

**DISTRICTWIDE IMPROVEMENT COMMITTEE
SUMMATIVE EVALUATION FOR
RANDOLPH FIELD INDEPENDENT SCHOOL DISTRICT
September 28, 2006**

History and Rationale

Randolph Field ISD staff is committed to using action research as a means of influencing student achievement. The Campus Improvement Plan process is not a static but a dynamic process to achieve higher levels of student achievement for all students. Focusing on specific target goals, teams and individuals work to craft action evidences and evidences of progress, reflect on and monitor their effectiveness, and respond to student successes and challenges with refined strategies and assessment tools.

Historically, the Campus Improvement Plan revolved around two events: first, the annual compiling of often-isolated intentions and actions without documentation relating them to student achievement; and second, the annual “checking off” of actions completed or the revising of timelines and target dates of actions not completed. In addition, these plans were often based on a broad range of unfocused objectives, and the connection to student achievement was unclear. The catalyst for changing this traditional perspective came in 1995 when Dr. Maddox requested from the Districtwide Improvement Committee a tool for evaluating the results of the Campus Improvement Plans. In the process of designing an evaluative tool, the Districtwide Improvement Committee realized that although we had met state requirements and shown a district commitment to improvement, we had not established a direct correlation between the Campus Improvement Plan and increased student achievement. Additionally, without such correlation, there was no real basis for evaluating the Campus Improvement Plan with regard to meeting the District Instructional Goals for increasing student achievement.

The 1995-1996 school year was the first year of implementation of the new Campus Improvement Plan process. The Districtwide Improvement Committee issued its first annual report that identified the successes met in the process as well as the challenges and next steps. Successes included enhanced dialogue among teachers about instruction, not just student behaviors, and increased focus on student achievement with a connection to specific instructional actions. Some of the challenges and next steps included increasing the ongoing documentation to connect instructional strategies and to relate student progress to desired results, improving the quality of feedback, and analyzing and incorporating the results provided by the staff evaluation of the first cycle in the Campus Improvement Plan process. Since the beginning of this process, each campus has shown increased student achievement that has been documented in each Campus Improvement Plan.

Implementation

The first task for each campus is to examine data related to student achievement and select Campus Performance Objective(s) based on that data. Instructional teams and individual teachers of specialized courses then design strategies for accomplishing the Campus Performance Objective(s) and identify tools to assess progress toward the objective(s). Monthly, the campus

administrators meet with teams to provide instruction, guidance, and feedback. This process has remained relatively unchanged at the elementary campus, while the middle school and high school campuses have found the sharing of ideas and feedback is more effective in multi-level, multi-discipline team meetings. Twice during the year, in January and April, teams give their Campus Improvement Committee a report of progress toward the Campus Performance Objective(s) and receive feedback each time. After the oral presentations of the teams in April, each Campus Improvement Committee presents a summative report in August to the Districtwide Improvement Committee regarding the campus' progress. The final step in this process is the Districtwide Improvement Committee's report to the Board of Trustees.

Campus Performance Objectives

The Campus Performance Objective is developed based on data from a variety of sources such as Texas Assessment of Knowledge and Skills, Adequate Yearly Progress, Texas Primary Reading Inventory and advanced placement results. Each campus analyzes the available data and comes to consensus about a specific, measurable result expected for the student population served at each campus. This becomes the proposed Campus Performance Objective which is then reviewed by the Campus Improvement Committee. Once the objective has been approved by the campus committee, the Districtwide Improvement Committee reviews the Campus Performance Objectives from all three campuses. Finally each Campus Performance Objective is approved by the Board of Trustees.

The following Campus Performance Objectives were addressed in the 2005-2006 year:

High School

- All students will demonstrate improvement in critical analysis through reading and writing. Low performing and at-risk students will be reported separately to track their critical thinking skills.

Middle School

- All students will demonstrate improvement in critical thinking skills. Low performing and at-risk students will be reported separately to track their critical thinking skills.

Elementary School

- All students will improve mastery of Science Texas Essential Knowledge and Skills through the use of the inquiry process to demonstrate with attention to low performing and at-risk students.

This report from the Districtwide Improvement Committee marks the completion of *2005-2006* Campus Improvement Plan cycle and highlights the results, successes, challenges, and next steps relative to these performance objectives.

Results of the Campus Performance Objectives

The Board of Trustees approved the Campus Performance Objectives for each campus in October 2005. On each campus every teacher, whether they taught physical education, art, music, Spanish or a core subject, worked throughout the year to achieve the Campus Performance Objective(s) with their students. Each teacher gathered data to establish where their students were in relation to the Campus Performance Objective at the beginning of the year and continued to gather data on

their students' achievement of that Campus Performance Objective throughout the year. Examples of results for individual teachers are included below.

Randolph Elementary

- In accordance with the elementary Campus Performance Objective to improve students' use of inquiry skills, the students in the second grade Title I program were successful in formulating inquiry questions. To help students distinguish between relevant/irrelevant questions on a given topic, students charted similarities/differences to improve their ability to compare and contrast.

Randolph Middle School

- In accordance with the middle school Campus Performance Objective to improve the students' critical thinking skills, G/T sixth grade reading students met their teacher's goal by responding to a writing prompt in their journals three times a week. They also received direct instruction writing a five paragraph essay using evidence and commentary.

Randolph High School

- In accordance with the high school Campus Performance Objective to improve students' critical analysis through reading and writing, ninth grade English students met their teacher's goal by using a step by step outline for the students to develop their short answer writing. Short answer writing was then integrated into weekly lessons on critical thinking.

Successes

As a result of the collective effort on each campus, the campuses and the district have achieved successes in several areas.

- ◆ Randolph High School seniors scored 1609 on the Scholastic Assessment Test (SAT) with the inclusion of a writing component for the first time. As a state Texas scored 1484, and the nation scored 1518. Sixty-two out of a class of 74 (84%) took the SAT. Seniors who took the American College Testing (ACT) exam scored 24.5 while as a state Texas scored 20.3 and the nation scored 21.1.
- ◆ Randolph High School had 100% of the ninth graders meet the standard on the reading section of the Texas Assessment of Knowledge and Skills test. Over 94% of the ninth graders have met the standard in reading each year that the Texas Assessment of Knowledge and Skills has been given (95%, 99%, 96% and 100%).
- ◆ Randolph Elementary School had 100% of the third grade students meet the standard in reading on the Texas Assessment of Knowledge and Skills, TAKS. Third grade has achieved 100% meeting the standard in reading three out of the four years TAKS has been given. The other year 99% of the third graders met the standard.
- ◆ Randolph Elementary School has had over 90% of the fourth graders meet the standard for writing each year that the Texas Assessment of Knowledge and Skills has been given (96%, 96%, 94% and 96%).
- ◆ Randolph Middle School had 100% of the eighth grade students meet the standard for reading, and 56% of the eighth graders met the Commended Performance Standard in reading.

- ◆ Randolph Middle School was Exemplary according to the state accountability system. They were the only middle school in Bexar County so identified and one of thirty-four middle schools in the state identified as Exemplary.
- ◆ Randolph Field ISD has achieved Adequate Yearly Progress as determined by the standards set by the federal government in No Child Left Behind each year.
- ◆ Randolph Field ISD teachers continue to utilize the skills they learned through their participation in the Teacher Technology Competencies Certification program. They have developed web pages for their classes that are available to their students and parents.

Rubric

A rubric is a tool used to evaluate the implementation of the Campus Improvement Plans. It is reviewed annually and revised appropriately by the Districtwide Improvement Committee as part of the Continuous Cycle of Progress. This rubric is not meant to be a grade, but rather a means of guiding campus progress. The rubric used to evaluate the Campus Improvement Plans was revised by the Districtwide Improvement Committee in 2002-2003 to reflect increased levels of student achievement, as well as higher levels of sophistication in each campus' approach to the improvement process.

The Districtwide Improvement Committee's Evaluation of the Campus Improvement Plan uses a four point rubric with four components. The complete evaluation for each campus is attached and an overall summary for the campuses is noted below.

Randolph Elementary

- The elementary was highly successful on three of the four components of the rubric (responding to feedback, identifying specific changes that occurred as a result of the Campus Performance Objective, and identifying the steps in refining the process).
- The component on documenting progress with data provided extensive data that was somewhat relevant and appropriate. In responding to feedback, the campus was thorough and documented significant changes. The campus experienced explicit changes resulting from the Campus Improvement Plan that made a clearly, positive impact. The elementary will expand on the use of non-fiction reading and writing to support the Earth Science curriculum for 2006-2007.

Randolph Middle School

- The middle school campus was highly successful on two of the four components of the rubric (documenting progress with data and identifying specific changes that occurred as a result of the Campus Performance Objective).
- The component on documenting progress with data provided extensive data that was completely relevant and appropriate. In responding to feedback, the campus provided minimal evidence that changes/revisions were made based on feedback. The campus experienced explicit changes resulting from the Campus Improvement Plan that made a clearly, positive impact. The campus took steps that adequately outlined proposed changes to their Campus Improvement Plan. For 2006-2007 the middle school will apply critical thinking skills to become proficient in measurement.

Randolph High School

- The high school was highly successful on one of four components of the rubric (identifying specific changes that occurred as a result of the Campus Performance Objective).
- The component on documenting progress with data provided extensive data that was somewhat relevant and appropriate. In responding to feedback, the campus provided minimal evidence that changes/revisions were made based on feedback. . The campus experienced explicit changes resulting from the Campus Improvement Plan that made a clearly, positive impact. The campus took steps that adequately outlined proposed changes to their Campus Improvement Plan. The high school will develop a common rubric to be used by all teachers to assess the Campus Performance Objective in 2006-2007.

Challenges and Next Steps

In 2005-2006, all campuses addressed the challenges and next steps cited in the previous (2004-2005) District Summary Report in these ways:

- **Continue to refine the reporting data.**
The middle school and the high school implemented the use of cohort data collection and reported the data for students who had been in the district all year.
- **Clarify the changes and revisions that occurred on the feedback from the Campus Improvement Committees and the Districtwide Improvement Committee.**
The elementary identified the feedback gathered from each team and their response to that feedback. The middle school and the high school need to be more specific in their reporting of this feedback information.
- **Continue to improve the use of technology to facilitate learning.**
Teachers have developed web pages for their classes to provide information to parents and students such as assignments and tests.

Because of the rubric results, the challenges and next steps for the 2006-2007 Continuous Cycle of Progress include the following:

- Continuing to refine the reporting of data.
- Continuing to clarify the changes and revisions that occurred based on the feedback from the Campus Improvement Committees and the Districtwide Improvement Committee.
- Continuing to improve the use of technology to facilitate learning.
- Thoroughly revising and editing the Campus Summary Reports by the Campus Improvement Committees prior to sending those reports to the Districtwide Improvement Committee

Changes in the Campus Improvement Plan Process

The Districtwide Improvement Committee continues to revise the Campus Improvement Plan process based on the feedback the committee receives from the staff and Campus Improvement Committees.

- Each campus will continue to report on a specific target goal for the campus as a whole for 2006-2007.
- The rubric will be revised and clarified in response to the discussion of the Districtwide Improvement Committee members.
- All three campuses will collect and report data by cohort groups.

Conclusion

As we complete the eleventh cycle of the campus improvement process, the Districtwide Improvement Committee acknowledges that further work is necessary to achieve our goal. Having analyzed the results for the 2005-2006 school year, Randolph Field ISD reaffirms its commitment to increased student achievement for all of our students. We are dedicated to improving our results for 2006-2007. We believe that:

“Good to great comes by a cumulative process – step by step, action by action, decision by decision, turn upon turn of the flywheel – that adds up to sustained and spectacular results.” Jim Collins, Good to Great, 2001.

Our Campus Improvement Plan is a process that allows us to make a significant difference in our students’ lives.

We look forward to reporting further progress in 2006-2007.