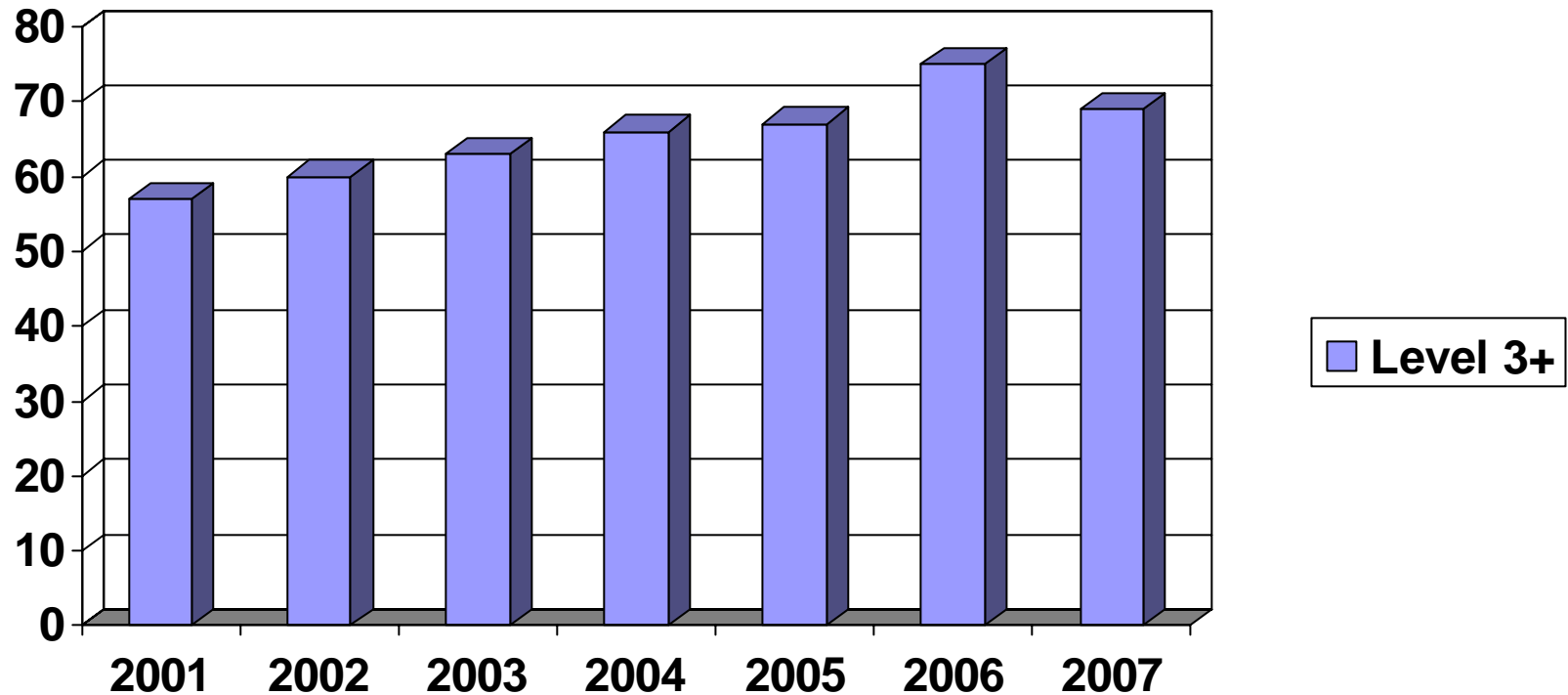


FCAT AND SCHOOL GRADES

- **2007 Grade 3 Reading FCAT scores released**

- **2007** **69% reading on Grade level or above**
- **2006** **75% reading on Grade level or above**
- **2005** **67% reading on Grade level or above**

Accountability Works!

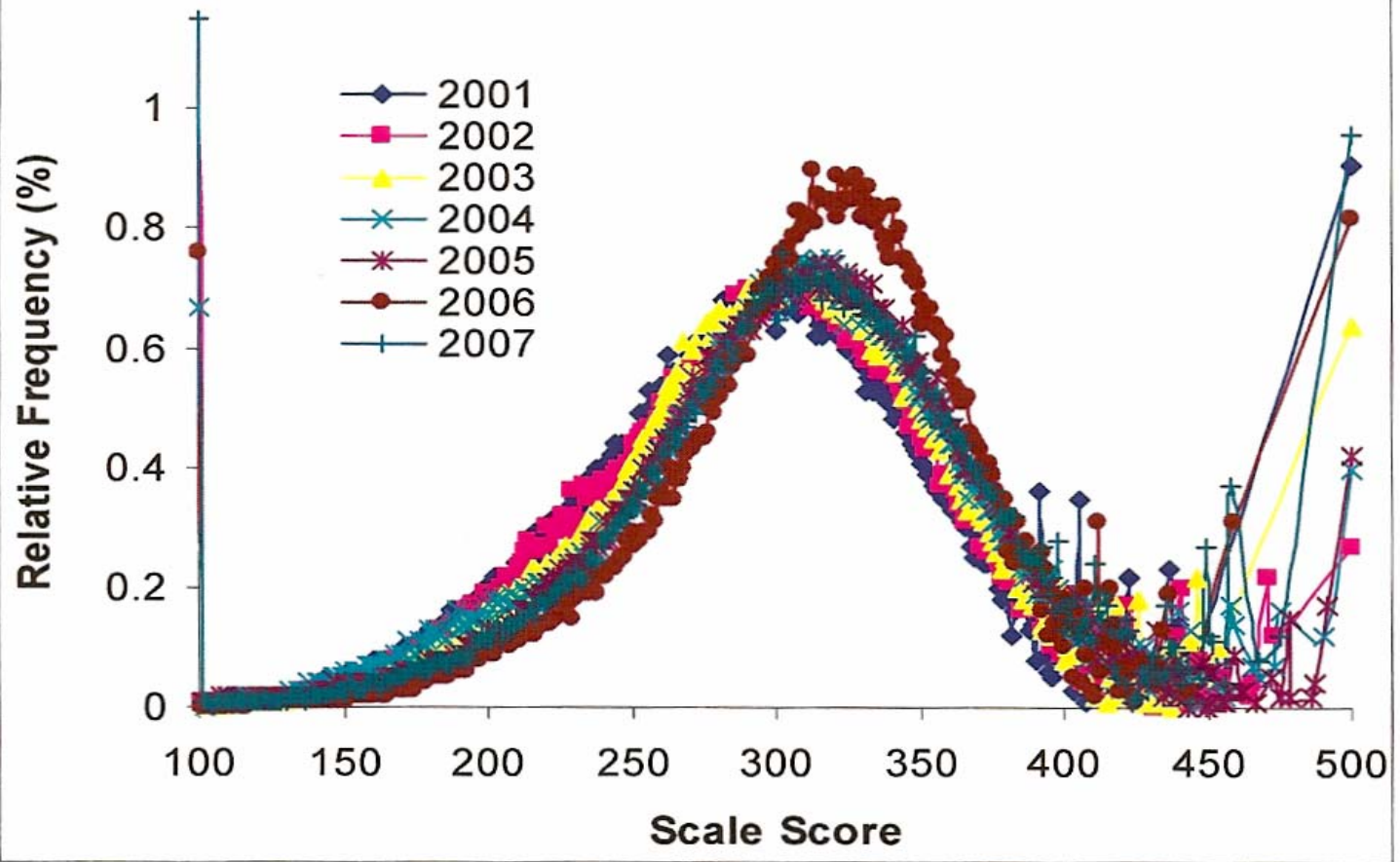




An Explanation?

- Students
- Instruction
- Test

G3 Reading SS Distributions



Maintain Confidence in Assessment System

- 2006 3rd Grade Anomaly
 - Human error in the equating process
 - Recommended external review for validation
- Improved Process for Transparency and Stakeholder Input
 - Advisory Committee
 - 2 meetings
 - Process for Annual External Reviews
- Next Steps

Issue

- **2006 3rd grade FCAT Reading results are anomalous**
 - Without an immediate solution to this situation, questions arise regarding **how to proceed with:**
 - School Grades
 - Adequate Yearly Progress (AYP)
 - Value Tables for use in the Merit Award Program (MAP) or Special Teachers are Rewarded (STAR) program

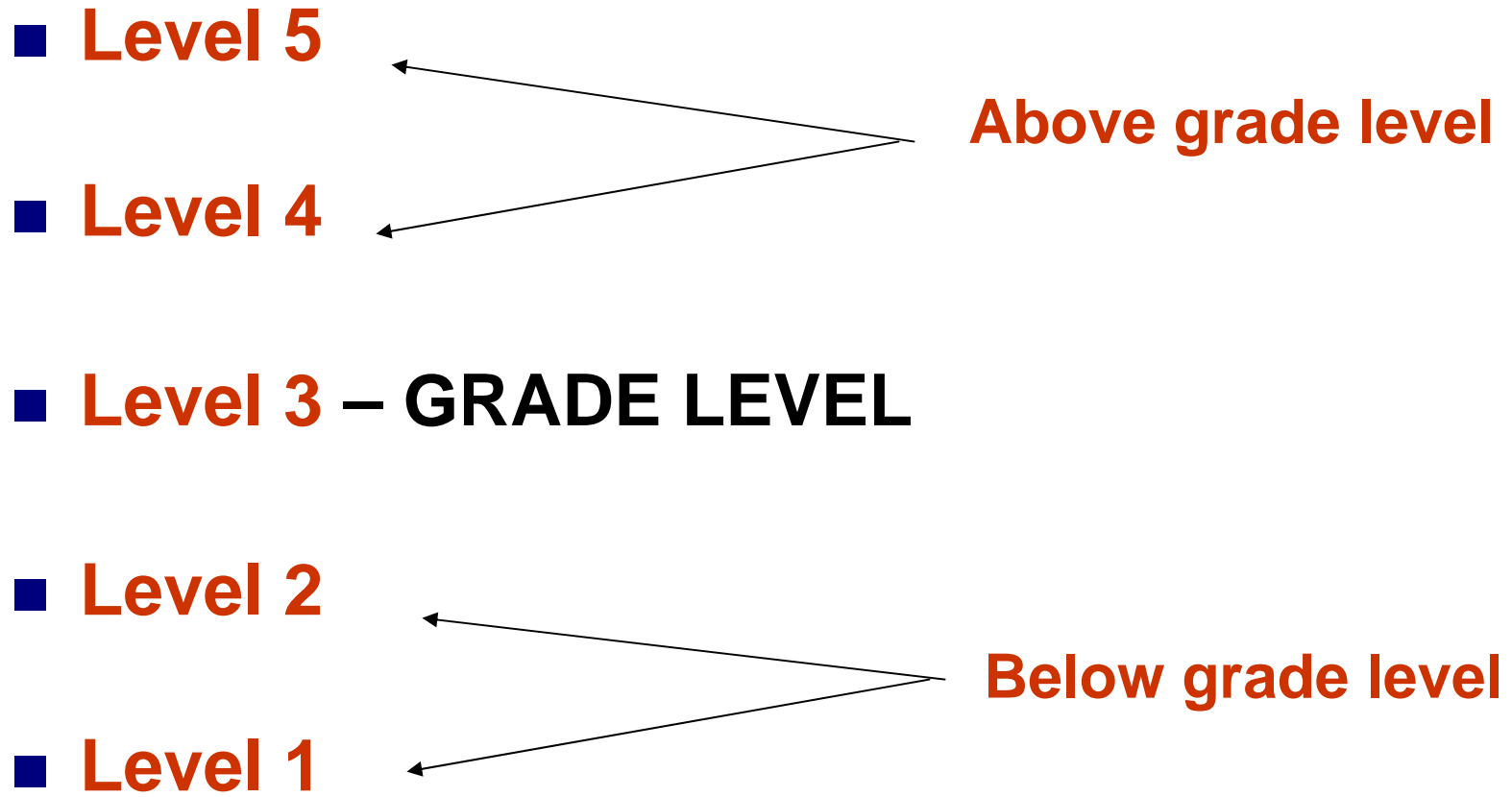
Florida's School Grading System

50% Based on Performance

50% Based on Learning Gains

READING	MATH	WRITING	SCIENCE
Performance	Performance	Performance	Performance (NEW IN 2007)
Learning Gains	Learning Gains		
Learning Gains of Lowest 25%	Learning Gains of Lowest 25% (NEW IN 2007)		

Student Performance Levels—50% of School Grade



Learning Gains—50% of School Grade

- **Learning Gains** – are students making a year’s worth of progress, regardless of where they started the school year?
 - Increase a performance level (move from level 3 to level 4)
 - Stay at same level from year to year (level 3 in 4th grade to level 3 in 5th grade)
 - Move up sufficiently within the lowest two levels
- **Additional Penalty if half of the Lowest 25% do not show learning gains**

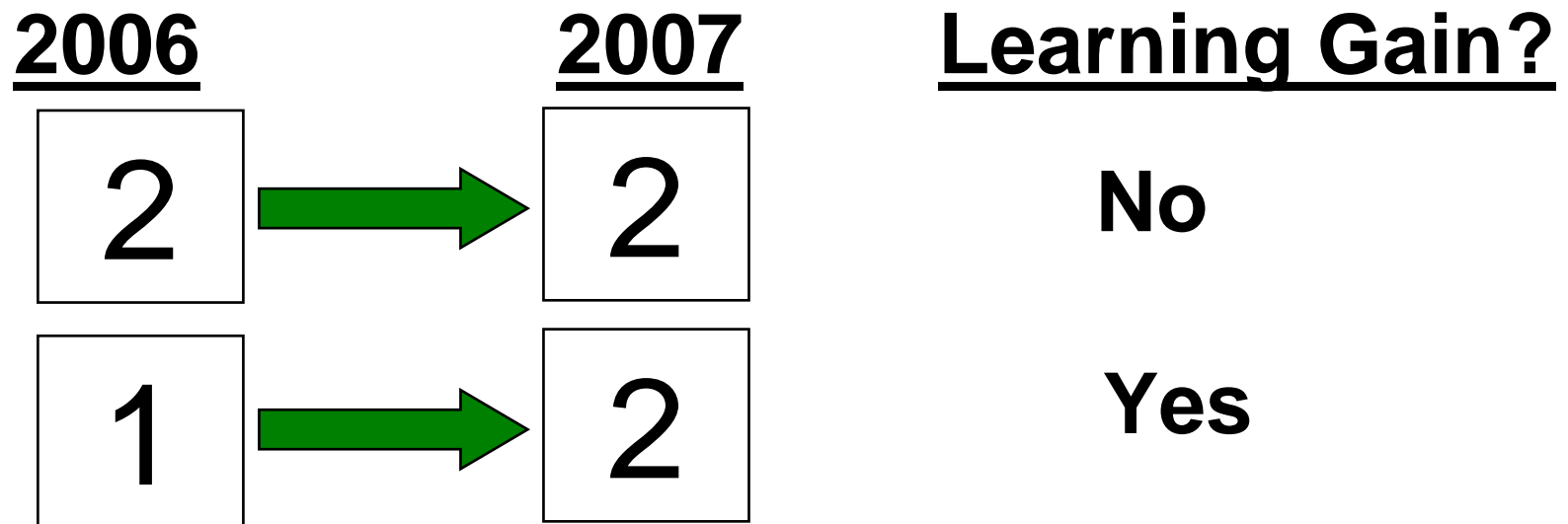
Options for School Grades

- Proceed with the calculation as outlined in Rule and Statute, **including** the 2006 third grade FCAT Reading scores.

- Proceed with the calculation, **excluding** the 2006 third grade FCAT Reading scores – ***with safeguards in place holding schools harmless to this decision***

Impact of 2006 3rd Grade Scores – Likely Effect on School Grades

- Higher than expected 2006 scores likely to depress percentage making learning gains in 2007



1. Recommendation for School Grades : Exclude 2006 3rd Grade Reading Scores in the Calculation of Learning Gains

- **With safeguards** to ensure that schools are held harmless
 - Include 2006 3rd grade FCAT Reading scores for those schools that actually demonstrated learning gains, despite the inflated baseline.
 - All cell size determinations for calculation would be determined including the 2006 3rd grade FCAT Reading scores.

2. Recommendation for Adequate Yearly Progress (AYP) requirement for No Child Left Behind

1. Calculate AYP including 2006 3rd grade FCAT Reading scores
2. Calculate AYP excluding 2006 3rd grade FCAT Reading scores
3. Calculate AYP using 2005 (instead of 2006) as the baseline for the Safe Harbor calculation
4. Calculate AYP using an average of 2005 and 2006 as the baseline for the Safe Harbor calculation

Florida's School Grading System

50% Based on Performance

50% Based on Learning Gains

READING	MATH	WRITING	SCIENCE
Performance	Performance	Performance	Performance (NEW IN 2007)
Learning Gains	Learning Gains		
Learning Gains of Lowest 25%	Learning Gains of Lowest 25% (NEW IN 2007)		

Current Policy:

Adequate Progress for the Lowest 25% of Students

- At least half (50% or more) of the lowest 25% of students must make learning gains in reading and mathematics
 - Schools earning enough points to receive an “A” are lowered one letter grade if adequate progress is not met in current year
 - Schools earning enough points to receive a “B” or “C” are lowered one letter grade if adequate progress is not met in either current or previous year
 - “D” or “F” schools are not lowered one letter grade if adequate progress is not met in the current year; “D” and “F” schools are not affected by this policy

Impact of Adequate Progress in 2006

- In 2006, 98 of the 2,790 graded schools dropped a letter grade due to this requirement.
 - 45 dropped from an “A” to a “B”
 - 15 dropped from a “B” to a “C”
 - 38 dropped from a “C” to a “D”

Winter Park High School

- School earned enough points to receive an “A”—did not meet the 50% threshold
- 47% made learning gains in 2006
- Lowest Quartile
 - Level 2 (37%) 53% made learning gains
 - Level 1 (63%) 44% made learning gains

Impact of Adequate Progress in 2006

- Of the 98 schools that dropped, 82 (84%) missed the 50% target in either the current or the previous year by five percentage points or less
 - 19 schools missed the mark by only 1 percentage point

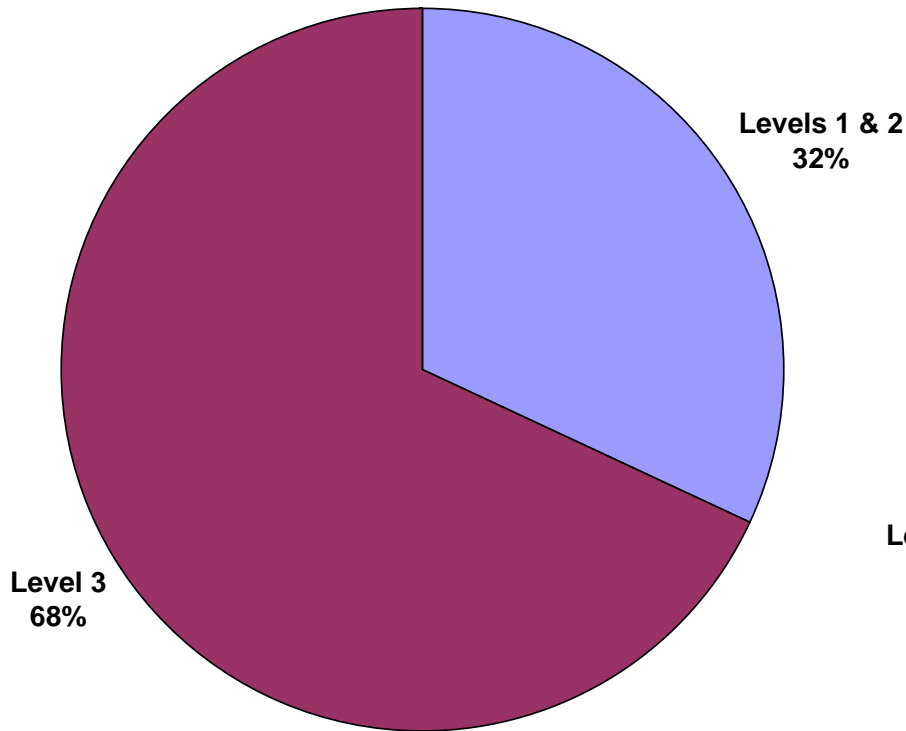
Impact of Adequate Progress in 2006

- Of the 98 schools that dropped, **23 (23%) actually showed an improvement** from 2005 to 2006 in the percent of the low 25% making learning gains.
 - One school improved by 16 percentage points (31% to 47% making learning gains in reading).
- Of the 2,586 schools that did not drop, **942 (36%) actually declined** in the percent of the low 25% making learning gains.
 - One school dropped by 51 percentage points (80% to 29% making learning gains in reading).

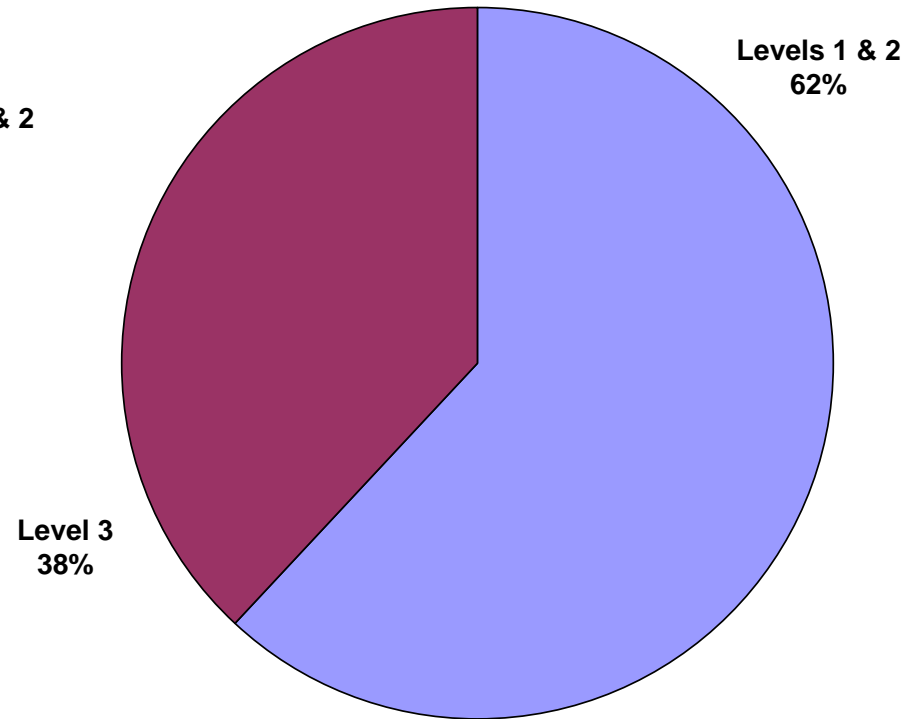
Impact of Adequate Progress in 2006

Composition of the Low 25%

School X's Low 25%



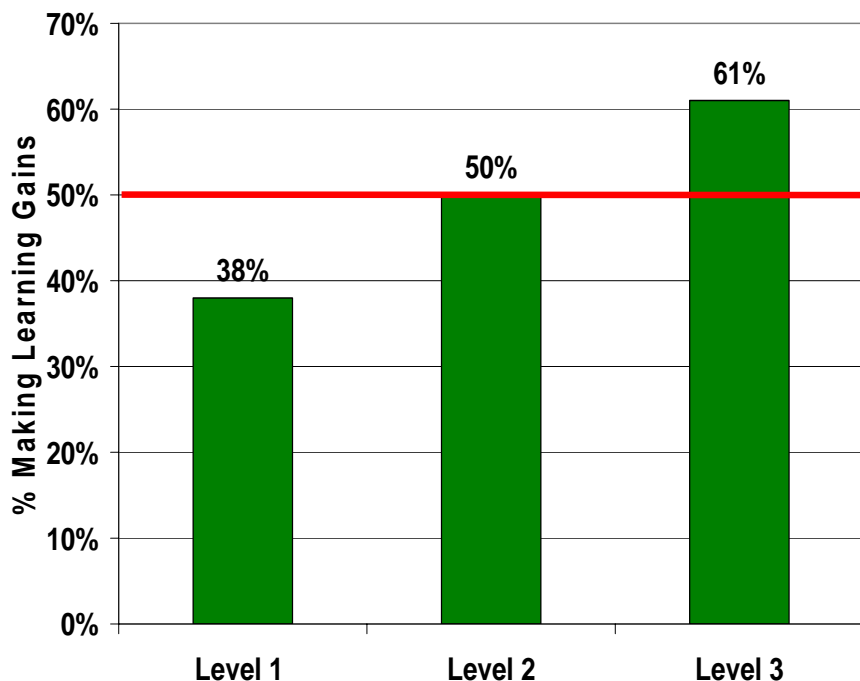
School Y's Low 25%



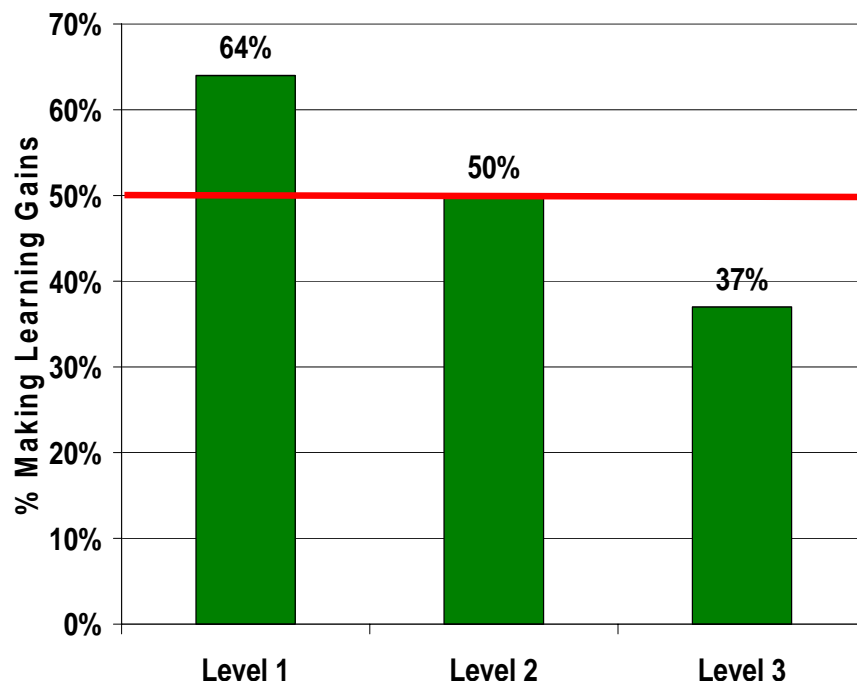
Impact of Adequate Progress in 2006

Percent Making Learning Gains by Level

School X's Low 25%



School Y's Low 25%



- Overall, 55% of the Low 25% made reading gains
- **NO PENALTY – “A” stays**

- Overall, 48% of the Low 25% made reading gains
- **PENALTY – “A” drops to “B”**

Recommendation:

Suspend Adequate Progress of Lowest 25% of Students Requirement in 2007

- Department was **committed to reviewing and revisiting** this policy.

Recommendations

1. Calculate 2007 Schools Grades without **“lowest 25%”** penalty for one year only.
2. Calculate 2007 School Grades with new **Math** and **Science** components (no change).
3. Calculate 2007 School Grades using 2006 School Grade Formula.
 - Will require a comprehensive plan to address issues and concerns raised by the Advisory Committee for changes in 2008.