

Rule 6A-1.09981

Implementation of Florida's System of School Improvement and Accountability

Rule Development Workshops

May 2009

Summary of Proposed Rule Changes

- Cell-size criteria for science and writing in School Grades
- Updated procedure for determining percentage of students proficient in writing (School Grades)
- Inclusion of Florida Alternate Assessment results for students with disabilities in calculating learning gains for reading and math
- Revising high school grading requirements

Cell-size criteria for science and writing in School Grades

- Schools with fewer than 30 but with at least 10 full-year tested students in writing (or science) will receive points for the writing (or science) component of School Grades based on the higher of the district average or the school's percentage of proficient students in writing (or science).
- Change effective in this year (2008-09).
- Communicated to superintendents and accountability coordinators in a memorandum from Chancellor Haithcock on December 18, 2008.

Updated procedure for determining percentage of students proficient in writing

- Beginning in 2009-10, FCAT writing essays at grades 4 and 8 will be scored by one reader (as opposed to two, as currently done).
- A score of 3.5 in writing in grades 4 and 8 will no longer be possible.
- To accommodate this change, the average of the percentage of students scoring a 3 and above and the percentage of students scoring a 4 and above will be used for the writing component of school grades in grades 4 and 8.
- Change effective in 2009-10
- Communicated to superintendents in a memorandum from Chancellor Haithcock on March 31, 2009.

Inclusion of Florida Alternate Assessment results in calculating learning gains

- Section 1008.34(3)(b)(1)b, Florida Statutes, requires that learning gains for students seeking a special diploma, as measured by an alternate assessment tool, shall be included in School Grades no later than the 2009-10 school year.
- The Florida Alternate Assessment has nine separate performance levels, ranging from 1 to 9, with 4 or higher equaling proficient.

- Propose defining a learning gain as an improvement in performance levels or the maintenance of a proficient level.
- Change effective in 2009-10.

Revising High School Grading Requirements

Calculation Guide

Senate Bill 1908

- **Beginning in the 2009-10** school year, 50% of the school’s grade will be based on the existing FCAT-related factors and the remaining 50% will be based on factors that include:
 - A school’s graduation rate;
 - As valid data become available, the performance and participation of students in AP, IB, Dual Enrollment, AICE, and industry certification;
 - The postsecondary readiness of the students as measured by the SAT, ACT, or CPT;
 - The high school graduation rate of at-risk students;
 - *The performance of a school’s students on statewide standardized end-of-course assessments, when available;* and
 - Growth or decline in the data components from year to year.

Task	Completion Date
Develop models	Completed
Vet with External Stakeholders	On-going
Regional Rule Development Workshops	~ May 2009
Rule Approved	Summer 2009
Release New School Grades for High Schools	Fall 2010

Timeline

New Component #1:

Graduation Rate

- Graduation Rate Method of Calculation
 - In 2009-10 and 2010-11, the graduation rate will be calculated using the NGA 4-year cohort method (GEDs counted as non-graduates)
 - Beginning in 2011-12 – in order to ensure consistency with federal reporting criteria – the graduation rate will be calculated using the new federal uniform graduation rate criteria.

- Under current regulations, 2011-12 is the first year states are required to use this method for federal reporting and AYP determinations.
- At this time, federal regulations indicate that GEDs, Special Diplomas, and transfers to Adult Education would be counted as non-graduates under this method.
- These details may be subject to change with the reauthorization of NCLB.

New Component #2A: Participation in Accelerated Coursework

Numerator	Denominator
All 9th-12th graders that took an accelerated exam/course during the academic year (weighted)	All 11th-12th graders

- For a school to receive credit for participation in an accelerated course that ends in an exam (e.g., AP, IB, AICE), the student must take the exam.
- For dual enrollment, a student must earn a grade in the course for a school to receive credit for participation.
- For industry certification, a student must be enrolled in a CTE course and have taken an industry certification exam on the SBE approved “Industry Certification Funding List” for the year.

Acceleration Participation

In the formula, schools would earn weighted credit for the number of exams/courses a student takes. Here is the proposed weighting system to accommodate multiple tests taken/enrollments by students:

Weight	Participation Outcome
1.00	1 Exam/Course Taken
1.10	2 Exams/Courses Taken
1.20	3 Exams/Courses Taken
1.30	4 Exams/Courses Taken
1.40	5 Exams/Courses Taken
1.50	6 Exams/Courses Taken

- No cap is proposed for participation. That is, following the logic above, schools will earn an increasing amount of credit for those students who take increasing numbers of accelerated courses/exams. For example, the student who takes 7 exams/courses will be weighted at 1.6; a student who takes 8 will be weighted 1.7; and so on.

Acceleration Participation – EXAMPLE

John Doe takes 3 Dual Enrollment courses; 2 AP courses; and 1 industry certification course (that culminates in an exam). Here are his results:

Accelerated Exam/Course	Exam/Course Taken
Dual Enrollment Course 1	1
Dual Enrollment Course 2	1
Dual Enrollment Course 3	1
AP Exam 1	1
AP Exam 2	1
Industry Certification Exam	1
Total Exams/Courses Taken	6
His Weight in the Formula	1.50

New Component #2B:
Performance in Accelerated Coursework
Proposed Calculation:

Numerator	Denominator
Number of successful completions in accelerated coursework (weighted) by a student	All 9th-12th graders that took an accelerated exam/course during the academic year

New Component #2B:
Performance in Accelerated Coursework
Weighting Proposal for Performance

- Measure will be based on credits earned.
 - Depending on their score on AP, IB, and/or AICE, students will receive weight in the formula based on the number of postsecondary courses for which the student earns credit as determined by the Articulation Coordinating Committee’s Credit-by-Exam Equivalencies List. (<http://www.fldoe.org/articulation/pdf/ACC-CBE.pdf>)
 - Successful completion (a “C” or higher) of a Dual Enrollment course leads to students earning credit in one course.
 - Successful passage of an Industry Certification exam.

New Component #2B:
Performance in Accelerated Coursework
Successful Completions defined as:

AP

Score of 3 Score of 4 or 5	1 Successful Completion 1 or 2 Successful Completions (<i>depending on ACC Credit-by-Exam Equivalencies</i>)
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IB	
Score of 4 Score of 5, 6, or 7	1 Successful Completion 1 or 2 Successful Completions (<i>depending on ACC Credit-by-Exam Equivalencies</i>)

AICE	
Passing Score on an AS Level AICE Exam Passing Score on an A Level AICE Exam	1 Successful Completion 1 or 2 Successful Completions (<i>depending on ACC Credit-by-Exam Equivalencies</i>)

Dual Enrollment	
Passing grade of “C” or higher in the course	1 Successful Completion
Industry Certification Earning an industry certification by exam	1 Successful Completion

Acceleration Performance

In the formula, schools would earn weighted credit for the number of successful completions a student earns. Here is the proposed weighting system to accommodate multiple successes by students:

Weight	Performance Outcome
1.00	1 Successful Completion
1.10	2 Successful Completions
1.20	3 Successful Completions
1.30	4 Successful Completions
1.40	5 Successful Completions
1.50	6 Successful Completions

- No cap is proposed for performance. That is, following the logic above, schools will earn an increasing amount of credit for those students who successfully complete increasing amounts of accelerated coursework. For example, the student who earns 7

successful completions will be weighted at 1.6; a student who earns 8 will be weighted 1.7; and so on.

Acceleration Performance – EXAMPLE

John Doe takes 3 Dual Enrollment courses; 2 AP courses; and 1 industry certification course (that culminates in an exam). Here are his results:

Accelerated Course	Score/Grade	Successful Completion
Dual Enrollment Course 1	“C”	1
Dual Enrollment Course 2	“C”	1
Dual Enrollment Course 3	“D”	0
AP Course 1	2	0
AP Course 2 (in English)	4	2
Industry Certification Exam	Passed	1
Total Successful Completions		5
His Weight in the Formula		1.40

New Component #3:

Postsecondary Readiness

Proposed Calculation:

Numerator	Denominator
Number of students scoring “ready” on SAT, ACT, and/or CPT any time during their high school careers	On-time high school graduates who scored a Level 3 or higher on the 10th Grade FCAT in Reading or Mathematics (depending on component)

- Separate Measures for Reading and Math only (recommendation to exclude Writing Readiness).
- If student takes multiple tests (ACT, SAT, or CPT), the student’s highest score by subtest is used.
- The scores used to define “ready” are set in State Board of Education Rule 6A-10.0315, F.A.C.

New Component #4:

Graduation Rate for At-Risk Students

- Use same method of calculation used for overall graduation rate calculation.
- Subset of overall cohort – include only those students that earned a Level 2 or lower on both FCAT Reading and Math in 8th Grade.

- If a school does not have at least 10 students in that subgroup, the school’s overall graduation rate will be substituted for this measure.
 - This is consistent with what is done currently in school grades in regard to the learning gains of the lowest performing students (bottom quartile).

New Component #5:

Growth or Decline in components

Proposal:

- Schools earn an escalating number of points based on the magnitude of their improvement.
- There is **no deduction of points** proposed at this time.
- Additional points would be awarded based on the following improvements (growth from prior year):

5 to 9 percentage point improvement	5 additional points
10 to 19 percentage point improvement	10 additional points
20+ percentage point improvement	20 additional points

Additional Requirement

- Law stipulates that in order for a high school to be designated as having a grade of “A”, the school must demonstrate that at-risk students are making adequate progress.
- **In order for a school that earns enough points for an “A” to be awarded an “A”, the school’s at-risk graduation rate must meet a certain threshold to ensure “adequate progress.”**
- This requirement is akin to the current learning gains requirement for the Low 25%.

Current FCAT School Grades Components, Total Points

READING	MATH	WRITING	SCIENCE
Performance 100 possible pts.	Performance 100 possible pts.	Performance 100 possible pts.	Performance 100 possible pts.
Learning Gains 100 possible pts.	Learning Gains 100 possible pts.	TOTAL POINTS 800 POINTS	
Learning Gains of Lowest 25% 100 possible pts.	Learning Gains of Lowest 25% 100 possible pts.		

High School Grading Matrix NEW 50% (with points possible)

GRADUATION	ACCELERATION	READINESS	
Overall Rate 200	Participation 200	Performance on Reading 100	
At-Risk Rate 100	Performance 100	Performance on Math 100	
Total Graduation Points 300	Total Acceleration Points 300	Total Readiness Points 200	Total Points Possible 800

Things to Note

- All components are percentages. Those components weighted twice as much as others reflect a calculated percentage that is doubled (e.g., School X has a 75% graduation rate – School X earns 150 points (75*2) for that component).
- As recommended by the Central Florida Coalition, initially, acceleration participation will be weighted twice as much as acceleration performance. However over a 5 (or 3) year period, the weighting will be adjusted so that eventually both participation and performance will be weighted equally (150 points each).
- All component values are capped at their maximum values. That is, if a school earns points in excess of the total for a particular component – through the growth adjustment or the escalating weights in the acceleration components – the school will receive the maximum points for that component.

Revising High School Grading Requirements

Simulation Results

Simulations

Assumptions/Caveats

- Simulation based on 2008 High School Grades.
- Only looked at the schools that earned a grade in 2008 (options for combination schools included).
- Acceleration components do not include AICE.
- IB data included (2007 and 2008).
- Industry certification data included in 2008 components; not 2007 (not collected in 2007).
- ACT, SAT, and/or CPT scores only included if the student took any of the exams while in high school.

Proposed High School Grades Components, Recap of Proposed Measures Used in Simulation

Simulations

GRADUATION	ACCELERATION	READINESS
Nat'l Governors Association (NGA) 4-year cohort based rate (GEDs counted as non-graduates)	Number of accelerated exams/courses taken (9th-12th grade) <u>divided by</u> all 11th-12th graders	Number of students scoring "ready" in Reading via SAT, ACT, or CPT <u>divided by</u> high school graduates who earned a 3+ on their 10th grade FCAT Reading
NGA (described above); only students who scored Level 1 or 2 on the 8th Grade FCAT Reading and Math (AT-RISK GRAD RATE)	Number of accelerated successes earned <u>divided by</u> students who enrolled in/took exam in accelerated coursework	Number of students scoring "ready" in Math via SAT, ACT, or CPT <u>divided by</u> high school graduates who earned a 3+ on their 10th grade FCAT Math

- Grade scale used in the models is a doubling of the current 800-point scale

	800-point scale	1600-point scale
A	525-800	1050-1600
B	495-524	990-1049
C	435-494	870-989
D	395-434	790-869
F	Less Than 395	Less Than 790

High School Grading Matrix NEW 50% (with points possible)

GRADUATION	ACCELERATION	READINESS
Overall Rate 200	Participation 200	Performance on Reading 100

At-Risk Rate 100	Performance 100	Performance on Math 100	
Total Graduation Points 300	Total Acceleration Points 300	Total Readiness Points 200	Total Points Possible 800

**High School Grading Matrix
NEW 50% (With Average Component Values)**

GRADUATION	ACCELERATION	READINESS	
Overall Rate 166	Participation 88	Performance on Reading 71	
At-Risk Rate 73	Performance 69	Performance on Math 53	
Total Graduation Points 239	Total Acceleration Points 157	Total Readiness Points 124	Total Points Possible 520 "B"

Simulation Results

Grade	2008 Actual HS Grades (100% FCAT)	Comparison Group – Minus Schools with Low Data Counts on New Measures	Simulation Results (Only High Schools with Sufficient Data on New Measures)
A	120	114	114
B	87	80	71
C	101	95	97
D	70	68	70
F	16	14	19
Total	394	371	371

Additional Issues

#1. Schools with insufficient data on new measures:

- There were a total of 23 schools that had insufficient data on the new high school measures.

- These are mainly new high schools without a twelfth grade and therefore without a graduation rate.
- **RECOMMENDATION:** If a high school has insufficient data on the new measures, then their school grade defaults to the FCAT only school grade.

Simulation Results with 23 “FCAT ONLY” High School Grades Added

Grade	2008 Actual HS Grades	Simulation Results (FCAT-only High Schools Added)
A	120	120
B	87	78
C	101	103
D	70	72
F	16	21
Total	394	394

Additional Issues

#2. Combination Schools:

- There were a total of 51 schools labeled as “combination” schools that serve high school grade levels in 2008.
 - 12 are K-12 schools.
 - 32 are 6-12 schools.
 - 7 are 9-12 schools that have been labeled as combination.
- Options on what to do with combination schools range from:
 - *Separate school grades* for the high school and non-high school portion of the schools.
 - *One grade per school* with the high school measures accounting for a proportional amount of the grade based on the combination school’s grade levels served.
- **RECOMMENDATION:** One grade per combination school using the proportional method.

Combination Schools – Proportional Method

Accountability Grade Levels Served	% of Grade Determined by FCAT Measures	% of Grade Determined by New High School Measures
3rd	100%	
4th	100%	
5th	100%	

6th	100%	
7th	100%	
8th	100%	
9th	50%	50%
10th	50%	50%
11th	50%	50%
12th	50%	50%
K-12 School	800% / 10 = 80%	200% / 10 = 20%
6-12 School	500% / 7 ≈ 70%	200% / 7 ≈ 30%

Simulation Results with 23 “FCAT ONLY” High Schools and 51 Combination Schools Added

Grade	2008 Actual HS Grades	Simulation Results (FCAT only and combination schools added)
A	144	144
B	100	90
C	110	112
D	75	78
F	16	21
Total	445	445

Additional Issues

#3. “At-Risk” Requirement for “A” schools:

- Law stipulates that in order for a high school to be designated as having a grade of “A”, the school must demonstrate that at-risk students are making adequate progress.
- This requirement is akin to the current learning gains requirement for the Low 25%.
 - **RECOMMENDATION:** In order for a school that earns enough points for an “A” to be awarded an “A”, the school’s at-risk graduation rate must be X% or they must demonstrate at least a 5 percentage point increase from the prior year. Otherwise, the school’s grade is lowered to a “B”.

Additional Issues

#3. “At-Risk” Requirement for “A” schools (cont.)

- Proposed Threshold:
 - Using the NGA Rate, the average at-risk graduation rate component among the graded schools is 73%.

- Recommended Thresholds:
 - NGA: 75% or at least a 5% point improvement over the prior year.
- FINAL Simulation Results with 23 “FCAT ONLY” High Schools,
51 Combination Schools, and At-Risk Requirement Added**

Grade	2008 Actual HS Grades	Simulation Results
A	144	119
B	100	115
C	110	112
D	75	78
F	16	21
Total	445	445

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