

2007 School Grades and Adequate Yearly Progress (AYP)

DOE Database Workshop

June 21, 2007



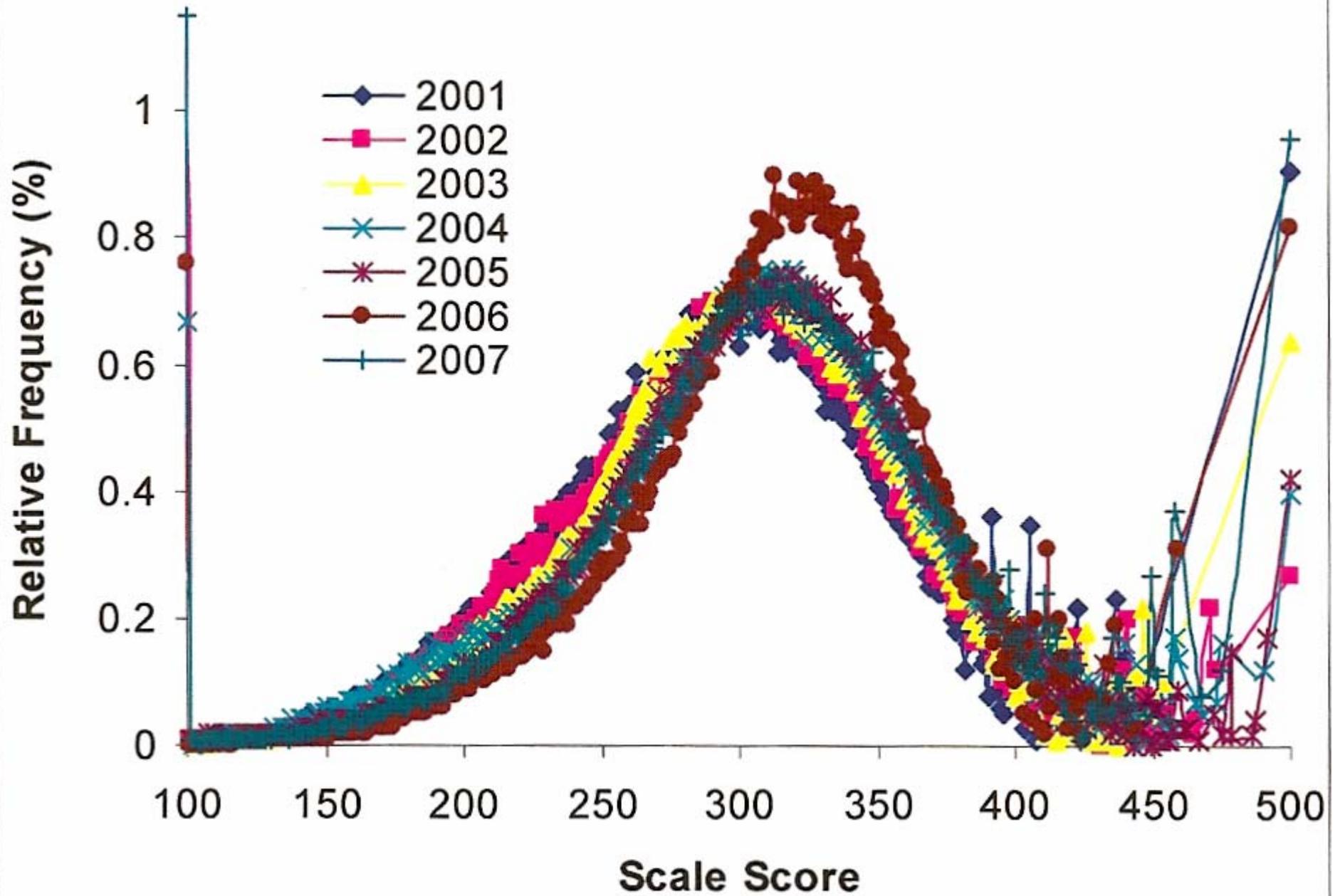


Background – 2006 Third Grade FCAT Reading Issue

2007 Grade 3 Reading FCAT scores released

- 2007** **69% reading on Grade level or above**
 - 2006** **75% reading on Grade level or above**
 - 2005** **67% reading on Grade level or above**
-
- Department began exploring factors external and internal to the 2006 test to find an explanation for these results**

G3 Reading SS Distributions





Maintain Confidence in Assessment System

- 2006 3rd Grade Anomaly
 - Human error in the equating process
 - Recommended external review for validation
- Improved Process for Transparency and Stakeholder Input
 - Advisory Committee
 - 2 meetings
 - Process for Annual External Reviews
- Next Steps



Issue

- **2006 3rd grade FCAT Reading results are anomalous**

- Without an immediate solution to this situation at this time, questions arise regarding **how to proceed with:**

- School Grades
- Adequate Yearly Progress (AYP)
- Value Tables for use in the Merit Award Program (MAP) or Special Teachers are Rewarded (STAR) program



Impact of 2006 3rd Grade Scores – School Grades

- 2 of the 8 components that constitute a school grade are impacted:
 - Percent of students making learning gains in Reading
 - Percent of the lowest performing students (Low 25%) making learning gains in Reading

Impact of 2006 3rd Grade Scores – Likely Effect on School Grades

- Higher than expected 2006 scores likely to depress percentage making learning gains in 2007

2006

2



2007

2

1

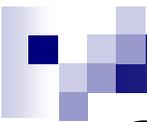


2

Learning Gain?

No

Yes



School Grades in 2007 (SBE Approved): Exclude 2006 3rd Grade Reading Scores in the Calculation of Learning Gains

- **With safeguards** to ensure that schools are held harmless
 - Include 2006 3rd grade FCAT Reading scores for those schools that actually demonstrated learning gains, despite the inflated baseline.
 - All cell size determinations for calculation would be determined including the 2006 3rd grade FCAT Reading scores.



Impact of 2006 3rd Grade Scores – Adequate Yearly Progress (AYP)

- 2006 3rd grade Reading scores impact two elements of the AYP calculation:
 - Safe Harbor
 - Growth Model (pending USDE approval)

- All decisions on how to proceed with AYP in 2007 require USDE approval



2007 AYP (pending formal approval from USDE)

- Calculate AYP excluding 2006 3rd grade FCAT Reading scores
 - Exclusion would impact Safe Harbor determinations for elementary schools (or combination schools with grade 3) in reading only.



Impact of 2006 3rd Grade Scores – Value Tables for MAP/STAR

- 2006 3rd grade Reading scores impact the development of FCAT-based value tables to calculate ***improved student performance*** for teachers for use in the MAP/STAR performance pay plans.
- Value tables compare the magnitude of learning gains from the prior year to the current year, providing greater weight to gains of greater magnitude.



DOE Provided Value Tables

- In lieu of an Elementary level FCAT Value Table, the Department will provide a fourth grade NRT Value Table in Reading and Math and a fifth grade FCAT Reading and Math Value Table.
 - Provides an example of a non-FCAT based Value Table
 - Additionally, the Department will provide the districts with additional flexibility, providing grade-specific value tables, as well as, value tables based on school type



Other Issues:

School Grades 2008 and Beyond

- School Improvement Ratings for Alternative Schools
- Input on components of the school grades calculation
 - Adequate Progress requirement of School Grades
- Improvements to our data update/corrections process for School Grades and AYP



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

- Part of the A++ Legislation passed during the 2006 Legislative Session
- 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.



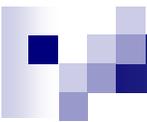
School Improvement Ratings for Alternative Schools – 2006 and 2007

- Alternative Schools were identified based on their Primary Service Type as reported on the Master School Identification (MSID) file and district input and adjustment.
- Those schools were given the option of receiving a “Points Only” designation or a school grade
 - “Points Only” refers to the calculation of a school grade without the assignment of a letter grade.



School Improvement Ratings for Alternative Schools – Activities (2006-07)

- Collected information to identify students who are statutorily to be excluded from the calculation
- Collected information on a student's zoned school and district (element description adjusted for 2007-2008 data collection)
- Held a rule development workshop on the definition of an alternative school for accountability purposes on March 20 in Tallahassee



Summary of March 20 Rule Workshop on the Definition of an Alternative School

■ Major concerns raised

- Potential exclusion of choice option schools from the definition of “alternative school”
 - Some charters serve at-risk populations and have students referred to the school
- Crediting of students back to the “home school”
 - What limitations? Only referred students? Can middle school student performance be credited back to an elementary school?
- Lack of a full-year enrollment requirement for the school improvement rating
 - Statute specifies Survey 2 and/or Survey 3



School Improvement Ratings for Alternative Schools – Timeline

- April 2007 – Provided districts the opportunity to verify the list of alternative schools in their district (as identified in 2005-06)
- May 2007 – Provided alternative schools the option of a “Points Only” designation or a school grade
- July - September 2007 – Conduct rule development workshops on the calculation of school improvement ratings
- October/November 2007 – Final passage of rule before State Board of Education
- June 2008 – Release school grades, school improvement ratings for alternative schools, and AYP



Calculation Issues to be Determined

- Rule Workshops on the Calculation of School Improvement Ratings expected over the Summer (July through September)
- Issues
 - Crediting of students back to the “home school”
 - Limit to only those students referred?
 - Limit to only those students whose “home schools” reflect the same grade configuration as the alternative school?
 - Magnitude of Learning Gains needed to define the categories of improvement – Improving, Maintaining, Declining
 - Improvement of at least 1%, 5%, 10% over the previous performance?
 - Examine other performance measures (e.g., QA for DJJ schools) and determine their compliance with the statutory requirements.
 - Cell Size
 - Unlike school grades, statute outlines that students enrolled in either membership count (fall and/or spring) are to be included.
 - At least 30 students in either count? More than 10 students?



Input on the Components of School Grades – 2008 and Beyond

- Adequate Progress of the Lowest Performing Students requirement of School Grades.
 - Currently, schools earning enough points to receive ad “C” or higher, face the potential penalty of having their grade lowered if at least 50% of their lowest performing students do not demonstrate learning gains in reading and mathematics
- Department is reviewing this policy and **committed to revisiting** the issue.
- For 2008 and beyond, Department will explore other options (e.g., penalties and incentives) to ensure focus remains on the lowest performing students.



Other Concerns? Comments?

- If you have any suggestions regarding the components of school grades or the data corrections/updating process conducted by the Office of Evaluation and Reporting, please send them to:

EVALNRPT@fldoe.org or

Juan Copa

Department of Education

325 W. Gaines St., Room 445

Tallahassee, FL 32399