

Revising Florida's High School Accountability System

October 23, 2008





Senate Bill 1908

- Beginning in the 2009-2010 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	Start Date	Completion Date
Develop models	June 2008	September 2008
Vet with External Stakeholders	October 2008	December 2008
Regional Rule Development Workshops	January 2009	February 2009
Rule Approved		by June 2009 SBE Meeting
FYI Release of New School Grades (Model Run – Not Official)		June/July 2009
New School Grades Used for Official Purposes		June/July 2010



New Component #1: **Graduation Rate**

Proposal:

- Use Florida High School Graduation Rate calculation that excludes GEDs (NGA rate)
- Use “current year” rate; not lagged measure.
 - For example, 2010 School Grade would use the graduation rate for the Class of 2010.



New Component #1: **Graduation Rate**

Reactions:

- Count GEDs (especially GED Exit Option)
- Only include those students who were enrolled the full year (Surveys 2 and 3) at the school during the student's senior year.



New Component #2: Performance & Participation in Accelerated Coursework

Initial Proposal

1. Separate Measures for Participation and Performance
2. Base measures (i.e., percent participating/performing) on all standard high school graduates at the school in a given year – capturing student participation/performance throughout their high school careers.
 - **Goal:** Increase the number of students graduating from high school earning at least some postsecondary credit.
 - **This method** holds schools accountable for all their graduating students; not just those who enroll in accelerated courses.
3. Weight the different types of accelerated coursework



New Component #2:

Performance & Participation in Accelerated Coursework

Reactions

- Dual Enrollment and AP/IB should be weighted equally
- Dual Enrollment should be weighted less than AP/IB because of the lack of a standardized exams for Dual Enrollment courses
- Formula heavily weighted toward college readiness; not workforce readiness
- In using a cohort of graduates, what happens when a student graduates from High School B, yet took his/her accelerated coursework in High School A?



New Component #2:

Performance & Participation in Accelerated Coursework

New Proposal

- Industry certification will be included in the formula in 2009-10; not phased-in a year later as previously proposed.
- Consideration of a new denominator
- For the ***participation*** measure, there will be no weights applied for different types of accelerated coursework.
- For the ***performance*** measure, a new weighting method is proposed, based on the logic used to award postsecondary credit by exam (as approved in rule).



New Component #2:

Performance & Participation in Accelerated Coursework

Consideration of a New Denominator

- Original denominator (all standard high school graduates in a given) would not account for student performance or participation in accelerated coursework if it occurred at a different high school (i.e., one that he/she did not graduate from)
- New Option:
 - **Participation:** All 9th – 12th graders in a given year enrolled in a particular high school.
 - **Performance:** All students in a given year (9th – 12th grade) that enrolled in accelerated coursework.
- Please note: For a school to receive credit for participation in an accelerated course that ends in an exam (e.g., AB, IB, AICE), the student must enroll in the course and take the exam.



New Component #2:

Performance & Participation in Accelerated Coursework

New Weighting Proposal for Performance

- Higher scores on the AP, IB, and AICE exams correspond to students earning credit for multiple college courses
- Dual Enrollment – by definition – can only lead to students earning credit in one course
- Industry Certification can also only lead to students earning one industry certification

New Component #2:

Performance in Accelerated Coursework

Successful Completions defined as:

AP	
Score of 3	1 Successful Completion
Score of 4 or 5	2 Successful Completions
IB	
Score of 4	1 Successful Completion
Score of 5, 6, or 7	2 Successful Completions
AICE	
Passing Score on an AS Level AICE Exam	1 Successful Completion
Passing Score on an A Level AICE Exam	2 Successful Completions
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



Acceleration Performance

In the formula, schools would earn weighted credit for the number of successful completions each student earns. Here is the proposed weighting system to accommodate multiple successes by students:

Weight	Successful Completions
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
1.60	7 Successful Completions
1.70	8 Successful Completions
1.80	9 Successful Completions
1.90	10 Successful Completions
2.00	Over 10 Successful Completions

Acceleration 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	4	2
Industry Certification Exam	Passed	1
Total Successful Completions		5
His Weight in the Formula		1.40



New Component #3: Postsecondary Readiness

Proposal:

- Number of students scoring “ready” (as defined by state approved cut scores) on the ACT, SAT, or CPT ***divided by*** the total number of standard high school graduates in a given year.
 - Separate measures for Reading, Writing, and Math
 - If student takes multiple tests (ACT, SAT, or CPT), the students highest score by subtest is used.
 - This is consistent with the Bright Futures considerations and the current calculation of readiness.



New Component #3: **Postsecondary Readiness**

Reactions

- Not all students take the SAT, ACT, or CPT
- Base calculation on test takers, not all high school graduates
- Component should be based on participation, not performance



New Component #4: **Graduation Rate for At-Risk Students**

Proposal


- Use Florida High School Graduation Rate calculation that excludes GEDs (NGA rate)
- Subset of overall cohort – including only those students that earned a Level 2 or lower on both FCAT Reading and Math in 8th Grade.
- If a school does not have at least 30 students in that subgroup, the school's overall graduation rate will be substituted for this measure.
 - This is consistent with what is done currently in school grades in regard to the learning gains of the lowest performing students (bottom quartile).



New Component #4: **Graduation Rate for At-Risk Students**

Reactions

- Include GEDs
- Use a 5-year rate, rather than a 4-year rate
- Maintain consistency between the at-risk rate and overall rate (e.g., if the overall rate excludes GEDs and is a four-year rate, the at-risk rate should be the same).




New Component #5: Growth or Decline in components

New Proposal:

- Schools earn an escalating number of bonus points based on the magnitude of their improvement.
- Bonus Points would be awarded based on the following improvements (growth from prior year):

5 to 9 percentage point improvement	5 bonus points
10 to 19 percentage point improvement	10 bonus points
20+ percentage point improvement	20 bonus points



New Component #5: **Growth or Decline in components**

New Proposal:

- Schools would lose 5 points if the school declined on the measure by 5 or more percentage points from the prior year.
- **The maximum points possible for any one component would be 100 (or 200 in the case of acceleration performance).**
- If the bonus points earned causes the point total to exceed the maximum (100 or 200 points), the school would earn the maximum number of points.

Current FCAT School Grades Components, Total Points

READING	MATH	WRITING	SCIENCE
Performance 100 possible pts.	Performance 100 possible pts.	Performance 100 possible pts.	Performance 100 possible pts.
Learning Gains 100 possible pts.	Learning Gains 100 possible pts.	TOTAL POINTS 800 POINTS	
Learning Gains of Lowest 25% 100 possible pts.	Learning Gains of Lowest 25% 100 possible pts.		

PLUS 11th and 12th grade retakes for possible bonus points (10) – High schools earn ten bonus points when half of all 11th and 12th graders retaking the FCAT meet the graduation requirement.

Proposed High School Grades Components, Total Points

GRADUATION	ACCELERATION	READINESS	
Overall Rate 100 possible pts.	Participation 100 possible pts.	Performance on Reading 100 possible pts.	
At-Risk Rate 100 possible pts.	Performance 200 possible pts.	Performance on Writing 100 possible pts.	
		Performance on Math 100 possible pts.	
Total Graduation Points = 200	Total Acceleration Points = 300	Total Readiness Points = 300	Total Points Possible = 800



Comments/Feedback

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