above. This goal was met.

Goal Met

GOAL 8E: MATH: 80% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN READING AS MEASURED BY STUDY ISLAND ASSESSMENT

75% of students were at grade level or above. This goal was not met.

Goal Not Met

GOAL 8F: READING: 90% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN READING AS MEASURED BY STUDY ISLAND ASSESSMENT

100% of students were at grade level or above. This goal was met.

Goal Met

GOAL 8G: SCIENCE: 80% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN READING AS MEASURED BY STUDY ISLAND ASSESSMENT

100% of students were at grade level or above. This goal was met.

Goal Met

GOAL 8E: WRITING: 85% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN READING AS MEASURED BY WRITE TO LEARN ASSESSMENT

100% of students were at grade level or above. This goal was met.

Goal Met

CHARACTER DEVELOPMENT

GOAL 9A: 85% OF K THROUGH 2ND GRADE STUDENTS WILL DEMONSTRATE APPROPRIATE CHARACTER WITHIN THE SCHOOL ENVIRONMENT BY HAVING A GRADE OF SATISFACTORY OR BETTER GRADE ON SCHOOL REPORT CARDS.

100% (109/109) of K-2nd-grade students received a grade of satisfactory or better. This goal was met.

Goal Met

GOAL 9B: 80% OF 3RD THROUGH 5TH GRADE STUDENTS WILL DEMONSTRATE APPROPRIATE CHARACTER WITHIN THE SCHOOL ENVIRONMENT, BY HAVING A GRADE OF SATISFACTORY OR BETTER ON SCHOOL REPORT CARDS.

96.8% (121/125) of 3rd-5th-grade students received a grade of satisfactory or better. This goal was met.

Goal Met

GOAL 9C: 75% OF 6TH THROUGH 8TH GRADE STUDENTS WILL DEMONSTRATE APPROPRIATE CHARACTER WITHIN THE SCHOOL ENVIRONMENT BY HAVING A GRADE OF SATISFACTORY OR BETTER ON SCHOOL REPORT CARDS.

83.9% (73/87) of 6th-8th-grade students received a grade of satisfactory or better. This goal was met.

Goal Met

GOAL 9D: 85% OF K THROUGH 2ND GRADE STUDENTS WILL DEMONSTRATE APPROPRIATE CHARACTER WITHIN THE SCHOOL ENVIRONMENT, BY HAVING NO WRITTEN BEHAVIOR REFERRALS.

100% (109/109) of K-2nd-grade students received no conduct referrals. This goal was met.

Goal Met

GOAL 9E: 80% OF 3RD THROUGH 5TH GRADE STUDENTS WILL DEMONSTRATE APPROPRIATE CHARACTER WITHIN THE SCHOOL ENVIRONMENT BY HAVING NO WRITTEN BEHAVIOR REFERRALS.

92% (115/125) of 3rd-5th-grade students received no conduct referrals. This goal was met.

Goal Met

GOAL 9F: 75% OF 6TH THROUGH 8TH GRADE STUDENTS WILL DEMONSTRATE APPROPRIATE CHARACTER WITHIN THE SCHOOL ENVIRONMENT BY HAVING NO WRITTEN BEHAVIOR REFERRALS.

70.1% (61/87) of 6th-8th grade students received no conduct referrals. This goal was not met.

Goal Not Met

PARENT SATISFACTION

GOAL 10A: THE PARENT SURVEY WILL HAVE AN 85% RESPONSE RATE.

The response rate was 71%. This was an improvement from the 2009-2010 response rate of 21%, but short of the goal of 85%. This goal was not met.

Goal Not Met

GOAL 10B: 75% OF PARENTS OR GUARDIANS OF STUDENTS ATTENDING PLATO ACADEMY WILL INDICATE AN OVERALL SATISFACTION WITH THE SCHOOL'S CULTURE AND QUALITY OF LIFE.

Plato's parent survey has 23 items that capture a broad range of issues related to learning and school culture. Across all items, approximately 95% of parents report that they are satisfied with the school climate and learning that takes place at Plato. These are strong results that suggest a high level of parent satisfaction.

Goal Met

COMMUNITY NETWORKING/SCHOOL PARTNERSHIPS

GOAL 11: TOTAL INSTRUCTION-BASED OR SUPPORT SERVICE COMMUNITY NETWORKING/SCHOOL PARTNERSHIP HOURS: 2500 HRS.

Plato provided a spreadsheet that noted that parents had volunteered multiple times throughout the year. Yet individual data were not provided to assess either the number of hours or to match volunteer hours with the parent of any child (i.e. one parent may have volunteered several times while others did not volunteer). Data were not clear to assess progress toward this goal.

Goal Not Met

PUPIL PROGRESSION

GOAL 12: 95% OF STUDENTS ATTENDING PLATO ACADEMY SHALL PROGRESS TO THE NEXT GRADE LEVEL

All except one 8th-grade student were promoted to the next level (99.7%). This goal was met.

Goal Met

CONCLUSIONS/RECOMMENDATIONS

Evaluation results indicated high levels of achievement by students enrolled at Plato Academy in the 2010-2011 school year. Plato set high achievement goals and these were met with the following exceptions. FCAT goals were not met for 4th, 5th, and 6th-grade Math, 5th-grade Science, and 8th-grade Math, Reading and Science, as well as 8th-grade Study Island Math. In each of these cases, scores were above district mean levels. In 8th-grade Science, although below Plato's goal, the 70% at Level 3 or above was the highest percentage in Pinellas County. Plato's pupil progression rate of 99.7% was also strong.

Plato also set high character development goals. These were met in all cases with the exception of behavior referrals for students enrolled in 6th- through 8th-grade. Plato can target improvement in behavior at the middle school level in 2011-2012.

While short of the goal, Plato improved its parent survey response rate this year to 71% from 21% a year ago. Ratings suggest a high level of parent satisfaction with the school climate and learning that takes place at Plato.

While Plato should strive to meet higher standards in areas where results fell short of goals, Plato should be commended for setting high achievement goals and meeting them with few exceptions. When FCAT goals were not met, scores were always above district mean levels. Plato should once again set high standards for achievement across grade levels, targeting FCAT math outcomes in particular where results were most likely to fall short of goals this year. Plato can set similar character development goals with attention to improvement of behavioral outcomes at the middle school level in the coming year. Plato must develop an improved means of tracking parent involvement to set measurable goals in this area. Goals for improved parent survey response rate and a high level of parent satisfaction should also be set for 2011-2012 to build upon strong 2010-2011 parent survey results.

PLATO NORTH ACADEMY

This was the first year of operation for Plato North Academy. Goals were set at the beginning of the school year with Principal Janet Hurst to establish a baseline level of performance for Plato's students. Goals for year end results in accord with Study Island and Writing Reflections curriculum based tests were established for all grade levels. FCAT goals were set for Grade 3. Goals for behavior, parent survey results, parent participation and pupil progression were also set to establish baseline levels for each of these outcomes.

GOAL ANALYSIS

KINDERGARTEN

GOAL K1: MATH: 70% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN MATHEMATICS AS MEASURED BY STUDY ISLAND ASSESSMENT

91.7% were at grade level or above. This goal was met.

Goal Met

GOAL K2: READING: 70% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN READING AS MEASURED BY STUDY ISLAND ASSESSMENT

91.7% were at grade level or above. This goal was met.

Goal Met

GOAL K3: WRITING: 70% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN WRITING AS MEASURED BY WRITING REFLECTIONS ASSESSMENT

100% were at grade level or above. This goal was met.

Goal Met

FIRST GRADE

GOAL 1A: MATH: 70% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN MATHEMATICS AS MEASURED BY STUDY ISLAND ASSESSMENT

97.4% were at grade level or above. This goal was met.

Goal Met

GOAL 1B: READING: 70% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN READING AS MEASURED BY THE STUDY ISLAND ASSESSMENT (TESTING).

100% were at grade level or above. This goal was met.

Goal Met

GOAL 1C: WRITING: 70% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN WRITING AS MEASURED BY WRITING REFLECTIONS ASSESSMENT

94.4% were at grade level or above. This goal was met.

Goal Met

SECOND GRADE

GOAL 2A: MATH: 70% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN MATHEMATICS AS MEASURED BY STUDY ISLAND ASSESSMENT

97.1% were at grade level or above. This goal was met.

Goal Met

GOAL 2B: READING: 70% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN READING AS MEASURED BY STUDY ISLAND ASSESSMENT

94.3% were at grade level or above. This goal was met.

Goal Met

GOAL 2C: WRITING: 70% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN WRITING AS MEASURED BY WRITING REFLECTIONS ASSESSMENT

97.1% were at grade level or above. This goal was met.

Goal Met

THIRD GRADE

GOAL 3A: MATH: 70% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN MATHEMATICS AS MEASURED BY FCAT ASSESSMENT

95% were at grade level or above. This goal was met.

Goal Met

GOAL 3B: READING: 70% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN
READING AS MEASURED BY FCAT_ASSESSMENT

95% were at grade level or above. This goal was met.

Goal Met

GOAL 3C: MATH: 70% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN
MATHEMATICS AS MEASURED BY STUDY ISLAND ASSESSMENT

100% were at grade level or above. This goal was met.

Goal Met

GOAL 3D: READING: 70% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN
READING AS MEASURED BY STUDY ISLAND ASSESSMENT

83.8% were at grade level or above. This goal was met.

Goal Met

GOAL 3E: SCIENCE: 70% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN SCIENCE
AS MEASURED BY STUDY ISLAND ASSESSMENT

89.2% were at grade level or above. This goal was met.

Goal Met

GOAL 3F: WRITING: 70% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN
WRITING AS MEASURED BY WRITING REFLECTIONS ASSESSMENT

89.2% were at grade level or above. This goal was met.

Goal Met

CHARACTER DEVELOPMENT

GOAL 4A: 80% OF K THROUGH 3RD-GRADE STUDENTS WILL DEMONSTRATE APPROPRIATE
CHARACTER WITHIN THE SCHOOL ENVIRONMENT BY HAVING A GRADE OF
SATISFACTORY OR BETTER ON SCHOOL REPORT CARDS

136/144 = 94.4% received a character grade of satisfactory or better. This goal was met

Goal Met

GOAL 4B: 80% OF K THROUGH 3RD-GRADE STUDENTS WILL DEMONSTRATE APPROPRIATE CHARACTER WITHIN THE SCHOOL ENVIRONMENT BY HAVING NO WRITTEN BEHAVIOR REFERRALS

There were 6 total behavior referrals during the 2010-2011 school year. 138 of 144 students received no written conduct referrals (95.8%). This goal was met.

Goal Met

PARENTAL SATISFACTION

GOAL 5A: THE PARENT SURVEY WILL HAVE AN 85% RESPONSE RATE

The response rate was 101/144 = 70.1%. This goal was not met.

Goal Not Met

GOAL 5B: 70% OF PARENTS OR GUARDIANS OF STUDENTS ATTENDING PLATO ACADEMY WILL INDICATE AN OVERALL SATISFACTION WITH THE SCHOOL'S CULTURE AND QUALITY OF LIFE.

Plato's parent survey has 23 items that capture a broad range of issues related to learning and school culture. Across all items, approximately 85% of parents responding to the survey report that they are satisfied with the school climate and learning that takes place at Plato. This goal was met.

Goal Met

COMMUNITY NETWORKING/SCHOOL PARTNERSHIPS

GOAL 6: 70% OF PARENTS OR GUARDIANS OF STUDENTS ATTENDING PLATO ACADEMY WILL SATISFY THEIR VOLUNTEER MEMBERSHIP AND HOURS THROUGH COMMUNITY NETWORKING AND/OR SCHOOL PARTNERSHIP OPPORTUNITIES.

Plato provided a spreadsheet that noted that parents had volunteered multiple times throughout the year. Yet individual data were not provided to assess either the number of hours or to match volunteer hours with the parent of any child (i.e. one parent may have volunteered several times while others did not volunteer). Data were not clear to assess progress toward this goal.

Goal Not Met

PUPIL PROGRESSION

GOAL 7: 80% OF STUDENTS ATTENDING PLATO ACADEMY SHALL PROGRESS TO THE NEXT GRADE LEVEL.

One third-grade student was retained. $143/144 = 99.3\%$ promoted to the next level. This goal was met.

Goal Met

CONCLUSIONS/RECOMMENDATIONS

In its first year of operation, Plato North Academy's students performed very well. 95% of 3rd-grade students scored 3 or higher in both Reading and Math FCAT tests. Curriculum-based assessments aligned with Sunshine State Standards indicate that achievement of students at Plato's lower grade levels is also strong. Behavior data suggests minimal conduct difficulties. Parent satisfaction is strong overall with some room for improvement in both response rate and ratings. Plato must improve means of tracking parent participation data accord with this goal. Pupil progression was also strong with one 3rd-grade student retained. Goals for Plato North Academy were directly aligned with key indicators of student achievement and school culture. Given strong baseline performance, Plato North Academy can set higher goals for these indicators in the coming year with more precise means of assessment for its parent participation goal.

PLATO SOUTH ACADEMY

This was the first year of operation for Plato South Academy. Goals were set at the beginning of the school year with Principal Amy Hayes to establish a baseline level of performance for Plato's students. Goals for year end results in accord with Study Island and Writing Reflections curriculum based tests were established for all grade levels. FCAT goals were set for Grade 3. Goals for behavior, parent survey results, parent participation and pupil progression were also set to establish baseline levels for each of these outcomes.

GOAL ANALYSIS

KINDERGARTEN

GOAL K1: MATH: 70% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN MATHEMATICS AS MEASURED BY STUDY ISLAND ASSESSMENT

94.1% were at grade level or above. This goal was met.

Goal Met

GOAL K2: READING: 70% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN READING AS MEASURED BY STUDY ISLAND ASSESSMENT

100% were at grade level or above. This goal was met.

Goal Met

GOAL K3: WRITING: 70% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN WRITING AS MEASURED BY WRITING REFLECTIONS ASSESSMENT

100% were at grade level or above. This goal was met.

Goal Met

FIRST GRADE

GOAL 1A: MATH: 70% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN MATHEMATICS AS MEASURED BY STUDY ISLAND ASSESSMENT

100% were at grade level or above. 1 student was not tested. This goal was met.

Goal Met

GOAL 1B: READING: 70% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN
READING AS MEASURED BY STUDY ISLAND ASSESSMENT

100% were at grade level or above. This goal was met.

Goal Met

GOAL 1C: WRITING: 70% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN
WRITING AS MEASURED BY WRITING REFLECTIONS ASSESSMENT

100% were at grade level or above. 2 students were not tested. This goal was met.

Goal Met

SECOND GRADE

GOAL 2A: MATH: 70% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN
MATHEMATICS AS MEASURED BY STUDY ISLAND ASSESSMENT

100% were at grade level or above. 3 students were not tested. This goal was met.

Goal Met

GOAL 2B: READING: 70% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN
READING AS MEASURED BY STUDY ISLAND ASSESSMENT

100% were at grade level or above. 3 students were not tested. This goal was met.

Goal Met

GOAL 2C: WRITING: 70% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN
WRITING AS MEASURED BY WRITING REFLECTIONS ASSESSMENT

97% were at grade level or above. 3 students were not tested. This goal was met.

Goal Met

THIRD GRADE

GOAL 3A: MATH: 70% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN
MATHEMATICS AS MEASURED BY FCAT ASSESSMENT

100% were at grade level or above. This goal was met.

Goal Met

GOAL 3B: READING: 70% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN
READING AS MEASURED BY FCAT_ASSESSMENT

100% were at grade level or above. This goal was met.

Goal Met

GOAL 3C: MATH: 70% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN
MATHEMATICS AS MEASURED BY STUDY ISLAND ASSESSMENT

100% were at grade level or above. This goal was met.

Goal Met

GOAL 3D: READING: 70% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN
READING AS MEASURED BY STUDY ISLAND ASSESSMENT

100% were at grade level or above. This goal was met.

Goal Met

GOAL 3E: SCIENCE: 70% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN SCIENCE
AS MEASURED BY STUDY ISLAND ASSESSMENT

100% were at grade level or above. This goal was met.

Goal Met

GOAL 3F: WRITING: 70% OF STUDENTS WILL BE AT GRADE LEVEL OR ABOVE IN
WRITING AS MEASURED BY WRITING REFLECTIONS ASSESSMENT

100% were at grade level or above. 1 student was not tested. This goal was met.

Goal Met

CHARACTER DEVELOPMENT

GOAL 4A: 80% OF K THROUGH 3RD-GRADE STUDENTS WILL DEMONSTRATE
APPROPRIATE CHARACTER WITHIN THE SCHOOL ENVIRONMENT BY HAVING A GRADE
OF SATISFACTORY OR BETTER ON SCHOOL REPORT CARDS.

140/143 = 97.9% received a grade of satisfactory or better. This goal was met.

Goal Met

GOAL 4B: 80% OF K THROUGH 3RD-GRADE STUDENTS WILL DEMONSTRATE APPROPRIATE CHARACTER WITHIN THE SCHOOL ENVIRONMENT BY HAVING NO WRITTEN BEHAVIOR REFERRALS

There were 4 total behavior referrals during the 2010-2011 school year. 139/143 students received no written conduct referrals (97.2%). This goal was met.

Goal Met

PARENTAL SATISFACTION

GOAL 5A: THE PARENT SURVEY WILL HAVE AN 85% RESPONSE RATE.

The response rate was 105/143 = 73.4%. This goal was not met.

Goal Not Met

GOAL 5B: 70% OF PARENTS OR GUARDIANS OF STUDENTS ATTENDING PLATO ACADEMY WILL INDICATE AN OVERALL "SATISFACTION" WITH THE SCHOOL'S CULTURE AND QUALITY OF LIFE.

Plato's parent survey has 23 items that capture a broad range of issues related to learning and school culture. Across all items, approximately 88% of parents responding to the survey report that they are satisfied with the school climate and learning that takes place at Plato. This goal was met.

Goal Met

COMMUNITY NETWORKING/SCHOOL PARTNERSHIPS

GOAL 6: 70% OF PARENTS OR GUARDIANS OF STUDENTS ATTENDING PLATO ACADEMY WILL SATISFY THEIR VOLUNTEER MEMBERSHIP AND HOURS THROUGH COMMUNITY NETWORKING AND/OR SCHOOL PARTNERSHIP OPPORTUNITIES.

Plato provided a spreadsheet that noted that parents had volunteered multiple times throughout the year. Yet individual data were not provided to assess either the number of hours or to match volunteer hours with the parent of any child (i.e. one parent may have volunteered several times while others did not volunteer). Data were not clear to assess progress toward this goal.

Goal Not Met

PUPIL PROGRESSION

GOAL 7: 80% OF STUDENTS ATTENDING PLATO ACADEMY SHALL PROGRESS TO THE NEXT GRADE LEVEL.

Two second-grade students were retained. $141/143 = 98.6\%$ promoted to the next level. This goal was met.

Goal Met

CONCLUSIONS/RECOMMENDATIONS

In its first year of operation Plato South Academy's students performed very well. 100% of 3rd-grade students scored 3 or higher in both Reading and Math FCAT tests. Curriculum-based assessments aligned with Sunshine State Standards indicate that achievement of students at Plato's lower grade levels is also strong. Behavior data suggests minimal conduct difficulties. Parent satisfaction is strong overall with some room for improvement in both response rate and ratings. Plato must improve means of tracking parent participation data accord with this goal. Pupil progression was also strong with two 2nd-grade students retained. Goals for Plato South Academy were directly aligned with key indicators of student achievement and school culture. Given strong baseline performance, Plato South Academy can set higher goals for these indicators in the coming year with more precise means of assessment for its parent participation goal.

SAINT PETERSBURG COLLEGIATE HIGH SCHOOL

GOALS

Results of Saint Petersburg Collegiate High School's 2009-2010 evaluation indicated exemplary results with regard to each of the stated goals. 100% of the sophomore class passed the mathematics portion of the FCAT and 90% passed the reading portion. 97% of seniors graduated with both a high school diploma and an AA degree. Goals for the 2010-2011 school year were aligned with these same key outcomes. Goal for 2010-2011 were:

1. By the end of the 2010-2011 school year, 80% of the 10th grade students who are with SPCHS at the time of FCAT testing will pass the mathematics portion of FCAT.
2. By the end of the 2010-2011 school year, 80% of the 10th grade students who are with SPCHS at the time of FCAT testing will pass the reading portion of FCAT.
3. By the end of the 2010-2011 school year, 90% of SPCHS seniors currently enrolled will graduate with a high school diploma.
4. By the end of the 2010-2011 school year, 75% of SPCHS seniors currently enrolled will graduate with a HS diploma and an Associate in Arts.

GOAL ANALYSIS

BY THE END OF THE 2010-2011 SCHOOL YEAR, 80% OF THE 10TH GRADE STUDENTS WHO ARE WITH SPCHS AT THE TIME OF FCAT TESTING WILL PASS THE MATHEMATICS PORTION OF FCAT.

100% of sophomores passed the mathematics portion of the FCAT during the 2010-2011 school year. This ceiling level of performance was equivalent to 2009-2010 results. This goal was met.

Goal Met

BY THE END OF THE 2010-2011 SCHOOL YEAR, 80% OF THE 10TH GRADE STUDENTS WHO ARE WITH SPCHS AT THE TIME OF FCAT TESTING WILL PASS THE READING PORTION OF FCAT.

95% of sophomores passed the reading portion of the FCAT during the 2010-2011 school year. This represented an increase from the 90% level achieved in 2009-2010. This goal was met.

Goal Met

BY THE END OF THE 2010-2011 SCHOOL YEAR, 90% OF SPCHS SENIORS CURRENTLY ENROLLED WILL GRADUATE WITH A HIGH SCHOOL DIPLOMA.

98% of SPCHS seniors graduated with a high school diploma (78 out of 80). This represents a small increase from the 97% rate achieved in 2009-2010. This goal was met.

Goal Met

BY THE END OF THE 2010-2011 SCHOOL YEAR, 75% OF SPCHS SENIORS CURRENTLY ENROLLED WILL GRADUATE WITH A HS DIPLOMA AND AN ASSOCIATE IN ARTS.

90% of SPCHS seniors graduated with both a high school diploma and an Associate in Arts degree (72 out of 80). This represents a decline from 97% in 2009-2010 yet is well above the goal of 75% and an 80% A.A. graduation rate achieved in 2008-2009. Additionally, six of the eight students who did not receive the A.A. degree were within two classes of doing so. This goal was met.

Goal Met

CONCLUSIONS/RECOMMENDATIONS

Similar to 2009-2010 evaluation results, the performance of students at Saint Petersburg Collegiate High School was exemplary. 100% of sophomores passed the mathematics FCAT with 95% passing the reading FCAT. 98% of seniors graduated with a high school diploma with 90% also earning an A.A. degree. These results are particularly impressive given that students are selected by lottery and enter with a continuum of ability levels. These results once again provide evidence to support both the exceptional work of SPCHS staff and students, as well as District efforts to provide students with opportunities to benefit from advanced curricular options and programs at the high school level.