Florida’s School Grading System
Updates

District Assessment and Accountability Coordinators’ Meeting

September 6, 2012

Bureau of Accountability Reporting

Florida Department of Education
Presenter:
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Florida Department of Education
www.fldoe.org/evaluation
Today’s Presentation & Discussion

Morning Session:
• School Grading Changes for 2012
• Changes for the Coming Year
• Data Processes
• High School Grades 2012

Afternoon Session:
• Carry-over from Morning Session
• Q & A
State Board Adoption of School Grades Changes for 2012

• On February 28, 2012, the State Board of Education considered extensive changes to the school grades rule.
  – On that date, the Board also established a task force to make recommendations on implementing inclusion of students with disabilities, English Language Learners, and students with disabilities at ESE center schools.

• The Board met again on May 10, 2012, and adopted additional changes to the school grades rule based on the task force’s recommendations.

• The Board met once again in an emergency session on May 15, 2012, to address the FCAT Writing criterion. A 90-day emergency rule was adopted for the writing change (expires 90 days after it goes into effect).
School Grade Models by School Type
# Elementary Schools

(Text in **red** [**underscored**] indicates a new or changed requirement.)

<table>
<thead>
<tr>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Science</th>
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</thead>
<tbody>
<tr>
<td><strong>Performance</strong></td>
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<tr>
<td>FCAT 2.0, FAA (100 points)</td>
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<tr>
<td><strong>Learning Gains All Students</strong></td>
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<td>FCAT 2.0, FAA (100 points)</td>
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<td><strong>Low 25% Learning Gains</strong></td>
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<td>FCAT 2.0 (100 points)</td>
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<tr>
<td>(300 points)</td>
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</table>

**Additional Requirements:**

- For 2011-12 only, the adequate progress requirement for the Low 25% will not be applied.
- Test at Least 90% of students, 95% to earn an “A.”
- Beginning in 2012-13 – A performance threshold in Reading (25%) will be applied - Grade lowered one letter grade if not met.
Middle Schools

(Text in red [underscored] indicates a new or changed requirement.)

<table>
<thead>
<tr>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Science</th>
<th>Civics</th>
<th>Acceleration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance</strong></td>
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</tr>
<tr>
<td>FCAT 2.0, FAA (100 points)</td>
<td>FCAT 2.0, EOCs, FAA (100 points)</td>
<td>FCAT, FAA (100 points)</td>
<td>FCAT 2.0, FAA (100 points)</td>
<td>2014-15 EOC (100 points)</td>
<td>2011-12 High School EOC's (Industry Certifications 2012-13) (100 points)</td>
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<tr>
<td><strong>Learning Gains All Students</strong></td>
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<td></td>
<td></td>
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High Schools

(Text in red [underscored] indicates a new or changed requirement.)

<table>
<thead>
<tr>
<th>Assessment Components – 50%</th>
<th>“Other” Components – 50%</th>
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</thead>
<tbody>
<tr>
<td><strong>Performance</strong></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Math (Algebra, Geometry)</td>
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</tr>
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<td>FCAT 2.0 (100 points)</td>
<td>EOC (100 points)</td>
</tr>
<tr>
<td>(300 points)</td>
<td>(300 points)</td>
</tr>
</tbody>
</table>

Additional Requirements:
- For 2011-12 only, the adequate progress requirement for the Low 25% will not be applied.
- Test at Least 90% of students, 95% to earn an “A.”
- Meet the at-risk graduation rate target - 65% or improvement targets.
- Beginning in 2012-13 - Performance threshold in Reading (25%) - Grade lowered one letter grade if not met.
### Combination Schools (K-12, 6-12)

<table>
<thead>
<tr>
<th>Assessment Components – 80% for K-12’s, 70% for 6-12’s</th>
<th>“Other” Components – 20% for K-12’s, 30% for 6-12’s</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td><strong>Math (Algebra, Geometry)</strong></td>
</tr>
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<td><strong>Performance</strong></td>
<td>FCAT 2.0, FAA (100 points)</td>
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<td></td>
<td>(300 points)</td>
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### Additional Requirements:
- For 2011-12 only, the adequate progress requirement for the Low 25% will not be applied.
- Test at Least 90% of students, 95% to earn an “A.”
- Meet the at-risk graduation rate target of 65% or improvement targets.
- Beginning in 2012-13 - Performance threshold in Reading (25%) - Grade lowered one letter grade if not met.
Statutory Changes

• New assessments and achievement levels for FCAT 2.0.

• Include EOCs in the school grades model after Achievement Levels are established (Algebra 1 for 2011-12, and Biology [2012-13], Geometry [2012-13], U.S. History [2013-14]).

• Incorporate learning gains for FCAT 2.0 Reading and Mathematics, and EOC assessments (math subjects).

• Add new acceleration component to the middle school grades (HS EOCs for 2011-12 and Industry Certifications [2012-13]).
Statutory Changes (cont.)

- Greater emphasis on reading performance – reading threshold. (not implemented until 2012-13) Schools will need to have at least 25% of students scoring at or above grade level in reading to meet the requirement.

- Remove Level 3 students from the Low 25%.

- Reassign scores of hospital/homebound students to home schools reported on Survey 3. (Scores are removed from the H/H center and re-assigned to home schools.)
Changes Arising from ESEA Waiver

• Include students with disabilities and English language learners in their second year of instruction in all components of the school grades model. (Add to performance measures.)

• Bank middle school satisfactory performance on HS level EOC assessments (Algebra 1 for 2011-12) for high school grades. (Allowed by ESEA, not required by ESEA).

• Use the federal uniform graduation rate.

• Allow for substitution of more rigorous assessments (e.g., Algebra 1 EOC rather than FCAT 2.0 Mathematics). – Still under discussion with USED.
Changes Already in Rule, and Policy-Based Adjustments

• Continue with changes already in rule for 2011-12 which increase rigor for high school grades.
• Add learning gains on the Florida Alternate Assessment for students who remain at the lowest levels (below performance level 4).
• Provide extra weighting for students who move from a lower level to level 4 or 5 on the FCAT 2.0.
• Provide extra weighting for prior-year low performers on the FAA and FCAT 2.0 who make greater-than-expected gains.
Additional Policy-Based Changes (cont.)

• One-year waiver for the low 25% learning gains target (adequate progress requirement).

• Allow ESE center schools to choose whether to receive a regular school grade or a school improvement rating. Credit back scores to home schools.

• Apply two graduation rate measures (federal four-year rate, modified five-year rate).

• Change the at-risk graduation rate target to 65%.

• Limit any lowering of school grades in 2011-12 to a one-letter-grade drop.

• Change the FCAT Writing criterion to 3.0 (from 4.0) – emergency provision.
School Grade Changes: Select Details

• Rule-Based Changes for
  – All Schools (includes Elementary)
  – Middle Schools
  – High Schools
  – Combination Schools

• Additional Changes Mandated by ESEA or Florida Legislation
Changes for All Schools

1. Achievement level cut scores, 2011-12

• As adopted by the State Board in Dec. 2011
• FCAT 2.0 Reading and Mathematics
• Algebra 1 EOC Assessment
• Reset 2010-11 scores on new scale and achievement levels (for learning gains measures)
• Note: No change to scales for FCAT Science or Writing in 2011-12
Changes for All Schools

2. Students with Disabilities (SWDs) in performance measures

• Now included in Reading, Math, Science, Writing
• No exclusions based on SWD status
• FCAT 2.0 and FAA scores included
• EOC assessment scores included as available
3. English Language Learners (ELLs) in performance measures

• 2\textsuperscript{nd}-year ELLs (those with at least one year in instruction) are now included in Reading, Math, Science, and Writing performance. (Previously, only ELLs with more than 2 years were included.)

• Recently arrived (first-year) ELLs (less than 365 days in school in the U.S.) are not included in performance measures.

• New data element: Date of Entry in School in U.S.
  – Used for determining which ELLs are recently arrived (with less than a year in instruction)
  – We previously used the ESOL entry date for this purpose.
Changes for All Schools

4. FCAT 2.0 learning gains for students remaining at level 1 or 2

• Level 1 students must increase their score by at least 2 scale score points beyond expected growth.
• Level 2 students must increase their score by at least 1 scale score point beyond expected growth.
• Applies the FCAT 2.0 vertical scale (reading, math).

[The score increases required to make gains for each group are shown on the next slide. These are also the amounts presented in the revised rule.]
## Changes for All Schools

4. **FCAT 2.0** learning gains for students remaining at level 1 or 2

Minimum FCAT 2.0 Annual Scale Score Increases Required to Demonstrate Learning Gains

<table>
<thead>
<tr>
<th>Reading</th>
<th>Grade 3-4</th>
<th>Grade 4-5</th>
<th>Grade 5-6</th>
<th>Grade 6-7</th>
<th>Grade 7-8</th>
<th>Grade 8-9</th>
<th>Grade 9-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>12</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Level 2</td>
<td>11</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Grade 3-4</th>
<th>Grade 4-5</th>
<th>Grade 5-6</th>
<th>Grade 6-7</th>
<th>Grade 7-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>16</td>
<td>10</td>
<td>10</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Level 2</td>
<td>15</td>
<td>9</td>
<td>9</td>
<td>8</td>
<td>10</td>
</tr>
</tbody>
</table>
Changes for All Schools

4. FCAT 2.0 learning gains for students remaining at level 1 or 2 (Retained Students)
• Retained students are included.
• They must show the same amount of score increase as non-retained students at the same grade.
  – For example, a retained 5th grader at level 1 in reading (prior year) must increase his/her score by at least 10 scale score points.
Changes for All Schools

5. FAA learning gains for SWDs remaining in the same Emergent levels – performance levels 1, 2, or 3
   • These students can demonstrate learning gains by achieving a defined gain in the raw score (current vs. prior year) -- 5 points or more.
   • Prior to 2011-12, all students in this category were classified as not having made learning gains.
Changes for All Schools

6. Additional weighting for prior-year low performers making more than expected gains
   • Applies to prior-year scores on FCAT 2.0 at levels 1 and 2, and FAA levels 1, 2, and 3.
   • Students get extra weighting in learning gains numerator if they exceed minimum amount of increase needed for gains by 33% on the FCAT 2.0 vertical scale.
   • For FAA students, a 7-point increase in the raw/total score is required.
   • Qualifying students are weighted at 1.1 instead of 1.0 in the numerator.
Changes for All Schools

7. Level 3 students in the Low 25% (FCAT 2.0)
   • Level 3 students will not be included in the Low 25% group.
Changes for All Schools

8. Retained students at Levels 1 and 2 in the Low 25%
   • After the Low 25% is calculated, retained students at prior-year levels 1 and 2 will be added to the Low 25% group.
     – The Low25% will be calculated ranking all students (including retained students);
     – Any retained students at levels 1 and 2 who are left over after the initial Low25% ranking will be added to the Low 25% group.
Changes for All Schools

9. Weighting for learning gains to Levels 4 and 5
   • Add weight to learning gains for students moving into Levels 4 and 5 from lower levels (FCAT 2.0 and EOCs, as applicable).
   • Students moving from any lower level to level 4 would be weighted at 1.1 in the numerator.
   • Students moving from any lower level to level 5 would be weighted at 1.2 in the numerator.
10. Adequate progress requirement for the Low 25%
   • Suspend the adequate progress requirements for reading and math (for 2011-12 only).
   • The requirements for adequate progress of the Low 25% in reading and math will be reinstated beginning in 2012-13.
Changes for All Schools

11. Change in FCAT Writing criterion for 2011-12

- Re-set to 3.0 for 2011-12 only (will revert back to 4.0 in 2012-13 if the State Board takes no further action)
- Rule workshop held August 24, 27, and 28 to consider FCAT Writing standard for 2013 and beyond.
- State Board meets in October to adopt a writing standard for 2013 and beyond.
Changes for All Schools

12. One-letter-grade drop limit on school grade declines for 2011-12

• By rule, no school will be assigned a final grade that is more than one letter grade lower than in the previous year.
  – For schools that would otherwise drop more than one letter grade, any difference between points earned and points needed to earn a letter grade that is no more than one grade lower than the prior year’s grade will be added to the performance measures for reading, math, and writing to bring the school back up to an adjusted points total that meets the rule requirement.

• Provision applies for one year only.
Changes for All Schools

13. Reading performance requirement ("threshold")

- **Not applicable for 2011-12.**
- Beginning in 2012-13, schools that do not have at least 25% of students reading at grade level (level 3 for the FCAT 2.0; level 4 for the FAA) will be assigned a final grade that is one grade lower than the school would have earned based on total points.
- This applies to schools that would be graded A, B, C, or D based on total points. (So, a “D” could be lowered to an “F.”)
- Schools that have their grade lowered for not meeting other targets (e.g., adequate progress of the Low25%, at-risk graduation rate) will not have their grade lowered further.
Changes for Middle Schools

14. Use of more rigorous assessments in place of FCAT 2.0

• Allows the use of EOC (e.g., Algebra 1) scores in the middle school math components of school grades (learning gains, performance).
  – Change in state legislation (2012) gives districts the flexibility to test middle school students on only one state assessment in the subject area (e.g., Algebra 1 in place of FCAT 2.0 Math or Geometry in place of FCAT 2.0 Math), but does not require that districts test students on only one state assessment in the subject area.

• If a student has both an FCAT 2.0 Mathematics score and one or more EOC scores in a math subject, the higher/highest score is used (limited to first-time scores for EOC assessments).

• Learning gains – if both FCAT 2.0 and Algebra 1 are matched to a student in the current year, the higher outcome applies.

• For middle school students, the first EOC assessment score earned during the school year is used for performance and learning gains unless the student has a higher FCAT score.
14. Use of more rigorous assessments in place of FCAT 2.0 (continued)

- Learning gains for Algebra 1 (from prior year FCAT 2.0) are made if:
  - The student increases an achievement level.
  - The student stays at level 3 or higher.
  - Or, for students remaining at level 1 or level 2, the student’s common scale score increases.

- Deriving a common scale score (T-score) for Prior Year FCAT 2.0 score
  - Compares scores for populations of students who took Algebra 1 and have a prior-year FCAT 2.0 Math score.
  - Sets a common scale for both assessments in order to allow for relative comparison of individual student performance on each assessment.
Changes for Middle Schools

15. Acceleration component for middle schools
   (participation in and performance on high school level EOC assessments [Algebra 1 only for 2011-12])
   • 50 points for participation (percentage of points x 0.5)
   • 50 points for performance (percentage of points x 0.5)
   • For 2011-12 only, schools were “held harmless” for the participation measure. School grades were calculated with the participation component and without the participation component, and were assigned the higher points total of the two calculations.
     – When the school grade is calculated without the EOC participation component, the resulting total points is multiplied by a factor of 1.059 to bring the final total points up to a 900-point scale equivalent value.
Changes for Middle Schools

15a. Acceleration participation requirements:

• Full-year-enrolled students only
• For 2011-12, only Algebra 1 scores were used.
• If a student takes the exam more than once during the year, only the first administration is used.
Changes for Middle Schools

15a. Acceleration participation denominator:

- The count of 8th graders in the school year who scored at Achievement Level 3 or higher on their grade 7 FCAT 2.0 assessment in mathematics*; plus
- Any other middle school students with an EOC record and a course record in the current year (all grades 6-8).

* Students who earned Algebra 1 credit toward graduation in an earlier year and who are current-year 8th graders will be removed from the denominator.
Changes for Middle Schools

The denominator will be calculated the same in 2012-13, when Geometry, Biology, and Industry Certifications are added to the acceleration model.

Students in grades 7 or lower, or grade 8 students who did not score at level 3 or higher on FCAT 2.0 Math, would still need a course record to be included.
Changes for Middle Schools

15a. Acceleration participation numerator:

- Students from the denominator who took an EOC assessment or Industry Certification.
  - Extra weighting of 0.1 for each assessment or Industry Certification after the first one.
Changes for Middle Schools

15b. Acceleration performance:

- **Denominator**
  - Unweighted count of students from the numerator of the participation component who have a valid score.

- **Numerator**
  - Students scoring at level 3 or higher on an EOC assessment.
  - Students with a “Passing” code for Industry Certification outcomes (beginning 2013).
Changes for Middle Schools

16. Revised Middle School Grading Scale (2011-12)
   • For 2011-12 through 2013-14, a 900-point scale applies:
     A = at least 590 points
     B = 560 to 589 points
     C = 490 to 559 points
     D = 445 to 489 points
     F = less than 445 points
     (The grading scales for elementary schools and high schools are unchanged for 2011-12.)

17. Civics (not applicable for 2011-12)
Changes for High Schools

18. End-of-course (EOC) assessments

• Includes Algebra 1 in performance and learning gains.
  – (Note: Geometry will be added in 2012-13 for mathematics performance and learning gains. Biology will be added for Science performance in high schools in 2012-13.)

• Minimum cell size for math performance, math learning gains, and math learning gains for the Low 25% is set at 10.
  – Includes FAA scores as well as Algebra 1 EOC assessment scores.

• The first EOC assessment score earned during high school is used for performance and learning gains.
  – Other administrations are considered retakes.

• For percent tested in math, the denominator will include students with applicable Algebra course records in Surveys 2, 3, (as well as 1 and 4 from the most recent summer terms) and SWDs tested on the FAA in math.
Changes for High Schools

19. Banking of passing middle school scores on HS EOC assessments

• We will bank scores for entering 9th graders who scored at level 3 or higher on high school EOC assessments while in middle school.

• The banked scores will be used in the math performance calculations for high schools (added to both the numerator and denominator).

• Banked scores will not be used for learning gains or the percent-tested calculations.

• The Prior Year Data corrections process will include banked EOC assessment scores.

• Students who enter grade 9 with the U.S. DOE Algebra 1 waiver will not be included in the “percent tested” calculation denominator for math.

  o A field will be provided for districts to use for identifying these students during the corrections/review processes.
20. Learning gains for EOC assessments

- Ninth-grade students' Algebra 1 scores are compared with their prior-year FCAT 2.0 mathematics scores.
- A student is counted as making learning gains if
  - the student increases an achievement level, or
  - maintains an achievement level at level 3 or higher, or
  - for students remaining at level 1 or level 2, the common scale score increases.
21. Graduation Rate

• The graduation rate measure (200 points) will now consist of two rates:
  – Four-year federal uniform rate (100 points) – required under ESEA
  – Modified five-year rate that counts special diploma recipients as graduates (100 points)

• Both rates will be calculated for 2010-11 as well as 2011-12 in order to calculate the annual growth/decline points.
  – The points-adjustment for annual growth/decline will be calculated separately for each rate and will be added together to determine the total points-adjustment for the combined graduation rate component.

• The graduation rate data review/corrections process is directed by the Department’s EIAS unit (www.fldoe.org/eias).
  – The same data collection and review process that has been conducted annually by EIAS applies to the federal rate.
### Changes for High Schools

#### Cohort Graduation Rate Comparisons:

<table>
<thead>
<tr>
<th>Adjusted Cohort</th>
<th>Graduates (On-Time Graduates from the Denominator)</th>
<th>Non-Graduates (All Non-Grads Remaining in the Denominator)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NGA Rate</strong></td>
<td></td>
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<tr>
<td>(Used for school years 2009-10 and 2010-11.)</td>
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<tr>
<td><strong>Cohort Adjustments</strong> (Students Removed from the Denominator)</td>
<td>Transfers to:</td>
<td></td>
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<tr>
<td></td>
<td>- Other public high schools (including DJJs or private high schools;</td>
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<td></td>
<td>- Home-education programs;</td>
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<td></td>
<td>*Adult-Ed GED diploma recipients are also classified as adult-education transfers for the NGA rate and are removed from the cohort.</td>
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<tr>
<td></td>
<td>- Standard diploma recipients,</td>
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<td>- Special diploma recipients.</td>
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<tr>
<td></td>
<td>- Dropouts, Certificate recipients,</td>
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<td>- HS Exit Option GED* diploma recipients,</td>
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<tr>
<td></td>
<td>- Continuing enrollees who are not on-time graduates.</td>
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<td></td>
<td>- Adult-Ed GED diploma recipients are classified as adult-education transfers and removed from the cohort (they are not non-grads here).</td>
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<tr>
<td><strong>Federal Uniform Rate</strong></td>
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<tr>
<td>(To be used for school years 2011-12 and beyond.)</td>
<td>Transfers to:</td>
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</tr>
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<td></td>
<td>- Other public or private high schools (not including DJJs);</td>
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<td>- Standard diploma recipients.</td>
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<td>- GED diploma recipients, Special diploma recipients,</td>
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<tr>
<td></td>
<td>- Transfers to adult education programs or DJJ centers who are not standard diploma recipients.</td>
<td></td>
</tr>
</tbody>
</table>
Changes for High Schools

21a. Five-year modified graduation rate component

• Calculated as a follow-up to the prior year four-year rate.
• Uses the same denominator as the prior-year four-year federal rate, but accounts for additional graduates in Year 5.
• Counts special diploma recipients as graduates (they are counted as non-graduates in the federal four-year rate).
• For new schools that do not have enough students for a five-year cohort rate, we will substitute a modified four-year rate (counting special diploma recipients as graduates) in place of the five-year rate.
22a. At-risk graduation rate target

- Reset at 65% to accommodate the more rigorous federal uniform rate criteria. Schools with a rate less than 65% can still meet the target by showing annual improvement.
- The 65% at-risk target is measured using the four-year federal rate component only.

b. At-risk graduation rate measure (100 points)

- The at-risk graduation rate measure will consist of the same two rate components as for the overall graduation rate measure (50 points for the 4-year rate; 50 points for the modified 5-year rate).
- As with the overall graduation rate, components for 2010-11 will be calculated using the same criteria as for 2011-12 in order to measure for annual growth/decline.
Changes for High Schools

23. Points adjustment for annual growth or decline
   (graduation rate, at-risk rate, acceleration measures, postsecondary readiness)
   
   • Points for growth are limited to 10 points, and points for decline stay at 5 points.
     – Growth points are determined before weighting for measures worth more than 100 points, as in previous years.
   
   • Points are awarded in 5-point increments for growth.
     – For an increase of 0-4 points, no additional points for growth are awarded.
     – For an increase of 5-9 points, five additional points are awarded.
     – For an increase of 10 or more points, ten additional points are awarded.
   
   • No change in how points are deducted for annual decline:
     – Five points are deducted if the measure declines by ten or more percentage points.
Changes for High Schools

24. Adjusting the high school Science component for 2011-12 only

• There is no high school Science assessment in 2011-12. (Biology is in its baseline year, without achievement levels set.)

• The seven remaining measures for performance and learning gains were rescaled to an 800-point equivalent scale.

• Points earned on the seven measures will be multiplied by a factor of 1.143 to reset the points to an 800-point equivalent scale.

• The 10 available bonus points for retakes will be added after the rescaling adjustment.
Changes for High Schools

25. Adjusting the denominator for accelerated participation
   • SWDs in grades 11 and 12 who took the FAA will not be included in the denominator for accelerated participation.
   • In addition, by rule, the *numerator* includes all 9-12 graders who participate in an advanced exam or dual enrollment course (regardless of outcome).
   • By rule revision, any 9<sup>th</sup> or 10<sup>th</sup> grade students who are included in the numerator for participation will also be included in the denominator.

26. U.S. History component  (not applicable for 2011-12)
Changes for High Schools

27. Changes required in rule prior to State Board Action in 2012

a. Re-weighting high school measures for accelerated participation and performance
   • Accelerated participation and performance will be weighted at 150 points each.

b. Expanding the denominator for postsecondary readiness to include all on-time graduates
Changes for Combination Schools (K-12, 6-12)

28. Revised school grading scale for combination schools serving high school grades

- Need to add 100 points for new middle school acceleration measure
- As a result, the grading scale for these schools will be based on 1,700 possible points instead of 1,600 points.
- For 2011-12 through 2013-14, a 1700-point scale applies:
  
  A = at least 1,115 points
  B = 1,050 to 1,114 points
  C = 925 to 1,049 points
  D = 840 to 924 points
  F = less than 840 points
Changes for Combination Schools (K-12, 6-12)

29. Weighting of points for combination schools serving high school grades

• When applying the 80/20 weighting for K-12 schools and the 70/30 weighting for 6-12 schools, we will include the points for the new middle school acceleration measure with the non-assessment-based high school measures (grad rates, acceleration, college readiness).
Other Changes not Addressed in Rule But Required by Florida Legislation or ESEA

30. School grades for statewide Virtual Instruction Providers (VIPs) -- Clarification

- Accountability grades for VIPs (7001’s) will continue to be calculated using state assessments applied in the eight measures for performance and learning gains.
Other Changes not Addressed in Rule But Required by Florida Legislation or ESEA

31. Applying the 1% cap for SWDs taking the FAA (as applied in AYP calculations)

- Under ESEA, a state may include the proficient scores of SWDs taking alternate assessments provided that the number of proficient students at the district level does not exceed 1% of all students tested in reading and in mathematics.
- Florida’s ESEA waiver did not exempt Florida from the applying the 1% cap for SWDs taking the FAA, as required for accountability calculations under ESEA.
- With inclusion of FAA scores in performance measures for school grades, the 1% cap will be applied to school grade performance outcomes in the same way as we applied the cap for AYP calculations.
Other Changes not Addressed in Rule But Required by Florida Legislation or ESEA

32. Reassigning scores for Hospital/Homebound students to home schools for inclusion in the home school’s school grade

- Required in statute -- s. 1008.34(3)(c)4, F.S. – but not addressed in rule.
  - What the statute says: “Student assessment data for students designated as hospital- or homebound shall be assigned to their home school for the purposes of school grades. “

- Applies to students who are full-year-enrolled at hospital/homebound centers with a separate school number.

- Assigned to all school grade measures for performance and learning gains.

- Home school data is reported on Survey 3, using the “zoned school” data element.
33. Changes for ESE Centers

• ESE centers will now be eligible to receive a school grade with full inclusion of SWDs in performance measures.

• ESE centers are treated similar to alternative schools for accountability purposes – able to select a regular school grade or a school improvement rating.

• A separate process for identifying ESE centers as alternative schools has been processed through the Department of Education.

• If the ESE center elects to receive a school improvement rating instead of a school grade, the scores for ESE center students are not only used in the ESE center’s school improvement rating but are also credited back to home schools for inclusion in performance measures and learning gains for the home schools’ grades.
34. Alternative Charter Schools; ESE Center Charter Schools

- For alternative schools that are charter schools, scores for students are not credited back to home schools. (new for 2011-12).
- For ESE centers that are charter schools, the same exemption applies. Scores are not credited back.
ESEA Required Reporting on Annual Measurable Objectives (AMOs) in Reading and Mathematics (not part of school grades)

• Under conditions of the ESEA waiver, Florida will report AMOs for students by subgroup at the school, district, and state levels, using student inclusion criteria previously applied in AYP calculations.

• Required data will be included on the School Public Accountability Reports:  http://doeweb-prd.doe.state.fl.us/eds/nclbspar/index.cfm

• Subgroups remain the same as in AYP reporting.

• Reported data will include
  – participation rates in reading and math for each subgroup (percent not tested),
  – proficiency outcomes in reading and math for each subgroup, and
  – school level indicators for
    o writing proficiency,
    o the four-year federal graduation rate,
    o performance of the Low25% in reading and math (from school grades), and
    o the school grade.
ESEA Required Reporting on Annual Measurable Objectives (AMOs) in Reading and Mathematics (cont.)
(not part of school grades)

• A state level AMO includes performance on TIMMS, PIRLS, and PISA and comparison to the highest performing nations.

• AMO reporting for reading and math proficiency by subgroup:
  – Baseline year for proficiency tracking = 2010-11.
  – Beginning with 2011-12, we will report annually whether each subgroup/school is on track to reduce its percent of non-proficient students by 50% by 2016-17.
  – AMOs are calculated separately for each school and subgroup in reading and math.
  – Reports will be posted at http://schoolgrades.fldoe.org.
Changes for 2013
School Grades Changes for 2013

- FCAT Writing Standard
  - State Board review in October 2012
- Scores credited back from students at alternative schools
  - State Board review in October 2012
- Reading performance threshold (25%) begins.
- One-letter-grade drop limit expires (unless renewed by the State Board).
- Adequate progress requirement for the Low 25% in reading and math resumes.
- New assessments (EOCs) and achievement levels – Biology, Geometry
- Additional EOCs and Industry Certifications are included in middle school acceleration.
- Geometry and Biology EOCs are included in math and science performance measures.
  - Biology provides points for science for high schools.
- Geometry is included in learning gains calculations for math.
- Algebra 1 is included in determining Low 25% group for math.
- Increased grade scale values for high schools in 2013 (points for an A, for a B, etc.)? Contingent on HS grades for 2012 – whether 75% make A’s or B’s.
School Grades Changes for 2013

Issues: A Closer Look at Select Areas

• Five-year graduation rate – special diplomas in numerator – ongoing discussion with USED

• Adequate progress calculation for the Low 25%: If rule is not changed, calculation would be based on percent making learning gains rather than learning gains points.

• Lowest 25% composition (math):
  • Algebra 1 scores included in ranking of prior-year scores
  • One ranking for FCAT 2.0 scores (by grade level); another ranking for Algebra 1 scores (all); then the Lowest 25% from each are combined
  • Algebra 1 to Algebra 1 learning gains (comparison of achievement levels)
School Grades Changes for 2013

Issues: A Closer Look at Select Areas (continued)

• Industry Certifications in middle school acceleration:
  • Reported IC outcome(s) would add a student to the participation denominator if not already included.
  • Would count for full weight in the numerator if the student isn’t already represented in the numerator.
  • Counts as extra 0.1 in numerator if the student is already represented in the numerator.

• Cell size for high school math performance and learning gains/Low 25 gains:
  • At least 20 test scores, based on any combination of Algebra 1, Geometry, and FAA scores, including banked EOC scores for performance (but not for gains).

• Learning Gains for Geometry:
  • Algebra 1 in prior year compared to Geometry in current year.
  • Same criteria for gains as currently applied for FCAT 2.0 Math to Algebra.
School Grades Changes for 2013

Additional Issues of Interest

• Accountability for Schools that Are Too Small for a Regular Grade
• Increasing the Number of Alternative Schools that Qualify for a Rating
Data Processes
Accountability Data Processes: Key Functions

For All Schools

- Identifying School Types for Accountability Reporting
  (Affects grade measures and points.)
- Identifying Alternative Schools for Alternative School Ratings
- Identifying ESE centers
- Matching Records: DOE Matching of Survey 2 (October survey) and Survey 3 (February survey) Records to Establish Full-Year Membership
- Matching Records: DOE Matching of Assessment Records to Membership Records (Assessment-to-Student Matching for Current Year and for Prior-Year Data)
- Web-based Applications (resources for districts) -- Maximizing Accuracy of Matching Processes and Accounting for Changes in Student Status after Survey 3 and Prior to Testing
Accountability Data Sources

For All Schools

- **Accountability School Types** file for review/updating (access via web application; notification sent to accountability coordinators).
- **Alternative School** file e-mailed to district accountability contacts for review and revision, as applicable.
- **ESE Center** file e-mailed to districts for review/updates.
- Data pulled directly from the **DOE student database** (e.g., Survey 2 and Survey 3 data).
- **Web-based Applications** -- files (for accountability reporting uses only)
Accountability Data Processes

For All Schools

- Accountability School Types file for review/updating (access via Web application; notification sent to accountability coordinators).
- Preliminary file set to previous year’s final assigned school types.
- Web Site provided for districts to review assigned types.
- New schools assigned initial type based on reported grade levels served (from MSID file).
- File finalized after several weeks allotted for district review and feedback.

✓ Applied in determining grade-level range to use when the district average supplants Writing or Science results.
✓ Applied in high school grading (which schools receive high school grades, which schools receive grade during summer release).
✓ Can determine weighting of assessment-based components vs. other high school components (graduation rates, acceleration, college readiness).
Accountability Data Processes

Alternative School File:

- Alternative education status determined by Primary Service Type on Master School ID file.

MSID file online:
http://doeweb-prd.doe.state.fl.us/EDS/MasterSchoolID/index.cfm
Requesting a Change to the Primary Service Type

- Districts may request a change to the Primary Service Type if the mission of the school changes, the population of served students changes to a special-needs population, or for other reasons affecting the primary type of instruction provided.

- The Department considers requests of this type on a bi-weekly basis. Supporting evidence of a mission/service change is required.

- Contact Education Information and Accountability Services for information on required procedures for requesting changes to the Primary Service Type on the MSID file.

- (850) 245-0400
- askeias@fldoe.org
Finalizing the Alternative School File

- Annual review period over 4 weeks provided to districts.
- Identification of alternative schools determined by districts (via submissions to MSID file, primary service type).
- However, once alternative schools are identified, the alternative school administration (not the district) has legal authority to choose whether to receive a regular grade or a school improvement rating.
- Schools receiving an alternative school rating:
  - Crediting back of test scores to students’ home schools
- Home schools reported on demographic records:
  - District Number, Zoned School
  - School Number, Zoned School

(Also reported for Hospital/Homebound students)
ESE Center School File

- New for 2011-12
- Implemented as ESE centers become eligible for school grades for the first time, due to inclusion of SWDs in school grade performance measures.
- Non-residential centers are identified using reported enrollment and code of “D” for “Exceptional Student, IDEA Educational Environments” data element on the Exceptional Student records.
- Residential centers (e.g., FSDB) are identified separately and may be added to the list after district review.
- The DOE provides the list to district superintendents and accountability contacts, and finalizes the file after district review/feedback.
- Like alternative schools, ESE centers have the choice of receiving a regular school grade or a school improvement rating.
Accountability Data Processes

Florida DOE Student Database Records Reporting

Essential to the calculation and reporting of school accountability outcomes.

Critical Functions:

• Allows for matching of membership (Student Demographic Information) records (Survey 2 and 3) to establish full-year enrollment.
• Allows for matching of membership records to assessment records (which determines which schools are credited with which assessments).
• Determines race/ethnicity (for AMO reporting).
• Determines lunch status (for AMO reporting).
• Determines English language learner status and length of time in instruction (for AMO reporting and school grades).
• Determines disability status (for AMO reporting).
• Identifies students enrolled with Virtual Instruction Providers (for statewide virtual provider grades).
• Provides other key data applicable to high school grades (Survey 5 & graduation rate cohort data).
Accountability Data Processes: Student Database Reporting

Surveys 2 & 3:
- Matching of membership (Student Demographic Information) records (Survey 2 and 3) to establish full-year enrollment. Initial process in the annual accountability production cycle.
- Districts notified of matching files resources (provided by DOE) and procedures to confirm enrollments one month in advance of closing of Survey 3 for accountability processes.
- Survey 3 closing date for accountability purposes in 2012 = March 16.
- Difference between Survey 3 deadline for accountability purposes and final deadline for submitting Survey 3 amendments.
- Key record formats:
  - Student Demographic Information
  - Exceptional Student
  - English Language Learner Information
  - Federal/State Indicator Status
  - Student Course Schedule (needed for VIP number and for EOC course records from Surveys 3, 2, 4, and 1)
Accountability Data Processes: Student Database Reporting

Student Demographic Information:


- Critical for the matching of membership records (Survey 2 and 3) to establish full-year enrollment.

Key Data Elements:

- **School of Enrollment** (School Number, Current Enrollment) -- The school to which assessment scores of students are credited.
- **Lunch Status**
- **Race**
- **Ethnicity**
- **English Language Learners, PK-12**
- **Student ID #** (Student Number Identifier, Florida)
- **Alias Student ID#** (Student Number Identifier – Alias, Florida)
- **Student Name**
- **Birth Date**
- **Grade Level**
- **District Number, Zoned School**
- **School Number, Zoned School (home school)**

* For accountability purposes, Survey 3 data determines how students are classified for these indicators.
Accountability Data Processes: Student Database Reporting

Exceptional Student:

URL: http://www.fldoe.org/eias/dataweb/database_1112/1112exst.asp

• Primary Exceptionality (Exceptionality, Primary)
• Other Exceptionality (Exceptionality, Other)
• Exceptional Student, IDEA Educational Environments
• For accountability purposes, we use what’s reported on Survey 3 for these indicators.
• Disability status affects students’ classification in the “Students with Disabilities” subgroup for AMO reporting as well as eligibility for inclusion in the proficiency components of school grades.
• We collect the “Exceptionality, Other” outcomes because a student who is reported as gifted for the primary exceptionality could have another exceptionality (e.g., Visually Impaired) and be eligible for classification as a student with a disability for AMO reporting purposes.
• The “IDEA Educational Environments” codes can be used to assist the Department in identifying ESE centers.
Accountability Data Processes: Student Database Reporting

English Language Learners Information:
URL: http://www.fldoe.org/eias/dataweb/database_1112/1112lep.asp

- English Language Learners: Entry Date
- Establishes the date on which a student entered ESOL. Length of time in program affects eligibility for inclusion in school grades proficiency components.
- **New element for 2012-13:** Date of entry to school in U.S. (will replace ESOL entry date for accountability purposes)

Federal/State Indicator Status:
URL: http://www.fldoe.org/eias/dataweb/database_1112/1112fsis.asp

- Dropout Prevention/Juvenile Justice Programs
  Provides a code indicating whether the student is in a dropout retrieval program (code R) or is in an alternative to expulsion program (code E). For students reported with either of these codes who are enrolled in an alternative school, their test scores are not included in an alternative school’s rating.
Accountability Data Processes: Student Database Reporting

Student Course Schedule:

Virtual Instruction Provider

- The providers themselves do not have the ability to report data to the Department of Education’s student database; the providers must depend on districts to accurately report enrollment for the providers.
- The Student Demographic Information record is not the record on which the provider code is reported. It’s the Student Course Schedule record that includes the data element for reporting the provider.
- Provider Codes must be reported correctly in Surveys 2 and 3 to ensure provider accountability.
- Also required for compilation of EOC course records (Surveys 3, 2, 4, and 1), which are matched to students for certain accountability calculations such as the middle school acceleration component.
Reporting Enrollments for Virtual Instruction Providers

Virtual Instruction Providers (VIPs)

• VIPs are assigned the 4-digit school number 7001.
• Provider codes are assigned to approved providers.
• District-operated programs are no longer assigned provider codes (they will now have their own school number [not 7001]).
• Provider Code Table in Appendix CC of student database manual: www.fldoe.org/eias/dataweb/database_1112/appendcc.pdf
• For students with a school number reported as 7001, the provider code(s) should be reported accurately on the applicable Student Course records.
Reporting Enrollments for Virtual Instruction Providers

Virtual Instruction Providers (VIPS)

These are the VIPs that will receive a statewide provider grade (assuming each has enough enrolled students with test scores), including the Virtual Instruction Provider codes.

<table>
<thead>
<tr>
<th>Code</th>
<th>Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>071</td>
<td>Florida Virtual School FT (grades 9-12)</td>
</tr>
<tr>
<td>301</td>
<td>Florida Virtual School FT—Connections (grades K-8)</td>
</tr>
<tr>
<td>302</td>
<td>K12 Florida, LLC</td>
</tr>
<tr>
<td>303</td>
<td>Advanced Academics</td>
</tr>
<tr>
<td>305</td>
<td>Educational Options, Inc.</td>
</tr>
<tr>
<td>307</td>
<td>National Network of Digital Schools</td>
</tr>
</tbody>
</table>
DOE Report for Request to Assist Districts and Providers in Reviewing Enrollments for VIPs

EIAS Report F71198:
Full-Time Virtual Students

- Available for Surveys 2 and 3
- To verify student data for school 7001
- Run by the district - generated by provider
- Report lists student name, ID, grade level, VIP provider code and name.
- Please share with provider early in process for both surveys so the data can be verified by the providers.
Data Processes

Things to Keep in Mind

- District accountability coordinators receive notice of each process through e-mail notices and memoranda from EVALNRPT@fldoe.org (Evaluation and Reporting) and EVALNRPT_WebApps@fldoe.org. District MIS contacts are copied on e-mails for processes that involve submission of records to the DOE database (for example, processes that use Survey 3 data).

- Survey 3 records that are used for School Grades are extracted from Northwest Regional Data Center (NWRDC) well before the close of the period for updating Survey 3 data on the DOE database. District accountability coordinators and MIS contacts are notified of the “lockdown” date for submitting or amending Survey 3 data for use in accountability reporting.

- The Web Applications processes (with which district accountability coordinators should be familiar) provide for updates/corrections that are separate from regular database reporting.

- Two technical assistance workshops were held this year (2012) to assist districts in the use of the Web applications.
Accountability Data Processes:
Web Applications (for District Accountability Coordinators)

Secure Web Applications:
• FCAT HS Retakes Data (for high school bonus points)
• Prior-Year Data
• Student Data Updates
• Assessment Data Corrections
Data Processes/Web Applications

Prior Year Data:

Used in the calculation of the gains components of school grades and alternative school improvement ratings. Based on matching students in the current year to prior-year assessment data. Provides for additional student-to-assessment matching through corrected records. Data entered into the application is processed daily during the open application period and is available the following morning. -- Process completed for 2012
Data Processes/Web Applications

Retakes Data for HS Bonus Points:

Provides districts with tool to verify/correct student data used in the Retakes Bonus Points component for high schools in school grading. Data entered into the application is processed each evening during the open application period and is available the following morning. – Process completed for 2012.
Data Processes/Web Applications

Student Data Updates:

Provides a tool through which districts/schools are able to update records in the Membership File for students whose status has changed after the Survey 3 reporting week in February and the beginning of testing (e.g., ESE program enrollment/exit, ELL status, student withdrawal). These updates can affect the eligibility status of students for school grades and alternative school improvement ratings. Data entered into the application is processed daily during the open application period and is available the following morning. -- Process completed for 2012.
Data Processes/Web Applications

Assessment Corrections:

Provides a tool through which districts are able to verify assessment-to-student matches made by the DOE, make additional prior-year data matches, correct problems with assessment records, and complete the final process in preparing student data. These processes aid in determining student inclusion for school grades and school improvement ratings. Data entered into the application is processed daily during the open application period and is available the following morning. – Process completed for 2012.
Data Processes

DOE Database Submission for High School Grades:

See the next section on High School Grades.

Includes:

• Student Course Transcript data (Survey 5)*
  – Dual Enrollment data
• Student Assessment records (Survey 5)*
  – AICE, AP, and IB data
• Career and Technical Education Student Course Schedule (Survey 5)*
  – Industry Certification Outcomes

* Submission deadline for HS grades = October 12, 2012
High School Grades
High School Grades

- State Assessment Based Components = 50% of the school grade for high schools (components on slide 4).

### School Grading Assessment Measures

**Eight Components**

- Percent proficient in FCAT Reading. 100 points max.
- Percent proficient in FCAT Math. 100 points max.
- Percent proficient in FCAT Science. 100 points max.
- Percent proficient in FCAT Writing. 100 points max.
- Percent making learning gains in reading. 100 points max.
- Percent making learning gains in math. 100 points max.
- Percent of Low 25% making learning gains in reading. 100 pts. max.
- Percent of Low 25% making learning gains in math. 100 points max.

800 Total Points possible. (High schools can qualify for 10 bonus points if at least 50% of students retaking the grade 10 FCAT in reading and math pass graduation requirements.)
Components Outside State Assessments = 50% of High School Grade

- Graduation rate. [200 points]
  - Federal 4-year rate (100). Modified 5-year rate (100)
- Graduation rate of at-risk students. [100 points]
  - Federal 4-year rate (50). Modified 5-year rate (50)
- Accelerated curriculum participation (AP, IB, Dual Enrollment, AICE, Industry Certification) [150 points]
- Accelerated curriculum performance [150 points]
- Postsecondary readiness of students as measured by the SAT, ACT, or the CPT. [100 points, Math; 100 points, Reading]
- Growth or decline in the data components of these measures from year to year.
  - Additionally, to receive an “A”, a school must demonstrate that at-risk students in the school are making adequate progress.
Accountability Data Processes:
Key Functions for High School Grading

For High Schools, in Addition to Functions for All Schools:

- **DOE Student Database Reporting:** Survey 5 (end-of-year) DOE student database reporting for accelerated participation and performance measures – dual enrollment, AICE, Industry Certifications, as well as AP and IB data (new for 2011-12). (We will continue to use vendor data for AP and IB matching for 2011-12.)

- **External Data:** Data collection/reporting for records provided by external vendors or other sources outside the DOE’s PK-12 data reporting system: AP, IB, ACT, SAT, CPT/PERT. (Data corrections/review period focuses on matching results to membership records.)

- **Graduation Rate Data Reporting/Review.**
  These are separate activities. For the two items immediately above, the corrections and review processes are administered by different agency offices, each with its own procedures. The Department provides extensive technical assistance in each area.
Graduation Rate [200 points]

The graduation rate measure will consist of two rates:

- **Four-year federal uniform rate** (100 points)
  - Required under ESEA (34 CFR §200.19).
  - Only standard diploma recipients count as graduates.

- **Modified five-year rate** (100 points)
  - Counts special diploma recipients as graduates.
  - Calculated as follow-up to prior-year federal 4-year rate.
  - Uses same denominator as prior-year 4-year rate but adds 5th year graduates to the numerator.
  - For new schools that do not have enough students for a five-year cohort rate, we will substitute a modified four-year rate (counting special diploma recipients as graduates).

The graduation rate data review/corrections process is directed by the Department’s EIAS unit (www.fldoe.org/eias).
Graduation Rate

Who counts as graduates?

**Answer:** Standard diploma recipients only for the federal 4-year rate and standard + special diploma recipients for the 5-year rate

Who counts as non-graduates?

**Answer:** All students in the adjusted cohort who did not get counted as graduates, including:
- Dropouts
- Certificate recipients
- GED diploma recipients
- Students who are still enrolled but haven’t yet graduated.
- Recipients of any other diploma types that do not meet criteria for numerator.
Graduation Rate Summary Information

<table>
<thead>
<tr>
<th>Graduation Rate Method</th>
<th>Students Not Included in the Calculation (Adjustments to Cohort)</th>
<th>Graduates</th>
<th>Non-Graduates</th>
</tr>
</thead>
</table>
| Federal Four-Year Rate | Students reported as having transferred to:  
  • Other schools (public or private) and  
  • Home-education programs; and  
  Deceased students | • Standard Diploma recipients | • Dropouts  
  • Certificate of Completion recipients  
  • GED recipients  
  • Continuing enrollees who are not on-time graduates  
  • **Special Diplomas**  
  • **Transfers to Adult education programs or Dept. of Juvenile Justice facilities who are not standard diploma recipients.** |
| Five-Year Modified Rate | Same as for prior year ‘s federal four-year rate | • Standard +  
  • Special Diplomas | • Same as above, except special diploma recipients are counted as graduates instead of non-graduates. |
Graduation Rate for At-Risk Students [100 pts.]

**Denominator** = a subset of the adjusted cohort for the graduation rate. Includes all students from the adjusted cohort who scored at level 2 or lower on the grade 8 FCAT in both math and reading.

- The at-risk graduation rate will consist of the same two rate measures as for the overall graduation rate (50 points each).
- As with the overall graduation rate, components for 2010-11 will be calculated using the same criteria as for 2011-12 in order to measure for annual growth/decline.

If a school does not have at least 10 students in the at-risk subgroup, the school’s overall graduation rate will be substituted for this measure.
Graduation Rate Data Review and Corrections Process

This annual process is administered by Education Information and Accountability Services, and the review process has begun for the 2011-12 rate calculation and reporting cycle.

Data sets of students classified in the cohort and adjusted cohort are provided for district review. Later this year, files will be provided that can be used for making corrections. Certain amendments to records can be made through Survey 5 data submissions (e.g., on the Student End of Year Status records). Beginning in September, corrections will be limited to cohort data files provided by EIAS specifically for that purpose. The last date on which corrections can be submitted is **October 12, 2012**. This is a non-appealable issue.

For more information, contact Education Information and Accountability Services at (850) 245-0400 or askeias@fldoe.org.
HS Grades: Accelerated Participation

• Accelerated coursework participation for students in grades 9 – 12, based on exams taken for AP, IB, AICE, and industry certifications, as well as dual enrollment courses.

• This component measures the combined weighted student participation count divided by the membership count of students in grades 11-12 (minus SWDs tested on the FAA). Students are weighted extra if they have more than 1 instance of participation (extra weighting of 0.1 for each additional dual enrollment course or accelerated exam taken).

• Weighted at a factor of 1.5 after growth points/deductions are applied. (150 points max.)
HS Grades: Accelerated Performance

- Accelerated coursework performance: the weighted count of successful completions in accelerated coursework divided by the unweighted count of accelerated coursework participants.

- Students receive additional weighting in the numerator if they have more than 1 successful completion (an additional 0.1 weighting for each additional successful completion).

- Weighted at a factor of 1.5 after growth points/deductions are applied. (150 points max.)
Survey 5 Data Used in Accelerated Participation and Performance Components

- AICE, AP, and IB data: reported by Florida school districts on the Student Assessment record format, Survey 5.

- Dual enrollment data reported by Florida school districts on the Student Course Transcript Information record format, Survey 5.

- Industry certification data (Industry Certification Outcomes): reported by Florida school districts on the Career and Technical Education Student Course Schedule record format, Survey 5.

- Deadline for submission of amended Survey 5 records for inclusion in the 2011-12 high school grades = **October 12, 2012.** This is a non-appealable issue.
Survey 5 Data Used in Accelerated Participation and Performance Components

• Dual Enrollment Courses

• To be included in high school grades, a dual enrollment course must qualify for college credit toward an academic degree. The Bureau of Accountability Reporting will provide districts with a file containing course numbers that meet dual enrollment criteria.

• Will also include college credit-earning courses taught at private postsecondary Florida colleges.
  o Student Course Transcript – “School Number, Where Credit Earned” … values beginning with “P”
  o Any number beginning with a “P” will indicate a record for a student who has taken a dual enrollment course at a private college. (We will work with these colleges to confirm whether non-credit-earning courses were offered.)
Survey 5 Data Used in Accelerated Participation and Performance Components

• Weightings for Successful Completions in Performance Component

• AP, IB, AICE successful completions may earn additional weighting for higher exam scores. Credits for AP, IB, and AICE courses that are included in this component are addressed in the Articulation Coordinating Committee’s Credit by Exam Equivalencies list at http://www.fldoe.org/articulation/pdf/ACC-CBE.pdf.

• Minimum credit hours of 3 = 1 successful completion
• Minimum credit hours of 6 = 2 successful completions
• Minimum credit hours of 9 = 3 successful completions
• And so on . . .
Survey 5 Data Used in Accelerated Participation and Performance Components

- Weightings for Successful Completions in Performance Component

- Industry Certification Outcomes that are reported with a “P” (passing) code on the Vocational Student Course Schedule may earn additional weighting depending on the minimum number of equivalent credit hours established for the program area by statewide articulation agreements.

- The statewide articulation agreements for Industry Certification programs is available online at http://www.fldoe.org/workforce/dwdframe/artic_indcert2aas.asp

- Weighting for Industry Certifications without articulation agreements (but on the funding list).

## Postsecondary Readiness Components

<table>
<thead>
<tr>
<th>Numerator</th>
<th>Denominator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of on-time graduates scoring “ready” on SAT, ACT, and/or CPT any time during their high school careers</td>
<td>All on-time graduates</td>
</tr>
</tbody>
</table>

- Calculated separately for reading and math, the count of on-time graduates scoring “ready” or higher on ACT, SAT, or Common Placement Test (CPT) examinations divided by the total count of on-time graduates.

- Cut scores for readiness are provided in rule 6A-10.0315, FAC.
### Postsecondary Readiness Components Cut Scores

<table>
<thead>
<tr>
<th>Test</th>
<th>Component</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CPT</strong></td>
<td>Math</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>83</td>
</tr>
<tr>
<td><strong>SAT</strong></td>
<td>Verbal</td>
<td>440</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>440</td>
</tr>
<tr>
<td><strong>ACT</strong></td>
<td>Reading</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>19</td>
</tr>
<tr>
<td><strong>P.E.R.T.</strong></td>
<td>Reading</td>
<td>104</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>113</td>
</tr>
</tbody>
</table>
## Summary, High School Grades (Non-State-Assessment Components)

<table>
<thead>
<tr>
<th>GRADUATION</th>
<th>ACCELERATION</th>
<th>College READINESS</th>
<th>GROWTH/DECLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Rate</td>
<td>Participation 150</td>
<td>Reading 100</td>
<td>For each component schools may earn up to 10 additional points for GROWTH</td>
</tr>
<tr>
<td>200</td>
<td></td>
<td></td>
<td>(20 points for a factor worth 200 points)</td>
</tr>
<tr>
<td>100 for 4-Year Federal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100 for 5-Year Modified</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At-Risk Rate</td>
<td>Performance 150</td>
<td>Mathematics 100</td>
<td>For each component schools may lose 5 additional points for DECLINE</td>
</tr>
<tr>
<td>100</td>
<td></td>
<td></td>
<td>(10 points for a factor worth 200 points)</td>
</tr>
<tr>
<td>50 for 4-Year Federal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50 for 5-Year Modified</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Graduation Points</td>
<td>Total Acceleration</td>
<td>Total Readiness</td>
<td>Total Non-Assessment Points Possible</td>
</tr>
<tr>
<td>300</td>
<td>Points 300</td>
<td>Points 200</td>
<td>800</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All component values are capped at their maximum values. That is, if a school earns points in excess of the total for a particular component – through the growth adjustment or the escalating weights in the acceleration components – the school will receive the maximum points for that component.
Additional Requirement for “A” High Schools

• In order for a high school that earns enough points for an “A” to be awarded an “A”, the school’s at-risk graduation rate must meet a certain threshold to ensure “adequate progress.”

• Threshold:
  – 65% (based on 4-year federal rate component); or
    • 1 percentage point improvement over the prior year if percentage is within 10 points of the target
    • 5 percentage point improvement over the prior year if percentage is more than 10 points lower than the target
High School Grade Scale

Grading Scale for High Schools = 1,600-point scale:

• A = At least 1,050 points, B = 990 to 1,049 points, C = 870 to 989 points, D = 790 to 869 points, F = Fewer than 790 points.

• Combination schools that serve high school grades (graded on a 1,700 point scale) receive a grade that re-weights the FCAT measures and the new high school measures:
  – Grade K-12 schools are weighted 80% on the state-assessment based measures, and 20% on the other measures (vs. 50/50 for regular high schools).
  – Grade 6-12 schools are weighted 70% on the state-assessment based measures, and 30% on the other measures.
  – The new middle school component is grouped with the “other” measures when weighting is applied.
Data Reporting for High School Grading, Key Points:

• Deadline for submission of amended/new Survey 5 records for use in the 2012 HS grades is **October 12, 2012**. Non-appealable.

• Deadline for submission of corrected files for the cohort graduation rate for use in the 2011 HS grades is **October 12, 2012**. (Sept. 28, 2012, for five-year rate files) Non-appealable.

• A separate corrections/review period will be set in October/November 2012 for AP, IB, ACT, SAT, CPT/PERT data to focus on maximizing records matching.
Data Sources for High School Grades

Accelerated Curriculum (Participation and Performance):

- AP data: supplied by the College Board, compiled by the Florida Department of Education’s PK-20 Education Data Data Warehouse (EDW) URL: http://edwapp.doe.state.fl.us/doe/. See also www.collegeboard.com. - Will supplement Survey 5 matches.

- IB data: supplied by IBO, compiled by EDW. See also www.ibo.org. - Will supplement Survey 5 matches.

- AICE, AP, and IB data: reported by Florida school districts on the Student Assessment record format, Survey 5.

- Dual enrollment data: reported by Florida school districts on the Student Course Transcript Information record format, Survey 5.

- Industry certification data: reported by Florida school districts on the Career and Technical Education Student Course Schedule record format, Survey 5.

- Links to the record format descriptions for reporting AICE, AP, IB, dual enrollment, and industry certification data are accessible online at the following URL: http://www.fldoe.org/eias/dataweb/student_1112.asp#REPORTING FORMATS
Data Sources for High School Grades

Postsecondary Readiness:

- SAT data: supplied by the College Board, compiled by EDW. See also www.collegeboard.com.
- ACT data: supplied by ACT Education, compiled by EDW. See also www.act.org.
- CPT data: administered by the Florida Department of Education’s Office of Articulation. See also http://www.fldoe.org/articulation/perfCPT/default.asp.
- In addition, for postsecondary readiness, the Department will be using high school transcript data to supplement matches with the vendor data (e.g., College Board, ACT). The data on the transcript is reported to determine Bright Futures eligibility.
Data Sources for High School Grades

Graduation Rate (and At-Risk Graduation Rate):

• Processes managed by Education Information and Accountability Services, including provisions for cohort data review (Cyndi Holleman).

• Source data is all derived from data reporting formats and elements on the DOE student database.

• EIAS contact information: askeias@fldoe.org (850) 245-0400 www.fldoe.org/eias
School Improvement Ratings for Alternative Schools

- Implemented with passage of Rule 6A-1.099822 in 2008 (required by s. 1008.341, Florida Statutes)
- 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.
School Improvement Ratings for Alternative Schools

- The alternative school improvement rating is based on learning gains comparisons between the current and prior year in reading and math.

The percentage of students making learning gains at the alternative school is compared to the percentage of students (from the same population) making learning gains in the prior year.
School Improvement Ratings for Alternative Schools

- The school improvement rating consists of one of the following ratings: “improving,” “maintaining,” “declining.”

- For each subject in which learning gains are evaluated (reading, math), the following criteria apply:

  “Improving” means at least a 5% increase in the percent making gains.

  “Maintaining” means less than a 5% increase or decrease in the percent making gains.

  “Declining” means at least a 5% decrease in the percent making gains.

A school’s rating can be no higher than the status of its lowest performing subject.
Q &A

Contact Information:

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Florida Department of Education
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Phone: (850) 245-0411