

EXAMPLE OF S.M.A.R.T. OBJECTIVE

By Spring of 2010

(by when)

62% of Hispanic Students

(how many and which students)

"TARGET"

will be

at AL 3 or above

(level of quality)

"Metric"

in Reading

(content area)

"Indicator"

as evidenced by

the AYP Report.

(assessment)

"Measure"

READING EXAMPLES:

1. By Spring 2010, 65% of **Total** students will be at AL 3 or above in Reading as evidenced by the AYP Report. (This objective is written toward AYP Reading target.)
2. By Spring 2010, 42% of **SWD** students will be at AL 3 or above in Reading as evidenced by Safe Harbor of the AYP Report. (This objective is written toward AYP Safe Harbor.)
3. By Spring 2010, 80% of **Survey 2 and 3 (Oct. and Feb. FTE)** students will make Learning Gains in Reading as evidenced by the School Grade Report. (This objective is written toward Reading learning gains for all students in School Grade.)
4. By Spring 2010, 59% of the **Lowest Quartile** will make Learning Gains in Reading as evidenced by the School Grade Report. (This objective is written toward Reading learning gains for the lowest 25% in School Grade.)
5. By Spring 2010, 71% of the **Third Grade** will be at AL 3 or above in Reading as evidenced by the FCAT Summary Report. (This objective is written toward all students who took the FCAT, not just Survey 2 and 3 students (Oct. and Feb. FTE).)

MATH EXAMPLES:

1. By Spring 2010, 68% of **Total** students will be at AL 3 or above in Math as evidenced by the AYP Report. (This objective is written toward AYP Math target.)
2. By Spring 2010, 42% of **SWD** students will be at AL 3 or above in Math as evidenced by Safe Harbor of the AYP Report. (This objective is written toward AYP Safe Harbor.)
3. By Spring 2010, 80% of **Survey 2 and 3 (Oct. and Feb. FTE)** students will make Learning Gains in Math as evidenced by the School Grade Report. (This objective is written toward Math learning gains for all students in School Grade.)
4. By Spring 2010, 69% of the **Lowest Quartile** will make Learning Gains in Math as evidenced by the School Grade Report. (This objective is written toward Math learning gains for the lowest 25% in School Grade.)
5. By Spring 2010, 71% of the **Fourth Grade** will be at AL 3 or above in Math as evidenced by the FCAT Summary Report. (This objective is written toward all students who took the FCAT, not just Survey 2 and 3 students (Oct. and Feb. FTE).

WRITING EXAMPLES:

1. By Spring 2010, 89% of **Survey 2 and 3 (Oct. and Feb. FTE) Fourth Grade** students will be at an Essay score of 3.5 or above in Writing as evidenced by the School Grade Report. (This objective is written toward School Grade.)
2. By Spring 2010, 88% of the **Fourth Grade** will be at an Essay score of 3.5 or above in Writing as evidenced by the FCAT Summary Report. (This objective is written toward all students who took the FCAT, not just Survey 2 and 3 students (Oct. and Feb. FTE).

SCIENCE EXAMPLES:

1. By Spring, 2010, 42% of **Survey 2 and 3 (Oct. and Feb. FTE)** students will be at AL 3.0 or above in Science as evidenced by the School Grade Report. (This objective is written toward School Grade.)
2. By Spring, 2010, the **mean scale score** will match or exceed the district as evidenced by the FCAT Summary Report. (This objective is written toward all students who took the FCAT, not just Survey 2 and 3 students (Oct. and Feb. FTE).

2008 FCAT Results Home

District Level Report: POLK

You selected:

Districts: POLK, **Years:** 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008
Grades: 3, 4, 5, 6, 7, 8, 9, 10, 11, **Subjects:** Reading, Mathematics, Writing+, Science

[Modify Selections](#)

The table below provides the percent of students in the District scoring 3 and above (3.5 and above for Writing+) on the FCAT Reading, Mathematics, Writing+ and Science. Students that score in FCAT Achievement Levels 3, 4, and 5 in Reading or Mathematics are considered on grade level, proficient, or advanced. Students that score 3.5 and above on the FCAT Writing+ essay have scored at or above a minimally acceptable level. The Florida Comprehensive Assessment Test® (FCAT) is based on Florida's curriculum frameworks, the Sunshine State Standards.

District Percent Scoring Three and Above																													
Grade Level	Reading								Mathematics								Writing+ Essay (3.5 and above)								Science				
	2001	2002	2003	2004	2005	2006	2007	2008	2001	2002	2003	2004	2005	2006	2007	2008	2001	2002	2003	2004	2005	2006	2007	2008	2006	2007	2008		
POLK																													
3	NA	58	58	63	64	71	66	67	NA	56	57	60	63	66	71	74	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
4	51	51	57	64	66	59	63	65	NA	45	51	55	58	60	63	65	‡	55	68	67	76	79	83	79	NA	NA	NA	NA	
5	NA	50	52	55	59	61	65	61	46	45	47	46	50	50	52	54	NA	NA	NA	NA	NA	NA	NA	NA	NA	28	34	36	
6	NA	45	46	49	48	56	54	55	NA	36	40	36	36	41	40	43	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
7	NA	42	44	46	44	54	54	58	NA	39	41	41	42	44	46	51	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
8	40	38	44	37	36	39	42	45	50	48	48	48	50	50	55	57	‡	76	73	68	76	81	83	86	24	32	32		
9	NA	25	27	26	27	34	33	38	NA	46	47	49	49	50	52	58	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
10	34	31	32	27	26	24	28	30	56	55	55	55	55	54	56	60	‡	80	77	75	77	73	74	70	NA	NA	NA	NA	
11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	27	26	30		

+Indicates data is not available at this time.

‡The State did not begin compiling State Percent Scoring 3.5 and Above data until 2002.

The table below provides the District mean Scale Scores in Reading, Mathematics, Writing+ and Science. The Scale Score is a score used to report test results on the entire test. Scale Scores on the FCAT Sunshine State Standards tests range from 100 through 500 for each grade level and content area. A computer program is used to analyze student responses and to compute the Scale Score.

District Mean Scores																												
Grade Level	Reading								Mathematics								Writing+			Science								
	2001	2002	2003	2004	2005	2006	2007	2008	2001	2002	2003	2004	2005	2006	2007	2008	2006	2007	2008	2003	2004	2005	2006	2007	2008			
POLK																												
3	NA	290	291	298	299	306	303	305	NA	296	300	304	309	313	321	326	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
4	297	292	300	309	310	304	307	310	NA	285	291	299	304	306	310	315	295	301	300	NA	NA	NA	NA	NA	NA	NA	NA	NA
5	NA	279	282	288	291	293	300	295	311	313	312	314	320	320	324	324	NA	NA	NA	275	280	284	288	296	299			
6	NA	280	285	288	290	299	295	298	NA	288	291	288	290	294	292	297	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
7	NA	283	286	287	285	301	300	304	NA	281	284	285	287	291	294	301	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
8	290	285	293	282	287	288	294	300	301	296	302	299	301	302	307	312	285	276	285	278	272	276	275	286	289			
9	NA	279	282	285	288	297	296	304	NA	281	286	287	288	292	290	299	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
10	301	294	294	287	285	282	288	292	316	311	311	313	313	311	314	317	283	281	284	279	276	NA	NA	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	285	287	288	293			

+Indicates data is not available at this time.

The table below provides the District average Developmental Scale Score (DSS) in Reading and Mathematics for FCAT and the change in DSS score since last year. The DSS is a score used to determine a student's annual progress from grade to grade. The FCAT Developmental Scales for Reading and Mathematics range from 86 through 3008 across grades 4 through 10.

District - Mean Developmental Scale Score (DSS)								
Grade Level	Reading Scores				Mathematics Scores			
	% of Students Matched to 2007	Mean DSS (Matched Students 2008)	Mean DSS (Matched Students 2007)	Mean DSS Change for Matched Students	% of Students Matched to 2007	Mean DSS (Matched Students 2008)	Mean DSS (Matched Students 2007)	Mean DSS Change for Matched Students

POLK

4	87	1543	1365	178	87	1534	1431	104
5	87	1578	1520	58	88	1641	1513	128

6	87	1655	1600	55	87	1636	1629	6
7	86	1761	1638	122	86	1781	1619	162
8	87	1850	1740	110	87	1875	1760	115
9	83	1893	1825	68	84	1923	1857	66
10	87	1904	1876	28	87	1971	1910	61

The tables below provide a District summary of FCAT Reading, Mathematics, Writing+ and Science, including the percent scoring in each Achievement Level. For FCAT Reading and Mathematics, the data includes the number of students tested, mean Scale Scores, mean Developmental Scale Scores, and the percentage of students scoring in each achievement level. There are five categories of achievement that describe the success students have with the content tested on the FCAT Reading and Mathematics. Level 5 is the highest, and level 1 is the lowest. Levels 3 and above are considered on or above grade level. Writing is assessed in Grades 4, 8 and 10. Writing mean essay scores combined are the result of combining the average scores for each type of writing assessed. Students in Grade 4 write either an expository or narrative essay, whereas students in Grades 8 and 10 respond to an expository or persuasive writing prompt.

District Summary of Students Tested									
Grade 3									
Reading Scores									
				Percentage of Students by Achievement Level					
Year	Students Tested	Mean DSS	Mean Scale Score	1	2	3	4	5	Level 3 & above**
POLK									
2001	6201	*	286	*	*	*	*	*	*
2002	6378	1238	290	27	15	33	21	4	58
2003	6355	1244	291	26	16	34	21	3	58
2004	6881	1285	298	23	13	35	23	5	63
2005	6771	1296	299	22	15	34	25	5	64
2006	7167	1337	306	16	12	39	29	3	71
2007	7346	1317	303	21	14	34	25	6	66
2008	7640	1331	305	19	13	35	27	6	67

Mathematics Scores									
				Percentage of Students by Achievement Level					
Year	Students Tested	Mean DSS	Mean Scale Score	1	2	3	4	5	Level 3 & above**
POLK									
2001	6204	*	288	*	*	*	*	*	*
2002	6381	1283	296	23	22	34	18	4	56
2003	6365	1300	300	21	22	34	18	5	57
2004	6886	1319	304	19	21	35	20	5	60
2005	6842	1342	309	16	21	35	22	6	63
2006	7179	1360	313	15	19	36	24	7	66
2007	7345	1397	321	13	16	36	26	9	71
2008	7642	1419	326	12	15	36	27	10	74

* No data is reported when fewer than ten students were tested.

** Adding the percents in levels 3 – 5 may not result in the percent reported under "Level 3 and above" due to rounding.

Grade 4									
Reading Scores									
				Percentage of Students by Achievement Level					
Year	Students Tested	Mean DSS	Mean Scale Score	1	2	3	4	5	Level 3 & above**
POLK									
2001	6072	*	297	32	17	27	17	7	51
2002	6323	1419	292	33	16	28	18	5	51
2003	6333	1466	300	27	16	32	21	4	57
2004	5763	1517	309	20	16	36	24	5	64
2005	6444	1525	310	19	15	36	25	5	66
2006	6489	1492	304	23	18	34	21	4	59
2007	6981	1505	307	21	16	35	23	5	63
2008	7045	1526	310	21	15	33	26	6	65

Mathematics Scores									
				Percentage of Students by Achievement Level					
Year	Students Tested	Mean DSS	Mean Scale Score	1	2	3	4	5	Level 3 & above**



You selected:

District: POLK
Years: 2007-2008, 2006-2007, 2005-2006, 2004-2005, 2003-2004, 2002-2003, 2001-2002
School Grades:
Report Type: School Grades

Modify Selections | Return to List of Schools | Export to MS Excel Format

School Accountability Report
 Click on the column header to re-sort by that column.

School Number	School	Level	School Year (Click on year to see detailed report)	Grade (Includes Learning Gains) more info	% Meeting High Standards in Reading	% Meeting High Standards in Math	% Meeting High Standards in Writing	% Meeting High Standards in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math	% Lowest 25% Making Learning Gains in Reading	% Lowest 25% Making Learning Gains in Math	Bonus points for 11th-12th grade Retakes	Points Earned (Sum of Previous 9 Columns) more info	Percent Tested	Free and Reduced Lunch	Minority Rate	
8142	BERKLEY ACCELERATED MIDDLE SCHOOL	Middle	2007-08	A	73	75	96	46	65	71	59	66	NA	551	100	35	21	
			2006-07	A	71	68	95	49	60	63	68	67	NA	541	99	35	23	
			2005-06	A	76	73	88		65	70	77			449	99	30	20	
			2004-05	A	79	67	85		73	57	77			438	100	37	22	
1421	DALE R FAIR BABSON PARK ELEMENTARY	Elementary	2007-08	B	83	81	92	31	60	61	42	76	NA	526	99	46	29	
			2006-07	A	88	81	95	53	70	65	81	52	NA	585	100	52	30	
			2005-06	A	89	87	93		58	73	50			450	100	56	31	
			2004-05	A	85	83	98		62	59	52			439	100	56	28	
			2003-04	B	78	73	91		59	72	47			420	99	61	32	
			2002-03	A	74	71	88		62	72	53			420	99	56	31	
1721	LAKE WALES SENIOR HIGH SCHOOL	High	2001-02	B	72	69	74		59	64	59			397	99			
			2007-08	C	29	65	73	23	50	78	51	71	71	0	440	97	56	45
			2006-07	C	25	56	83	24	48	76	51	78	78	0	441	97	52	45
			2005-06	D	24	53	77		42	67	43			306	99	50	45	
			2004-05	C	26	53	83		47	71	56			336	99	40	43	
			2003-04	C	28	56	84		44	70	46			328	96	43	43	
			2002-03	C	30	51	92		55	70	58		356	98	42	42		
			2001-02	C	29	47	93		51	69	53		342	96	42	42		

Polk

Florida's NCLB Proficiency Targets

	Reading Proficiency	Mathematics Proficiency
2001-02	31	38
2002-03	31	38
2003-04	31	38
2004-05	37	44
2005-06	44	50
2006-07	51	56
2007-08	58	62
2008-09	65	68
2009-10	72	74
2010-11	79	80
2011-12	86	86
2012-13	93	93
2013-14	100	100

FLORIDA SCHOOL GRAD^{ES}

You selected:

District: POLK
Years: 2007-2008
School Grades:
Report Type: Adequate Yearly Progress (AYP)

Modify Selections | Return to List of Schools |

2007-2008 Adequate Yearly Progress (AYP) Report - School Level - Page 1		Polk DALE R FAIR BABSON PARK ELEMENTARY - 1421		
<input type="button" value="Detailed Report"/>				
Did the School Make Adequate Yearly Progress?	YES	Percent of Criteria Met: 100%		
Total Writing Proficiency Met:	YES	2007-2008 School Grade:	B	
Total Graduation Criterion Met:	NA			
	95% Tested Reading	95% Tested Math	Reading Proficiency Met	Math Proficiency Met
TOTAL	YES	YES	YES	YES
WHITE	YES	YES	YES	YES
BLACK	YES	YES	YES	YES
HISPANIC	NA	NA	NA	NA
ASIAN	NA	NA	NA	NA
AMERICAN INDIAN	NA	NA	NA	NA
ECONOMICALLY DISADVANTAGED	YES	YES	YES	YES
ENGLISH LANGUAGE LEARNERS	NA	NA	NA	NA
STUDENTS WITH DISABILITIES	NA	NA	NA	NA

FLORIDA SCHOOL GRADUATION

You selected:

District: POLK
 Years: 2007-2008
 School Grades:
 Report Type: Adequate Yearly Progress (AYP)

Modify Selections |
 Return to Summary Reports |
 Return to List of Schools |

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2										Polk DALE R FAIR BABSON PARK ELEMENTARY 1421												
Number of students enrolled in the grades tested: <input type="button" value="Click here to see Number of students in each group"/>										Read: 212	2007-2008	B	Did the School make Adequate Yearly Progress?					YES				
Math: 212										School Grade ¹ :												

This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).										This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.									
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math			
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N					
TOTAL ⁴	99	Y	99	Y	77	Y	77	Y			Y			NA	18	23	NA	23	23	NA	66	NA	69	NA					
WHITE	100	Y	100	Y	82	Y	80	Y			Y			NA	12	18	NA	20	20	NA	66	NA	69	NA					
BLACK	99	Y	99	Y	56	N	67	Y			NA			NA	44	44	N	40	33	NA	58	Y	70	NA					
HISPANIC		NA		NA		NA		NA			NA			NA					NA		NA		NA						
ASIAN		NA		NA		NA		NA			NA			NA					NA		NA		NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA					NA		NA		NA						
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	61	Y	63	Y	93		Y			NA	31	39	NA	33	37	NA	59	NA	60	NA					
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA					NA		NA		NA						
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA					NA		NA		NA						
KEY:	Economically Disadvantaged - Eligible for free or reduced price lunch ELL - English Language Learners SWD - Students with Disabilities										Y/N - Was the required target met? Yes or No NA - is shown when the number of students in the group is less than 30 ⁴ or the data are not applicable.																		

¹ Under Florida's AYP plan, schools with a grade of D or F cannot be designated as making AYP.
² The "part" designations used in this table correspond to the three main paragraphs in the Federal regulations for Adequate Yearly Progress (AYP) under the No Child Left Behind Act of 2002. The regulations, effective January 2, 2004, were published in the Federal Register, Vol. 67, No. 231, on December 2, 2003. Sections 200.13-200.21 describe the indicators to be collected and how to determine AYP.
³ The school-wide data for writing and graduation rate are used in Part a. Any group not meeting the reading or mathematics targets under Part a is reviewed in Part b-Safe Harbor. When the writing percent proficient is >90 or the graduation rate is >85, increases are not required.
⁴ If the total number of students in a school is greater than ten, adequate yearly progress for the school will be determined; however, a minimum of 30 students and represents more than 15% of the school's tested population or 100 students is required for each group within a school.

Note: All percentages are rounded to the nearest whole number. The Y and N designations indicate if there was a 1% increase.

Note: In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5% and >=95%

<p>Percent Tested and Proficiency Levels (Part a and c²): A school or school district makes AYP if 95% of each group is tested, if each group meets the proficiency targets in reading and mathematics, and if the school-wide writing percent proficient and graduation rate increases.</p>	<p>Safe Harbor (Part b²): If any group in Part a does not meet the proficiency target, the percentage of students in that group who are below the proficiency target in reading or mathematics should be reduced by at least 10%. That group also must make progress in writing proficiency and graduation rate. No group is eligible for Safe Harbor if the school fails to meet participation criteria for all subgroups and the writing, graduation rate, and school grade criteria for the school in total.</p>	<p>Growth Model: If any group does not meet the proficiency and safe harbor requirements, the percentage of students in that group who are on track to be proficient within three years should be 58% for reading and 62% for math. That group must also make progress in writing proficiency and graduation rate. No group is eligible for the Growth Model if the school fails to meet participation criteria for all subgroups and the writing, graduation rate, and school grade criteria for the school in total.</p>
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Data provided by the Florida Department of Education, July 2008. Subject to review and verification by local school district staff.

- Appeals Results Summary, 2008 (Excel)
 - School Accountability Report Main
- 2008 School Accountability Report Guide Sheet and Example Report (PDF)
 - School Grades Technical Assistance Paper 2007-08 (PDF)

New Reading Assessments for FLKRS!

2009-10 Assessment Overview



Background

Currently, the Florida Kindergarten Readiness Screener (FLKRS), the statewide kindergarten screening used to assess the readiness of each child for kindergarten, includes a subset of the Early Childhood Observation System™ (ECHOS™) and the first two measures of the Dynamic Indicators of Basic Early Literacy Skills™ (DIBELS™) for kindergarten (Letter Naming Fluency and Initial Sound Fluency).

Kindergarten Screening Measures & VPK Accountability							
VPK Instructional Year	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Kindergarten Screening Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Assessment Tools	ECHOS	ECHOS	ECHOS	ECHOS	ECHOS	TBD	TBD
	DIBELS	DIBELS	DIBELS	New Reading Measures	New Reading Measures	New Reading Measures	New Reading Measures
						New Math Measures	New Math Measures

What are the New Reading Assessments?

The Florida Assessments for Instruction in Reading include: Broad Screening, a Broad Diagnostic Inventory, and a Targeted Diagnostic Inventory (go to <http://www.brightbeginningsfl.org> for additional information and resources).

What is changing?

In the 2009-10 school year, the Florida Assessments for Instruction in Reading will replace the DIBELS™ measures portion of the kindergarten screening. This Broad Screening includes measures of Letter Naming and Phonemic Awareness, which are included in the VPK Education Standards. These data are used to calculate a student's Probability of Success in Reading score. The ECHOS™ will continue to be used through the 2009-10 school year.

How will this impact instruction in my program?

The key to good instruction is alignment with the VPK education standards. If each VPK teacher continues to address the standards in developmentally appropriate ways and maintains a focus on important skills, such as emergent literacy and language and vocabulary development, the new reading assessments will reflect positively on your VPK programs.



How can I prepare for these changes?

One way to prepare for the changes in the assessment is to review your lesson plans and activities to make sure they align with the 2008 VPK Standards. For sample lesson plans, please visit <http://www.fldoe.org/earlylearning/plans.asp>. Instructional strategies that are linked to specific standards are available on the Bright Beginnings website at <http://www.brightbeginningsfl.org>. Additional information can be found on the Just Read, Florida! website at <http://www.justreadflorida.com/instrreading.asp>.



What professional development information and activities are available?

There are many professional development opportunities available through the Florida Department of Education, Office of Early Learning website on the Professional Development and Teacher Resource page. Please visit <http://www.fldoe.org/earlylearning/resource.asp>.



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