

1999 DRE ANNUAL HIGHLIGHTS REPORT

District: Anchorage School District
Respondent: Ray Fenton
Title: Supervisor of Assessment and Evaluation
Address: P. O. Box 196614
City: Anchorage **State/ Province:** Alaska **Zip/ Postal Code:** 99519-6614
Tel: (907) 269-2211 **Fax:** (907) 269-2222 **E-Mail:**

District's Annual Report Highlights:

Please limit to two or three significant highlights. These will be included in a DRE database.

- Completed paper and on-line versions of grade 3 Independent Reader Examination. Students take comprehension exam that includes a written response to reading. Teachers rate fluency and performance on three reading dimensions. Objective test and teacher ratings combine to produce a judgement as to student status.
- In progress of development of on-line curriculum and assessment package for Council of Chief State School Officers Health Help Curriculum. Curriculum and assessments are available to all Alaska teachers via an Anchorage School District Server. Training for teachers takes place this summer. System includes database.
- Conducting a review and developing plans for revision of the Anchorage School District-wide assessment program to accommodate new Alaska Benchmark and High School Diplomas Qualifying Exams as well as new IDEA special education testing results.

Major Areas Of Work:

I have been working in these areas. (Please asterisk those in which reports are available.)

- Accommodation of new State of Alaska testing system and new IDEA requirements.
- Continued development of on-line examination and data base systems.
- Development of a state mandated entry into Kindergarten and first grade student profile system.

Major Areas Of Interest:

I would like information in these areas.

- Implementation of on-line assessment and data base systems.
- Value added school indicator systems.
- Improved reporting of assessment results to decision-makers.
- Classroom based indicator and performance assessments with reporting of results for assessing district improvement.
- Improved assessment of Reading, Writing, Speaking, and Listening Skills.
- Improved early identification of early indicators of students that need remediation prior to participation in state graduation exams.
- Organization and staffing of research and assessment departments in other school districts.
- Examples of policy and procedures from other K-12 school districts with about 50,000 students.

1999 DRE ANNUAL HIGHLIGHTS REPORT

District: Mesa Unified District
Respondent: Lou Ann Dickson
Title: Senior Research Analyst
Address: 542 N. Stapley Drive
City: Mesa **State/ Province:** AZ **Zip/ Postal Code:** 85203
Tel: (602)898-7771 **Fax:** (602) 890-7342 **E-Mail:** Ldickson@mesa.K12.AZ.US

District's Annual Report Highlights:

Please limit to two or three significant highlights. These will be included in a DRE database.

Incentive Pay

New State Assessments

Major Areas Of Work:

I have been working in these areas. (Please asterisk those in which reports are available.)

Customer Satisfaction/Incentive Pay

Family Literacy

Competition/Charter Schools – we have 6% of U.S. Total in Mesa

New State Assessments

Early Kindergarten – all day kindergarten

Prevention programs

Major Areas Of Interest:

I would like information in these areas.

Title I

Grant Writing

1999 DRE ANNUAL HIGHLIGHTS REPORT

District: Fresno Unified School District
Respondent: Robert P. Grobe
Title: Director, Research, Evaluation, & Assessment
Address: 2309 Tulare Street
City: Fresno **State/ Province:** CA **Zip/ Postal Code:** 93721
Tel: (559)457-3824 **Fax:** (559)457-3794 **E-Mail:** rpgrube@fresno.K-12.ca.us

District's Annual Report Highlights:

Please limit to two or three significant highlights. These will be included in a DRE database.

Addition of new projects and three new staff members during the 1998-99 school year.
Development of curriculum-referenced testing system with assistance from Northwest Evaluation Association.

Major Areas Of Work:

I have been working in these areas. (Please asterisk those in which reports are available.)

Evaluation of limited-English proficient & bilingual immersion programs.

Evaluation of \$21 million Urban/Local Systemic Initiative.

Implementation of curriculum-embedded assessment system for science.

Major Areas Of Interest:

I would like information in these areas.

Evaluation designs for systemic initiative reform initiatives.

Local testing programs: standards-referenced and alternative assessment.

Evaluation plans for technology programs.

1999 DRE ANNUAL HIGHLIGHTS REPORT

District: Sacramento City Unified School District
Respondent: Nancy Law
Title: Director, Research and Evaluation Services
Address: 520 Capital Mall, Garden Level
City: Sacramento **State/ Province:** CA **Zip/ Postal Code:** 95814
Tel : 916-264-4295 **Fax:** 916-264-4510 **E-Mail:** NancyLaw@cwo.com

District's Annual Report Highlights:

Please limit to two or three significant highlights. These will be included in a DRE database.

We have a major effort for school and district **accountability** underway. All schools have achievement **targets** for this year in reading and math achievement, measured by the state's Standardized Testing and Reporting System test, the SAT 9. In addition, schools will receive weighted scores for the quality of leadership, customer service and stakeholder satisfaction, as drawn from survey results, and for the quality of teaching and learning, based upon supervisor's reports. Similar criteria will be used for central offices and for the top administrators, including the superintendent.

In addition to the new state test for 1998, the district used a fall diagnostic test to further assess areas of student achievement and deficiency. The district's assessment program also includes periodic (6-week) curriculum-based tests in reading, with math assessments to be developed next year.

Major Areas Of Work:

I have been working in these areas. (Please asterisk those in which reports are available.)

*Value-Added Assessment and Accountability: an article published in California's *Thrust for Educational Leadership*, January/February 1999.

Development of a district and school database (along with a student database) that can provide data for *School Accountability Report Cards, any number of *ad hoc* requests, and that can provide file copies and viewing capability for local schools.

Presentations (using Power Point) for principal workshops on test interpretation and use, teacher training, school meetings on accountability, progress toward district goals, etc.

Major Areas Of Interest:

I would like information in these areas.

Managing a database—keeping it up-to-date, creating new reports, handling requests for data

Materials for parents and preschools on criteria for kindergarten readiness

Surveys—How to improve quantity of parent responses to annual district and school surveys

Designing testing reports (“pictures”) that are used by teachers to improve instruction

1999 DRE ANNUAL HIGHLIGHTS REPORT

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|---------------------------|-------------------------------------|--------------------------|------------------------|
| District: | Cherry Creek Schools | | |
| Respondent: | Dr. M. Kevin Matter | | |
| Title: | Director, Assessment and Evaluation | | |
| Address: | 4700 S. Yosemite Street | | |
| City: Englewood | State/ Province: CO | Zip/ Postal Code: | 80111 |
| Tel: (303)486-4244 | Fax: (303) 486-4488 | E-Mail: | mkevmat@ccsd.k12.co.us |

District's Annual Report Highlights:

Please limit to two or three significant highlights. These will be included in a DRE database.

We revised our Comprehensive Profiles to address each of our District Student Achievement Objectives.
We revised our ITBS and Achievement Level Test student test participation guides to clearly define the admissible reasons to excuse a student from testing or reasons to exclude student scores from summary averages.
We developed two assessment modules, which were well received by principals and other instructional leaders. The first module is "Getting Started: An Overview of Some of the Most Basic Assessment and Measurement Concepts." The second module is "Analysis of Standardized Assessment Results." Two more modules are planned for 1999-2000, on "Instruction and Assessment."

Major Areas Of Work:

I have been working in these areas. (Please asterisk those in which reports are available.)

Assessment training modules*
Data Warehouse development
Principal data notebooks
Fine-tuning A&E priorities and tasks to increase efficiency and effectiveness in reporting and processing
Comprehensive Assessment Plan development and revision*
High achieving students – clarifying definitions, examining growth*
Performance improvement status report

Major Areas Of Interest:

I would like information in these areas.

Technology – using technology (especially WWW pages) for reporting information/data, and how to improve efficiency in working through use of technology (e.g., making tables and charts once instead of multiple times and using that in multiple publications, areas, etc.)
Educational indicators/scoreboard of performance for schools and districts
Growth of high-achieving students, especially in reading
Consistency of student performance across tests or measures, and over time
Using value-added measures to examine school, district, and program effectiveness

1999 DRE ANNUAL HIGHLIGHTS REPORT

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|-------------------------------|---|--------------------------|-------|
| District: | Colorado Springs Public Schools | | |
| Respondent: | Joe Hansen | | |
| Title: | Exec. Director, Planning, Research and Evaluation | | |
| Address: | 1115 N. El Paso Street | | |
| City: Colorado Springs | State/ Province: CO | Zip/ Postal Code: | 80903 |

(719)520-2077 **Fax:**

**E-
Mail:**

District's Annual Report Highlights:

Please limit to two or three significant highlights. These will be included in a DRE database.

We are engaged in setting performance standards on our District Achievement Levels Tests to align extending this to higher grades and eventually into math. We are also developing a computer program for teachers use on a laptop that will enable them to collect and store data and generate requiriements of our state mandated K-3 Literacy program.

The information will be used in not reading "at grade level."

Accreditation is looming large as a major area of concern for 1999 and beyond as the state develops guidelines, expectations and regulations. I have been serving on a state level advisory committees to prepare for this.

Program evaluation demands are increasing at the same time that our program evaluation unit is being elementary schools.

Major Areas Of Work:

asterisk those in which reports are available.)

School and district accreditation, including use of multiple indicators, setting standards, reporting,

Program evaluation, especially school and district reform programs.

Strategic plan monitoring.

Preparing for a new life after retirement.

I would like information in these areas.

decision making framework, e.g. decision rules, criteria.

Fly fishing in the Pacific Northwest

District:

Broward County School Board

Katherine A. Blasik

Director of Research and Evaluation

Address: 600 Southeast 3 Avenue
City: Fort Lauderdale **State/ Province:** Florida **Zip/ Postal Code:** 33301
Tel : (954)760-7342 **Fax:** (954)765-8842 **E-Mail:**

District's Annual Report Highlights:

Please limit to two or three significant highlights. These will be included in a DRE database.

Demographics: The average Broward teacher has over 13 years of experience, and 44.2% of Broward teachers have advanced degrees. Broward students represent 164 countries, 54 language groups, and 11 foreign languages. Gifted enrollment in Broward schools has climbed to 6,818 students. More than 22,000 Pre-K through Grade 8 students participate in before and after school programs. Broward schools have formed over 1,398 Partners in Education and Broward's 25,910 school volunteers logged over 1,164,501 hours last year. 143 Broward grant projects were funded last year totaling a high of \$76,367,128. Last year Broward boasted 23 National Merit Scholarship winners.

Testing: (SAT-8) At all grade levels, Broward students score well above the national Mathematics average with percentile ranks ranging from 56 to 66.

Major Areas Of Work:

I have been working in these areas. (Please asterisk those in which reports are available.)

Customer Survey*
Technology Survey
Alliance of Quality Schools*
All student test results reports*
Alternatives to External Suspension
Block Scheduling*
Distance Learning*
Multi-Age Grouping*
Sylvan Learning*
Increasing Student Standards*
Applying the State Accountability Criteria*

Major Areas Of Interest:

I would like information in these areas.

Data warehouse for aggregating and disaggregating student data.
Safety
Block Scheduling and Overcrowding
Computerized Testing

1999 DRE ANNUAL HIGHLIGHTS REPORT

District: Orange County, Florida Public Schools

Respondent: Lee Baldwin
Title: Senior Director, Student Assessment & Program Evaluation
Address: P. O. Box 271
City: Orlando **State/ Province:** Florida **Zip/ Postal Code:** 32802
Tel: (407)317-3201 **Fax:** (407)317-3253 **E-Mail:** baldwil@ocps.k12.fl.us

District's Annual Report Highlights:

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Assuming final passage by the state legislature, we will have a dramatically increased system of statewide assessment next year. The state proposal calls for an expansion from the present accountability testing (CRT based on state standards) in one grade level in elementary, middle, and high school to include grades 3-10. In addition, a norm referenced test for grades 3-10 will be implemented. This, we anticipate, will cause the elimination of the district testing program and greatly change the role of the Assessment Office.

We are currently adjusting to a major reorganization last year in which areas (learning communities) were created. Much time has been spent in working out roles and relationships with regards to assessment, research and program evaluation, and school improvement planning.

Major Areas Of Work:

I have been working in these areas. (Please asterisk those in which reports are available.)

Bilingual Issues

Staff Development

Reading Programs such as Success for All and Reading Recovery

Grades and Attendance in High School

Major Areas Of Interest:

I would like information in these areas.

Accountability Systems

Reporting assessment data in meaningful ways

The role of research and program evaluation in the district organization

1999 DRE ANNUAL HIGHLIGHTS REPORT

District: Evanston/Skokie School District 65
Respondent: Judith Levinson
Title: Director of Research, Evaluation & Planning

Address: 1314 Ridge Avenue
City: Evanston **State/ Province:** IL **Zip/ Postal Code:** 60201
Tel: (847)492-5950 **Fax:** (847)492-8124 **E-Mail:** Jlevinso@interaccess.com

District's Annual Report Highlights:

Please limit to two or three significant highlights. These will be included in a DRE database.

Completed phase one of K-12 Standards Project involving the development of standards across two districts.
Implemented recommendations from two-year study of effectiveness of kindergarten.

Major Areas Of Work:

I have been working in these areas. (Please asterisk those in which reports are available.)

Evaluation of effectiveness of kindergarten program

Review of charter school proposals

Development of Standards and Assessments

Major Areas Of Interest:

I would like information in these areas.

Review criteria for charter schools

Assessment tools for standards work

1999 DRE ANNUAL HIGHLIGHTS REPORT

District: Blue Valley
Respondent: Thel Kocher
Title: Executive Director for Curriculum and Assessment
Address: 15020 Metcalf

City: (913) 681-4681 **State/ Province:** **Zip/ Postal Code:** 66283
Fax: **E-Mail** tkocher@bv229.k12.ks.us

District's Annual Report Highlights:

Please limit to two or three significant highlights. These will be included in a DRE database.

State curriculum standards in the four core areas are being re-written. Delays in the completion of these caused corresponding delays in three new assessments that were slated for this year so it has been a year of confusion and adaptation.

Because the state has dropped performance assessments (except in writing), a great deal of effort has gone into development of plans for additional local assessments.

Major Areas Of Work:

I have been working in these areas. (Please asterisk those in which reports are available.)

Development of a survey to determine teacher's technology skills/needs

Development of a diagnostic reading assessment for grades 1-5*

Analyses of standardized test data for cohort groups*

Conducted a study of the correlation between our curriculum and the *Iowa Tests of Basic Skills**

Major Areas Of Interest:

I would like information in these areas.

Comprehensive "audits" or evaluations of instructional technology and special education.
Strategies for getting teachers to use reading diagnostic information to improve instruction for individual students.

1999 DRE ANNUAL HIGHLIGHTS REPORT

District: Wichita Public Schools
Respondent: Guy Glidden/Steve Batt/Gay Parish
Title: Director of Pupil Evaluation and Testing/Executive Dir. of Quality Improvement Services, Research Analyst
Address: 201 North Water Street

District's Annual Report Highlights:

Please limit to two or three significant highlights. These will be included in a DRE database.

Based on our Parent Satisfaction survey; our parents feel welcomed at our schools and believe:

- there is a positive learning atmosphere;
 - teachers care about the children;
 - teachers and administrators do a good job of maintaining discipline;
 - children feel safe at school; and
 - children are getting a quality education.
2. SAT and ACT scores increased to 1,082 on the combined SAT and 20.1 on the composite ACT – the highest scores in our history.
 3. Ninety-eight percent of the Class of 1998 successfully moved on from high school to college, the workplace, or the military.
 4. Schools held 121,719 parent-teacher conferences. (96,000 students)
 5. Student/computer ratio is 6.4 to 1 and getting better every day.
 6. Based on the Commonwealth of Kentucky accountability system; 100 of 130 JCPS schools increased their scores at a level warranting inclusion in the “rewards” category of performance.

Major Areas Of Work:

I have been working in these areas. (Please asterisk those in which reports are available.)

Jefferson County continues to work toward the responsible utilization of data for measuring and assessing needs; monitoring progress; and evaluating the effectiveness of programs. District administrative teams are engaged in visiting every school at least annually for the purpose of conducting “dialogue” sessions that focus on the examination of school data, classroom observations, and staff interviews. These teams direct the dialogue toward the goal of building capacity and ensuring unity among our diverse school community related to District vision and Board goals.

Major Areas Of Interest:

I would like information in these areas.

Jefferson County, through the hiring of two additional program evaluation specialists, is interested in pursuing a systematic method of evaluating our successes; determining the underlying strengths and weaknesses that makes programs successful in some schools, with some students, and not others. We are interested formative and summative evaluations of all aspects of public school operation that leads to the achievement and success of all JCPS students in an environment that is safe and focused.

1999 DRE ANNUAL HIGHLIGHTS REPORT

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|--------------------|---|
| District: | Baltimore City Public School |
| Respondent: | Dr. Zelda J. Holcomb |
| Title: | Research, Evaluation and Accountability Officer |
| Address: | 200 E. North Avenue, Room 203 |

City: Baltimore **State/** MD **Zip/ Postal Code:** 21202
Province:

Tel : (401)396-8969 **Fax:** (410)396-8627 **E-Mail:**

District's Annual Report Highlights:

Please limit to two or three significant highlights. These will be included in a DRE database.

Facilitated implementation of the district Master Plan (including review and revision)

Prepared State of the Schools reports

Major Areas Of Work:

I have been working in these areas. (Please asterisk those in which reports are available.)

Impact of class size reductions on Student Achievement

Evaluation of After-School Academies

Development of Reading Performance Assessments

State of the Schools Reports*

The School District Master Plan (Status Reports, Revision and Reviews)*

Major Areas Of Interest:

I would like information in these areas.

Class size research

Teacher variables and student assessment

Impact of mobility on student achievement

Establishing district databases/warehouse

1999 DRE ANNUAL HIGHLIGHTS REPORT

District: Prince George's County Public Schools

Respondent: Dr. Eugene P. Adcock

Title: Director, Research, Evaluation & Accountability
Address: 14201 School Lane, #138
City: Upper **State/** Maryland **Zip/ Postal Code:** 20772-9983
Marlboro **Province:**
Tel : (301)952-6240 **Fax:** (301)952-6199 **E-Mail:** gadcock@ix.netcom.com

District's Annual Report Highlights:

Please limit to two or three significant highlights. These will be included in a DRE database.

University of Maryland Interdisciplinary Policy Team Case Study of School Reconstitution.
Master Plan developed to provide long-range action plan for school improvement and accountability.

Major Areas Of Work:

I have been working in these areas. (Please asterisk those in which reports are available.)

Magnet Program Recruitment Activities Study*
Profile of Scholastic Assessment Test (SAT-1)*
Office of Civil Rights (OCR) Report on Special Education Placements of Minority Students*
Evaluation of Reconstituted Schools*

Major Areas Of Interest:

I would like information in these areas.

Evaluation report deployment via intranet and internet
Quantifying teacher and classroom variables for evaluation studies
Evaluating impact of staff development and teacher mentoring programs

1999 DRE ANNUAL HIGHLIGHTS REPORT

District: Ann Arbor Public School
Respondent: Nancy Shiffler

Title: Evaluation Specialist
Address: 2725 Boardwalk City
City: Ann Arbor **State/ Province:** MI **Zip/ Postal Code:** 48104
Tel : (734)994-2223 **Fax:** (734)994-2955 **E-Mail:** shiffler@aaps.k12.mi.us

District's Annual Report Highlights:

Please limit to two or three significant highlights. These will be included in a DRE database.

Along with the usual report on achievement indicators, we emphasized the point that initiatives to improve achievement would be most likely to show measurable results if they were: 1) research-based; 2) part of a sustained long term effort; 3) reached scale in which many students were involved; and 4) supported by administrative commitment to the effort. We then highlighted several areas where that type of effort was beginning to show results district-wide or at particular schools.

Major Areas Of Work:

I have been working in these areas. (Please asterisk those in which reports are available.)

High School Futures Committee – in order to address the issue of potential high school crowding and to consider the long-term direction of our high school program, the district convened a 50-member committee to define options. Our office has spent considerable time planning for and supporting the work of this committee.

District Demographics Committee – following up on the elementary school redistricting process from last year, the district convened a Demographics Committee to recommend a process for on-going monitoring of enrollment projects and school capacities.

When not engulfed by the above committee work, we continue to work on our mission of carrying out the district assessment program and providing information for instructional and programmatic decision-making.

Major Areas Of Interest:

I would like information in these areas.

In the next few months, our district will be undertaking an evaluation of our two “super pair” buildings, a K-2, 3-5 building pair. We would be particularly interested in information about how other districts with this type of pairing have dealt with the 2-3 transition and communication issues.

1999 DRE ANNUAL HIGHLIGHTS REPORT

District: Saint Paul (Minnesota) Public Schools
Respondent: Geoffrey Maruyama
Title: Interim Director, Research, Evaluation, and Assessment
Address: 360 Colborne

City: St. Paul **State/ Province:** Minnesota **Zip/ Postal Code:** 55102
Tel: (651)290-8383 **Fax:** (651) 293-5374 **E-Mail** geoff.maruyama@spps.org

District's Annual Report Highlights:

Please limit to two or three significant highlights. These will be included in a DRE database.

This last year, Minnesota implemented high standard statewide tests in grades 3 and 5, and is working on a statewide accountability system using those tests. There also are statewide high school competency tests in 8th grade. Our work has focused on (a) equating with the MAT7, which we have used for 6 years; (b) on using the MAT7 to predict success on the 8th grade tests in order to identify students needing help; and (c) on ways of assessing adequate progress. This last issue has been particularly controversial, for the state proposed using a single criterion to judge adequate performance irrespective of student characteristics. Our analyses showed that it would identify schools serving challenging populations of students. We proposed a system that set standards for all schools, but that also compared schools with similar schools and that set growth targets for all schools (modified Tennessee Value Added approach). At present, the issue is still at the legislature.

We are finishing up an evaluation of Reading Recovery, which has been in place for 6 years.
We have been evaluating a school serving primarily homeless and sheltered students.

Major Areas Of Work:

I have been working in these areas. (Please asterisk those in which reports are available.)

We currently are evaluating a range of other early intervention programs, including Sylvan, Early Intervention in Reading, and Success for All.
We are beginning an evaluation of the school achievement of our economically disadvantaged students, including those living in subsidized housing. We will be looking at relations of concentrations of poverty, of different types of subsidized housing (publicly owned and managed, both dispersed and clustered; section 8; voucher and certificate housing), and of school demographic factors with student achievement. The findings should guide future interventions.
We have been evaluating the success of a program, running from grades 7-12, designed to prepare disadvantaged and underrepresented students for college. It has been in place 11 years, long enough to graduate two cohorts from college.
SPPS has a relatively large number of nationally board certified teachers. We are comparing the performance of students in their classes with performance of students in other classes on the MAT7 (grades 1-7, since we tested this year only in grades 2-8).

Major Areas Of Interest:

I would like information in these areas.

We are interested in finding out about any effective remediation programs for middle school aged through junior high children (grades 3-8) in reading and math—are there effective programs out there?
Information from others working to address issues of value added approaches along with minimum standards would be great.
How people are planning to evaluate comprehensive school reform models.
How districts have been using Hierarchical Linear Modeling (HLM) approaches.

1999 DRE ANNUAL HIGHLIGHTS REPORT

District: Durham Public Schools
Respondent: David Holdzkom
Title: Asst. Superintendent, Res. Dev & Acct.
Address: P. O. Box 30002

City: Durham **State/ Province:** NC **Zip/ Postal Code:** 27702
Tel: (919)560-2060 **Fax:** (919)560-2067 **E-Mail:** holdzkom@fuller.durham.k12.nc.us

District's Annual Report Highlights:

Please limit to two or three significant highlights. These will be included in a DRE database.

Instituted annual academic benchmark tests
Completed reading observation survey K-2
Annual customer satisfaction survey
Education benchmarking network

Major Areas Of Work:

I have been working in these areas. (Please asterisk those in which reports are available.)

Data-based decision-making
Quality management, including bench-marking
Vocational Education

Major Areas Of Interest:

I would like information in these areas.

Data warehousing
Impact of computer learning on young students

1999 DRE ANNUAL HIGHLIGHTS REPORT

District: Wake County Public Schools
Respondent: Karen Banks/Nancy Baenen/Chuck Dulaney
Title: Asst. Supt. for Evaluation & Research/Sr. Director, Accountability/Director of Evaluation
Address: 3600 Wake Forest Road, P. O. Box 28041
City: Raleigh **State/ Province:** NC **Zip/ Postal Code:** 27611-8041
Tel: **Fax:** (919) 850-1861 **E-Mail:** Nbaenen@wcpss.net

District's Annual Report Highlights:

Please limit to two or three significant highlights. These will be included in a DRE database.

High-stakes testing and reporting
Early childhood/primary level classroom assessment (data collection and reporting)
Educational Benchmarking Network

Major Areas Of Work:

I have been working in these areas. (Please asterisk those in which reports are available.)

School accountability for student test score gains*
Teacher accountability for student test score gains
Computer tools for schools to use in analyzing achievement data*
Sunset reviews of programs*
Extended learning for all low achievers (planning)
Magnet evaluation*

Major Areas Of Interest:

I would like information in these areas.

Survey methodology software for internet and/or automated telephone surveys
Teacher accountability
Cost benefit analyses
Extended learning programs/strategies that help low achievers

1999 DRE ANNUAL HIGHLIGHTS REPORT

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|---------------------------|---|-------------------------|--|
| District: | Lincoln Public Schools – Educational Service Unit #18 | | |
| Respondent: | Carl D. (Nick) Novak | | |
| Title: | Director of Evaluation | | |
| Address: | 5901 “O” Street | | |
| City: Lincoln | State/ Province: Nebraska | Zip/ Postal Code | 68501 |
| Tel: (402)436-1790 | Fax: (402)436-1829 | E-Mail: | cnovak@lps.org |

District's Annual Report Highlights:

Please limit to two or three significant highlights. These will be included in a DRE database.

The development of Graduation Demonstration Exams in mathematics, reading and writing and initial planning for the development of assessments of state/local standards in reading/writing, mathematics, social studies and science in grades 4, 8 and 11 (to be phased in over a four-year period) (Leslie Lukin)

The use of external contractors for the evaluation of projects and programs that otherwise would be internally evaluated by our team. The contracts are with the evaluation unit, not the project/program being evaluated, and the evaluation team supervises the work (Bill Walker)

Work on the development of indicators of quality education for the Lincoln Public Schools (Marj Wileke)

Major Areas Of Work:

I have been working in these areas. (Please asterisk those in which reports are available.)

NEW PROJECTS:

Extension of Instructional Conferences into Middle School and continuation of Elementary Conferences (Novak)

Policy Study of Early Entrance to Kindergarten* (Novak)

Support of LPS Accreditation Process (Willeke)

Development of Counselor Assessment System (Bob Reineke)

Study of Services for Special Education Students Ages 18-21* (Reineke)

Middle School Reading Curriculum Study (Lukin)

Evaluation Plan for the Arts & Humanities Focus Program (Willeke)

Study of Use of Curriculum Based Measurement in LPS (Willeke)

Work on an Accountability System for Staff Development (Novak)

CONTINUING PROJECTS:

Administration of District Assessment Program (Lukin/Novak) and Climate Assessment(Walker)

Development of District Standards for Assessment*(Lukin)

Evaluation of Even Start" and Title I" (Willeke)

Evaluation of grant to Improve Skills of First-Year Teachers*(Walker)

Evaluation of Reading Recovery*(Walker)

Evaluation of the Perkins Vocational Education Grant*(Walker)

Evaluation of Science Focus Program at FolsomZoo*(Willeke)

Evaluation of Alternative Calendar at Belmont Elementary School (Reineke)

Evaluation of the School Health Initiative Grant (Reineke)

Follow-up Study of Class of 1991 Six Years After Graduation*(most recent in a series of studies)(Walker)

Improving Classroom Assessment Practices Grant*(Lukin/Walker)

Publication of District Statistical Handbook" and Staffing Conference Supplement*(Novak)

Support of School Staffing Conferences,*the Principal Appraisal Process* and Multicultural Education (Novak)

Coordination of Research in the Lincoln Public Schools (Novak/Walker)

Study of special education resource program curriculum (Reineke)

Field test of k-3 reading assessment system (Lukin)

Major Areas Of Interest:

I would like information in these areas.

Indicators of equality education

Evaluation of Reading Recovery

1999 DRE ANNUAL HIGHLIGHTS REPORT

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|--------------------|--|
| District: | New York City |
| Respondent: | Robert Tobias |
| Title: | Executive Director, Division of Assessment & Accountability/Board of Education of the City of New York |
| Address: | 110 Livingston Street, Rm. 728 |

City: Brooklyn **State/ Province:** New York **Zip/ Postal Code:** 11201
Tel: (718) 935-3767 **Fax:** (718) 935-5268 **E-Mail:** rtobias@mvsb.nycenet.edu

District's Annual Report Highlights:

Please limit to two or three significant highlights. These will be included in a DRE database.

The Four-Year cohort dropout rate was 15.6 percent for the Class of 1998, 0.3 percentage points lower than the comparable rate for the class of 1997. It was the lowest dropout rate since 1986 when longitudinal tracking began. The graduation rate for the Class of 1998 was 49.7 percent, 1.3 percentage points higher than the Class of 1997. As in previous years, a significant percentage of students (34.7 percent) continued on for a fifth-year of high school.

The percentage of students in grades 3-8 who scored at or above grade level on the citywide reading test rose to 49.6 percent in 1998, a 2.3 percentage point gain over 1997 and a 5.9 percentage point gain over 1996.

The percentage of students in grades 3-8 who scored at or above grade level on the citywide mathematics test rose to 63.1 percent in 1998, a 2.7 percentage point gain over 1997, and a 3.4 percentage point gain over 1996.

Major Areas Of Work:

I have been working in these areas. (Please asterisk those in which reports are available.)

Implementation of an Early Childhood Literacy Assessment System (ECLAS) for grades K-3. ECLAS consists of two components: the first component is the ECLAS Kit; the second is the E-PAL. The Kit is an in-class assessment that is designed to provide important and useful information to early childhood teachers that will assist them in developing instructional strategies that are appropriate to the stages of literacy development of individual students. E-PAL is an integrated reading/writing assessment for grades 2 and 3 that includes listening comprehension, reading and writing mechanics.

Implementation of the Grade 9 Performance Assessment in Language Arts (PAL-9) as a diagnostic tool used to assess the progress of students toward meeting graduation standards required by the new comprehensive Regents examination in English. It holistically measures students' competency in Reading/Writing in Response to Literature. It tests students' ability to comprehend, reflect, take a position, organize, and write a persuasive essay that makes a connection and is fluent and engaging.

Expansion of the Performance Assessment in Schools Systemwide (PASS) from 325 to 400 schools. PASS, a school performance assessment, was first implemented in the 1997-98 school year to allow schools to self-assess their mission, climate, organization and instruction, professional development, instructional resources, parent involvement, support services, and external and physical resources in relation to standards of exemplary practice. The team reaches consensus in ratings and designs reforms to be implemented in areas in need of improvement.

Major Areas Of Interest:

I would like information in these areas.

Alternate assessment for students exempted from standardized testing.
Assessments for measuring the progress of English language learners.

1999 DRE ANNUAL HIGHLIGHTS REPORT

District: Cincinnati Public Schools

Respondent: Dr. Jack L. Lewis
Title: Director, Research and Evaluation
Address: P. O. Box 5381
City: Cincinnati **State/ Province:** Ohio **Zip/ Postal Code:** 45201-5381
Tel: (513)475-7166 **Fax:** (513)475-4840 **E-Mail:** LEWISJA@EDUB.CPSBOE.
K12.OH.US

District's Annual Report Highlights:

Please limit to two or three significant highlights. These will be included in a DRE database.

District students passed the state mandated proficiency tests at higher rates in 1998.

The student dropout rate declined dramatically in 1997-98 while the rate of student attendance increased.

The district has implemented a new School Accountability Plan.

Major Areas Of Work:

I have been working in these areas. (Please asterisk those in which reports are available.)

Development and implementation of accountability plans for schools and for administrators.

Evaluation of many reform efforts underway in the district.

Preparing and reporting data on success indicators in the district's five-year strategic plan.

Major Areas Of Interest:

I would like information in these areas.

Evaluation results from the implementation of New American Schools designs in local districts.

Teacher accountability plans.

Annual reports from other districts.

1999 DRE ANNUAL HIGHLIGHTS REPORT

District: Ontario, Canada
Respondent: Clay Lafleur
Title: Manager, Standards & Assessment Unit
Address: Ministry of Education and Training
City: Toronto **State/ Province:** Ontario **Zip/ Postal Code:**
Tel: (416) 325-2088 **Fax:** (416) 325-2575 **E-Mail:** clafleur@oise.ca

District's Annual Report Highlights:

Please limit to two or three significant highlights. These will be included in a DRE database.

Ontario has been/is involved in major educational reform, e.g.,

- province-wide assessments
- new curriculum and assessment, grades 1-12
- standard student report cards
- secondary school reform
- provincial funding formula
- school councils
- standards of teaching practice

Major Areas Of Work:

I have been working in these areas. (Please asterisk those in which reports are available.)

- Development of assessment, grades 1-12
- Levels of involvement for new curriculum
- Standard student report cards

Major Areas Of Interest:

I would like information in these areas.

- Classroom assessment
- Organizational learning
- Action research
- TIME

1999 DRE ANNUAL HIGHLIGHTS REPORT

District: Ottawa-Carleton District School Board
Respondent: Marjorie Clegg
Title: Program Evaluation Officer (Head of Quality Assurance Division)
Address: 133 Greenbank Road
City: Nepean **State/ Province:** Ontario,Canada **Zip/ Postal Code:** K2H 6L3
Tel : (613)596-8211 **Fax:** (613)721-9221 **E-Mail** Marjorie_Clegg@ocdsb.edu.on.ca

District's Annual Report Highlights:

Please limit to two or three significant highlights. These will be included in a DRE database.

Production of School Profiles

The Results of the Board-wide Evaluation Projects. Annual Report, 1998*

Use of test data (provincial and local)

Major Areas Of Work:

I have been working in these areas. (Please asterisk those in which reports are available.)

Reporting school results in context (school profiles)*

Large-scale assessment in high school English and mathematics*

Piloting Early Identification (Kindergarten) Instruments

Development of high needs/inner city indices

Major Areas Of Interest:

I would like information in these areas.

Longitudinal studies of achievement; value-added analysis

Measures of literacy and numeracy

School audits/reviews

Changing girls' attitudes toward math

1999 DRE ANNUAL HIGHLIGHTS REPORT

District: Austin Independent School District
Respondent: Holly Clare Williams
Title: Assistant Director of the Department of Accountability
Address: AISD Office of Program Evaluation, 1111 West 6th
City: Austin **State/ Province:** Texas **Zip/ Postal Code:** 78703
Tel : (512)414-3631 **Fax:** (512)414-1707 **E-Mail:** HollyCW@aol.com

website: <http://www.austin.isd.tenet.edu/admin/ope/index.html>

District's Annual Report Highlights:

Please limit to two or three significant highlights. These will be included in a DRE database.

Decision was made by Board of Trustees on boundary changes and location of new schools. Students in all grades made gains on the statewide Texas Assessment of Academic Skills. By the Texas Education Agency definition, the district dropout rate has decreased to 1.8 percent. Beginning with the 1999-2000 school year, the State of Texas will categorize Austin ISD as a "property wealthy" school district. Austin taxpayers will likely relinquish \$80 million to the state by the 2002-2003 school year.

AISD currently has interim persons in the following positions: superintendent, deputy superintendent, two of five area superintendents, director of accountability, and director of technology. AISD will be hiring persons in two new positions related to accountability; an associate superintendent, and a second assistant director of accountability (to supervise system-wide testing, state accountability system reporting, and production and distribution of school performance profiles).

Major Areas Of Work:

I have been working in these areas. (Please asterisk those in which reports are available.)

Board approval of and implementation of local accountability system.
Investigation of student completion rate and follow-up with students who have dropped out.
Evaluation of local systemic change initiative in mathematics reform, funded by NSF.*
Evaluation of Title I summer reading program designed to accelerate literacy for students in grades K-2.*
Evaluation of inclusion practices in district elementary schools.*
Evaluation of federal, state, and local grant funded programs (Title programs I*, IV*, VI*, VII-A* & C*, Academics 2000*, Bilingual education*, Carl Perkins*, and Excel*).

Training campus level staff to report student data accurately; to use data provided and to gather additional data for campus needs assessment; to develop Campus Improvement Plan (CIP) goals; and to plan for evaluation by developing measurable objectives for CIP goals.

Formative evaluation of Teacher Professional Development Appraisal System.
Procedures manual update.

Major Areas Of Interest:

I would like information in these areas.

Compensating for lack of standardized achievement data at the early grades.

Selecting and setting up interactive database and data standards for districtwide student level data.

Analyses to use in evaluating Title I schoolwide programs (HLM, Growth models...?)

1999 DRE ANNUAL HIGHLIGHTS REPORT

| | | | |
|--------------------------|--|------------------------------|--------------------------------|
| District: | Irving ISD | | |
| Respondent: | Whit Johnstone | | |
| Title: | Director of Planning, Evaluation, and Research | | |
| Address: | 901 O'Connor Road | | |
| City: Irving | State/ | TX | Zip/ Postal Code: 75061 |
| | Province: | | |
| Tel: 972-273-6044 | Fax: 972-273-6024 | E-Mail: Wgj@tenet.edu | |

District's Annual Report Highlights:

Please limit to two or three significant highlights. These will be included in a DRE database.

A profile of 1996-97 ninth-grade students who were failing one or more classes was developed. Overall, almost 56% of our ninth-grade students failed one or more courses in either the fall or spring semester. Of the students failing one or more courses, the largest percentage (23%) failed 4-7 classes over the two semesters. Logistic regression results showed that students who were absent 3 to 6 times doubled their chances of failing in comparison to students absent 2 times or less; an at-risk student is 3.1 times more likely to fail one or more courses than a student who is not at risk; a minority student is 1.8 times more likely than an Anglo student to fail one or more courses; a male student is 1.5 times more likely than a female to fail one or more courses; students enrolled in the district 7 years or more are twice as likely *not* to fail any courses than those who have been in the district 6 years or less. Students who possess more than one of above identifiers have an even higher likelihood of failing than those with only one of the identifying characteristics.

Observation and outcome data were included in the evaluation of the A/B block schedule in our high schools. Results of the observations conducted in Algebra I, U.S. History, Biology I, and English II classes showed that teachers had not changed their teaching to take advantage of the 90-minute blocks. Rather, traditional styles of teaching and learning dominated in all subject areas. Attendance and failure rate results were mixed over the four years. There were slight increases over the years on the state exit-level exam scores; however, the district's passing rates did not increase at the same magnitude as the state's passing rate.

Major Areas Of Work:

I have been working in these areas. (Please asterisk those in which reports are available.)

Evaluation of A/B Block schedule in high schools*

Evaluation of training components Academics 2000 reading and mathematics grants*

Evaluation of Gifted/Talented Program

Norm-referenced test adoption for an English and Spanish test

Major Areas Of Interest:
I would like information in these areas.

Evaluation of gifted/talented programs
Evaluation of technology initiatives/programs
Evaluation of bilingual/ESL programs
Evaluation of A/B block scheduling
Evaluation of other forms of block scheduling
Evaluation of reading/mathematics initiatives
Evaluation of academic interventions with at-risk middle and high school students
Evaluation of dropout prevention and recovery programs

1999 DRE ANNUAL HIGHLIGHTS REPORT

| | | | |
|----------------------------|-------------------------------------|--|--|
| District: | McAllen Independent School | | |
| Respondent: | Larry Kohler | | |
| Title: | Director of Research and Evaluation | | |
| Address: | 2000 North 23 rd Street | | |
| City: McAllen | State/ Province: Texas | Zip/ Postal Code: 78501 | |
| Tel : (956)632-3240 | Fax: (956)632-3299 | E-Mail Lkohler@McAllen.ISD.TENET.EDU | |

District's Annual Report Highlights:

Please limit to two or three significant highlights. These will be included in a DRE database.

Report on Test Scores (TAAS and 2nd grade ITBS) 3-8 + 10
Reading Recovery/CIS/Valued Youth/Hosts/Drugs, Etc.

Major Areas Of Work:

I have been working in these areas. (Please asterisk those in which reports are available.)

Evaluation reports on whatever

Major Areas Of Interest:

I would like information in these areas.

Retention – pros and cons

1999 DRE ANNUAL HIGHLIGHTS REPORT

District: Department of Defense Education Activity
Respondent: Gretchen F. Ridgeway
Title: Chief, Research & Evaluation
Address: 4040 N. Fairfax Drive
City: Arlington **State/ Province** Virginia **Zip/ Postal Code** 22203
Tel (703)696-4385 **Fax** (703)696-8924 **E-Mail** gridgewa@.hg.odedoden.e

District's Annual Report Highlights:

Please limit to two or three significant highlights. These will be included in a DRE database.

Students surpassed expectations on annual Writing Assessment.

Major advances made in expanding meaningful role of parents in our school

Financial aid received for post second education at a record level.

Major Areas Of Work:

I have been working in these areas. (Please asterisk those in which reports are available.)

Annual Accountability Report

Systemwide Customer Satisfaction Survey

Longitudinal Study of _____ Students and Graduates

Linking assessment evaluation curriculum and instruction

Major Areas Of Interest:

I would like information in these areas.

Longitudinal studies

Role of research and evaluation

1999 DRE ANNUAL HIGHLIGHTS REPORT

District: Hampton City Schools

Respondent: Mary E. Yakimowski

Title: Director, Assessment and Instructional Support

Address: 144 Research Drive

City: Hampton **State/ Province** Virginia **Zip/ Postal Code** 23666

Tel (757)896-8314 **Fax** (757)766-2989 **E-Mail** myak@sbo.hampton.k12.va.us

District's Annual Report Highlights:

Please limit to two or three significant highlights. These will be included in a DRE database.

Developing intranet classroom assessment and information system

Identifying and providing professional development to team of Assessment Instructional Leaders. (To complement the role of building test directors responsible primarily for distribution of test materials, these individuals receive a supplement to officer support to faculty on using assessment for instructional improvement purposes.)

Major Areas Of Work:

I have been working in these areas. (Please asterisk those in which reports are available.)

Assessing impact of first year of Year-Round Education Program at two elementary and one middle school.

Implementing new Standards of Learning Assessment Program and VA School Report Card Accountability System (This included development of applicable resource materials).*

Facilitating school improvement efforts.

Major Areas Of Interest:

I would like information in these areas.

Intranet land assessment systems developed by districts.

1999 DRE ANNUAL HIGHLIGHTS REPORT

District: Evergreen School District
Respondent: Dr. Sylvia E. Dean
Title: Manager of Research-Program Evaluation Specialist
Address: 13501 NE 28th Street P. O. Box 8910
City: Vancouver **State/ Province:** WA **Zip/ Postal Code:** 97212
Tel: (360)604-4004 **Fax:** (360)892-5307 **E-Mail:** Sdean@groupwise.egreen.wednet.edu

District's Annual Report Highlights:

Please limit to two or three significant highlights. These will be included in a DRE database.

Ninth largest, fastest growing district in Washington, passed latest levy.*

Reading Recovery in every elementary school*

Consistently use research/best practices and ever increasing use of evaluation data to guide decision-making.*

Major Areas Of Work:

I have been working in these areas. (Please asterisk those in which reports are available.)

Executive summaries of Educational Hot Topics*

Building Improvement Plans*

Self Study (High School)

Action Research Projects*

Major Areas Of Interest:

I would like information in these areas.

Program Evaluation Models

Models of Assessment Presentations for Principals, Public etc.

1999 DRE ANNUAL HIGHLIGHTS REPORT

District: Seattle
Respondent: Michael J. O'Connell
Title: Manager, Student Information Services Office
Address: 815 4th Avenue North (Mail Stop AA-159)

City: Seattle **State/** WA **Zip/ Postal Code:** 98109
Province:
Tel : (206)298-7143 **Fax:** (206)298-7190 **E-Mail** moconnel@is.ssd.k12.wa.us

District's Annual Report Highlights:

Please limit to two or three significant highlights. These will be included in a DRE database.

- Conducted surveys of parents, staff and students
- Prepared school outcome profiles and school effectiveness profiles.
- Prepared student academic achievement profiles for all students.
- Published annual reports for 96 different schools.

Major Areas Of Work:

I have been working in these areas. (Please asterisk those in which reports are available.)

- Adding more material to district web page (see <http://sea-css.sod.k12.wa.us>)
- Revising administration of student and staff surveys
- Providing more feedback to teachers on student performance.

- Relationship between teacher performance and student academic achievement.
- Develop assessments that align with new performance standards.

1999 DRE ANNUAL HIGHLIGHTS REPORT

District: Wisconsin North Central Association
Respondent: Michael Herrick
Title: Deputy Director
Address: 55 Brewer Hall
City: Ease Claire **State/** WI **Zip/ Postal Code:** 54701
Province:
Tel: (888) 806-7622 **Fax:** (715) 836-6043 **E-Mail:** herricmi@vwec.edu

District's Annual Report Highlights:

Please limit to two or three significant highlights. These will be included in a DRE database.

I took a new position last June (1998) as the Deputy Director of Wisconsin North Central Association, a regional accreditation organization. Our major area of emphasis is training school teams in school improvement processes as the major criteria for school accreditation. I am also hired to conduct assessment training across the UCA 19 state region.

Major Areas Of Work:

I have been working in these areas. (Please asterisk those in which reports are available.)

My major area of work with UCA is assessment and school evaluation. I conduct a series of three workshops in Wisconsin:

- 1) How to develop school profiles and goals*
- 2) How to identify and develop appropriate assessment to document student achievement relative to these goals, and develop instructional strategies relative to these goals, and
- 3) How to conduct an on-site peer review to receive feedback on a school improvement plan.

Major Areas Of Interest:

I would like information in these areas.

School improvement models that use student achievement as a base for determining school success in implementation.