School Grades and AYP for New Accountability Coordinators
School Grades and AYP for New Accountability Coordinators

Florida Annual Accountability Workshop
September 4, 2008
Topics

School Grading Overview
Adequate Yearly Progress (AYP) Overview
Data Processes for School Accountability

Accountability Update:

- School Improvement Ratings for Alternative Schools
- Changes to School Grading for 2009-10:
  - Revised High School Grading Criteria
Overview of School Grading
Florida’s School Grading System
50% based on Performance

<table>
<thead>
<tr>
<th>READING</th>
<th>MATH</th>
<th>WRITING</th>
<th>SCIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance 100 possible pts.</td>
<td>Performance 100 possible pts.</td>
<td>Performance 100 possible pts.</td>
<td>Performance 100 possible pts.</td>
</tr>
<tr>
<td>Learning Gains 100 possible pts.</td>
<td>Learning Gains 100 possible pts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Gains of Lowest 25% 100 possible pts.</td>
<td>Learning Gains of Lowest 25% 100 possible pts.</td>
<td>“Eligible students” for performance components are full-year-enrolled, standard-curriculum students as well as hospital-homebound, speech-impaired, and gifted students, plus English-language-learners with more than 2 years in an ESOL program.</td>
<td></td>
</tr>
</tbody>
</table>
Florida’s School Grading System
50% based on Performance

<table>
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<tr>
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</tr>
<tr>
<td>Learning Gains of Lowest 25% 100 pts.</td>
<td>Learning Gains of Lowest 25% 100 pts.</td>
<td></td>
<td>The performance components measure the percentage of eligible students achieving proficiency in each subject. For FCAT reading, math, and science, proficiency = level 3 or higher. For FCAT writing, proficiency = score of 3.5 or higher on the essay component.</td>
</tr>
</tbody>
</table>

The performance components measure the percentage of eligible students achieving proficiency in each subject. For FCAT reading, math, and science, proficiency = level 3 or higher. For FCAT writing, proficiency = score of 3.5 or higher on the essay component.
Florida’s School Grading System
50% based on Learning Gains

<table>
<thead>
<tr>
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<tr>
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<td>100 possible pts.</td>
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</tr>
<tr>
<td>Learning Gains</td>
<td>Learning Gains</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100 possible pts.</td>
<td>100 possible pts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Gains of</td>
<td>Learning Gains of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lowest 25%</td>
<td>Lowest 25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100 possible pts.</td>
<td>100 possible pts.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Eligible students for learning gains components include all full-year students (including ELLs and SWDs) that have current and prior-year FCAT scores.
Florida’s School Grading System
50% based on Learning Gains

Measuring Learning Gains

(Comparing current-year scores to prior-year scores):

Three Ways to Make Learning Gains:
1) Move up by one or more FCAT achievement levels.
2) Maintain an FCAT achievement level of 3 or higher.
3) For students who remain at FCAT level 1 or 2, demonstrate more than one year’s worth of growth on the FCAT developmental scale.
Learning Gains of the Lowest Performing 25% of Students

<table>
<thead>
<tr>
<th>READING</th>
<th>MATH</th>
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<th>SCIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
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<td>Performance</td>
</tr>
<tr>
<td>100 possible pts.</td>
<td>100 possible pts.</td>
<td>100 possible pts.</td>
<td>100 possible pts.</td>
</tr>
<tr>
<td>Learning Gains</td>
<td>Learning Gains</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100 possible pts.</td>
<td>100 possible pts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Gains of Lowest 25%</td>
<td>Learning Gains of Lowest 25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100 possible pts.</td>
<td>100 possible pts.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Of students included in the learning gains calculation, the count of the lowest 25% is based on prior-year FCAT developmental scale scores.
Learning Gains of the Lowest Performing 25% of Students

The count of the lowest performing 25% is restricted to students at FCAT achievement levels 1, 2, and 3.
Learning Gains of the Lowest Performing 25% of Students

- If there are fewer than 30 students in the lowest performing 25%, the next-lowest ranked students are added to reach 30 students.

- If there are fewer than 30 students with scores at level 3 or lower, the school’s overall learning gains results are used for the “low 25” learning gains.
Bonus Points for High Schools

- **FCAT Retakes in Grade 11 and 12**
  - High schools earn ten (10) bonus points when half of all 11th and 12th graders retaking the FCAT meet the graduation requirement.
Additional Requirements

- Adequate Progress Requirement for Lowest Performing 25% (“Low 25”) in Reading and Math
- “Percent Tested” Requirement
**Additional Requirements**

- **Adequate Progress Requirement for Lowest Performing 25% (“Low 25”) in Reading and Math**
  - Requirement is met if at least 50% of Low-Quartile students make learning gains in reading and in math. (Must be met during current or prior year to retain a “B” or “C” grade; must be met in current year for an “A.”)
  - Requirement can also be met by demonstrating improvement in this percentage (see next slide).
  - Schools that would be graded “C” or higher but fail to make adequate progress for the Low 25 have their grade reduced by one letter grade.
Additional Requirements

- **Adequate Progress Requirement for Lowest Performing 25% ("Low 25") in Reading and Math**

  - **New for 2008**
    - *Schools with at least 40% making gains can still meet the requirement if they show at least 1% annual improvement in the percentage of the Low 25 making learning gains. (New for 2008.)*
    - *Schools with less than 40% of the Low 25 making gains can still meet the requirement if they show at least a 5% annual improvement in the percentage of the Low 25 making learning gains. (New for 2008.)*
Additional Requirements (cont.)

- Percent Tested
- Requirement to Test 90% (95% for “A” Grade)
- If less than 90% are tested, a school is initially assigned an “I” grade pending review of data.
Grading Scale

Based on 800 possible points (810 with bonus points):

A = ≥ 525 points
B = 495-524 points
C = 435-494 points
D = 395-434 points
F = < 395 points
School Grades 2008
History, and Results
History of School Grades

- 1999: A+ School Grades Issued
- 2001: FCAT Expanded to Grades 3-10
- 2002: Learning Gains Added to School Grades
- 2005: Include All Students in School Grades
- 2007: Include Science, Math Low 25 percent, and Retakes
Raising Standards and Higher Accountability Lead to Increased Student Performance

Red bars indicate years when accountability standards were increased. The count of low-performing schools drops the year after each major increase in requirements.

Lowest Performing Schools

- 1999: 78
- 2000: 4
- 2001: 0
- 2002: 64
- 2003: 35
- 2004: 49
- 2005: 78
- 2006: 21
- 2007: 83
- 2008: 45
High-Performing Schools (A and B Schools) as a Percentage of All Graded Schools

Count of Schools by Grade, 2003-04 through 2007-08

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1,584</td>
<td>1,483</td>
<td>1,467</td>
<td>1,255</td>
<td>1,262</td>
</tr>
<tr>
<td>B</td>
<td>542</td>
<td>469</td>
<td>610</td>
<td>589</td>
<td>540</td>
</tr>
<tr>
<td>C</td>
<td>565</td>
<td>587</td>
<td>570</td>
<td>619</td>
<td>615</td>
</tr>
<tr>
<td>D</td>
<td>154</td>
<td>216</td>
<td>122</td>
<td>230</td>
<td>184</td>
</tr>
<tr>
<td>F</td>
<td>45</td>
<td>83</td>
<td>21</td>
<td>78</td>
<td>49</td>
</tr>
<tr>
<td>Total A-F</td>
<td>2,890</td>
<td>2,838</td>
<td>2,790</td>
<td>2,771</td>
<td>2,650</td>
</tr>
</tbody>
</table>
## 2008 School Grades Compared to 2007

<table>
<thead>
<tr>
<th>2007 School Grade</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1,204</td>
<td>189</td>
<td>73</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>B</td>
<td>242</td>
<td>133</td>
<td>79</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>C</td>
<td>94</td>
<td>174</td>
<td>263</td>
<td>38</td>
<td>12</td>
</tr>
<tr>
<td>D</td>
<td>7</td>
<td>23</td>
<td>93</td>
<td>78</td>
<td>7</td>
</tr>
<tr>
<td>F</td>
<td>5</td>
<td>7</td>
<td>33</td>
<td>20</td>
<td>16</td>
</tr>
</tbody>
</table>
## 2008 School Grades Compared to AYP

<table>
<thead>
<tr>
<th>A+ Plan</th>
<th>NCLB</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2008 School Grade</strong></td>
<td><strong>Schools</strong></td>
</tr>
<tr>
<td>A</td>
<td>1,584</td>
</tr>
<tr>
<td>B</td>
<td>542</td>
</tr>
<tr>
<td>C</td>
<td>565</td>
</tr>
<tr>
<td>D</td>
<td>154</td>
</tr>
<tr>
<td>F</td>
<td>45</td>
</tr>
</tbody>
</table>
School Grade Resources

Online reports, downloadable files, and a link to the School Grading Technical Assistance Paper:
http://schoolgrades.fldoe.org/

Governing Statute:  s.1008.34, F.S.
State Board Rule:  6A-1.09981
Overview of AYP
Components Used for the AYP Calculation

- 39 Components:

  36 subgroup-based components:

    4 measures (percent-tested math; percent tested reading; proficiency in math; proficiency in reading) \times 9 \text{ subgroups}

  Plus

  3 school-wide components:
  * graduation rate
  * writing proficiency
  * school grade

  For a “Yes” on AYP, a school must not fail to meet the AYP criteria for any component.
Subgroups Classifications

AYP calculations are based upon nine subgroups.

1. Total School
2. White (W)
3. Black (B)
4. Hispanic (H)
5. Asian (A)
6. Native American (I)
7. Economically Disadvantaged Students
8. English Language Learners (ELL)
9. Students With Disabilities (SWD)
2007-08 State Targets for AYP

- 95% Participation Rate in Reading (per subgroup)
- 95% Participation Rate in Math (per subgroup)
- 58% of Students Proficient in Reading (per subgroup)
- 62% of Students Proficient in Math (per subgroup)
- 1% Improvement in Writing Proficiency, or 90% Proficient and Above [FCAT score of 3.0 or higher] (school-wide measure)
- 1% Improvement in Graduation Rate, or Graduation Rate of 85% or higher (school-wide measure)
- School Grade not a D or F (school-wide measure)

Note: Student included in the reading, math, and writing proficiency indicators must be full-year-enrolled students.
### AYP Overview

#### 36 Components by Subgroup

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>% Tested, Reading</th>
<th>% Tested, Math</th>
<th>% Proficient, Reading</th>
<th>% Proficient, Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>Y/N</td>
<td>Y/N</td>
<td>≥ 95%?</td>
<td>≥ 95%?</td>
</tr>
<tr>
<td>American Indian</td>
<td>Y/N</td>
<td>Y/N</td>
<td>Y/N</td>
<td>Y/N</td>
</tr>
<tr>
<td>Asian</td>
<td>Y/N</td>
<td>Y/N</td>
<td>Y/N</td>
<td>Y/N</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Y/N</td>
<td>Y/N</td>
<td>Y/N</td>
<td>Y/N</td>
</tr>
<tr>
<td>White</td>
<td>Y/N</td>
<td>Y/N</td>
<td>Y/N</td>
<td>Y/N</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>Y/N</td>
<td>Y/N</td>
<td>Y/N</td>
<td>Y/N</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Y/N</td>
<td>Y/N</td>
<td>Y/N</td>
<td>Y/N</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>Y/N</td>
<td>Y/N</td>
<td>Y/N</td>
<td>Y/N</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Y/N</strong></td>
<td><strong>Y/N</strong></td>
<td><strong>Y/N</strong></td>
<td><strong>Y/N</strong></td>
</tr>
</tbody>
</table>
AYP Benchmarks: Percent Proficient Requirements

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>31</td>
<td>38</td>
</tr>
<tr>
<td>2002-03</td>
<td>31</td>
<td>38</td>
</tr>
<tr>
<td>2003-04</td>
<td>31</td>
<td>38</td>
</tr>
<tr>
<td>2004-05</td>
<td>37</td>
<td>44</td>
</tr>
<tr>
<td>2005-06</td>
<td>44</td>
<td>50</td>
</tr>
<tr>
<td>2006-07</td>
<td>51</td>
<td>56</td>
</tr>
<tr>
<td>2007-08</td>
<td>58</td>
<td>62</td>
</tr>
<tr>
<td><strong>2008-09</strong></td>
<td><strong>65</strong></td>
<td><strong>68</strong></td>
</tr>
<tr>
<td>2009-10</td>
<td>72</td>
<td>74</td>
</tr>
<tr>
<td>2010-11</td>
<td>79</td>
<td>80</td>
</tr>
<tr>
<td>2011-12</td>
<td>86</td>
<td>86</td>
</tr>
<tr>
<td>2012-13</td>
<td>93</td>
<td>93</td>
</tr>
<tr>
<td>2013-14</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
Calculating AYP

Percent Tested (AYP) = percent of students enrolled during Survey 3 who were tested (not counting students who withdrew after Survey 3 but before testing)

Proficiency for AYP determined via 3 possible ways:

1) Percent scoring at or above proficient level on assessments in the current year meets annual target.

2) **Safe Harbor** (requires 10% or greater annual reduction in the percent of non-proficient students – for example, if percent non-proficient = 80% in prior year, required reduction is 10% of 80% = 8%; so percent non-proficient in current year must be 72% or less)

3) **Growth Model** (determines percent of students “on track” to be proficient on a 3-year trajectory, based on comparison of baseline-year test scores and succeeding year scores)
When can a School Use Safe Harbor?

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

- At least 95% of students in total and in each subgroup have participated in testing.
- The school has met writing criteria.
- The school has met graduation rate criteria.
- The school grade is not D or F.
What are Requirements for Safe Harbor?

- Safe Harbor requires that for each subgroup being evaluated:
  - The percent of non-proficient students decrease by at least 10% from the preceding year.*
  - Graduation rate criterion is met.
  - Writing criterion is met.
- * Example: If NP% = 80% in prior year, that percentage must decrease by 10% of 80% (8%). Thus, current year NP% must be 72% or lower to meet Safe Harbor requirement.
When can a School Use the Growth Model provision?

- The Growth Model provision can be applied only if a school has met all four of the requirements below:
  - At least 95% of students in total and in each subgroup have participated in testing.
  - The school has met the writing criterion.
  - The school has met the graduation rate criterion.
  - The school grade is not D or F.
What are Requirements for the Growth Model?

The Growth Model requires that for each subgroup being evaluated:

- The percent of students “on track to be proficient” in three years or less is at least 58% in reading and 62% in math and
- The group has met the writing criterion (the increase in writing proficiency is at least 1% or the school has a writing proficiency rate of 90% or better) and
- The group has met the graduation rate criterion (the increase in graduation rate is at least 1% or the school has a graduation rate of 85% or better).
AYP Growth Model

The growth model establishes a growth trajectory for each student based on a starting point (baseline score) and an end point (minimum proficient score in Year 3 of the trajectory). Based on the gap between the baseline score and the Year 3 proficient score, the minimum scores for “on track to be proficient” are established for each year of the model.

<table>
<thead>
<tr>
<th>Year In State Tested Grade</th>
<th>Decrease In Performance Discrepancy between Baseline and End-Point Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>33% of original gap</td>
</tr>
<tr>
<td>2</td>
<td>66% of original gap</td>
</tr>
<tr>
<td>3</td>
<td>Student must be proficient</td>
</tr>
</tbody>
</table>
**AYP Growth Model**

**Growth Model Trajectory and Results Established for a Sample Fourth Grader in 2008**

<table>
<thead>
<tr>
<th>Year in Trajectory &gt;</th>
<th>Baseline</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Tested &gt;</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Year of Testing &gt;</td>
<td>2007</td>
<td>2008</td>
<td>2009</td>
<td>2010</td>
</tr>
<tr>
<td>Student’s Actual Reading Developmental Score</td>
<td>1205</td>
<td>1475</td>
<td>1480</td>
<td>1675</td>
</tr>
<tr>
<td>DSS Score for Proficiency</td>
<td>1198</td>
<td>1456</td>
<td>1510</td>
<td>1622</td>
</tr>
</tbody>
</table>
| Cut score needed to be “on track to be proficient” -- Target score > | NA | 1344 (1205 + 1/3 of 417*)  
~ (1205 + 139) | 1483 (1205 + 2/3 of 417*)  
~ (1344 + 139) | 1622 (1205 + 417*) |
| Is student “on track to be proficient” ? | Yes | Yes | No | Yes |
Additional AYP flexibilities granted by the U.S. Department of Education

- Mathematical adjustment to proficiency results for students with disabilities
- Averaging of participation rates
Additional AYP flexibilities granted by the U.S. Department of Education

Mathematical adjustment to proficiency results for students with disabilities (SWDs):

If a school misses AYP solely because of the proficiency results for SWDs in reading, a mathematical adjustment is applied to the proficiency percentage for SWDs in reading:

\[
\text{Adjustment} = \frac{\text{percent of tested students who are SWDs}}{2\%}.
\]

For 2008, the adjustment percentage was 14\%.
### Mathematical Adjustment for SWDs.

<table>
<thead>
<tr>
<th>Example Schools</th>
<th>Actual SWD Proficient Reading</th>
<th>FL Mathematical Adjustment</th>
<th>Adjusted Proficiency: Actual + 14%</th>
<th>Adjusted AYP Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roosevelt</td>
<td>13%</td>
<td>14%</td>
<td>27%</td>
<td>No</td>
</tr>
<tr>
<td>Washington</td>
<td>45%</td>
<td>14%</td>
<td>59%</td>
<td>Yes</td>
</tr>
<tr>
<td>Lincoln</td>
<td>15%</td>
<td>14%</td>
<td>29%</td>
<td>No</td>
</tr>
<tr>
<td>Adams</td>
<td>44%</td>
<td>14%</td>
<td>58%</td>
<td>Yes</td>
</tr>
<tr>
<td>Coolidge</td>
<td>4%</td>
<td>14%</td>
<td>18%</td>
<td>No</td>
</tr>
</tbody>
</table>
Averaging Participation Rates

In addition to calculating the current year’s percent tested for each subgroup, the DOE calculates what the percent tested would be if the current and prior-year numerators were combined and the current and prior-year denominators were combined. The subgroup/school is credited with the higher of the two percentages.
AYP Results for 2008

No Child Left Behind

AYP
No Child Left Behind
Adequate Yearly Progress

Percentage of Florida Schools Making AYP

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>787</td>
<td>1,088</td>
<td>916</td>
<td>1,117</td>
<td>719</td>
</tr>
<tr>
<td>No</td>
<td>2,512</td>
<td>2,156</td>
<td>2,282</td>
<td>1,989</td>
<td>2,349</td>
</tr>
<tr>
<td>Total Y &amp; N</td>
<td>3,299</td>
<td>3,244</td>
<td>3,198</td>
<td>3,106</td>
<td>3,068</td>
</tr>
</tbody>
</table>
Data Processing for School Accountability (School Grades, AYP, Alt. School Ratings)

- School Types for Accountability Reporting
- Identifying Alternative Schools for Alt. School Ratings
- DOE Matching of Survey 2 (October survey) and Survey 3 (February survey) Records to Establish Full-Year Membership
- DOE Matching of Assessment Records to Membership Records (Assessment-to-Student Matching for Current Year and for Prior-Year Data)
- Web-based Applications -- Maximizing Accuracy of Matching Processes and Accounting for Changes in Student Status After Survey 3 and Prior to Testing
Data Processing for School Accountability (Things to Keep in Mind)

- District accountability coordinators receive notice of each process through email notices and memoranda from “EVALNRPT” (Evaluation and Reporting). District MIS contacts are included on emails 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 and AYP 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.
Data Processing for School Accountability (Things to Keep in Mind)

- The Web Applications processes (with which district accountability coordinators should be familiar) provide for updates/corrections that are separate from regular database reporting.
- Workshops (regional workshops) are conducted annually in the winter to provide technical assistance for district staff in the use of these resources.

Web Applications:

- Retakes Data (for high school bonus points)
- Prior-Year Data
- Student Data Updates
- Assessment Corrections
Accountability Update

- Implementation of Alternative School Improvement Ratings
- Revised High School Grading Criteria for 2009-10
School Improvement Ratings for Alternative Schools (s. 1008.341, F.S.) - New for 2008

- 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.
What is the “home school”?  

For 2007-08, the home school is defined as the last school the student attended before being referred to the alternative school. The “referring” process is key. Students who were at alternative schools but were not referred by another school did not have their scores credited back for 2007-08.

This definition changes for next year (2008-09). “Home school” becomes the school to which the student would have been assigned if he/she were not assigned to the alternative school.
“Crediting Back” FCAT Scores for Students Referred to Alternative Schools (New for 2008)

- Which students are included for the “crediting back” of scores?

Eligible students include those with a reported home school (“zoned school”) who were enrolled at the alternative school during either Survey 2 or Survey 3, or both, and were tested at the alternative school.
“Crediting Back” FCAT Scores for Students Referred to Alternative Schools (New for 2008)

Identifying/reporting “home schools”:

Home schools are reported on Student Demographic Information records (Survey 3) using the following data elements:

“School Number, Zoned School”

“District Number, Zoned School”
Students at Alternative Schools Who Are NOT Eligible for FCAT Scores to be Credited Back

- Students in dropout retrieval programs, reported in Survey 3 on the Federal/State Indicator Status records via the “Dropout Prevention/Juvenile Justice Programs” data element, code R.

- Students in alternative-to-expulsion programs, reported in Survey 3 on the Federal/State Indicator Status records via the “Dropout Prevention/Juvenile Justice Programs” data element, code E.


FCAT scores for these students are not included either in the alternative school’s improvement rating or the school grade of the home school.

The alternative school rating will include scores for students assigned to and enrolled in the October (Survey 2) and/or February (Survey 3) counts.

Note: students do not need to be enrolled for both surveys to be included in the alternative school rating. The alternative school’s rating may include students in addition to those who were referred by home schools (but will not include reported dropout-retrieval students or alternative-to-expulsion students).

- The crediting back of scores is limited by grade configurations of schools.

- For example, if a student was referred to a 9-12 alternative school after completing a middle school in which the highest grade taught was grade 8, the student’s grade 9 scores would not be credited back to the middle school.

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

The percentage of students making learning gains at the alternative school will be compared to the percentage of students (from the same population) making learning gains in the prior year.

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.
Changes to High School Grading for 2009-10

- Senate Bill 1908 amends s. 1008.34, F.S., to provide additional criteria for designating school grades for high schools.
- Beginning in 2009-10, fifty percent of a school’s grade will be based on the existing FCAT-related components and fifty percent will be based on non-FCAT-based components.
New Components for High School Grading (2009-10)

- High school graduation rate.
- High school graduation rate of at-risk students who scored at Level 2 or lower on FCAT math and reading in grade 8.
- Postsecondary readiness of students as measured by the SAT, ACT, or the CPT.
- As valid data become available, performance and participation in AP, IB, dual enrollment, and AICE courses; as well as achievement of industry certification in a career and professional academy.
- Performance on statewide standardized end-of-course exams (when available).
- 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.
Contact Information

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