

A Grounded Theory Study of the Impact of Florida School Report Cards on High School English
Language Arts Teachers' Self-Efficacy and Perceptions of Student Writing:

Executive Summary for Orange County Public Schools

This study sought to uncover how the annual Florida School Report Card influences secondary English Language Arts (ELA) teachers' self-efficacy and perceptions of student writing. In this study, four ELA teachers from one Orange County public school were interviewed and surveyed regarding their feelings about their school and their school's grade on the annual School Report Card. The study's findings suggested that ELA teachers' self-efficacy may be indirectly influenced by the School Report Card. The participants in this study suggested that they do not feel totally capable of applying the information learned from the School Report Card to their own classrooms. The teachers who participated in the study also reported they do not believe that their actions can influence the School Report Card, and suggested that they see the school grade as a moving target with changing rules they may not be able to keep up with. The School Report Card was not suggested to directly impact the participants' perceptions of student writing. The data suggested that a variety of internal and external factors influence the way teachers perceive their students' writing quality. Finally, most of the participants suggested that they view the school grade as an unfair measure of achievement, and a tool that does not take into account the quality of the learning in the school and represents the school poorly.

The results of this study are abundantly relevant to the current educational climate in the United States. If states continue to relentlessly assess teachers, students, and schools without considering the consequences for all involved, teacher self-efficacy and satisfaction may be impacted. This research suggests that national, state, and district policymakers must carefully consider the consequences of continued assessment on teachers and schools.