

Revising Florida's High School Accountability System

November 19, 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 May 2009 State Board of Education Meeting
FYI Release of New School Grades (Model Run – Not Official)		Fall 2009
New School Grades Used for Official Purposes		Fall 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 #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, credit will be given for multiple acceleration courses/exams taken.
- 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:
 - **Performance:** All students in a given year (9th – 12th grade) that enrolled in accelerated coursework.

New Component #2: Performance & Participation in Accelerated Coursework

New Options for the Participation Calculation

	Numerator	Denominator
Option 1	All 9th-12th graders that took an accelerated exam/course during the academic year	All 9th-12th graders
Option 2	All 9th-12th graders that took an accelerated exam/course during the academic year	All 11th-12th graders
Option 3	All 11th-12th graders that took an accelerated exam/course during the academic year	All 11th-12th graders

- 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 take the exam.



New Component #2:

Performance & Participation in Accelerated Coursework

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

Factor for Multiple Performance and Participation

- Proposal provides schools credit for students who take multiple accelerated exams/courses and succeed in multiple accelerated exams/course



Acceleration Participation

In the formula, schools would earn weighted credit for the number of exams/courses a student takes. Here is the proposed weighting system to accommodate multiple tests taken/enrollments by students:

Weight	Participation Outcome
1.00	1 Exams/Courses Taken
1.10	2 Exams/Courses Taken
1.20	3 Exams/Courses Taken
1.30	4 Exams/Courses Taken
1.40	5 Exams/Courses Taken
1.50	6+ Exams/Courses Taken



Acceleration Participation – 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 Exam/Course	Exam/Course Taken
Dual Enrollment Course 1	1
Dual Enrollment Course 2	1
Dual Enrollment Course 3	1
AP Exam 1	1
AP Exam 2	1
Industry Certification Exam	1
Total Exams/Courses Taken	6
His Weight in the Formula	1.50

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 student earns. Here is the proposed weighting system to accommodate multiple successes by students:

Weight	Performance Outcome
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

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:

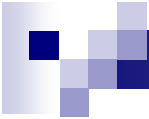
- **Numerator**: Number of students scoring “ready” on SAT, ACT, and/or CPT anytime during their high school careers
- **Denominator**: High school graduates who scored a Level 3 or higher on the 10th Grade FCAT in Reading and Mathematics.
 - Separate measures for Reading, Writing, and Math
 - If student 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 #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 #5: Growth or Decline in components

New Proposal:

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

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



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

New Proposal:

- There is **no deduction of points** proposed at this time.
- If the bonus points earned causes the point total to exceed the maximum for any component, 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 150 possible pts.	Performance on Reading 100 possible pts.	
At-Risk Rate 100 possible pts.	Performance 150 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



Simulations

Assumptions/Caveats

- Simulation based on 2007 High School Grades
- Only looked at the 392 high schools (no combination schools) that earned a school grade in 2007
- Acceleration components do not include AICE or Industry Certification
 - Industry Certification data not available for 2007
 - Working on agreement with AICE for assessment data
- Graduation rates (overall and at-risk) follow the NGA Compact (no GEDs; only 4-year rates)
- ACT, SAT, and/or CPT scores only available for those students who enrolled in a Florida postsecondary institution.
 - Working with College Board and ACT to get scores for all students (needed for accurate measure of school performance)

Proposed High School Grades Components, Recap of Proposed Measures Used in Simulation

GRADUATION	ACCELERATION	READINESS
NGA 4-year cohort based rate (no GEDs)	Number of accelerated exams/course taken (9 th -12 th grade) divided by all 11 th -12 th graders (referred to as "Option 2")	Number of students scoring "ready" in Reading divided by high school graduates who earned a 3+ on their 10 th grade FCAT Reading and Math
NGA 4-year cohort based rate (no GEDs); only students who scored Level 1 or 2 on the 8 th Grade FCAT Reading and Math	Number of accelerated successes earned divided by students who enrolled in/took exam in accelerated coursework.	Number of students scoring "ready" in Writing divided by high school graduates who earned a 3+ on their 10 th grade FCAT Reading and Math
		Number of students scoring "ready" in Math divided by high school graduates who earned a 3+ on their 10 th grade FCAT Reading and Math



Simulations

Assumptions/Caveats

- Grade scale used in the models is a doubling of the current 800-point scale

	800-point scale	1600-point scale
A	525-800	1050-1600
B	495-524	990-1049
C	435-494	870-989
D	395-434	790-869
F	Less Than 395	Less Than 790

Simulations – Average Values

GRADUATION	ACCELERATION	READINESS	
Overall Rate 79	Participation OPT1: 16 OPT2: 35 OPT3: 28	Performance on Reading 65	
At-Risk Rate 65	Performance 72	Performance on Writing 66	
		Performance on Math 61	
Total Graduation Points = 144	Total Acceleration Points (using OPT2) = 107	Total Readiness Points = 192	Total Points Possible = 443 Equates to a “C” under current 800-point scale

Simulation Results

Grade	2007 Actual HS Grades	2007 HS Grades with 2008 Low 25% Rule Change	Comparison Group – Minus Schools with Low Data Counts on New Measures	Simulation – Option 1	Simulation – Option 2	Simulation – Option 3
A	55	61	55	32	41	34
B	86	88	84	40	49	49
C	119	129	121	132	135	131
D	102	84	77	100	94	98
F	30	30	26	59	44	51
Total	392	392	363	363	363	363



Simulation Results – Option 2

- 129 Schools drop to a lower grade
 - 18 “A” schools drop
 - 49 “B” schools drop
 - 40 “C” schools drop
 - 22 “D” schools drop
- 24 Schools improve to a higher grade
 - 4 “B” schools improve
 - 4 “C” schools improve
 - 11 “D” schools improve
 - 5 “F” schools improve
- 210 Schools maintain the same grade



Comments/Feedback

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