

Accountability: Adequate Yearly Progress and School Grades

**2007-2008 Technical Assistance Meeting for Selected
NCLB Programs**

April 23, 2007

Florida Department of Education

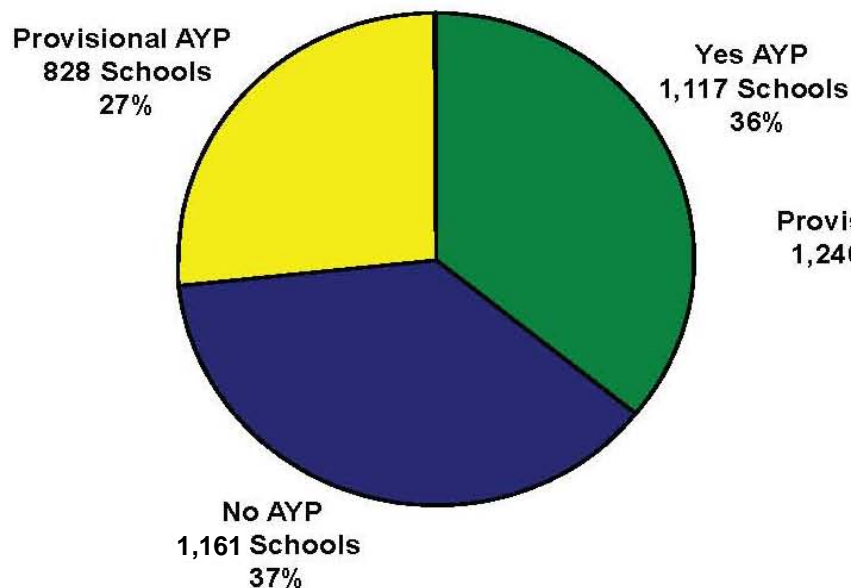




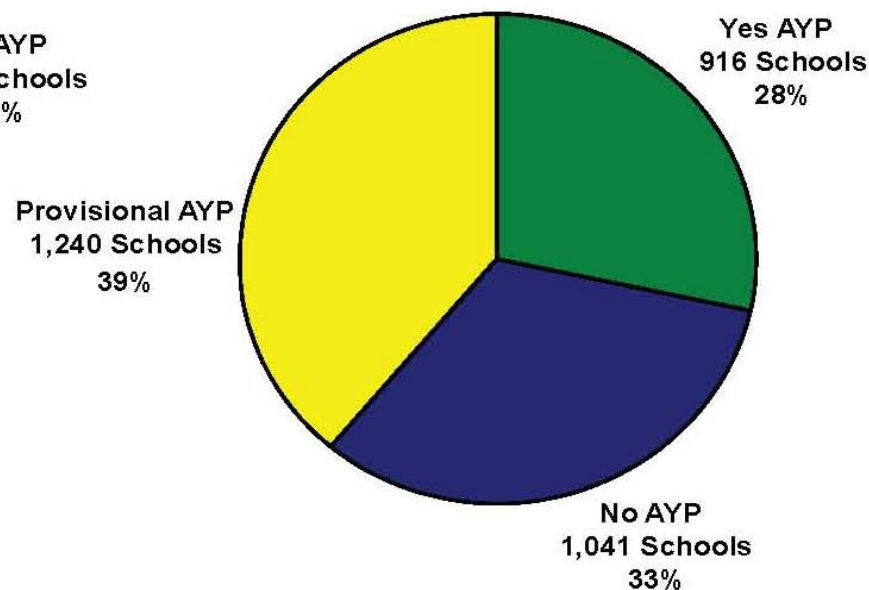
AYP Calculation

No Child Left Behind Adequate Yearly Progress

2005



2006





Subgroups Classifications

AYP calculations are based upon nine subgroups.

1. Total School
2. White (W)
3. Black (B)
4. Hispanic (H)
5. Asian (A)
6. Native American (I)
7. Economically Disadvantaged Students
8. English Language Learners (ELL)
9. Students With Disabilities (SWD)



39 Components of AYP

Participation Rate in Reading for the 9 subgroups

Participation Rate in Math for the 9 subgroups

Reading Proficiency of 9 subgroups

Math Proficiency of 9 subgroups

Change in School Writing Proficiency

Change in School Graduation Rate

School Grade



2006-07 State Targets for AYP

95% Participation Rate in Reading

95% Participation Rate in Math

51% of Students Proficient in Reading

56% of Students Proficient in Math

1% Improvement in Writing Proficiency
or 90% at 3 and above

1% Improvement in Graduation Rate or
graduation rate of 85% or higher

School Grade not a D or F



What's the Size of School and Subgroup Enrollment for AYP?

A school must have at least 11 eligible students in order to determine AYP for a school

A subgroup must have at least 30 representing 15% of the school's population or 100 eligible students in order to determine AYP for a subgroup

Determine if Participation Criteria was Met

Two Ways to Compute:

First Method: Is the CY Percent Tested 95% or greater for the school and ALL subgroups?

If Yes: Participation Target is Met

If Not: Check the Second Method

Second Method: Is Average Percent Tested (CY and PY) 95% or greater for the school and/or ALL subgroups

If Yes: Participation Target is Met

If Not: Participation Target is Not Met

Determine if Writing Criteria was Met

Two Ways to Compute:

First Method: Does a school have a CY proficiency rate of 90% or higher?

If Yes: Writing Target is Met

If Not: Check the Second Method

Second Method: Did the school increase its proficiency rate by at least 1% from the PY?

Increase in Proficiency = % Students Proficient in CY Minus (-) % Students Proficient in PY

If Computed Difference ≥ 1 , then Writing Target is Met; Otherwise Not.

Determine if Graduation Rate Criteria was Met

Two Ways to Compute:

First Method: Has a school attained a rate of 85% or higher in CY?

If Yes: Graduation Target is Met

If Not: Check the Second Method

Second Method: Did the school increase its graduation rate by at least 1% from the PY?

Increase in Grad Rate = Graduation Rate in CY
Minus (-) Graduation Rate in PY

If Computed Difference ≥ 1 , then Grad Rate Target is Met; Otherwise Not.



Determine if School Grade Criteria was Met

Is the School Grade a D or F?

If Yes: The School Grade Criteria was not Met

If Not: The School Grade Criteria was Met

Determine if Reading/Math Proficiency Targets were Met

Two Ways to Compute:

First Method: Did the school and ALL subgroups meet the reading/math proficiency target?

If Yes: Proficiency Targets were met

If Not: Check Second Method

Second Method: Did the school and/or ALL subgroups that did not meet reading/math proficiency targets meet Safe Harbor requirements?

If Yes, then reading/math criteria is met;
Otherwise Not.

When can a School Use Safe Harbor?

The Safe Harbor provision can be applied only if a school has met all four requirements below:

At least 95% of students in total and in each subgroup have participated in testing.

The school has met writing criteria.

The school has met graduation rate criteria.

The school grade is not D or F.

What are Requirements for Safe Harbor?

Safe Harbor requires that for each subgroup being evaluated:

The percent of non-proficient students decrease by at least 10% from the preceding year

Graduation Rate Criteria is met

Writing Criteria is met

Safe Harbor: 10% Reduction in Non-Proficient Students

Example School

Prior Year: 20% Proficient in Reading

Current Year: 29% Proficient in Reading

Step 1 – Compute % Non-Proficient:

Prior Year:

$$100\% - 20\% = \mathbf{80\%}$$

Step 2 – Compute 10% Target Reduction:

Ten Percent of the Prior Year's % of Non Proficient Students

$$80\% * 10\% = \mathbf{8\%}$$

Step 3 – Compute Safe Harbor Proficient Target:

Prior Year % Proficient added to the 10% Target Reduction

$$20\% + 8\% = \mathbf{28\%}$$

Step 4 – Determine if the 10% Reduction is Met:

*Does the Current Year % Proficient exceed
the Safe Harbor Proficient Target?*

$$29\% \geq \mathbf{28\%} ?$$

YES, Subgroup Meets AYP through Safe Harbor

SWD Flexibility

The flexible reporting standards are:

1. **SWD 1% Policy:** Proficiency through alternate assessment standards for students with significant cognitive disabilities (maximum of 1% of total tested population).
 - The percent of students reported as proficient on SWD alternate assessment may not exceed 1% of the total assessed population – at the district level.
2. **Long Term SWD 2% Policy:** Proficiency through modified achievement standards, benchmarks, or another alternate assessment for students who may not be able to meet grade-level standards but are not part of the 1% (maximum of 2% of total tested population).
 - Guidance on this policy just released by USDE in April.
 - Assessments not developed as of yet.
 - Will not affect AYP in 2007.
3. **Short Term:** SWD mathematical adjustment.
 - Applies to schools/districts that did not make AYP based solely on the performance of the SWD subgroup.
 - An adjustment is made (In Florida, 13 percentage points are added) to the percentage of students proficient in reading and/or math.



Adequate Yearly Progress Changes for 2006-07

Benchmarks increase

Potential use of a growth model

AYP Benchmarks

	Reading	Mathematics
2001-02	31	38
2002-03	31	38
2003-04	31	38
2004-05	37	44
2005-06	44	50
2006-07	51	56
2007-08	58	62
2008-09	65	68
2009-10	72	74
2010-11	79	80
2011-12	86	86
2012-13	93	93
2013-14	100	100

Proposed AYP Growth Model

Submitted to U.S. Department of Education
for consideration

Incorporate student growth in addition to
student performance in the AYP calculations

In addition to the status model and safe
harbor, districts and schools could meet their
AYP targets using the growth model

If the growth model is approved, a school or
district can meet AYP if the percentage of
students proficient or “on track to be
proficient” meets or exceeds the state targets

Proposed AYP Growth Model

Year In State Tested Grade	Decrease From Baseline Assessment In Performance Discrepancy
1	33% of original gap
2	66% of original gap
3	Student must be proficient

Grade	3	4	5	6
Student's Actual Reading Developmental Score	1001	1325	1450	1635
Required DSS Score for Proficiency	1198	1456	1510	1622
Cut score needed to be "on track to be proficient"	NA	33% of 621	66% of 621	100% of 621
Is student "on track to be proficient"	No	Yes	Yes	Yes

Proposed AYP Growth Model

AYP Determination	Yes	No
2006 AYP Results Status and Safe Harbor (No Growth Model) Reading 44% and Mathematics 50%	916	2281
2007 Projected AYP Results based on 2006-07 data, Status and Safe Harbor (No Growth Model), Reading 51% and Mathematics 56%	743	2460
2007 Projected AYP Results based on 2005-06 data, Status and Safe Harbor and Growth Model Growth Model = On Track to be Proficient in Three Years with Annual Cut Points, Reading 51% and Mathematics 56%	899	2295



School Grades Calculation

Florida's School Grading System

50% based on Performance

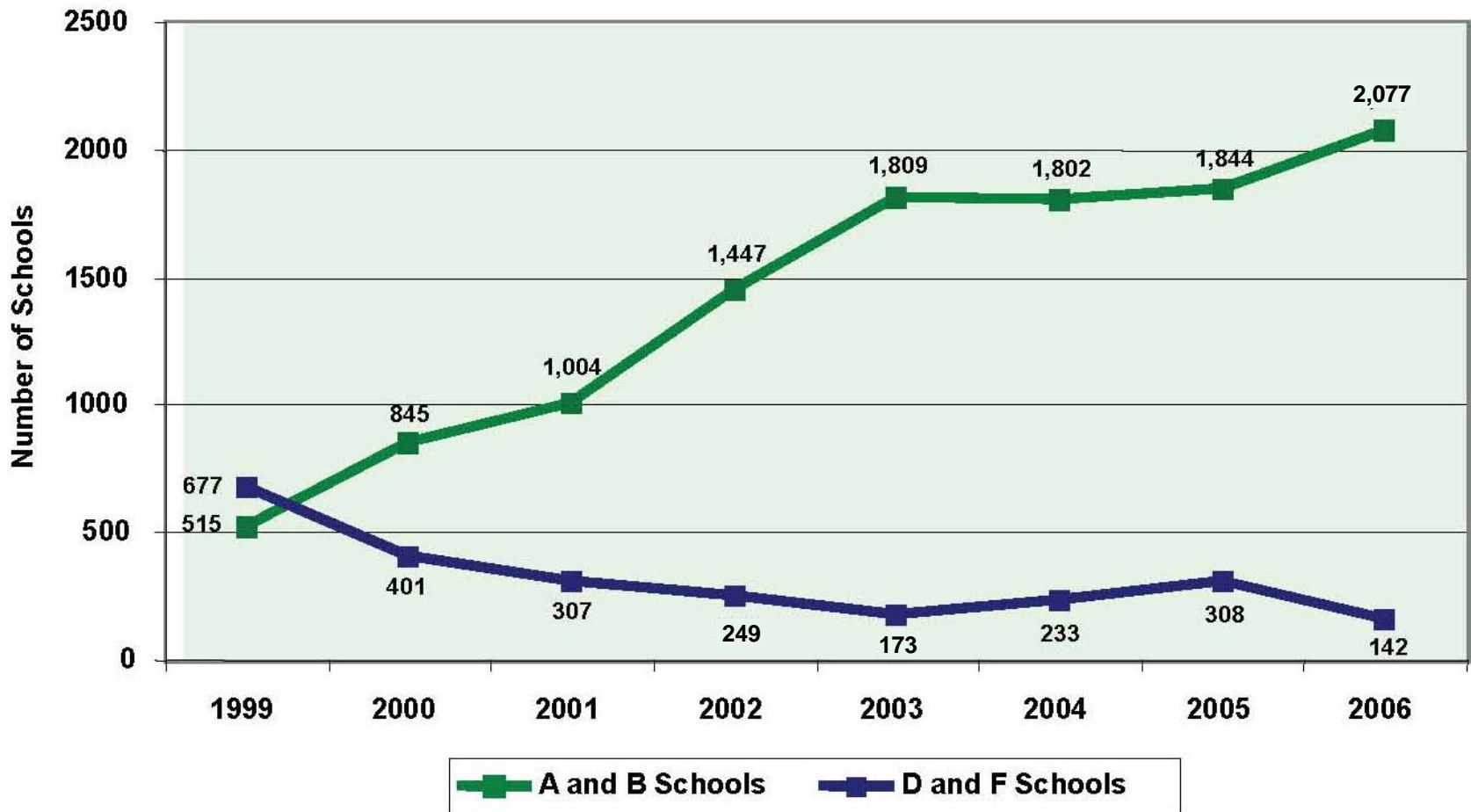
READING	MATH	WRITING
Performance	Performance	Performance
Learning Gains	Learning Gains	
Learning Gains of Lowest 25%		

Florida's School Grading System

50% based on Learning Gains

READING	MATH	WRITING
Performance	Performance	Performance
Learning Gains	Learning Gains	
Learning Gains of Lowest 25%		

School Grades - 1999-2006



School Grade Calculations

Eight components used for determining School Grade:

Percent of eligible students meeting high standards

Reading

Mathematics

Writing

Science (NEW)

Percent of eligible students making learning gains

Reading

Mathematics

Percent of lowest performing eligible students making learning gains

Reading

Math (NEW)

Florida's School Grading System


50% based on Performance

READING	MATH	WRITING	SCIENCE
Performance	Performance	Performance	Performance
Learning Gains	Learning Gains		
Learning Gains of Lowest 25%	Learning Gains of Lowest 25%		

Florida's School Grading System

50% based on Learning Gains

READING	MATH	WRITING	SCIENCE
Performance	Performance	Performance	Performance
Learning Gains	Learning Gains		
Learning Gains of Lowest 25%	Learning Gains of Lowest 25%		



Additional School Grade Changes for 2006-07

Revised School Grading Scale

800 point scale change from current 600 point scale

Retakes of Grade 11 and 12

Earn ten bonus points when half of all 11th and 12th graders retaking the FCAT meet the graduation requirement

Who are Eligible for School Grades?

Students reported in Survey 3 and Survey 2 data submissions

Students attending public schools

Students with valid FCAT scores

Current year records are included for meeting high standards

Current and prior year records are included for learning gains

Who are Eligible for Each School Grade Component?

Performance Components

Eligible students with a valid matching current year FCAT score reported and FCAT grade matches enrollment grade

Exceptionality = Speech Impaired (F), Gifted (L), or Hospital/Homebound (M)

LEP = LY and enrolled \geq 2 years

Learning Gains Components

Eligible students with valid current and prior year FCAT scores reported and FCAT grade matches enrollment grade

All SWD and LEP students



Who are Eligible for Percent Tested?

Percent tested numerator

Eligible students with both valid and invalidated current FCAT scores reported and FCAT grade matches enrollment grade

Percent tested denominator

All eligible students who should have matching current year FCAT scores reported

Who is not Eligible for School Grades?

Students reported in Survey 3 but not reported in Survey 2 data submissions

Students not attending public schools

Students promoted or demoted out of grades 3 through 10

Students withdrawn before FCAT testing

Excluded for all grading if after Survey 3 and before FCAT Reading/Math test

Performance Components: Reading and Math

One point accrued for each percent of eligible students scoring in FCAT Achievement Levels 3, 4, and 5 in reading and math

Number of eligible students scoring in levels 3-5 divided by the total number of eligible students with valid FCAT reading and math scores

$$\text{Reading Performance} = \frac{\text{Total eligible students with reading levels 3, 4, or 5}}{\text{Total eligible students with valid FCAT reading scores}}$$

$$\text{Math Performance} = \frac{\text{Total eligible students with math levels 3, 4, or 5}}{\text{Total eligible students with valid FCAT math scores}}$$

Performance Components: Writing

One point earned for each percent of eligible students scoring 3.5 and above

Number of eligible students with writing scores 3.5 and above, divided by the number of eligible students with valid writing scores

$$\text{Writing Performance} = \frac{\text{Total eligible students with writing scores 3.5 and above}}{\text{Total eligible students with valid FCAT writing scores}}$$

Performance Components: Writing

If fewer than 30 students were tested in writing, the district writing average is substituted for writing performance

Writing exam is administered in Grades 4, 8, and 10

District averages are calculated for the following grade groupings:

- Grade 4

- Grade 8

- Grade 10

- Grades 4 and 8

- Grades 4 and 10

- Grades 8 and 10

- Grades 4, 8, and 10

District averages are applied to the schools based on the minimum and maximum grades served by the school

Performance Components: Science

New in 2007, one point will be earned for each percent of eligible students in FCAT Achievement Levels 3, 4, and 5 in science

Number of eligible students scoring in levels 3-5 divided by the total number of eligible students with valid FCAT science scores

$$\text{Science Performance} = \frac{\text{Total eligible students with FCAT science levels 3, 4, or 5}}{\text{Total eligible students with valid FCAT science scores}}$$

Performance Components: Science

If fewer than 30 students were tested in science, the district science average is substituted for science performance

Science exam is administered in Grades 5, 8, and 11

District averages are calculated for the following grade groupings:

- Grade 5

- Grade 8

- Grade 11

- Grades 5 and 8

- Grades 5 and 11

- Grades 8 and 11

- Grades 5, 8, and 11

District averages are applied to the schools based on the minimum and maximum grades served by the school

Three Ways to Make Learning Gains

For all eligible students:

1. Improve one or more achievement levels
2. Maintain FCAT achievement level 3, 4, or 5

*For all eligible **non-retained** students:*

3. Maintain an achievement level of 1 or 2 and demonstrate one year's growth – which is to exceed the DSS cut score for their particular grade level

Determining Learning Gains for Reading

Table of developmental scale scores with the cut values for each grade for reading

One Year's Growth Definition for FCAT Reading Developmental Scores*						
Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
230	166	133	110	92	77	77
* Retained students cannot demonstrate learning gains using Developmental Scale Score						

Determining Learning Gains for Math

Table of developmental scale scores with the cut values for each grade for math

One Year's Growth Definition for FCAT Mathematics Developmental Scores*						
Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
162	119	95	78	64	54	48
* Retained students cannot demonstrate learning gains using Developmental Scale Score						

Learning Gains Components: Reading and Math

Formulas used for Reading and Math gains

$$\text{Reading Gains} = \frac{\text{Total eligible students making one of the reading gains options}}{\text{Total eligible students with current and prior FCAT reading scores}}$$

$$\text{Math Gains} = \frac{\text{Total eligible students making one of the math gains options}}{\text{Total eligible students with current and prior FCAT math scores}}$$



Learning Gains Components: Lowest 25% in Reading and Math

Special attention is given to the reading and math learning gains of the lowest performing students

The calculation includes students who:

- Meet all the criteria for inclusion in the school grades calculation for the current year

- Have both current and prior year FCAT scores

- Are ranked in the lowest 25% based on their prior year FCAT development scale scores

- Have a prior year score less than or equal to an achievement level 3 score



Learning Gains Components: Lowest 25% in Reading and Math

Identification of lowest 25%

Rank the scores of all students in a grade from highest to lowest based on their prior year DSS

Identify the DSS that corresponds to the percentile rank of 25; this is the boundary score

Boundary score must not be in FCAT Achievement Levels 4 or 5

Any student who has a score equal to or below the boundary score is included in the lowest 25%

Students from all grades are combined to form the total pool of students to be evaluated

Learning Gains Components: Lowest 25% in Reading and Math

Formulas used for low gains (Separate calculations for Reading and Math)

$$\text{Lowest 25 \% Gains} = \frac{\text{Total eligible students from first ranking that made a gain}}{\text{Total eligible students with current and prior FCAT scores}}$$

$$\text{Lowest 30 or more Gains} = \frac{\text{Total eligible students from the second ranking that made a gain}}{\text{Total eligible students with current and prior FCAT scores}}$$

- Use Lowest 25% Gains if total count of students are greater than or equal to 30
- Use Lowest 30 or more Gains if total count of students is less than 30
- Use school level reading gains for low gains if both are less than 30

School Grade Calculation

Determine the Total Points and the Final School Grade

All percentage points accumulated for each of the eight components are summed to obtain total school points

Ten bonus points are added if at least 50% of all 11th and 12th graders retaking the FCAT meet the graduation requirement

The status of each additional condition reviewed.

- Percent tested


- Adequate progress of the lowest performing students in reading and math

Percent Tested

A schools - 95% or more tested

All other grades - at least 90% tested

I schools - fewer than 90% tested



Adequate Progress for the Lowest 25 % of Students

**At least half (50% or more) show
learning gains in Reading and Math**

A schools must have adequate progress in
the current year

B or C schools must have adequate progress
in either current or previous year

School Grade Calculation

- A** 525 points or more, 95% tested, made adequate progress (50%) with the lowest performing students in reading and math
- B** 495 points or more, 90% tested, made adequate progress (50%) with the lowest performing students in reading and math within 2 years
- C** 435 points or more, 90% tested, made adequate progress (50%) with the lowest performing students in reading and math within 2 years
- D** 395 points or more, 90% tested
- F** Fewer than 395 points, 90% tested
- I** Less than 90% tested (Schools initially receive a grade of “incomplete” while the status is investigated)

Sample School Grade Report for 2007

Sunshine Middle School					
2007	Reading (Grades 6, 7, 8)	Mathematics (Grades 6, 7, 8)	Science (Grade 8)	Writing (Grade 8)	Grade Points
% Meeting High Standards	63%	59%	65%	74%	261
% of Students Making Learning Gains	66%	68%	_____	_____	134
Adequate Progress of Lowest 25% or Lowest 30 Students in the School?	50% (Yes)	50% (Yes)	_____	_____	100
School Grade Points					495
Percent Tested = 93%					
School Grade					B

Percent scoring FCAT level 3 and above

Percent scoring at 3.5 and above

1 point for each % meeting high standards in reading, mathematics, science, and writing

1 point for each % making gains in reading and mathematics

1 point for each % of lowest performing students making gains in reading and mathematics

3 ways to make gains:
• Improve FCAT levels
• Maintain Level 3, 4, or 5
• Improve more than one year within level 1 or 2, but not retained

Percent of eligible students tested

Adequate Progress?
"Yes" indicates at least 50% made learning gains in current or prior year.
"No" indicates less than 50% made learning gains in current or prior year.

Based on 3 Things:
1. Total Points
2. Adequate Progress
3. % of Students Tested

School Grades 2008 and beyond

School Improvement Ratings for Alternative Schools (s. 1008.341, F.S.)

Provides Alternative Schools the option of receiving a traditional school grade or a school improvement rating.

If an alternative school chooses to receive a school improvement rating, the performance of the alternative school's students will be included in the calculation of the rating **and** the school grade of the students' home school.

Rule development will continue over the Summer with a rule in place by the Fall.

School Improvement Ratings will be calculated in 2007-08.



Contact Information

Juan C. Copa

Director, Evaluation and Reporting Office

Florida Department of Education

325 West Gaines Street, Room 316

Tallahassee, FL 32399

Phone: (850) 245-0411

Email: evalnrpt@fldoe.org

Website: <http://firn.edu/doe/evaluation/home0018.htm>