

**Kaplan Achievement Planner**

**2005/2006**

**Research and Accountability**

**Pinellas County Schools**

**November 2006**

## **Kaplan Achievement Planner Survey for 2005/2006**

### *Executive Summary*

This report presents the results of an evaluation of the Kaplan Achievement Planner, evaluating the efficacy of the program implementation and use by teachers as well as the effectiveness of the Kaplan assessments in identifying student weaknesses that may affect student performance on the FCAT. Prior to the publication of this report, Kaplan proficiency measures, for the 2006/07 school year, have been changed by program administrators. This report does not reflect these changes.

The level of implementation, effectiveness of trainings and level of use of the Kaplan Achievement Planner were investigated by conducting a survey of staff in the 63 participating schools. Results of this survey were somewhat contradictory. On one hand, the training appears to have been satisfactory, both in staff attendance and in reported competence and knowledge gains. However, results also showed that few respondents have actually adopted/implemented and used the Kaplan Achievement Planner in their schools or classrooms.

The second phase of this evaluation was to investigate the effectiveness of Kaplan Achievement Planner assessments in identifying students who may perform poorly on the FCAT. Several comparisons of student Kaplan performance and FCAT performance during the 2005/06 school year were completed. The September Kaplan Baseline reading assessment appears to be the most inaccurate in identifying students at risk for poor performance, particularly in grades 8, 9, and 10. The September mathematics assessment, on the other hand, is substantially more accurate in identifying at risk students. Grades 4, 5, and 6 show the largest percentages of inaccurate identification. In general, Kaplan assessments more accurately predict the Non-Black students' performance than the Black students'. Correlations between Kaplan Baseline assessments and FCAT scales revealed a strong relationship for both reading and mathematics.

### *Recommendations*

#### *Implementation*

- Teachers at participating schools should be encouraged to use the Kaplan system in their classrooms. More experienced teachers should provide support and examples of Kaplan utility to newly trained teachers and teachers of other subject matter.
- Teachers must be provided the opportunity to use the Kaplan system; i.e., to access the Kaplan website for student reports and lesson plans or to meet with other Kaplan users to increase their skills.
- The District should assist in the elimination of factors limiting implementation.

### *Assessments*

- Kaplan Baseline reading assessments should be refined to increase the accuracy of identifying students as proficient who are not proficient on FCAT, as well as students identified by Kaplan as proficient. These efforts should be emphasized in grades 8, 9, and 10 for the reading assessments and in grades 4, 5, and 6 for mathematics.
- Correlations show that the relationships for both Kaplan reading and mathematics Baseline assessments strengthen from one assessment to another except for assessments in grades 9 and 10. Grade level item analyses may be appropriate to better align the date specific assessments and to strengthen the cumulative nature of learning shown in the assessments.
- Efforts should be initiated to remedy the discrepancies seen between predictions of success for Black and Non-Black students; caution should be followed when the results of these assessments are used to identify students in need of remediation.

## Introduction

This report presents the result of an evaluation examining the level of implementation and the effectiveness of the Kaplan Achievement Planner program in Pinellas county schools.

The Kaplan Achievement Planner uses student's test results to prescribe and deliver targeted lesson plans and web based assessments to help increase student achievement. The Planner provides immediate reports to teachers that reveal students' current strengths and weaknesses, enabling them to see the academic areas where their students need the most remediation. In addition, the system prescribes and delivers instructional materials that are aligned with state and national standards. These research-based lessons, student worksheets and educational methods provide teachers with the customized resources they need to build skills for students at all levels. The system also helps teachers to measure student improvement and achievement by providing ongoing assessments to give current detailed data on student progress. The purpose of the program is to improve student achievement.

Federal legislation was enacted to provide additional resources to students and to increase reading proficiency across the nation. As a result of this initiative, Pinellas County adopted a county-wide K-12 Reading Plan. A key element of the Pinellas K-12 Reading Plan is the regular assessment of student skills and the consequent identification of student weaknesses and strengths. Additionally, resources specific to each individual student are identified and provided. The Kaplan Achievement Planner is used to perform this function.

Training for school-based teachers and administrators is an integral component of the Kaplan implementation. A training cycle was established during the first year of Kaplan implementation and refined and expanded for the second year. Training components included a Kaplan Overview, Data Analysis and Comparative Data Analysis. Staff was encouraged to attend as many sessions as possible.

In the 2004/05 school year, Pinellas County Schools and Kaplan K12 Learning Services established a pilot program to implement the Kaplan Achievement Planner in 15 Pinellas County Schools. These schools included 8 elementary schools, 3 middle schools, 3 high schools and 1 ESE Center.

The program was further expanded for the 2005/06 school year to include a total of 17 elementary schools, 26 middle schools, 21 high schools and technical centers and 1 ESE center.

The Kaplan Achievement Planner has been implemented in many states including Pennsylvania, California, Georgia, Texas and Florida. Florida districts using the system include Leon, Brevard, Polk, and Lee counties. The purpose of the current evaluation is to measure the efficacy of the program implementation and use by teachers as well as to

investigate the effectiveness of Kaplan Achievement Planner assessments in identifying student weaknesses that may affect student performance on the FCAT.

### *Other evaluations*

The Kaplan K12 website provides evaluation summaries for Kaplan programs, including the Achievement Planner. Kaplan also has produced an evaluation report for Pinellas County. Kaplan in their 2004-2005 report, have reported reliability and validity of the assessments.

Early in 2005, Pinellas County Schools conducted two studies. The first study measured the satisfaction with the Kaplan Achievement Planner and the second quantified the effectiveness of the assessments. In the satisfaction study, the respondents to the survey reported a high level of satisfaction with the training received. Fifty-five percent of the respondents expressed that they were interested in using the Kaplan system, after they had been to training and after administering the assessment. The user support and customer services were rated moderately high, however about 25-30% of respondents were not sure how to rate these services.

The second study, using the results of the first two Kaplan assessments for 2004/05 school year, showed that the percentage of students identified as proficient increased with each successive administration. Additionally, correlations between 2004/2005 Kaplan assessments and students' 2004 FCAT Math and Reading Scale Scores were computed. A positive correlation between the Kaplan Assessments and FCAT results indicated that students who scored high on the Baseline Progress Tests also scored high on the previous year's FCAT. Mathematics correlations ranged from .702 to .759 and Reading correlations ranged from .668 to .734.

## Method

### *Implementation*

The level of implementation, effectiveness of trainings and level of use of the Kaplan Achievement Planner were investigated by conducting a survey of staff in the participating schools. The questions this survey is intended to answer are:

- Have faculty/staff at participating schools benefited from the Kaplan training they received?
  - Are teachers using the Kaplan system for student assessment, individual student instruction, development of lesson plans, and development of AIP and IEP plans?
- Has the Kaplan system been implemented school wide?
  - Is the Kaplan system used by teachers in subjects other than Language Arts and/or Mathematics?
  - What have been the elements affecting the implementation of the Kaplan system?

The survey contained several distinct sections: demographic information, Kaplan Achievement Planner training activities, school wide implementation of the Kaplan system, use of Kaplan information to introduce strategies into the classroom, school and district support of implementation, limiting factors for effective use of Kaplan, and respondent's use of the Kaplan system. A copy of the Kaplan Achievement Planner Survey can be found in Appendix A of this report.

In order to make more generalized statements regarding these items, items with similar themes were grouped into four sections by averaging the responses of all items contained within each specific section. The first section, "Effectiveness of Training", was composed using questions 1 through 8 of the survey. The second section, "Use of Results in the Classroom", contains questions 10a through 10h. Question 9 and questions 11 through 17 were used to make the section for "Essential Factors for Successful Implementation". "Limiting Factors" is comprised of responses to questions 18a through 18l and the "Adoption" section combines items 19 through 23 regarding individual staff practices using the Kaplan Achievement Planner in the classroom. To assure that the items on the survey had a high level of internal consistency, Cronbach Alpha was calculated; the internal consistency ranged from .857 to .949. Additionally teachers' level of use data was retrieved from Kaplan Achievement Planner website for Pinellas county schools.

All instructional and administrative personnel from each of the participating schools were identified and sufficient surveys were sent to each school. The sample included 1,097 elementary teachers (14.6%), 2,390 middle school teachers (31.9%) and 4,015 high school teachers (53.5%) for a total of 7,502 teachers. An additional 750 surveys were distributed to school administrators and other school-based personnel involved in Kaplan implementation.

A total of eight-thousand two hundred and fifty (8,250) surveys were sent to 17 elementary schools, 26 middle schools, 21 high schools and technical centers and 1 ESE center (Grades K-12). 1,616 surveys were returned, for an overall return rate of 19.6%. Of the 1,616 surveys, 34 identified themselves as non-instructional personnel. When considering instructional personnel exclusively, the return rate was slightly improved at 21.1%. The demographic characteristics of the survey respondents were representative of the original target population.

### *Assessment*

The Florida Comprehensive Assessment Test (FCAT) is considered to be the primary measure of student academic achievement in the state of Florida, and improving student achievement is the primary goal of Pinellas County Schools. The ultimate goal of the Kaplan assessments is to provide educators with the prescriptions to improve student academic performance.

Parallel versions of the Kaplan Baseline Tests are administered throughout the school year: in August, October, February, and May for elementary students and in August, December, and February for secondary students. All Baseline Tests are intended to

measure students' expected performance level at the conclusion of the school year. As such, it is expected that test scores will increase with each successive administration. An important feature of the Achievement Planner program allows teachers to access assessment results in the form of individual and class-wide reports that identify students' areas of weakness and provide prescriptive lesson plans for improvement, which should translate into improved results on the Florida Comprehensive Assessment Test (FCAT) for students in this pilot program. Assessment reports are also available to administrators on school-wide and district-wide levels of analysis.

Kaplan Baseline student assessments are administered on-line in classrooms equipped with computers or by pencil and paper in those that are not. Paper assessments are scanned by teachers and sent electronically to the Kaplan web server. On-line assessments are similarly captured by the Kaplan website. Student proficiency is calculated by Kaplan staff according to the percentage of correct answers provided by the students.

In addition to the Kaplan assessments, students in grades 3, 4, and 5 are also administered a set of 3 district developed assessments during the school year. These assessments are used primarily to determine the need for an Individual Education Plan for exceptional students (IEP) or an Academic Improvement Plan (AIP) for students in grades 3 through 5. The assessments were developed jointly by Pinellas County schools and Kaplan, and are known as Benchmark Assessments.

The 2004/05 Pinellas County study indicated a relationship between the Kaplan Baseline assessments and the 2003/04 FCAT Reading and Mathematics tests. In order to further investigate these relationships, several comparisons of student Kaplan performance and FCAT performance were initiated. These comparisons were made using the 2005/06 Kaplan Baseline assessments and the 2005/06 FCAT results to provide information on a complete school year of Kaplan activities.

The individual student assessment results are available from the Kaplan web-site for each of the assessment dates. These files contain records for over 45,000 students and were downloaded from the Kaplan web-site. Additionally, district 2005/06 FCAT results were also used in the analysis.

The September 23, 2005 Kaplan Baseline assessment results contained 42,477 students, in grades 3 through 10, for whom there were corresponding FCAT Reading and Math scores. The February 6, 2006 Kaplan Baseline assessment contained 42,481 students, in grades 3 through 10, for whom there were corresponding FCAT Reading and Math scores.

Kaplan Baseline proficiency levels are determined by student's performance on the assessment; a student must answer seventy percent (70%) or more of the questions correctly to be considered as proficient. One strength of these assessments is in their correlation with FCAT, which will aid teachers in identifying students early in the school year for remediation.

The purpose of the current evaluation is to investigate the effectiveness of Kaplan Achievement Planner assessments in identifying students who may perform poorly on the FCAT and providing resources for teachers to rectify student deficiencies that may affect student performance on the FCAT. Evaluation questions regarding the Kaplan Baseline's accuracy in predicting a student's achievement on the FCAT include:

- How accurate are the Kaplan proficiency ratings in identifying students who are at risk of poor FCAT performance? Does the accuracy of identification differ for Black students?
  - Are there differences in the level of correct identification according to grade level?
  - Are there differences in the level of correct identification according to the various assessment times?
- Is there a statistical relationship between student's performance on the Kaplan assessments and FCAT?

## Results

### *Implementation effectiveness*

*Have faculty/staff at participating schools benefited from the Kaplan training they received?*

Teachers and administrators from all participating schools had the opportunity to attend one or more Kaplan training sessions. The percent of respondents attending these sessions ranged from 84.2% at the 1<sup>st</sup> training to 73.1% at the 2<sup>nd</sup> training. Only 2.2% reported that they had not attended any training sessions.

Generally, respondents reported that they had benefited from the Kaplan training. The result of the "Effectiveness of Training" section indicates that forty-six percent (45.7%) of the respondents expressed approval of the Kaplan Achievement Planner training activities. However, thirty-one percent (30.7%) had no opinion and twenty-four percent (23.6%) reported disapproval with these activities.

It should be noted, however, that system use is not accomplished with just the delivery of training. Of primary importance is whether teachers have begun to use the knowledge gained from the training in their daily activities. Are they using the Kaplan system in student assessment, individual student instruction, development of lesson plans, and in the development of AIP and IEP plans?

Responses to the "Use of Results in the Classroom" section on the survey show low levels of use of the Kaplan Achievement Planner in the classroom. The items in this section used the same root: "*I have used the Kaplan Achievement Planner in my classroom/school to introduce the following strategies:*" to find out about the use of specific actions using Kaplan results. The result of this section reveals that twenty-eight percent (28.1%) of the respondents reported using the Kaplan Achievement Planner in



the classroom. Twenty-seven percent (26.7%) had no opinion and forty-five percent (45.2%) either disagreed or strongly disagreed regarding the introduction of classroom strategies using the Kaplan system.

Furthermore, results from the “Adoption” section, which focused on the respondent’s practiced use of the Kaplan Achievement Planner in the classroom, showed that six percent (5.8%) of the respondents reported that they had adopted and used the Kaplan Achievement Planner on a weekly or more frequent basis. Forty-two percent (41.7 %) of the respondents report monthly use of the Kaplan Achievement Planner and fifty-three percent (52.5%) reported that they had never used the available Kaplan resources.

The Kaplan website was used to gather additional information on the teachers’ use of the system. These reports of teacher show substantial activity involving the web-based portion of the Kaplan Achievement Planner. Table 1, below, presents average and total use of Kaplan website for participating schools.

Table 1

**Utilization of Kaplan Achievement Planner Web Site  
During the 2005/2006 School Year for Participating Schools**

School	Number of Logins	Minutes Online	Average Session Time	Lesson Plans Accessed
<b>Average of All Schools</b>	<b>802</b>	<b>10,060</b>	<b>13.5</b>	<b>297</b>
<b>Total for All Schools</b>	<b>53,737</b>	<b>674,032</b>	<b>N/A</b>	<b>19,925</b>

Source: <http://www.kaplank12.com>

The usage results, shown above, present high levels of use that directly contradict the reported rate of use on the survey. For example, participating schools averaged 802 logins to the Kaplan system and an average total of 297 lesson plans accessed. However, as reported previously, twenty-eight percent (28.1%) of respondents reported using the Kaplan system in the classroom. Similarly, fifty-three (52.5%) percent of the respondents reported having never used the Kaplan system.

Anecdotal information also suggests that a small number of participating teachers/staff may be accessing the system on behalf of other personnel at their site. If accurate, this practice casts doubt on the reliability of the information provided on the Kaplan website.

*Has the Kaplan System been implemented school wide?*

The “Essential Factors for Implementation” section focused on factors at School and District levels that are required for successful implementation of the Kaplan Achievement Planner. Responses to this section were almost equally split with thirty-five percent (34.8%) strongly agreeing or agreeing, 32 percent (32.2%) having no opinion, and 33 percent (33.0%) strongly disagreeing or disagreeing. These results, showing sixty-eight

percent (67.8%) of the respondents not in approval of the section, indicate that the use of the Kaplan Achievement Planner has not been completely implemented at the participating schools.

For the Kaplan system to be successful, school wide implementation is vital. Although the primary aim of the Kaplan system is to improve student reading and mathematics performance, teachers of other subjects are encouraged to use the system. The ultimate goal, for school-wide implementation, is for teachers in all subject areas to utilize the tools provided by the Kaplan Achievement Planner.

Twenty-five percent (25.0%) of the respondents reported that they taught reading/language classes and sixteen percent (15.7%) taught mathematics. The remaining respondents taught ESE classes (7.7%), science (12.9%) and other subjects (38.7%). This mix of subjects taught reported by the respondents indicates that the Kaplan Achievement Planner has been available to a wide range of teachers at the participating schools.

As in any program implementation, there are factors that limit the effective implementation and pose negative effects on the use of the program. Twelve items were listed on the survey as possible factors limiting the effective use of the Kaplan Achievement Planner at the school level. Table 2, shown below, lists the top 4 limiting factors reported by respondents.

Table 2

<b>TOP FOUR LIMITING FACTORS TO KAPLAN USE AT OUR SCHOOL, AS REPORTED BY RESPONDENTS :</b>	<b>Percent Agreement</b>
TIME CONSTRAINTS	66.8%
TOO MANY NEW INITIATIVES AT MY SCHOOL.	65.3%
LEVEL OF INTEREST AMONG TEACHERS	54.6%
OTHER ASSESSMENT SYSTEMS	43.5%

*Effectiveness of the Assessments*

Results of the September 2005 Kaplan Baseline assessment, administered to grades 3-10 at the beginning of the school year, and the February, 2006 assessment administered to grades 3-10 immediately before the 2005/06 FCAT were selected for the analysis. Both cross tabulations and correlations were calculated in an effort to examine the relationship between the Kaplan proficiency scores and FCAT performance.

The September assessment, administered at the beginning of the school year, provides the first indicator of possible student deficiencies. Early identification is the key to successful remediation. The percentage of those students, by race, identified by Kaplan as proficient who were not proficient on FCAT was used as the criteria of successful identification for

the September assessment. For the results of these assessments to be properly utilized, the percentage of students who are incorrectly identified as proficient should be minimized

For September, the percentage of students determined by Kaplan to be proficient in reading who were not proficient on the FCAT is shown by grade level.

Table 3

<b>KAPLAN PREDICTIONS OF FCAT PROFICIENCY FOR 2005/06</b> <b>READING - SEPTEMBER ASSESSMENT</b> <b>Racial Category of those students who were incorrectly identified by Kaplan</b> <b>as being likely to be proficient on the FCAT</b> <b>By Racial Category</b>							
Elementary	Grade	% Black	# Black	% NonBlack	# NonBlack	% Total	# Total
	3	12.3%	(7 of 57)	2.4%	(11 of 460)	3.5%	18
	4	26.9%	(18 of 67)	6.7%	(35 of 519)	9.0%	53
	5	16.7%	(13 of 78)	5.7%	(33 of 584)	6.9%	46
Middle	6	22.7%	(75 of 330)	8.3%	(313 of 3764)	9.5%	388
	7	12.4%	(32 of 259)	4.3%	(122 of 2819)	5.0%	154
	8	48.0%	(255 of 531)	24.4%	(989 of 4058)	27.1%	1244
High	9	48.5%	(173 of 357)	24.6%	(999 of 4063)	26.5%	1172
	10	66.4%	(267 of 402)	41.9%	(1694 of 4047)	44.1%	1961
Total		40.4%	(840 of 2081)	20.7%	(4196 of 20314)	22.5%	(5036 of 22395)

As shown in Table 3, above, a larger percentage of students in grades 8 (27.1%), 9 (26.5%), and 10 (44.1%) were incorrectly identified by Kaplan as being likely to be proficient on the FCAT than students in grades 3 through 7. The differences between the Black and Non-Black student's identification by Kaplan is notable in all the grade levels. Overall, forty percent (40.4%) of Black students and twenty-one percent (20.7%) of the Non-Black students were incorrectly identified by the September assessments.

The February Kaplan assessment is administered most closely to the time of FCAT administration, so the classification of students as being proficient by this assessment should agree with classification of students by FCAT administered at the end of February.

The effectiveness of the Kaplan Baseline assessments was also measured by the precision of the classification of students, by race, being identified by Kaplan as proficient as well as scoring at Level 3 or above on the FCAT. Therefore, the percentage of students correctly identified as proficient on the February assessment should be maximized.

Table 4

<b>KAPLAN PREDICTIONS OF FCAT PROFICIENCY FOR 2005/06</b> <b>READING - FEBRUARY ASSESSMENT</b> <b>Racial Category of those students identified by Kaplan as proficient</b> <b>as well as scoring at Level 3 or above on the FCAT</b> <b>By Racial Category</b>							
Elementary	Grade	% Black	# Black	% NonBlack	# NonBlack	% Total	# Total
	3	77.9%	(176 of 226)	91.2%	(870 of 954)	88.6%	1046
	4	62.1%	(95 of 153)	82.9%	(676 of 815)	79.6%	771
	5	61.6%	(139 of 226)	81.7%	(880 of 1077)	78.2%	1019
Middle	6	74.6%	(326 of 437)	91.5%	(3752 of 4101)	89.9%	4078
	7	86.9%	(273 of 314)	95.9%	(2987 of 3114)	95.1%	3260
	8	42.8%	(287 of 671)	69.7%	(3114 of 4467)	66.2%	3401
High	9	46.1%	(182 of 395)	72.6%	(3018 of 4156)	70.3%	3200
	10	32.4%	(126 of 389)	60.0%	(2167 of 3610)	57.3%	2293
Total		57.1%	(1604 of 2811)	78.3%	(17464 of 22294)	76.0%	(19068 of 25105)

As shown in Table 4, a smaller percentage of students in grades 8 (66.2%), 9 (70.3%) and 10 (57.3%) were correctly identified by Kaplan as being likely to be proficient on the FCAT than students in grades 3 through 7. The differences between the Black and Non-Black student’s identification by Kaplan is notable in all the grade levels. Overall, were fifty seven (57.1%) of Black students were identified correctly by Kaplan, where seventy eight percent (78.3 %) of the Non-Black students were identified correctly by Kaplan February assessments.

A similar analysis was performed to measure the relationship between the mathematics assessments of Kaplan and FCAT.

Table 5

<b>KAPLAN PREDICTIONS OF FCAT PROFICIENCY FOR 2005/06</b> <b>MATHEMATICS - SEPTEMBER ASSESSMENT</b> <b>Racial Category of those students who were incorrectly identified by Kaplan</b> <b>as being likely to be proficient on the FCAT</b> <b>By Racial Category</b>							
Elementary	Grade	% Black	# Black	% NonBlack	# NonBlack	% Total	# Total
	3	19.8%	(26 of 131)	6.3%	(45 of 717)	8.4%	71
	4	34.4%	(52 of 151)	13.9%	(123 of 885)	16.9%	175
	5	42.7%	(47 of 110)	17.7%	(147 of 829)	20.7%	194
Middle	6	35.9%	(110 of 306)	12.6%	(456 of 3623)	14.4%	566
	7	31.4%	(101 of 322)	11.8%	(410 of 3478)	13.4%	511
	8	15.7%	(51 of 324)	5.9%	(212 of 3599)	6.7%	263
High	9	8.9%	(15 of 168)	2.4%	(67 of 2836)	2.7%	82
	10	11.4%	(19 of 167)	2.1%	(57 of 2682)	2.7%	76
Total		25.1%	(421 of 1679)	8.1%	(1517 of 18649)	9.5%	(1938 of 20328)

As shown in Table 5, above, a larger percentage of students in grades 4 (16.9%), 5 (20.7%) 6 (14.4%), and 7 (13.4%) were incorrectly identified by Kaplan as being likely to be proficient on the FCAT than students in grades 8 through 10. The differences between the Black and Non-Black student's identification by Kaplan is notable in all the grade levels. Overall, eight percent (8.1%) of Non-Black students and twenty-five percent (25.1%) of the Black students were incorrectly identified by the September Math assessments.

Table 6

<b>KAPLAN PREDICTIONS OF FCAT PROFICIENCY FOR 2005/06</b> <b>MATHEMATICS - FEBRUARY ASSESSMENT</b> <b>Racial Category of those students identified by Kaplan as proficient</b> <b>as well as scoring at Level 3 or above on the FCAT</b> <b>By Racial Category</b>							
Elementary	Grade	% Black	# Black	% NonBlack	# NonBlack	% Total	# Total
	3	63.2%	(189 of 299)	86.4%	(1019 of 1179)	81.7%	1208
	4	53.6%	(119 of 222)	81.8%	(856 of 1046)	76.9%	975
	5	28.4%	(80 of 282)	66.2%	(821 of 1241)	59.2%	901
Middle	6	47.9%	(257 of 536)	80.2%	(3574 of 4455)	76.8%	3831
	7	61.8%	(323 of 523)	83.3%	(3552 of 4262)	81.0%	3875
	8	76.2%	(359 of 471)	91.9%	(3805 of 4141)	90.3%	4164
High	9	89.2%	(173 of 194)	97.8%	(2994 of 3060)	97.3%	3167
	10	88.6%	(187 of 211)	97.2%	(2926 of 3009)	96.7%	3113
Total		61.6%	(1687 of 2738)	82.4%	(19713 of 23912)	84.5%	(21234 of 25131)

As shown in Table 6, above, a smaller percentage of students in grades 4 (76.9%), 5 (59.2%) and 6 (76.8%) were correctly identified by Kaplan as being likely to be proficient on the FCAT than students in grades 3 through 7. The differences between the Black and Non-Black student's identification by Kaplan is notable in all the grade levels. Overall, sixty two (61.6%) of Black students and eighty two percent (82.4 %) of the Non-Black students were identified correctly by Kaplan February assessments.

Furthermore, correlations between Kaplan raw scores and FCAT scale scores were calculated to examine the relationship between these two measures. Two different Kaplan assessments, including both Reading and Mathematics in September and February, were correlated to FCAT.

Table 7

<b>Correlations Between Kaplan Raw Scores and FCAT Scale Scores</b>						
<b>READING</b>						
	<b>September Assessment</b>			<b>February Assessment</b>		
	<b>Grade</b>	<b>Correlation Coefficient</b>	<b># Students - FCAT</b>	<b>Grade</b>	<b>Correlation Coefficient</b>	<b># Students - FCAT</b>
Elementary	3	0.734	1657	3	0.777	1744
	4	0.735	1462	4	0.783	1539
	5	0.749	1785	5	0.772	1856
Middle	6	0.764	6907	6	0.797	7038
	7	0.775	6960	7	0.788	7544
	8	0.755	7527	8	0.752	7574
High	9	0.728	8961	9	0.727	8367
	10	0.709	7218	10	0.688	6817
All Grades		0.706	42480		0.691	42486

As shown in Table 7, the correlation coefficients show a strong relationship between Kaplan Reading raw scores and FCAT reading scale scores for grades 3 through 10. This relationship becomes relatively stronger by the February assessment, with the exception of grades 9 and 10.

Table 8

<b>Correlations Between Kaplan Raw Scores and FCAT Scale Scores</b>						
<b>MATHEMATICS</b>						
	<b>September Assessment</b>			<b>February Assessment</b>		
	<b>Grade</b>	<b>Correlation Coefficient</b>	<b># Students - FCAT</b>	<b>Grade</b>	<b>Correlation Coefficient</b>	<b># Students - FCAT</b>
Elementary	3	0.677	1661	3	0.788	1760
	4	0.715	1459	4	0.788	1537
	5	0.753	1791	5	0.782	1866
Middle	6	0.791	6933	6	0.825	7100
	7	0.739	7515	7	0.805	7538
	8	0.813	7335	8	0.834	7616
High	9	0.777	8817	9	0.771	8404
	10	0.738	7040	10	0.739	6328
All Grades		0.704	42553		0.735	42154

In Table 8, above, the correlation coefficients also show a strong relationship between Kaplan Mathematics proficiency and FCAT Mathematics proficiency for grades 3 through 10. Coefficients for grades 3 through 8 show an increase in the strength of the

relationship for the February assessment. Grades 9 and 10, however, show relatively no change between the September and February assessments.

## Discussion

### *Conclusion*

#### *Implementation*

A series of comprehensive training activities was provided to personnel at all of the participating schools. Most of the participants attended multiple training sessions and only two percent (2.2%) of the respondents did not attend any training sessions at all. A large proportion of the respondents reported satisfaction with the training activities as well as reporting a perceived gain in knowledge regarding the Kaplan Achievement Planner. A substantial percentage of respondents was ambivalent, neither agreeing nor disagreeing.

Implementation of the Kaplan Achievement Planner appears to be perceived as being better entrenched at the district and school level than among individual teachers and administrators. The data show that forty-six percent (45.7%) of the respondents reported agreement/satisfaction with the training activities and content. In comparison, the responses for the Implementation categories; twenty-eight percent (28.1%) agreement for Introduce Strategies, thirty-five percent (34.8%) for School/District Implementation and six percent (5.8%) for Individual Adoption, reveal a substantial gap between training and implementation. It also appears that a gap exists between institutional and personal implementation.

Although there appears to be substantial use of the Kaplan website and use of available Kaplan resources, responses from teachers regarding their personal use of the Kaplan system does not support the notion of widespread Kaplan use.

Results of the Kaplan Achievement Planner survey are somewhat contradictory. On one hand, the training appears to have been satisfactory, both in staff attendance and in reported competence and knowledge gains. However, results also show that few respondents have actually adopted/implemented and used the Kaplan Achievement Planner in their schools or classrooms. The presence of factors required for successful implementation was rated positively by one third of the respondents and the adoption of the Kaplan system in the classroom was reported by twenty eight percent of the respondents. Therefore, while a large portion of teachers have received training, smaller portions have actually begun applying the knowledge learned and accessing the resources provided by the Kaplan Achievement Planner.

#### *Assessment*

The September Kaplan Baseline reading assessment appears to be the most inaccurate in identifying students at risk for poor performance, particularly in grades 8, 9, and 10. This

trend for inaccuracy in higher grade levels is also apparent in the February reading assessment. Analysis of the mathematics assessments, on the other hand, indicates that the September assessment is substantially more accurate in identifying at risk students. However, grades 4, 5, and 6 show the largest percentages of inaccurate identification. The February Kaplan Baseline assessment for mathematics also shows the most inaccurate identifications for the same grades. In general, Kaplan assessments more accurately predict the Non-Black students' performance than the Black students'.

Correlations were calculated to examine the relationship between Kaplan Baseline assessments and FCAT scale scores. Examination of results for reading and mathematics revealed a significant and meaningful relationship between these two measures. The relationships are less strong for grades 9 and 10, regardless of the time of assessment.

### *Recommendations*

#### *Implementation*

- Teachers at participating schools should be encouraged to use the Kaplan system in their classrooms. More experienced teachers should provide support and examples of Kaplan utility to newly trained teachers and teachers of other subject matter.
- Teachers must be provided the opportunity to use the Kaplan system; i.e., to access the Kaplan website for student reports and lesson plans or to meet with other Kaplan users to increase their skills.
- The District should assist in the elimination of factors limiting implementation.

#### *Assessments*

- Kaplan Baseline reading assessments should be refined to increase the accuracy of identifying students as proficient who are not proficient on FCAT, as well as students identified by Kaplan as proficient. These efforts should be emphasized in grades 8, 9, and 10 for the reading assessments and in grades 4, 5, and 6 for mathematics.
- Correlations show that the relationships for both Kaplan reading and mathematics Baseline assessments strengthen from one assessment to another except for assessments in grades 9 and 10. Grade level item analyses may be appropriate to better align the date specific assessments and to strengthen the cumulative nature of learning shown in the assessments.
- Efforts should be initiated to remedy the discrepancies seen between predictions of success for Black and Non-Black students; cautious should be given when the results of these assessments is used to identify student in need of remediation.