

---

# **Student and School Performance**

---

## **Maintaining High Standards and Raising the Bar**

**State Board of Education - October 21, 2003**

---

# Three Types of Standards

- Content Standards
  - Sunshine State Standards
- Performance Standards
  - FCAT Achievement-Level Scores
  - FCAT Graduation Requirement
- Accountability Standards
  - School Grading Criteria
  - Adequate Yearly Progress

# Three Types of Standards

- Content Standards

- Sunshine State Standards

- Performance Standards

- FCAT Achievement-Level Scores
- FCAT Graduation Requirement

- Accountability Standards

- School Grading Criteria
- Adequate Yearly Progress

---

# Three Types of Standards

- Content Standards

- Sunshine State Standards

- Performance Standards

- FCAT Achievement-Level Scores
- FCAT Graduation Requirement

- Accountability Standards

- School Grading Criteria
- Adequate Yearly Progress

---

# FCAT Achievement Levels

- Established with broad-based input
  - Teachers, administrators, business leaders
  - DOE staff recommendations
  - SBE adoption
- Describe student achievement (1-5)
  - Level 1 - deficient
  - Level 3+ - proficient

---

# Raising Performance Standards

## When?

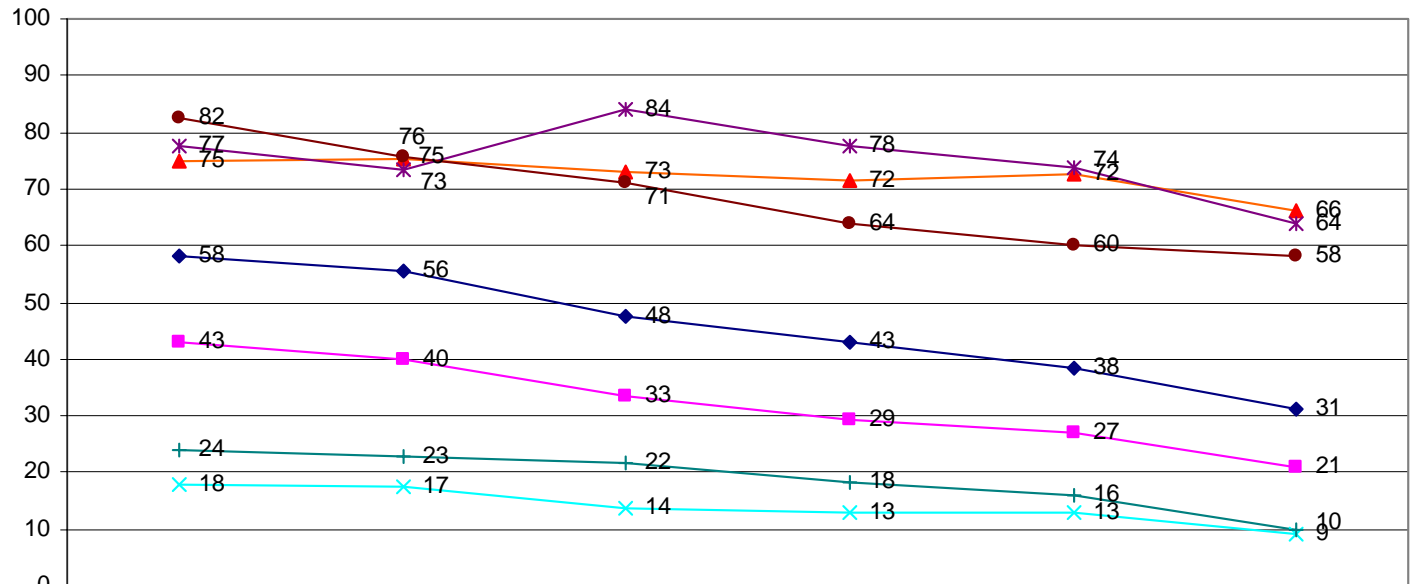
- Promotion/Retention
  - Grade 3
  - AIP at all grades
  - H.S. Graduation
- Percent 3+
  - School Grades
  - No Child Left Behind

## How?

- Based on current performance
- Set intermediate performance goals
- Use other initiatives
  - School Grades
  - No Child Left Behind

# Grade 4 – Reading Level 1

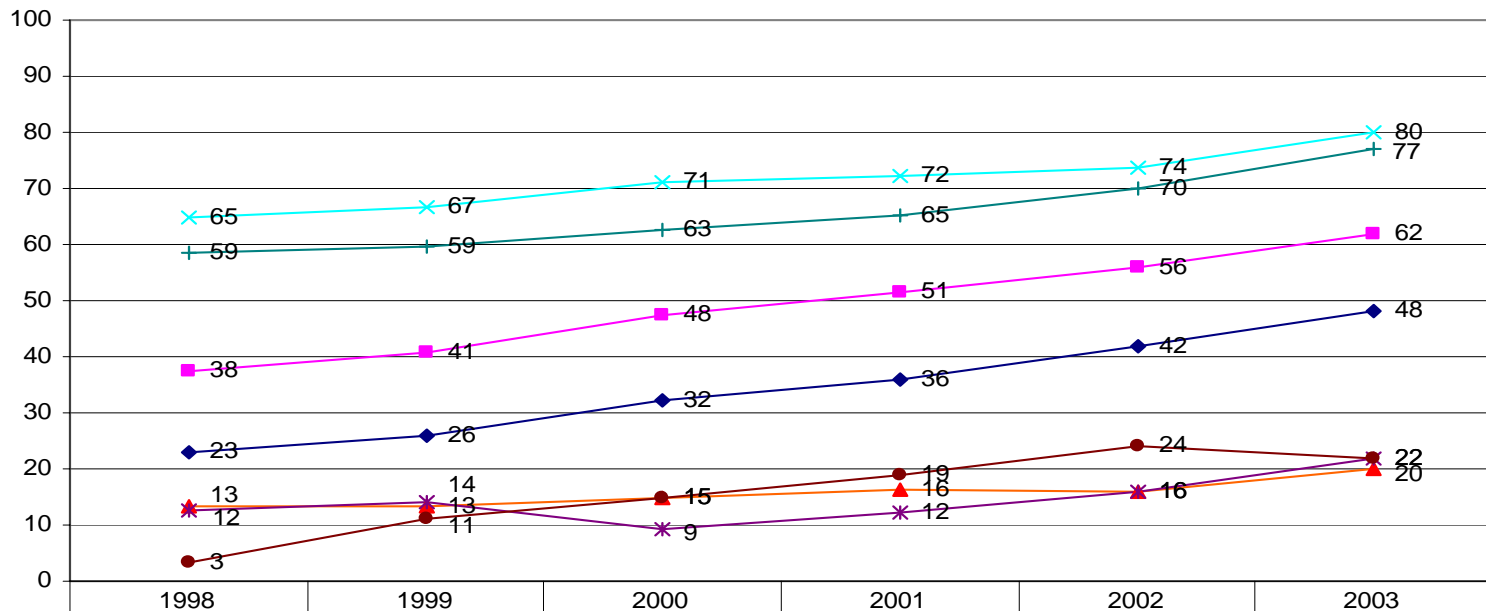
FCAT Reading Trends  
Grade 4 Students Achieving Level 1



	1998	1999	2000	2001	2002	2003
◆ Std. Curr.-Black	58	56	48	43	38	31
■ Std. Curr.-Hispanic	43	40	33	29	27	21
▲ ESE	75	75	73	72	72	66
× Std. Curr.-White	18	17	14	13	13	9
* LEP<=2 years Level 1	77	73	84	78	74	64
● LEP>2 years Level 1	82	76	71	64	60	58
+ Std. Curr.-Other Race	24	23	22	18	16	10

# Grade 4 – Reading Level 3+

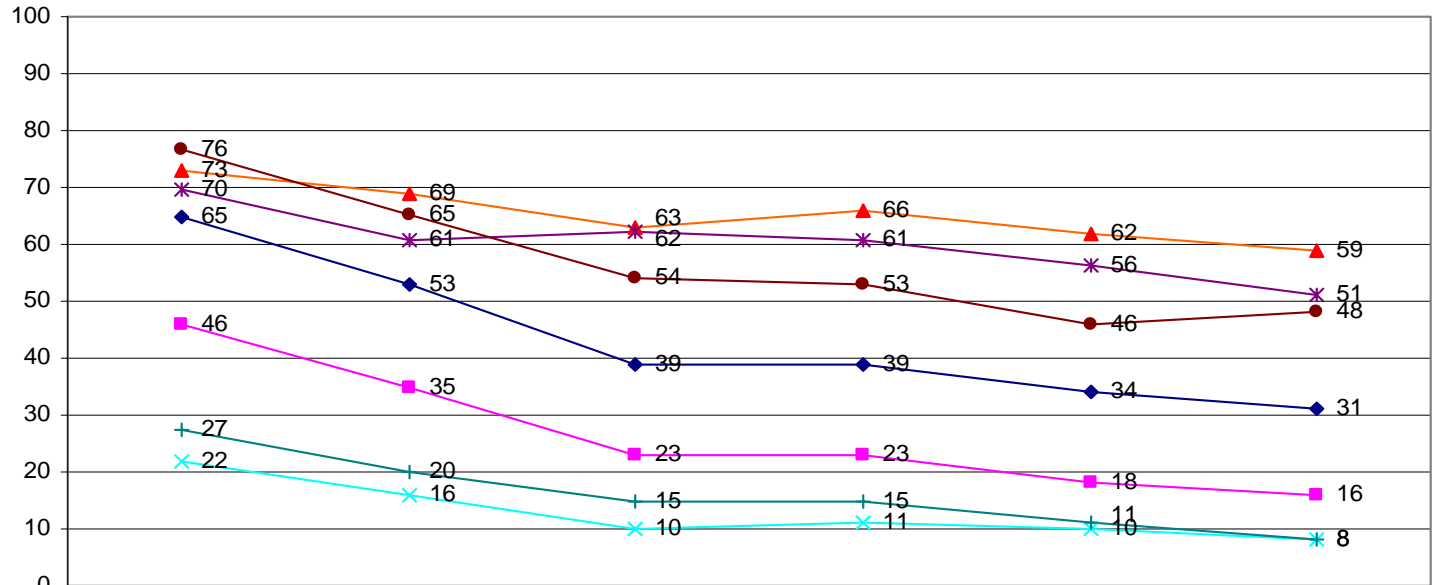
FCAT Reading Trends  
Grade 4 Students Achieving Level 3 and Above



◆ Std. Curr.-Black	23	26	32	36	42	48
■ Std. Curr.-Hispanic	38	41	48	51	56	62
▲ ESE	13	13	15	16	16	20
× Std. Curr.-White	65	67	71	72	74	80
* LEP<=2 years Level >=3	12	14	9	12	16	22
● LEP>2 years Level >=3	3	11	15	19	24	22
+ Std. Curr.-Other Race	59	59	63	65	70	77

# Grade 5 – Mathematics Level 1

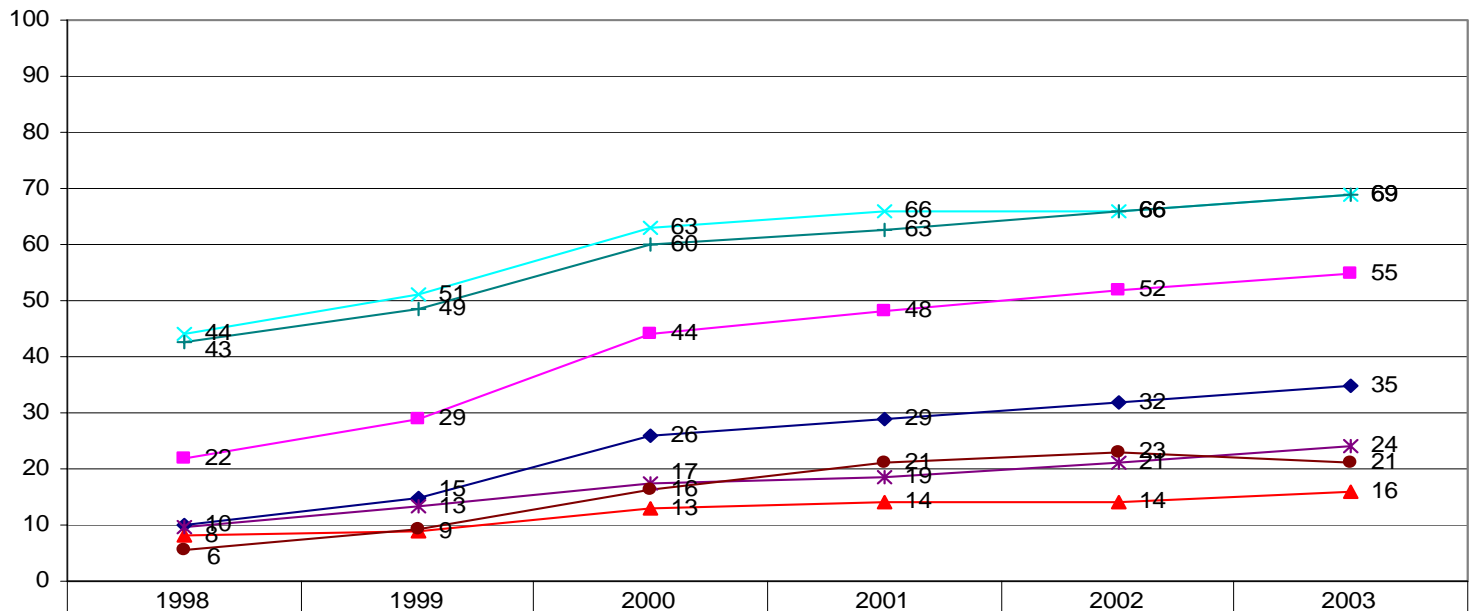
FCAT Mathematics Trends  
Grade 5 Students Achieving Level 1



	1998	1999	2000	2001	2002	2003
◆ Std. Curr.-Black	65	53	39	39	34	31
■ Std. Curr.-Hispanic	46	35	23	23	18	16
▲ ESE	73	69	63	66	62	59
✕ Std. Curr.-White	22	16	10	11	10	8
* LEP<=2 years	70	61	62	61	56	51
● LEP>2 years	76	65	54	53	46	48
+ Std. Curr.-Other Race	27	20	15	15	11	8

# Grade 5 – Mathematics 3+

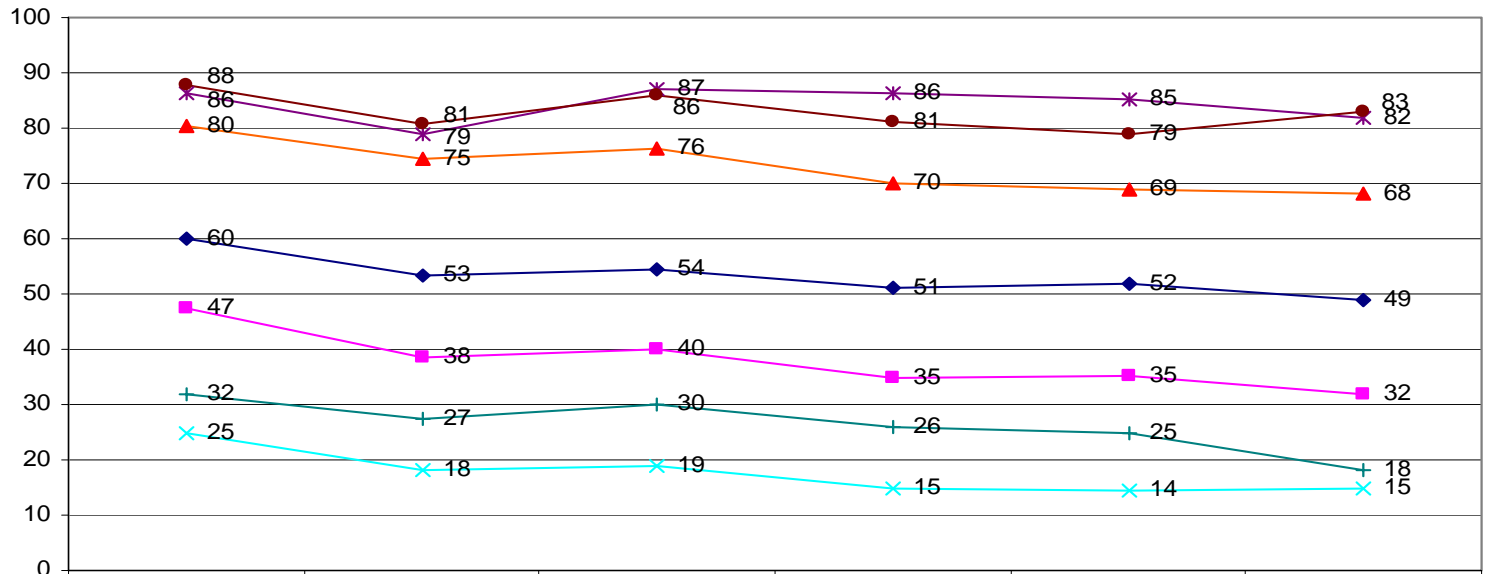
FCAT Mathematics Trends  
Grade 5 Students Achieving Level 3 and Above



◆ Std. Curr.-Black	10	15	26	29	32	35
■ Std. Curr.-Hispanic	22	29	44	48	52	55
▲ ESE	8	9	13	14	14	16
✕ Std. Curr.-White	44	51	63	66	66	69
✱ LEP<=2 years	10	13	17	19	21	24
● LEP>2 years	6	9	16	21	23	21
+ Std. Curr.-Other Race	43	49	60	63	66	69

# Grade 10 – Reading Level 1

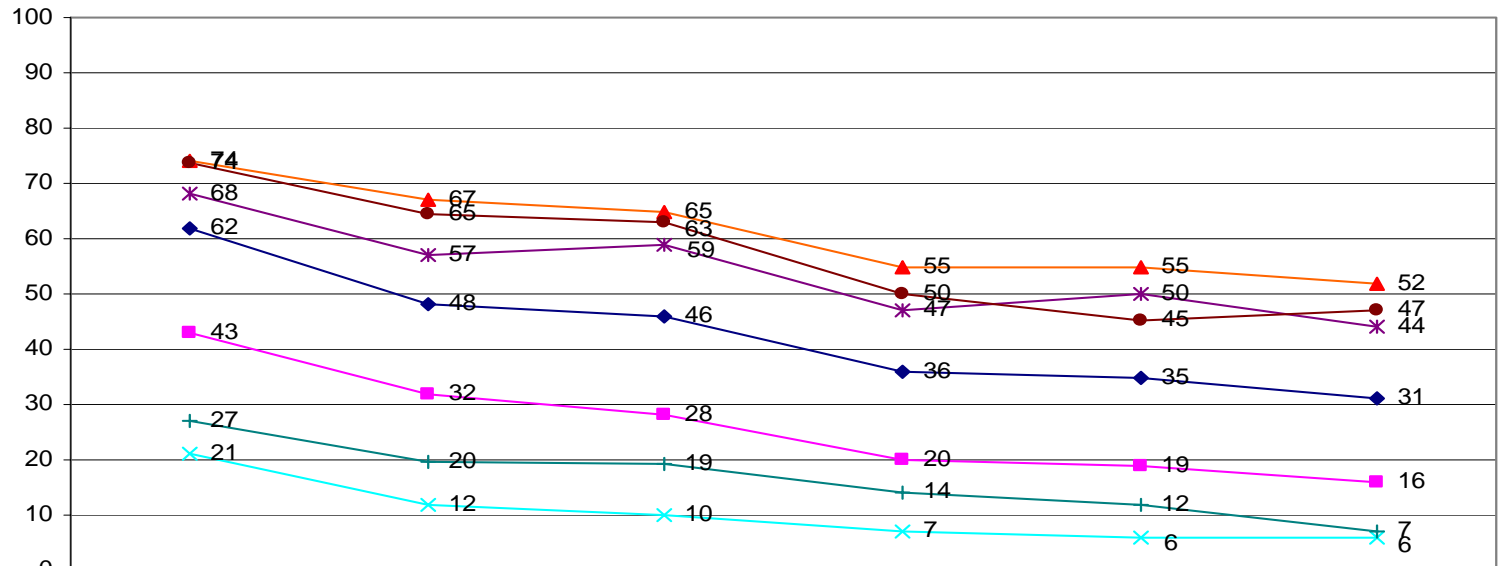
FCAT Reading Trends  
Grade 10 Students Achieving Level 1



	1998	1999	2000	2001	2002	2003
◆ Std. Curr.-Black	60	53	54	51	52	49
■ Std. Curr.-Hispanic	47	38	40	35	35	32
▲ ESE	80	75	76	70	69	68
× Std. Curr.-White	25	18	19	15	14	15
* LEP<=2 years	86	79	87	86	85	82
● LEP>2 years	88	81	86	81	79	83
+ Std. Curr.-Other Race	32	27	30	26	25	18

# Grade 10 – Mathematics Level 1

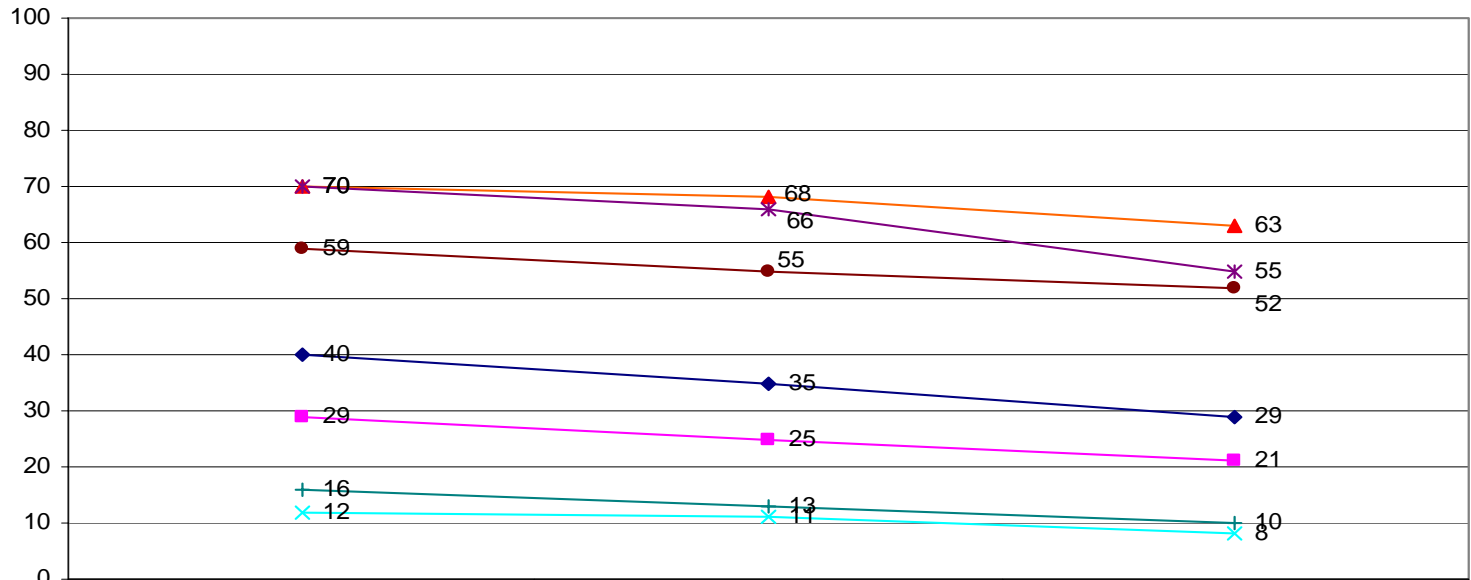
FCAT Mathematics Trends  
Grade 10 Students Achieving Level 1



	1998	1999	2000	2001	2002	2003
◆ Std. Curr.-Black	62	48	46	36	35	31
■ Std. Curr.-Hispanic	43	32	28	20	19	16
▲ ESE	74	67	65	55	55	52
× Std. Curr.-White	21	12	10	7	6	6
* LEP<=2 years	68	57	59	47	50	44
● LEP>2 years	74	65	63	50	45	47
+ Std. Curr.-Other Race	27	20	19	14	12	7

# Grade 3 – Reading Level 1

FCAT Reading Trends  
Grade 3 Students Achieving Level 1



	2001	2002	2003
◆ Std. Curr.-Black	40	35	29
■ Std. Curr.-Hispanic	29	25	21
▲ ESE	70	68	63
× Std. Curr.-White	12	11	8
* LEP<=2 years Level 1	70	66	55
● LEP>2 years Level 1	59	55	52
+ Std. Curr.-Other Race	16	13	10

---

# Rule Development Regional Workshops

1. Tallahassee – August 11, 2003
2. Ocala – August 13, 2003
3. Davie – August 15, 2003
4. Tallahassee – August 26, 2003

---

# Recommendations

- Change the effective date
  - Delay until performance levels are acceptable
  - Consider impacts on other systems (Grade 3 retention and A+/AYP accountability)
  - Maintain longitudinal data base
- Use other methods to raise standards
- Keep higher targets in the Rule

---

# Local Use of Performance Data

## - Successes and Challenges

### ■ Today's Panel

- Panelist 1 – Dayle Timmons, state teacher of the year, Duval County
- Panelist 2 – Jayne Ellspermann, principal, Marion County
- Panelist 2 – Anna Diaz, principal and district administrator, Orange County

# Three Types of Standards

- Content Standards

- Sunshine State Standards

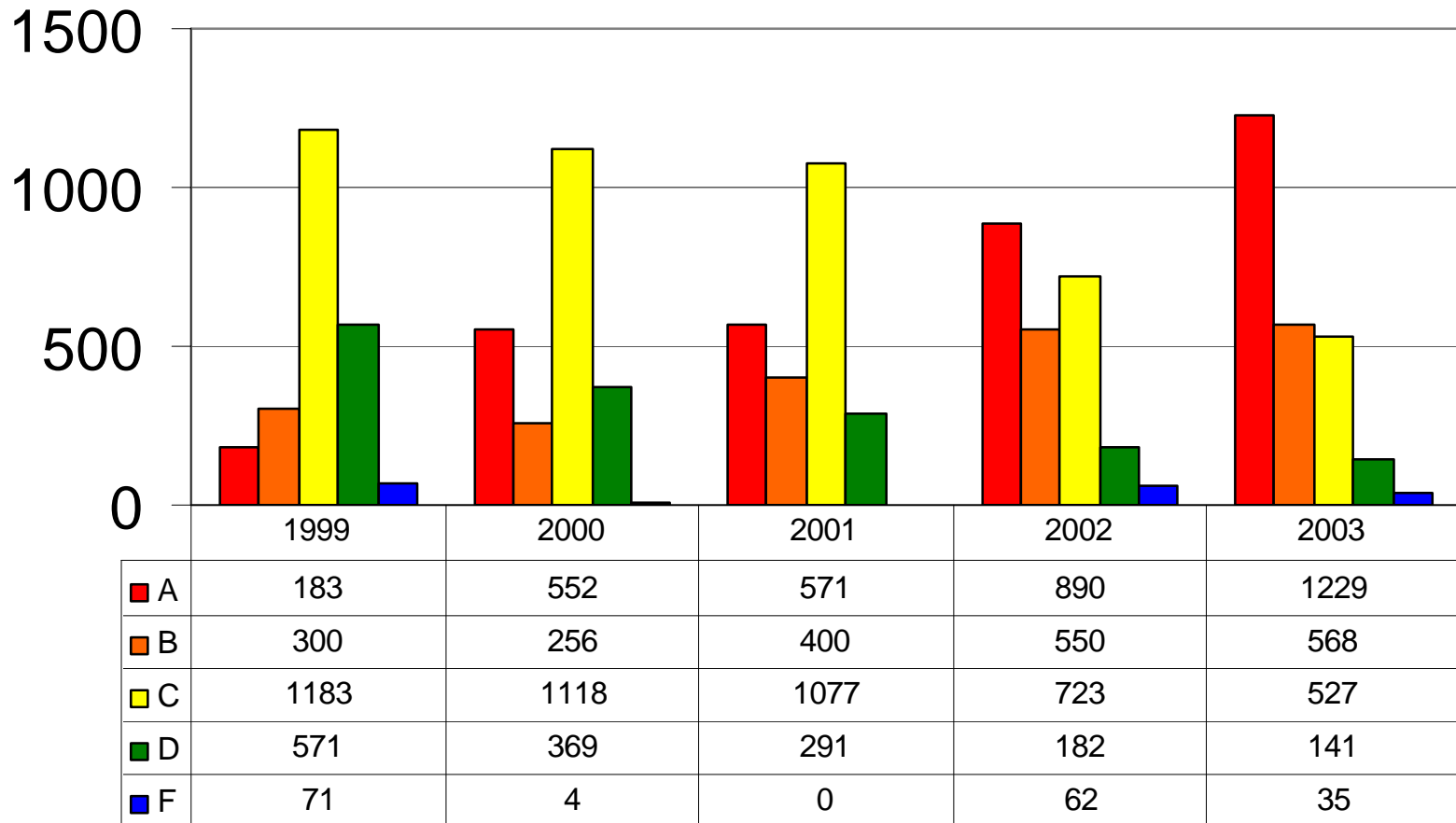
- Performance Standards

- FCAT Achievement-Level Scores
- FCAT Graduation Requirement

- Accountability Standards

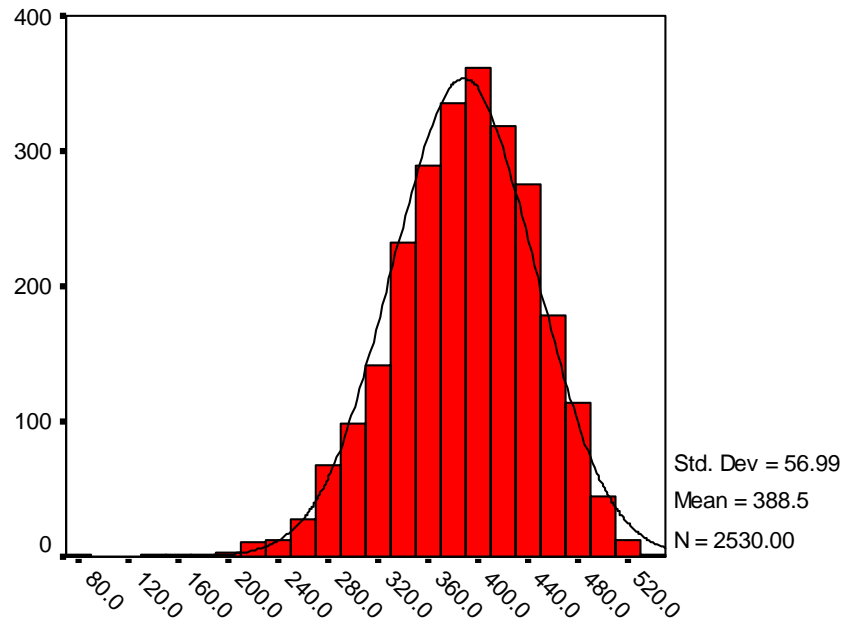
- School Grading Criteria
- Adequate Yearly Progress

# School grades have improved dramatically, especially since including learning gains

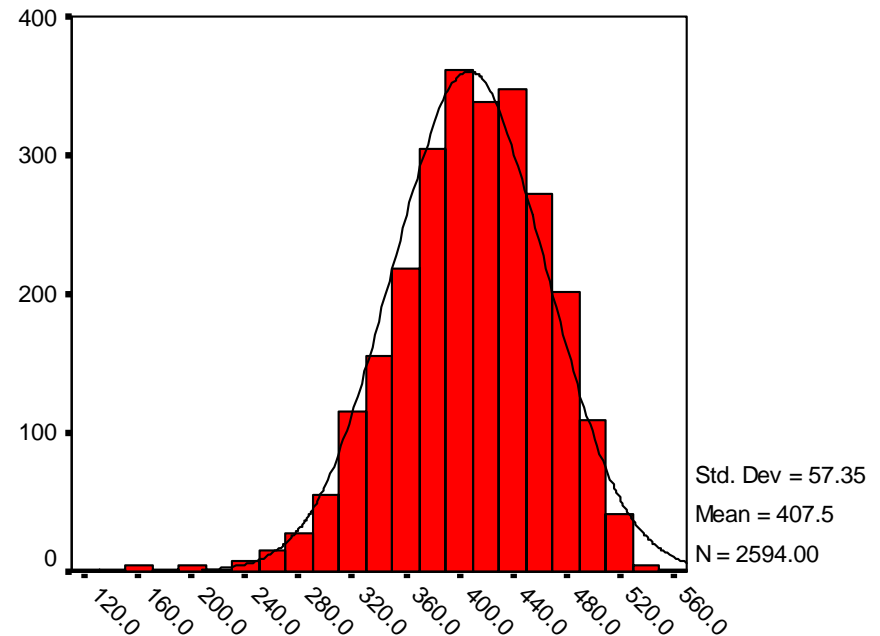


# Schools improved an average of 19 points in 2003

**2002**



**2003**  
PTS



NOTE: Data for previous years are not comparable because learning gains were not included and the grading process was not based on total points

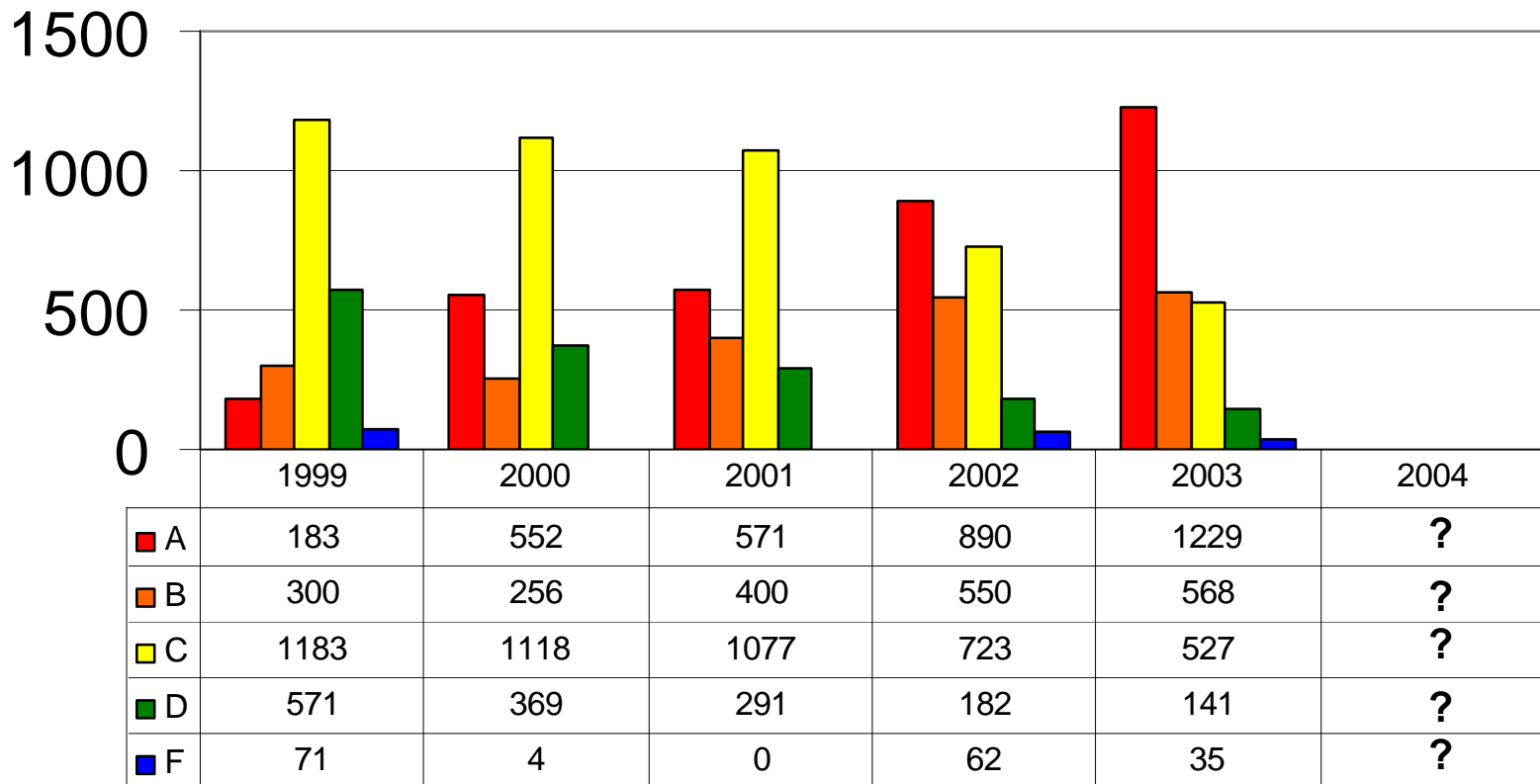
# Writing scores consistently contribute the most points to school grades

2003 Grade	Average number of points earned in each area for schools earning each grade					
	Percentage meeting high standards in			Percentage making gains in		Percentage of lowest 25% making gains in
	Reading	Math	Writing	Reading	Math	Reading
<b>A</b>	74.2	71.5	<b>89.6</b>	71.0	75.0	71.1
<b>B</b>	58.0	58.4	<b>85.3</b>	64.2	70.7	63.2
<b>C</b>	43.2	46.4	<b>81.6</b>	57.3	67.0	59.4
<b>D</b>	30.0	37.0	<b>76.5</b>	50.0	63.4	53.1
<b>F</b>	21.4	25.4	<b>57.3</b>	41.7	54.1	45.0

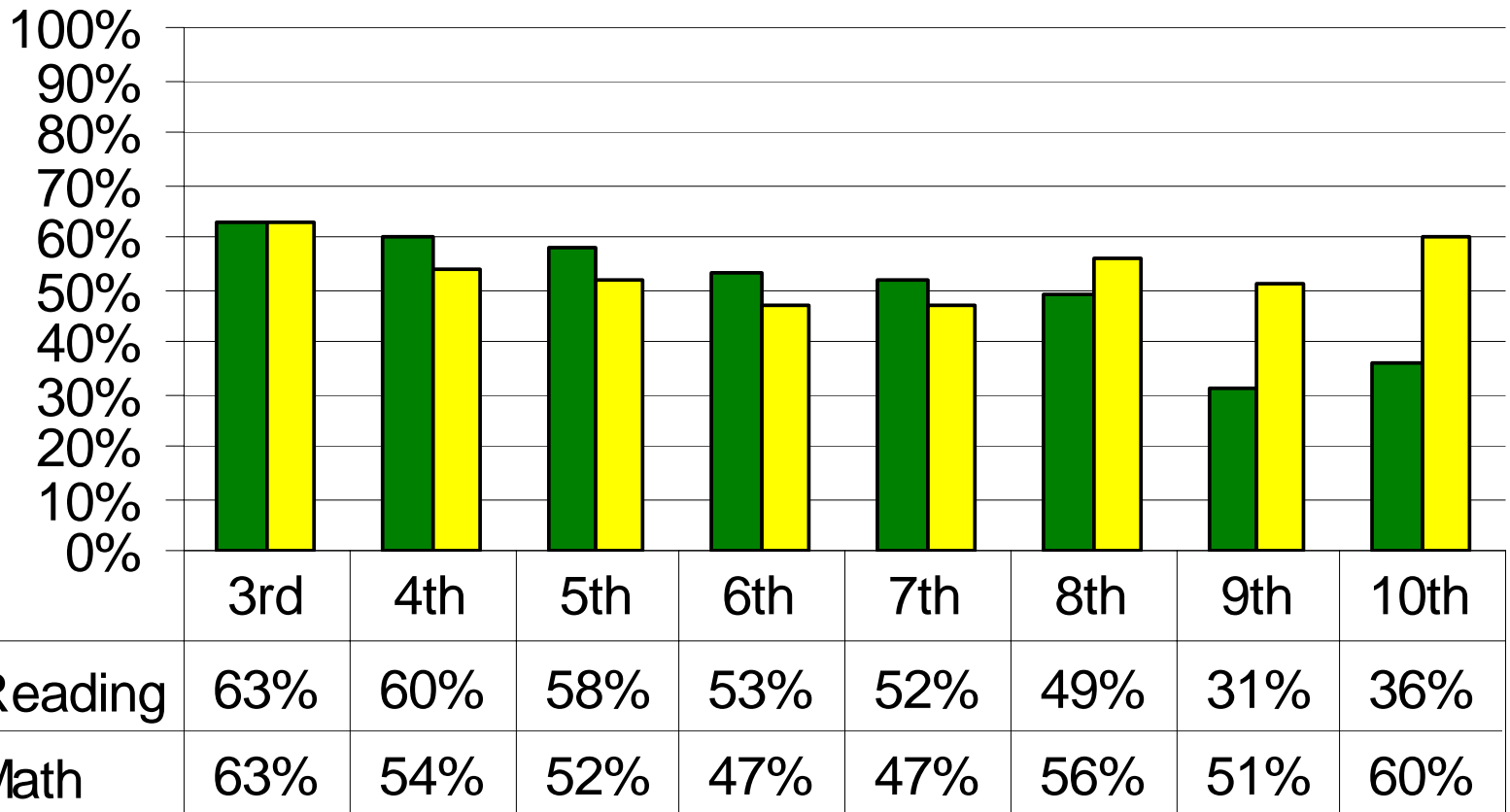
# While low-performing schools showed the most improvement, all schools gained the most in Writing

2002 Grade	Average 2003 increase in the number of points earned in each area for schools earning each grade					
	Percentage meeting high standards in			Percentage making gains in		Percentage of lowest 25% making gains in Reading
	Reading	Math	Writing	Reading	Math	
A	2.7	1.9	<b>6.3</b>	2.0	-2.6	-0.4
B	3.1	2.2	<b>7.7</b>	3.7	-1.9	2.0
C	3.5	3.7	<b>7.8</b>	4.5	1.1	3.6
D	4.2	5.3	<b>12.3</b>	5.5	2.8	7.2
F	8.0	9.3	<b>13.2</b>	11.2	10.2	13.0

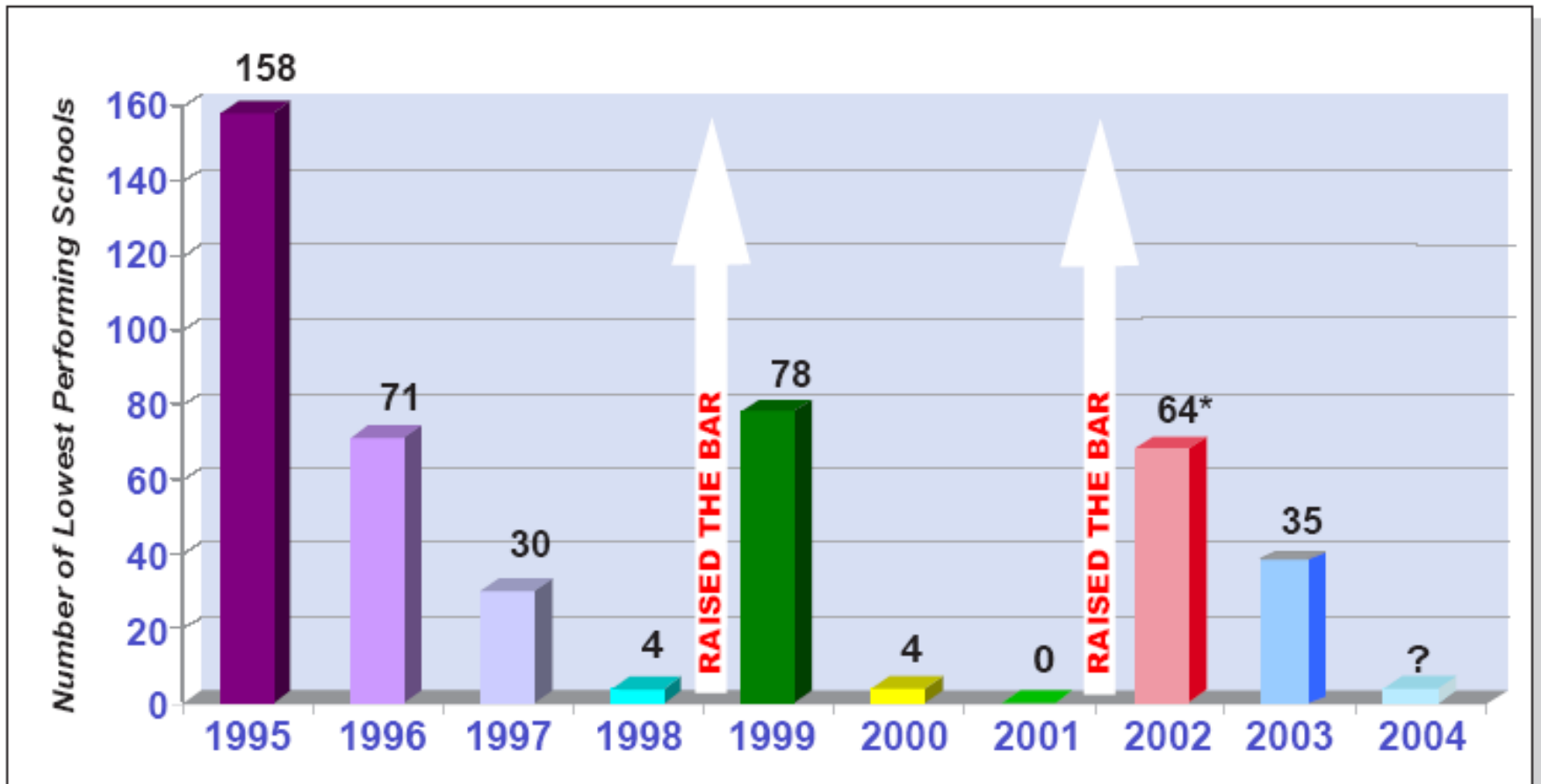
# School grades have improved for the past five years; now what's next?



# Percent of Students Scoring Level 3 or Higher



# Raising the bar works



---

# Options for encouraging continued student and school improvement

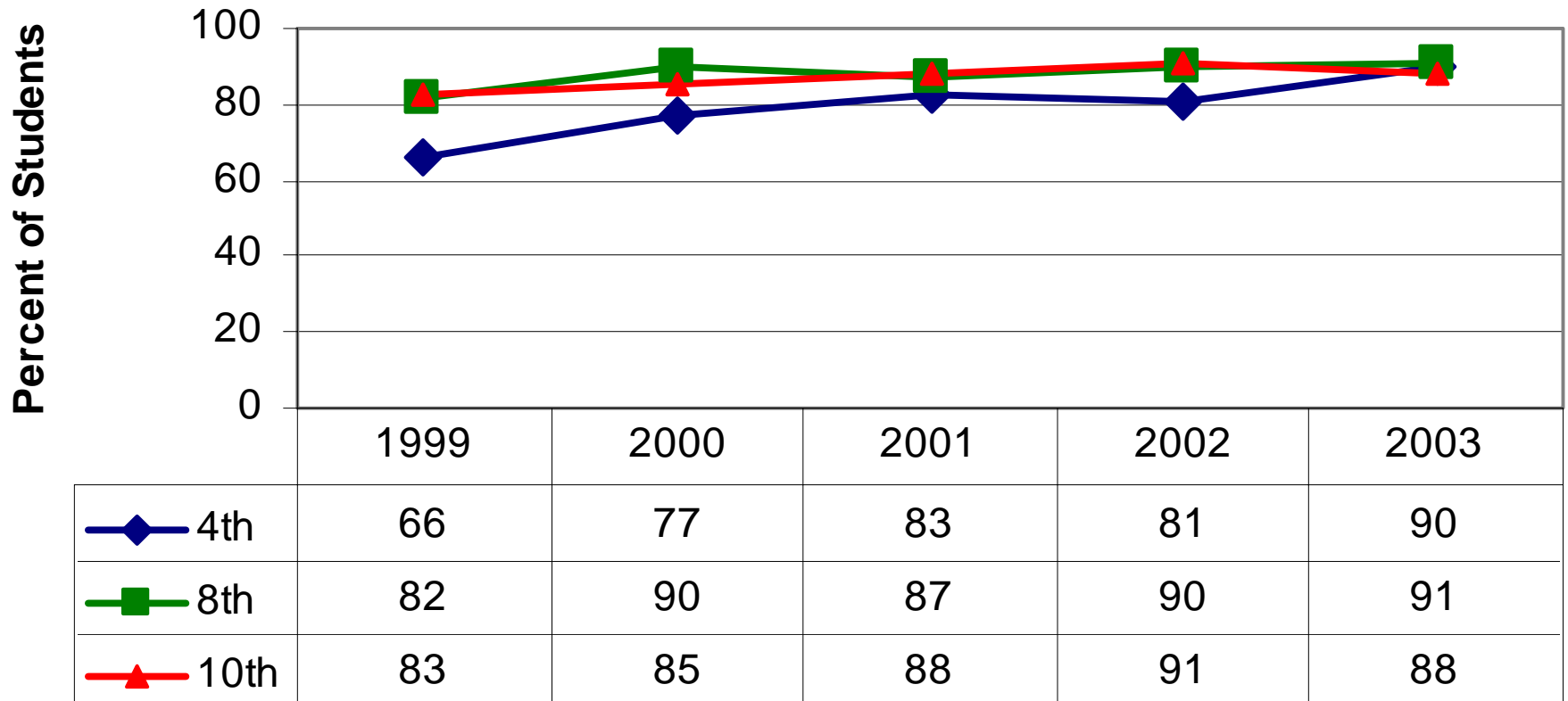
- Raising achievement levels for students
    - Changes Florida's No Child Left Behind plan and raises targets
    - Significantly affects calculation of learning gains
    - Lose longitudinal tracking of proficiency
    - Significantly affect schools grades in one year
  - Changing the grading scale
    - Not strategic
    - May not directly affect instruction
  - Raise the bar and expand the base
-

---

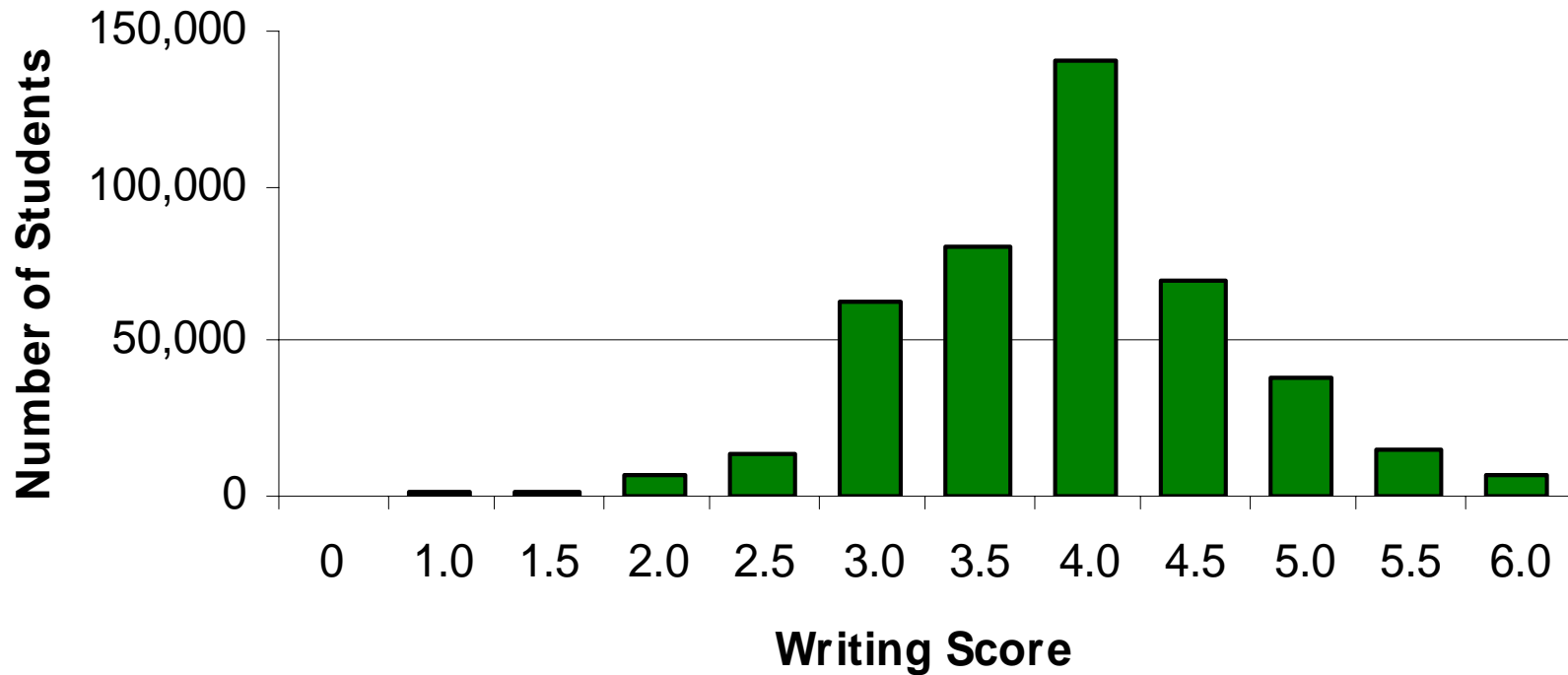
# Raising the bar for Writing

- Increasing the Writing score reflects student improvement
  - Currently Writing scores are based on the average of 3.0 and 3.5
  - The average Writing score is currently a 4

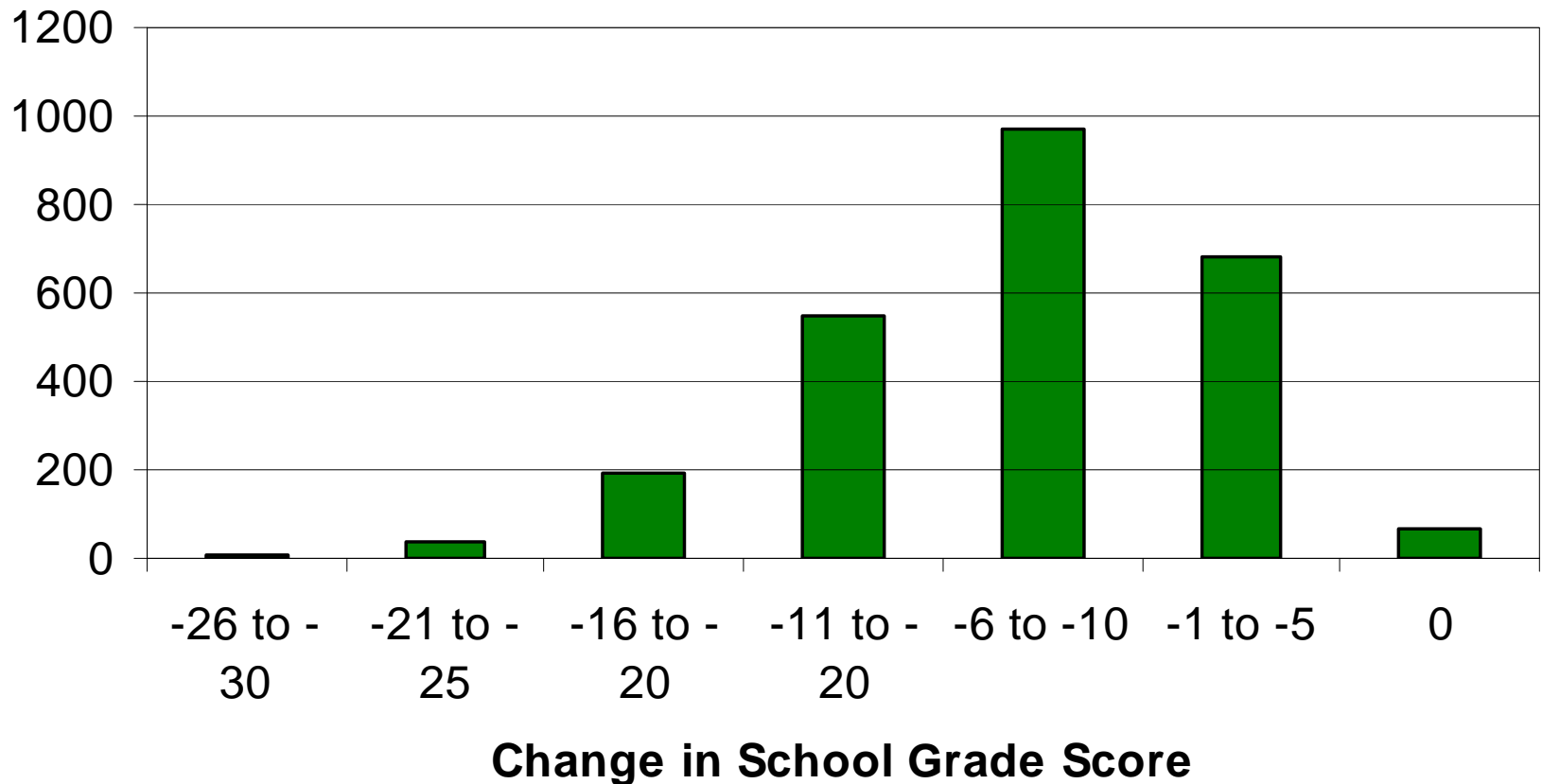
# Writing scores have improved in all grade levels but the largest gains have been in 4th and 8th grades



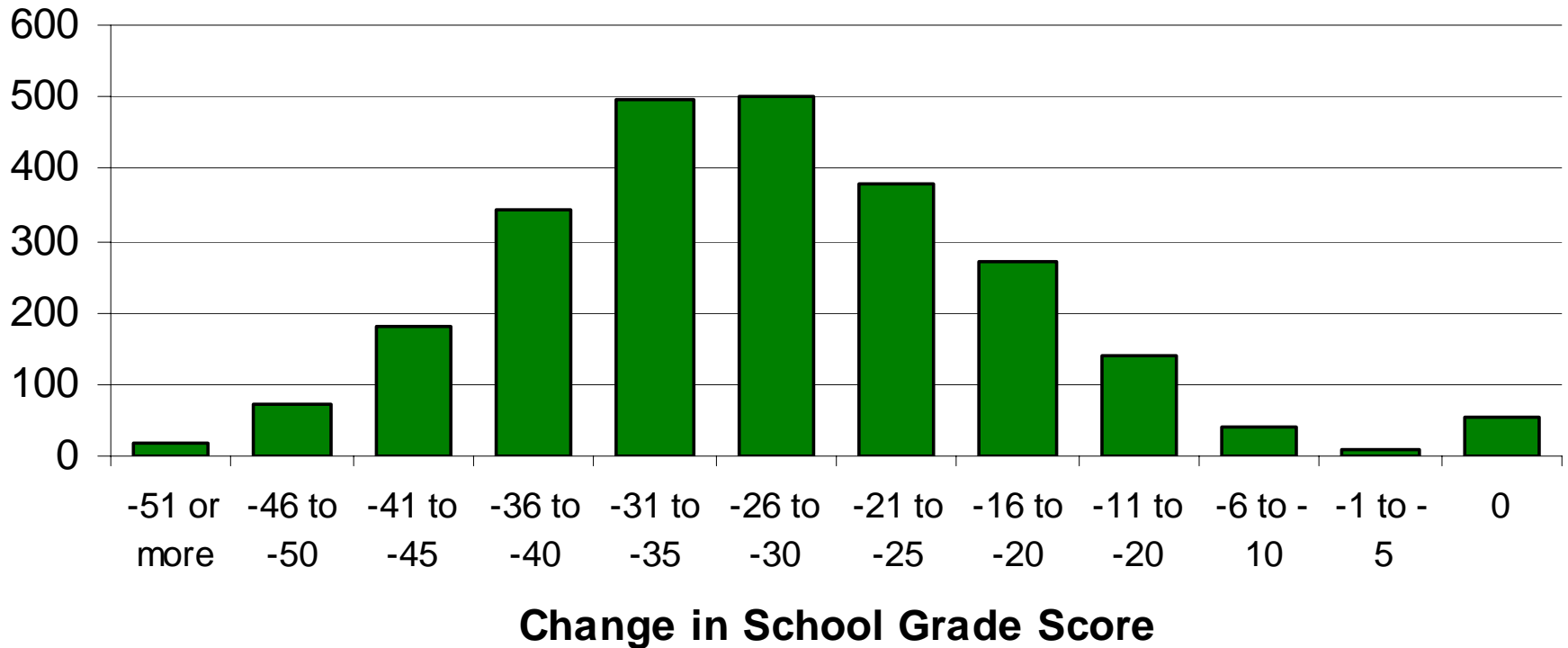
# The State Average Writing Score is a 4.0



## Raising Writing requirements to a 3.5 reduces the 2003 score of most schools 10 points or less



## Raising Writing requirements to a 4.0 reduces the 2003 score of most schools 35 points or less

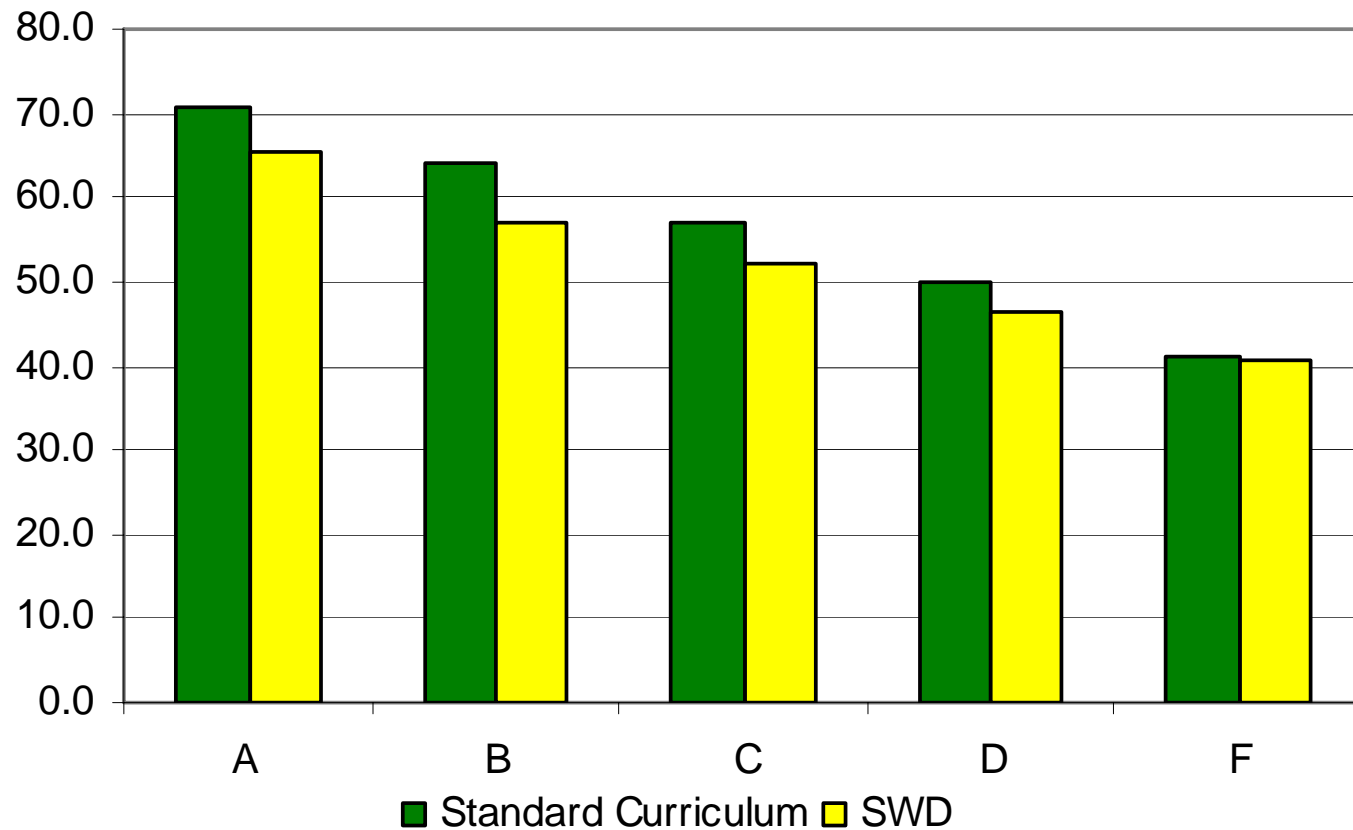


---

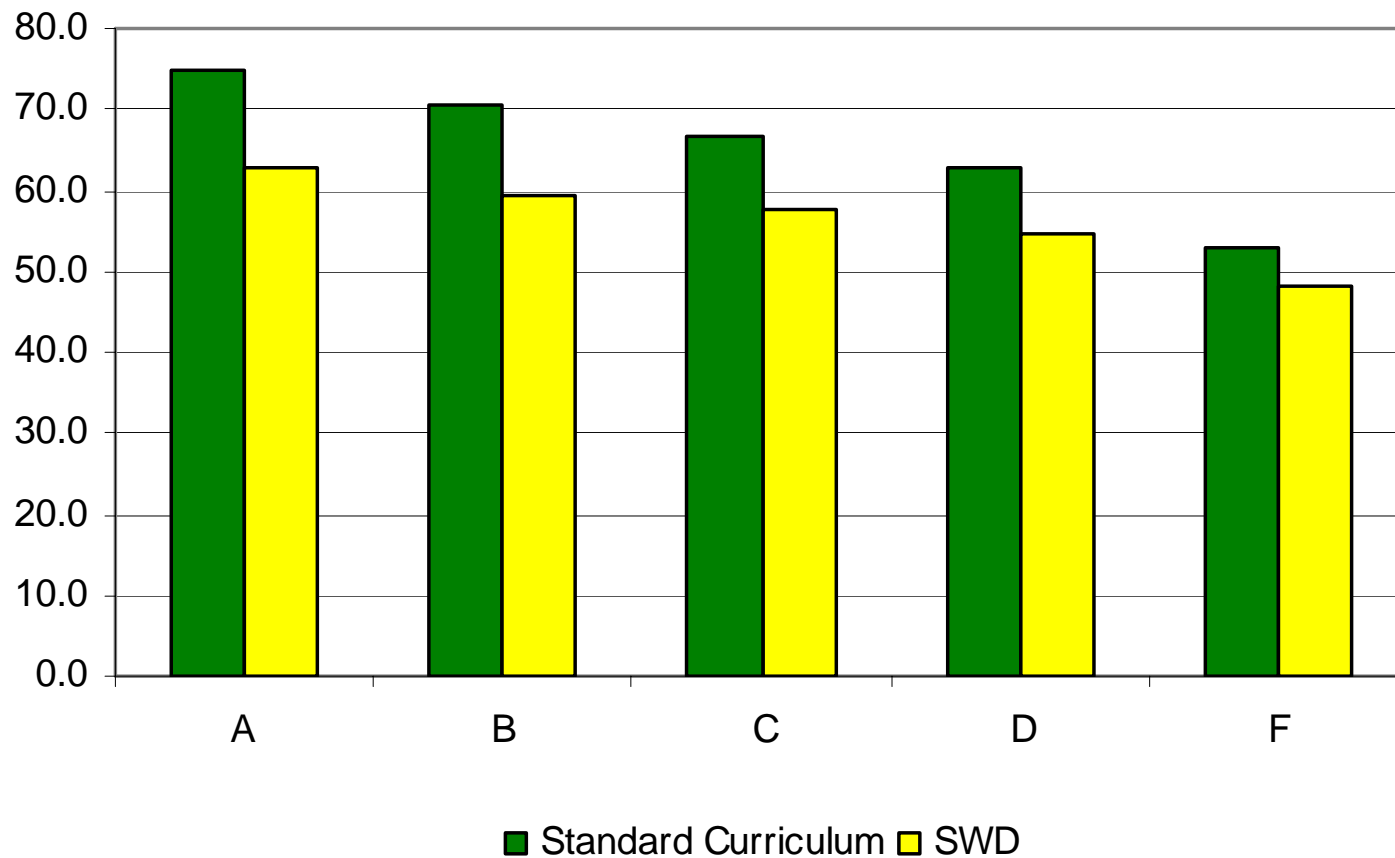
## Expanding the student base: including more students with disabilities and limited English proficiency

- Learning gains among students with disabilities mirror those in the standard curriculum
- Included more SWD and LEP students has about a 4 point effect on the current statewide average total points

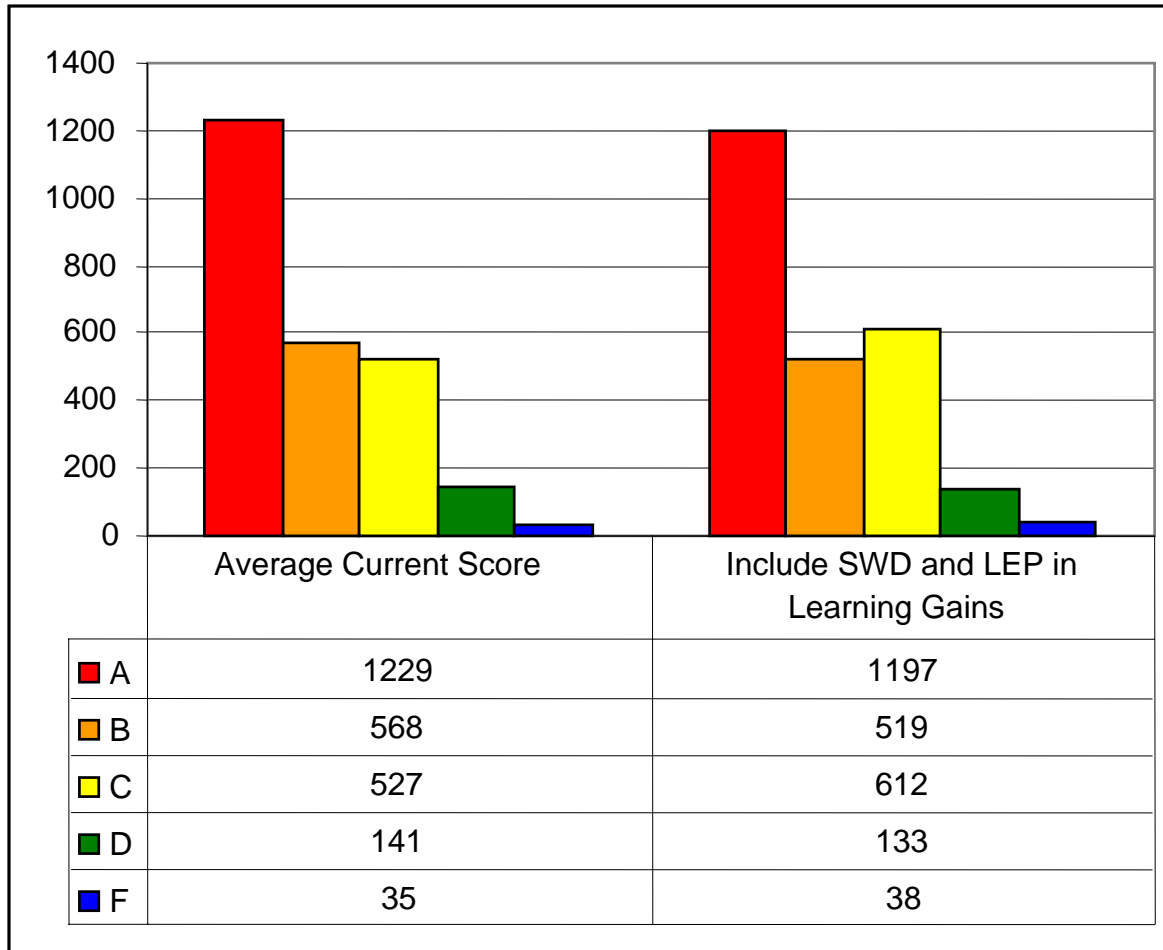
# Reading learning gains among students with disabilities mirror those in a standard curriculum



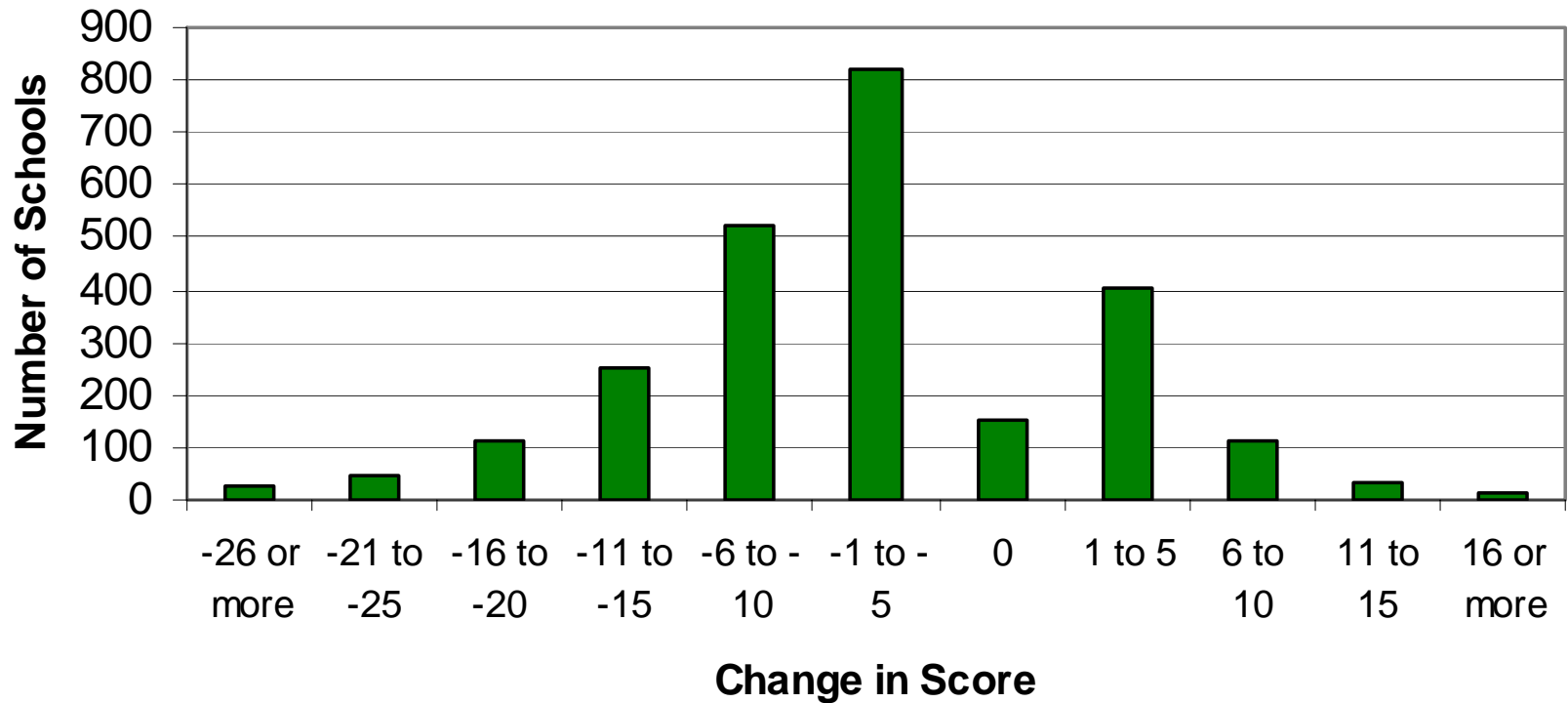
# Math learning gains among students with disabilities mirror those in a standard curriculum



# Adding students with disabilities and limited English proficiency has a small effect on most school grades



# Some schools may experience larger changes



---

# Expanding the academic base: the Science FCAT in 2006-07

- Required in law
- Adds a factor to the calculation of school grades
- Raise the scale by the statewide average percent proficient in science
- Offer science assessment in grade 11 or 12

---

# Raising the bar and expanding the base

- Include additional students with disabilities and limited English proficiency in 2004-05
- Raise Writing to 3.5 for 2004-5 and 2005-06
- Raise Writing to a 4.0 in 2006-07
- Include Science FCAT in 2006-07