



Florida's Education Accountability

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Commissioner
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Florida's Educational Accountability System is K-20

**Mission: “Increase the proficiency of all students within one seamless efficient system, allowing the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities.”
(1008.31 F.S.)**

Maintain an accountability system that measures student success towards these goals:

- **Highest Student Achievement**
- **Seamless Articulation and Maximum Access**
- **Skilled Workforce and Economic Development**
- **Quality Efficient Services**

Florida's Accountability System Includes Many Pieces

Statewide Assessment Program —
All students grades 3-10 (1008.22)

School Recognition
(1008.36)

**Elimination of Social
Promotion (1008.25)**

**School
Improvement**
(1008.345)

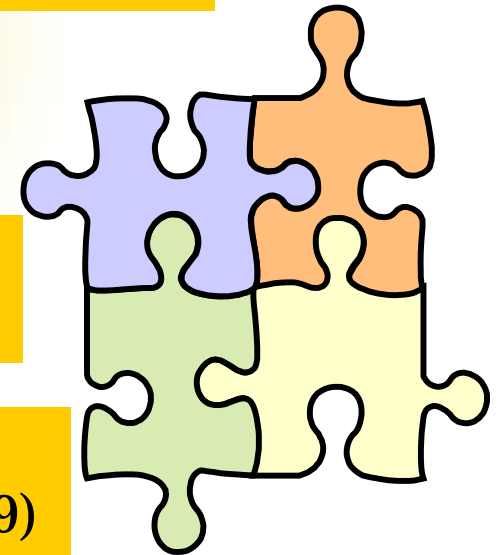
School Readiness Screening (1008.21)

School Grades
(1008.34)

Annual Reports
(1008.25)

K-20 Accountability System
(1008.31)

School Choice
(1002.31 – 1002.39)



Florida Currently:

- **Assesses all students in grades 3-11**
- **Reports progress on all students and disaggregates data**
- **Rewards high performance**
- **Provides interventions**
- **Provides school choice options**
- **Releases data in June, well before the beginning of next school year**

#1 Priority ~ Highest Student Achievement

Focus on Individual Student Learning and Accountability

Individual Student Learning Gains



Standards-Based Tests

Norm-Referenced Standardized Tests

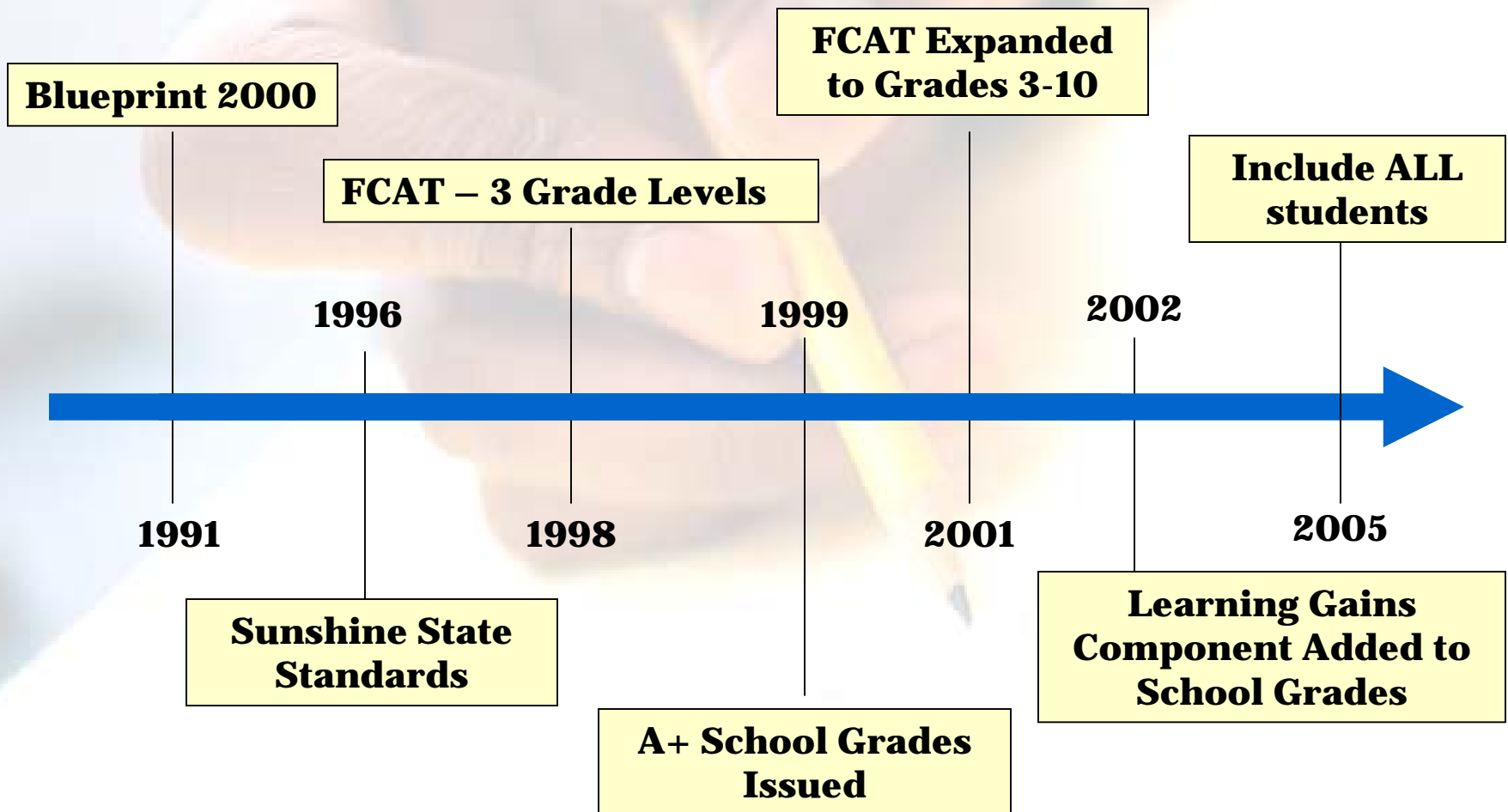
Florida has moved beyond a status model of accountability to one that is capable of setting individual proficiency goals for each student.

Florida's Has a Single Accountability System

Florida has a a single statewide accountability system for all public schools that includes multiple measures.

- School Grades
- Adequate Yearly Progress (AYP)
- Return on Investment

School Grades— A Brief History



A+ School Grades

Six performance measures used for determining School Grades:

- Percent of eligible students meeting high standards
 - Reading
 - Mathematics
 - Writing
- Percent of eligible students making learning gains
 - Reading
 - Mathematics
- Percent of lowest performing students making learning gains
 - Reading

A close-up photograph of a hand holding a yellow pencil, poised to write on a piece of paper. The background is softly blurred, showing more of the hand and the paper. The lighting is bright and even.

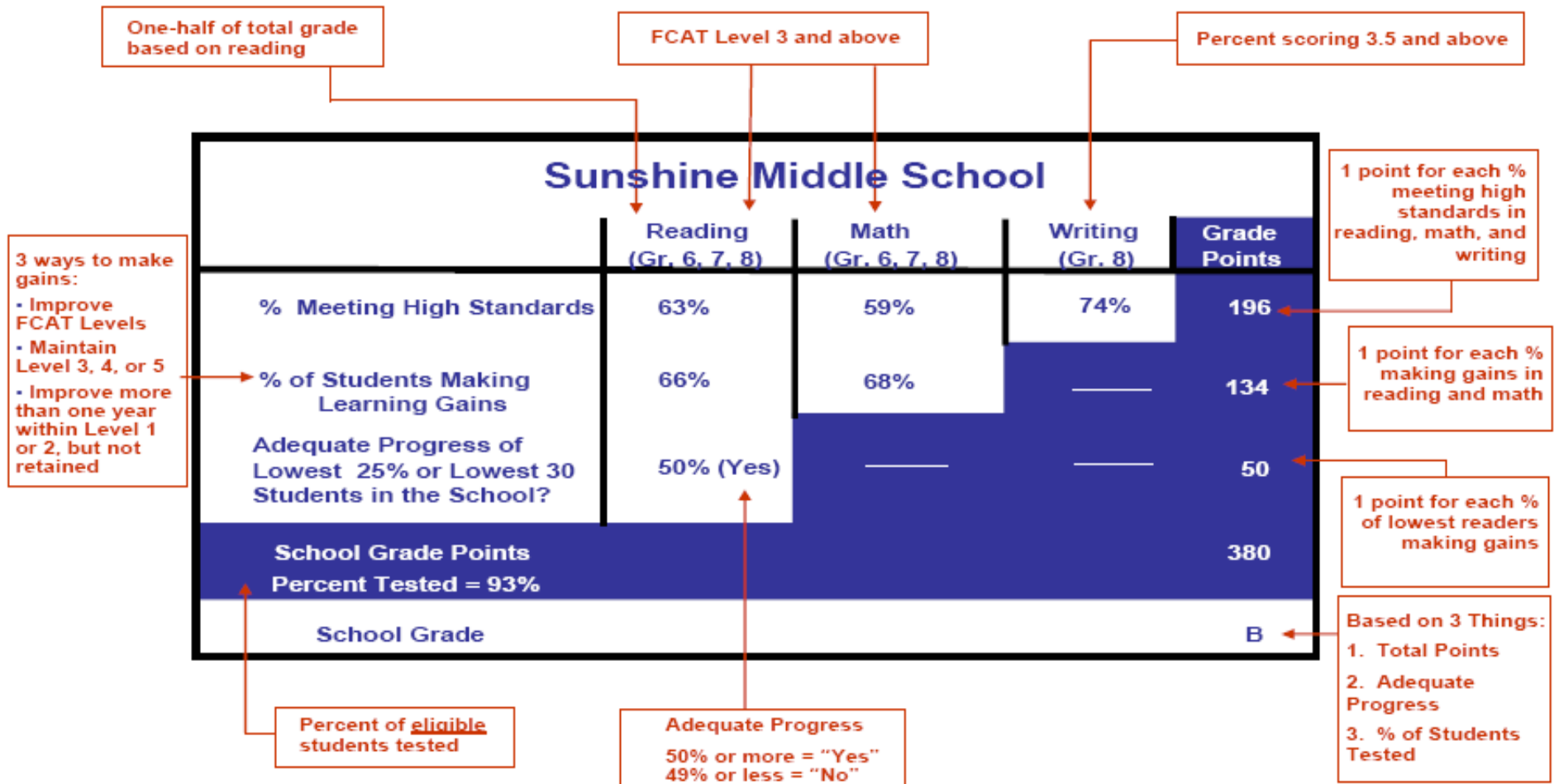
Learning Gains

How much did the student learn from one year to the next?

Since FCAT reading and math exams are given annually in grades 3-10, we can calculate student learning gains

Example Report 2005

Example Report for 2005





No Child Left Behind Act

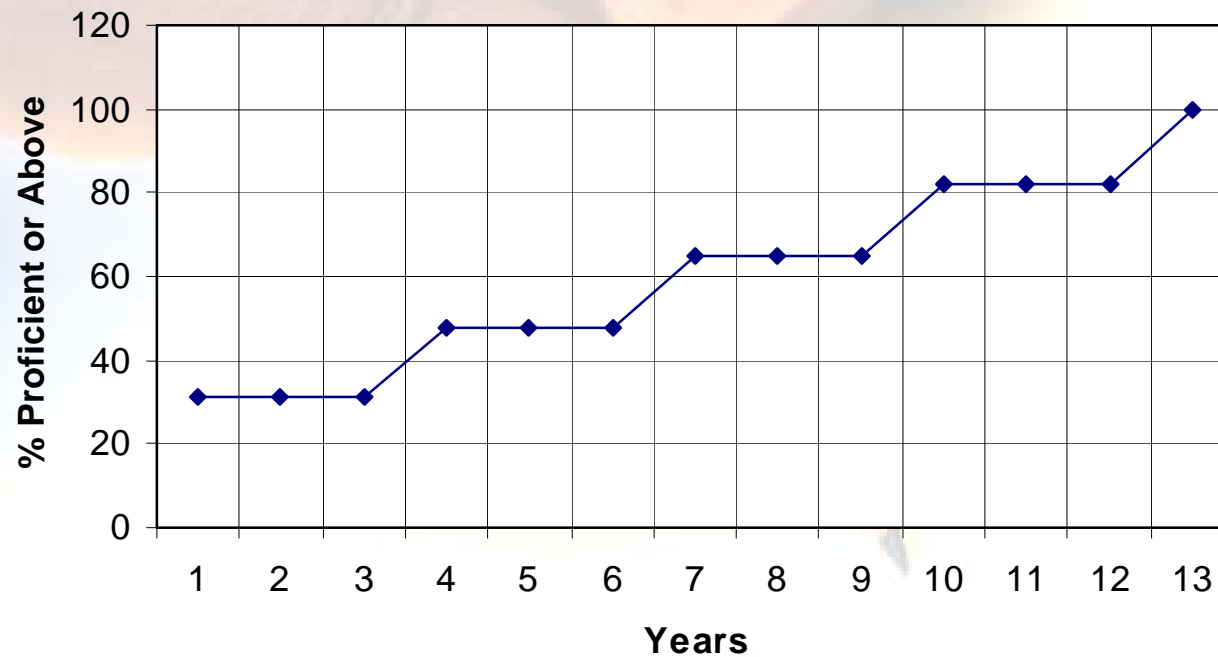
- Annual testing of all public school students in reading and math
- A quality teacher in every public school classroom
- Annual report cards on school performance
- Ensuring that every child reads by third grade
- 100% proficiency by 2013-14

Adequate Yearly Progress

- Adequate Yearly Progress as defined by *federal* law
- Accountability for All Subgroups
- Based on Reading and Math Proficiency
- 95% of Students in all Subgroups Assessed
- Includes Graduation Rates and Writing
- Safe Harbor—10% decrease in non proficient students
- No school will meet AYP if it has been graded “D” or “F” under the A+ school grading system

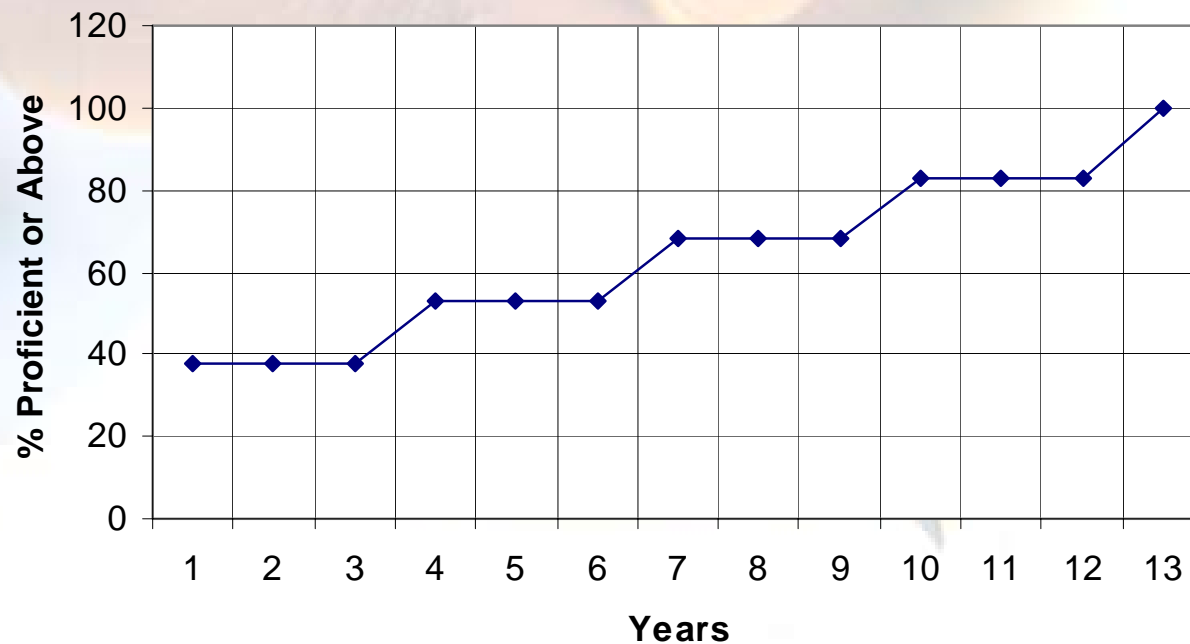
AYP Annual Progress Objectives for Reading

Starting Point and Annual Objectives for Reading, 2001-02 - 2013-04



AYP Annual Progress Objectives for Math

Starting Point and Annual Objectives for Mathematics, 2001-02 - 2013-04



Sanctions for Not Making AYP – In Need of Improvement

- **Year One:** schools receive extra help; parents offered public/charter school choice (about 930 schools in 2004-05)
- **Year Two:** parents offered supplemental services and public/charter school choice (about 35 schools in 2004-05)

Sanctions for Not Making AYP

- **Year Three:** school enters into corrective action; parental options continue (maximum of 35 schools in 2005-06)
- **Year Four:** school identified for restructuring; parental options continue (no schools for 2005-06)

Differences Between A+ and NCLB

NCLB:

“Status” Model

Student achievement within the school, district and state is measured during the current academic year and the results are compared to student achievement in the following year.

A+:

“Status” and “Growth” Model

Student achievement is measured during the current academic year and through the academic growth of individual students using a vertical score scale.

Differences Between A+ and NCLB

NCLB:

Focus on Subgroups

Special attention is paid to status measurements of subgroups—limited by population sizes at each school.

A+:

Focus on Lowest Achieving 25%

Special attention is paid to students who are in the lowest 25% of students in FCAT Levels 1, 2, and 3 in each school—capturing all students in need regardless of race.

Differences Between A+ and NCLB

NCLB:

“Conjunctive” Model

Meeting AYP at the elementary level is based on 30 Yes/No conjunctive decisions. Scoring higher in one area will not compensate for low scores in another area.

A+:

“Comprehensive” Model

Schools are awarded points for students who score high and/or make annual learning gains.

Florida's Goals

- **Incorporate NCLB into a Comprehensive Accountability System**
- **Serve as a national leader and source for best practices.**
 - **1st state to implement Individual Annual Learning Gains to Proficiency**
 - **1st state to implement a Standard and Poor's model of "return on investment" for each school**