

SCHOOL ACCOUNTABILITY

Perkins Performance Measures

State Performance Targets

Secondary		2007-08	2008-09	2009-10	2010-11
1S1	Academic – Reading/Language Arts	44.00	51.00	58.00	65.00
1S2	Academic – Mathematics	50.00	50.00	56.00	62.00
2S1	Technical Skill Attainment		70.00	73.00	76.00
3S1	School Completion		85.00	86.50	88.00
4S1	Graduation Rates	70.00	71.00	72.00	73.00
5S1	Placement		84.00	85.50	87.00
6S1	Nontraditional Participation		15.00	16.00	17.00
6S2	Nontraditional Completion		87.00	88.50	90.00

Adult (Clock Hour) Targets

<i>Adult (Clock Hour)</i>	2007-08	2008-09	2009-10	2010-11
1A1 Technical Skill Attainment	n/a	73.25	74.00	75.00
2A1 Completion	n/a	51.00	54.00	58.00
3A1 Retention/Transfer	n/a	55.00	56.00	59.00
4A1 Placement	n/a	82.00	83.00	84.50
5A1 Nontraditional Participation	n/a	8.00	9.00	10.00
5A2 Nontraditional Completion	n/a	12.00	13.00	14.00

Postsecondary (Credit Hour) Targets

<i>Postsecondary (Credit Hour)</i>	2007-08	2008-09	2009-10	2010-11
1P1 Technical Skill Attainment	n/a	37.00	40.00	46.00
2P1 Completion	n/a	28.00	37.00	39.00
3P1 Retention/Transfer	n/a	72.00	75.00	76.00
4P1 Placement	n/a	86.00	87.00	88.00
5P1 Nontraditional Participation	n/a	13.00	14.00	15.00
5P2 Nontraditional Completion	n/a	22.00	22.50	23.00

Local Level Reports

- The Department's MIS unit produced reports for 2007-08 to assist in program improvement activities:
 - By LEA
 - By LEA and School (District only)
 - By LEA and Program

 - Sent via email due to small cell sizes

Contact Information

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School Grades

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.

Timeline

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

Participation in Accelerated Coursework

Proposed Calculation:

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.

Participation in Accelerated Coursework

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.**

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: 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

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:

Advanced Placement	
Score of 3	1 Successful Completion
Score of 4 or 5	1 or 2 Successful Completions (<i>depending on ACC Credit-by-Exam Equivalencies</i>)
International Baccalaureate	
Score of 4	1 Successful Completion
Score of 5, 6, or 7	1 or 2 Successful Completions (<i>depending on ACC Credit-by-Exam Equivalencies</i>)
AICE	
Passing Score on an AS Level AICE Exam	1 Successful Completion
Passing Score on an A Level AICE Exam	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

Performance in Accelerated Coursework

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.**

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

Contact Information for School Grades Calculation

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Career and Professional Education Act

Key Florida Statutes

Section 1003.492 – Industry Certified Career Education Programs

Section 1003.493 – Career and Professional Academies

Section 1011.62(1)(o) – Calculation of additional full-time equivalence membership based on certification of successful completion of industry-certified career and professional academy pursuant to s. 1003.492

“The Lists”

- **Comprehensive Industry Certification List**
 - **Workforce Florida, Inc.**
- **Industry Certification Funding List**
 - **State Board of Education**

Timelines for 2009-10

Timeline	Reporting Requirement
March 15, 2009	Department will post 2009-10 <i>Preliminary Industry Certification Funding List</i>
July 15, 2009	Post final 2009-10 <i>Industry Certification Funding List</i>
July 15, 2009	Florida Department of Education opens the web reporting system for districts to register 2009-10 Career and Professional Academies
September 15, 2009	Career and Professional Academies must be registered on or before this date. (Appendix Y)
October, 2009 (Survey 2)	Districts report students who are participants in registered career and professional academies. (<i>Data Element: Career and Professional Academy Identifier</i>)
February 2010 (Survey 3)	Districts report students who are participants in registered career and professional academies. (<i>Data Element: Career and Professional Academy Identifier</i>)
August 2010 (Survey 5)	Districts report information on students who were in registered career and professional academies and took examinations on the approved <i>Industry Certification Funding List</i> . NOTE: There is an update period following survey 5 data submission for revisions to be made to the data.