Evaluation and Reporting Office
Florida Department of Education

2005 Assessment and Accountability Annual Meeting
September 8, 2005
Agenda

- Welcome – Meet our Staff
- 2005 School Grade Changes and AYP Amendments
- 2005 Results
- 2006 and Beyond
- School Types
- Data Updates/Corrections
  - EIAS SV2 & 3 match Process
  - Data Updates/Corrections Process
  - Appeals
- Round Table Discussions
- Summary of Round Table Discussions
- Reminders
- Questions and Answers
Welcome!
Office Staff

- Christy Hovanesz Lassila, Director
  - Policy
  - Research
  - Analysis
Office Staff

- John Hughes
  - Research
  - Programming
  - Quality Assurance
Office Staff

- Sue Klos
  - Liaison with district personnel/public
  - Web sites
Office Staff

- Steve Barnes
  - Programming
  - Quality Assurance
  - Data Analysis
Office Staff

- Gambhir Shrestha
  - Programming
  - Quality Assurance
  - Data Analysis
Office Staff

- Tracy Selman
  - Programming
  - Quality Assurance
  - Data Analysis
2005 School Grade Changes and AYP Amendments

Cell Size

Writing 3.5

SWD

LEP

Benchmarks

SWD Adjustment

Provisional

Provisional
2005 School Grade Changes

- **Raised Standards**
  - Increased standard for writing – Average of 3.0 + 3.5 to 3.5
  - Inclusion of SWD and LEP students for learning gains components
    - Included an additional 241,447 students in Reading
    - Included an additional 240,944 students in Math
School Grade Points by Component

<table>
<thead>
<tr>
<th>Component</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading-Meeting High Standards</td>
<td>58</td>
<td>61</td>
<td>63</td>
<td>64</td>
</tr>
<tr>
<td>Reading Learning Gains</td>
<td>61</td>
<td>65</td>
<td>63</td>
<td>62</td>
</tr>
<tr>
<td>Reading Gains Lowest 25%</td>
<td>63</td>
<td>65</td>
<td>61</td>
<td>60</td>
</tr>
<tr>
<td>Math-Meeting High Standards</td>
<td>58</td>
<td>61</td>
<td>63</td>
<td>65</td>
</tr>
<tr>
<td>Math Learning Gains</td>
<td>72</td>
<td>71</td>
<td>70</td>
<td>69</td>
</tr>
<tr>
<td>Writing-Meeting High Standards</td>
<td>78</td>
<td>86</td>
<td>85</td>
<td>81</td>
</tr>
</tbody>
</table>
FCAT Reading
Students with Disabilities
By Achievement Level
Grades 3-10

<table>
<thead>
<tr>
<th>Year</th>
<th>Level 3 and Above</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>27</td>
<td></td>
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</tbody>
</table>
FCAT Mathematics Students with Disabilities By Achievement Level Grades 3-10

- Level 3 and Above
- Level 1

<table>
<thead>
<tr>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>21</td>
<td>23</td>
<td>26</td>
<td>30</td>
</tr>
<tr>
<td>62</td>
<td>59</td>
<td>55</td>
<td>54</td>
<td>48</td>
</tr>
</tbody>
</table>
FCAT Reading
Limited English Proficient Students
By Achievement Level
Grades 3-10

![Graph showing the percentage of Limited English Proficient students at Level 3 and Above and Level 1 over the years 2001 to 2005. The graph shows a decrease in Level 1 proficiency and an increase in Level 3 and Above proficiency.]
FCAT Mathematics
Limited English Proficient Students
By Achievement Level
Grades 3-10
Lowest 25% of Students Making Gains in Reading

- Standard Curriculum: 64%
- Students with Disabilities (SWD): 56%
- Limited English Proficient (LEP): 68%
2005 AYP Amendments
2005 AYP Amendments

- Revised Reading and Math Proficiency Targets
- Revised Cell Size
- SWD Mathematical Adjustment
- Provisional AYP
## Revised Reading and Math Proficiency Targets

<table>
<thead>
<tr>
<th>Year</th>
<th>%Prof Prior</th>
<th>%Prof Revised</th>
<th>Increase</th>
<th>%Prof Prior</th>
<th>%Prof Revised</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>31</td>
<td>31</td>
<td>Base</td>
<td>38</td>
<td>38</td>
<td>Base</td>
</tr>
<tr>
<td>2002-03</td>
<td>31</td>
<td>31</td>
<td>0</td>
<td>38</td>
<td>38</td>
<td>0</td>
</tr>
<tr>
<td>2003-04</td>
<td>31</td>
<td>31</td>
<td>0</td>
<td>38</td>
<td>38</td>
<td>0</td>
</tr>
<tr>
<td>2004-05</td>
<td>48</td>
<td>37</td>
<td>6</td>
<td>53</td>
<td>44</td>
<td>6</td>
</tr>
<tr>
<td>2005-06</td>
<td>48</td>
<td>44</td>
<td>7</td>
<td>53</td>
<td>50</td>
<td>6</td>
</tr>
<tr>
<td>2006-07</td>
<td>48</td>
<td>51</td>
<td>7</td>
<td>53</td>
<td>56</td>
<td>6</td>
</tr>
<tr>
<td>2007-08</td>
<td>65</td>
<td>58</td>
<td>7</td>
<td>68</td>
<td>62</td>
<td>6</td>
</tr>
<tr>
<td>2008-09</td>
<td>65</td>
<td>65</td>
<td>7</td>
<td>68</td>
<td>68</td>
<td>6</td>
</tr>
<tr>
<td>2009-10</td>
<td>65</td>
<td>72</td>
<td>7</td>
<td>68</td>
<td>74</td>
<td>6</td>
</tr>
<tr>
<td>2010-11</td>
<td>82</td>
<td>79</td>
<td>7</td>
<td>83</td>
<td>80</td>
<td>6</td>
</tr>
<tr>
<td>2011-12</td>
<td>82</td>
<td>86</td>
<td>7</td>
<td>83</td>
<td>86</td>
<td>6</td>
</tr>
<tr>
<td>2012-13</td>
<td>82</td>
<td>93</td>
<td>7</td>
<td>83</td>
<td>93</td>
<td>7</td>
</tr>
<tr>
<td>2013-14</td>
<td>100</td>
<td>100</td>
<td>7</td>
<td>100</td>
<td>100</td>
<td>7</td>
</tr>
</tbody>
</table>
Revised Cell Size

- Subgroups whose population is $\geq 30$ and at least 15% of total school population or at least 100 students will be included in calculation of AYP
- We still report all data for all subgroups with at least 30 students on school report cards and the Department’s web site
Mathematical Adjustment for SWD

- Applies to schools/districts that did not make AYP based solely on the performance of the SWD subgroup.
- For 2004-05 only, the mathematical adjustment was added to the percent of students with disabilities who are proficient for a revised AYP calculation.
- Possible adjustment for 2005-06 school year has yet to be determined.
Mathematical Adjustment for SWD

Example:

<table>
<thead>
<tr>
<th>2005 Example</th>
<th>Actual SWD Proficient Reading</th>
<th>Florida Mathematical Adjustment</th>
<th>Adjusted Proficiency Actual + 13%</th>
<th>Adjusted AYP Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Madison</td>
<td>13%</td>
<td>13%</td>
<td>26%</td>
<td>No</td>
</tr>
<tr>
<td>Washington</td>
<td>25%</td>
<td>13%</td>
<td>38%</td>
<td>Yes</td>
</tr>
<tr>
<td>Jefferson</td>
<td>15%</td>
<td>13%</td>
<td>28%</td>
<td>No</td>
</tr>
<tr>
<td>Lincoln</td>
<td>30%</td>
<td>13%</td>
<td>43%</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Provisional AYP

- A and B schools are considered to have made provisional AYP
- Could not reach agreement with USDE to define what this means for Title 1 schools
  - For 2005-06 school year, operate as if the school did not make AYP
Learning Gains in AYP?

- No state has been approved to use learning gains in AYP yet
- Commissioner on USDE Taskforce to study the possible ways to include learning gains or growth models in AYP
2005 Results
2005 Results

- Florida schools rise to the occasion
  - Sixty-six percent are high performing
  - Top school grades remained consistent with 2004 rankings
- School grades and AYP released earlier this year despite hurricane delays – June 8, 2005 compared to June 15, 2004, June 18, 2003
School Grades
1999-2005
School Grades
1999 - 2005

Number of Schools

A and B Schools
D and F Schools
School Grades by School Type
2005

Number of Schools

Elementary

Middle

High

Combination

A

B

C

D

F

946
323
192
153
144
79
18
32
8
59
82
133
95
21
57
40
50
24
31
## 2005 School Grades Compared to 2004

<table>
<thead>
<tr>
<th>Grade 2005</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1007</td>
<td>198</td>
<td>52</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>B</td>
<td>166</td>
<td>224</td>
<td>132</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>C</td>
<td>45</td>
<td>139</td>
<td>329</td>
<td>88</td>
<td>7</td>
</tr>
<tr>
<td>D</td>
<td>4</td>
<td>11</td>
<td>70</td>
<td>85</td>
<td>10</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>22</td>
<td>12</td>
</tr>
</tbody>
</table>
School Recognition is Working: Schools Maintaining an “A” or Improving Grades

- 249 Schools Improved a Grade
- 215 Schools Improved to an "A"
- 32 New Schools Earned an "A"
- 1007 Schools Maintained an "A"
2004 “F” Schools’ Grades in 2005

- Remained F Schools: 12
- Moved Up To B Schools: 2
- Moved Up To C Schools: 5
- Moved Up To D Schools: 22
No Child Left Behind Adequate Yearly Progress

2004
- Yes AYP 719 Schools 23%
- Provisional AYP 825 Schools 27%
- No AYP 2,349 Schools 77%

2005
- Yes AYP 1,116 Schools 36%
- Provisional AYP 825 Schools 27%
- No AYP 1,162 Schools 37%

In 2004, 719 schools made adequate yearly progress and 2,349 schools did not make adequate yearly progress.

Source: Florida Department of Education

In 2005, 1,116 schools made adequate yearly progress, 825 schools made provisional adequate yearly progress, and 1,162 schools did not make adequate yearly progress.

Source: Florida Department of Education
## 2005 School Grades Compared to AYP

<table>
<thead>
<tr>
<th>2005 School Grade</th>
<th>A+ Plan</th>
<th>NCLB</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Schools</td>
<td>AYP Criteria Satisfied</td>
</tr>
<tr>
<td>A</td>
<td>1254</td>
<td>90% or more</td>
</tr>
<tr>
<td>B</td>
<td>589</td>
<td>80% or more</td>
</tr>
<tr>
<td>C</td>
<td>619</td>
<td>70% or more</td>
</tr>
<tr>
<td>D</td>
<td>230</td>
<td>60% or more</td>
</tr>
<tr>
<td>F</td>
<td>78</td>
<td>50% or more</td>
</tr>
</tbody>
</table>
2006 and Beyond
2006 Changes

- No School Grades changes (YET!!!)
- AYP Benchmarks change

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>37</td>
<td>44</td>
</tr>
<tr>
<td>2006</td>
<td>44</td>
<td>50</td>
</tr>
<tr>
<td>2007</td>
<td>51</td>
<td>56</td>
</tr>
</tbody>
</table>
2007 Changes

- School Grades
  - Writing meeting high standards – 4.0
  - Science meeting high standards – a seventh component
  - Writing Multiple Choice??

- AYP Benchmarks

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>37</td>
<td>44</td>
</tr>
<tr>
<td>2006</td>
<td>44</td>
<td>50</td>
</tr>
<tr>
<td>2007</td>
<td>51</td>
<td>56</td>
</tr>
</tbody>
</table>
School Types
School Types

- December through January
- All schools eligible to receive AYP
- All schools except DJJ eligible to receive a school grade
  - At least 30 eligible students with valid FCAT scores in reading and math for current and prior year.
School Types

■ Students eligible for proficiency calculations
  ■ Enrolled during both October and February
  ■ Standard curriculum students, speech impaired students, gifted students, hospital/homebound students
  ■ Limited English Proficient students with more than two years in an ESOL program.

■ Students eligible for learning gains calculations
  ■ Enrolled during both October and February
  ■ Any student who takes FCAT with current year and prior year scores
School Types Web Site

- MSID File – Rhonda Forbes
  - rhonda.forbes@fldoe.org
- Same district password that was used during 2005 corrections process
- Download instructions and district reports in PDF format
- Fill in forms on web
- We will notify districts of the web URL via email
# District Reports

**FLORIDA DEPARTMENT OF EDUCATION**
Accountability Measures School Type Assignments 2005-2006

## 98 SUNSHINE

<table>
<thead>
<tr>
<th>School:</th>
<th>21 SUNSHINE ELEMENTARY SCHOOL</th>
<th>Accountability Measures School Type: 1 Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>2106 NE 8TH AVENUE</td>
<td>MSID Grades Taught: PREK-5</td>
</tr>
<tr>
<td></td>
<td>GAINESVILLE, FL 32641-4700</td>
<td>Charter School NO</td>
</tr>
<tr>
<td></td>
<td>(352) 955-6703</td>
<td>Principal: LEANETTA L MCNEALY</td>
</tr>
<tr>
<td>MSID School Type:</td>
<td>ELEMENTARY</td>
<td>MSID School Type: ELEMENTARY</td>
</tr>
<tr>
<td>Grade Levels:</td>
<td>SV2-0506</td>
<td>Enrollment:</td>
</tr>
<tr>
<td>Enrollment:</td>
<td>K,1,2,3,4,5</td>
<td>500</td>
</tr>
</tbody>
</table>
School Types

Preliminary 2006 Report

- 1 - Elementary
- 2 - Middle
- 3 - High
- 4 - Combination
- 10 - DJJ
- 0 - DOE has no record for
- 99 - Closed/Inactive/Adult/PK-1
  (any schools or cost centers that do not have students enrolled in grades 2-12)

Final 2006 Report

- 1 - Elementary
- 2 - Middle
- 3 - High
- 4 - Combination
- 10 - DJJ
- 99 - Closed/Inactive/Adult/PK-1
  (any schools or cost centers that do not have students enrolled in grades 2-12)
Select School
Sunshine Elementary

Select Form
School Reconfiguration
School Type
School Reconfiguration Form

Select the type of reconfiguration being reported.

| New School | Closed School | Change in School Number | Merged School | Split School |

Provide a brief narrative of the reconfiguration event.

Date reconfiguration became effective: 

Please list all schools involved in this reconfiguration that existed during the 2004-05 academic year.

<table>
<thead>
<tr>
<th>District No.</th>
<th>0405 School No.</th>
<th>0405 School Name</th>
<th>Grade Configuration</th>
</tr>
</thead>
</table>

Please list all schools involved in this reconfiguration that exist during this academic year, 2005-06.

<table>
<thead>
<tr>
<th>District No.</th>
<th>0506 School No.</th>
<th>0506 School Name</th>
<th>Grade Configuration</th>
</tr>
</thead>
</table>
School Type Change Form

Please include all of the following information:

<table>
<thead>
<tr>
<th>District Number</th>
<th>0405 School Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number</td>
<td>0506 School Type</td>
</tr>
</tbody>
</table>

Please select the explanation that justifies your request for a change in school type for school grades:

- This school has a grade combination that supports a change within types 1-4
- This school houses incarcerated youth or is run by the Department of Juvenile Justice (DJJ)
- This school is no longer a DJJ Program
- This school number is used as a cost center and there are NO full-time equivalent students reported with this school number for the Florida Education Financial Program
- This school is no longer active and this school number can be inactivated
- This school has no FTE for 2005-06 Survey 2 but is an active school that will have FTE in future surveys.

Please provide any additional information to support the school type change request:
Student Data Process
Survey 2 – 3 Matching by EIAS

- EIAS Contact Information
  - Ruth Jones - Ruth.jones@fldoe.org
  - Tsung-Yuan Lin - Tsung-Yuan.Lin@fldoe.org
  - Phone: 850-245-0400
  - Suncom: 205-0400
Agenda

- Purpose of Accountability Matching
- Short History
- Matching Process
- Timeline for 2005-06
- What Worked
- Need for Improvement
- To Remember
Purpose of Accountability Matching

- For AYP and School Grading Process:
  - Identify students meeting the requirement of being in school all year.
  - Identify students needing updates to data.
Short History

- **Timing**
  - 2003-04 data were matched after the close of survey 3 (February 2004) record processing.
  - 2004-05 data were matched during survey 3 (February 2005) record processing.
Responsibility

- 2003-04 matching was done by the Office of Evaluation and Reporting working with District Coordinators of Accountability.
- 2004-05 matching was done by the Education Information Services Office working with District MIS staff who communicated with other district staff as appropriate.
Data Source

In 2003-04 the source of the data became a file separate from the Student Data Base.

For 2004-05 the source of the data remained the Student Data Base.
Data Matching Process

1. Start with all Survey 3 Student Demographic Records.
2. Remove OSP, McKay, Home Ed, & Private School students. (School of Enrollment = 3518, 3818, N998 & N999)
3. Remove students if District of Instruction is not equal to District of Enrollment.
4. Remove students with no matching course record.
Data Matching Process – Continued

5. Place all removed records in the Deleted Records file (F70549) with an indicator of why the record was removed.

6. Do the same record matching and removal for survey 2. Generate file F70586.

7. Match survey 3 records to ESE and LEP records and add four data elements. (Exceptionality, Primary; Exceptionality, Other; Alternate Assessment Administered & LEP Entry Date)
8. Match survey 3 record to the Prior School Status record and indicate:
   - Same school
   - Same district
   - New
   - Missing
   - None of these

9. Add fields to record. (Prior District, Withdrawal Date, Withdrawal Code)
10. Match survey 3 records to survey 2 records.
   - Use District & School of Enrollment and Student ID.
   - If not found, use Alias ID.
11. If no match, try again at District level.
12. Put all survey 3 records that have a survey 2 school or district match in the Matched File (F70548).
Data Matching Process – Continued

13. Put records with multiple matches in the Problem Records file (F70550).

14. Look at PSS codes and determine whether the remaining non-matches are expected or unexpected.

15. Put unexpected non-matches in the Problem Records file (F70550).

16. Put expected non-matches in the Unmatched Expected Records file (F70551).
2005-06 Timeline

- Survey 3, 2005-06
  - Survey Week: February 6-10, 2006
  - State Processing: February 20 – March 10, 2006

- Request the Accountability Match files during state processing.
  - Use CICS menu.
  - Five files are run overnight.
What Worked

- Collaboration between data staff and accountability staff at DOE and District levels.
- Early review of student information.
- Correct ID Numbers.
- Looking at Prior School Status records.
Need for Improvement

- Missing and Incorrect Data
  - Race, Gender, ESE, etc. not always updated
  - LEP dates often missing
  - Incorrect Grade Levels
- Schools opening or closing in the middle of the year.
To Remember

- Students must have a course record to be included.
- Reports must be requested from NWRDC.
- Initial file submissions are processed in the morning. Reports run at night.
- Batch updates for survey 2 run every night rather than just on Wednesdays.
- Ensure that Student Demographic, ESE, LEP and Student Course Schedule have been submitted.
Questions and Answers
Survey 3 Updates 2006

- February 20 to March 10 at 4:00 pm EDT
- Collaboration with EIAS on Survey 3
  - Clean school of enrollment numbers
    - Reflect the school where student is enrolled
    - Home and private schooled
    - Hospital homebound
  - Correct student ID numbers unduplicated within District
- Critical Updates
  - Limited English proficient status and entry date
  - Free and reduced lunch status
  - Grade level
Membership Updates 2006

- March-April – 5 weeks
- Window = 2/11/06 – 2/27/06 (2/28/06 for withdrawals)
- Update only data which changes in the window
Plans for Membership Updates

- Finalize all grade levels during membership
- Nightly processing by DOE
- Membership web site available during assessment corrections
  - Read only
  - Review and reference
- FAQ link
Assessment Data Process
Assessment Data Corrections 2006

- May – 2 weeks
- Nightly processing
- Corrections via uploading and web
What’s New for Assessment Corrections

- Add uncorrectable field
- Repost corrected data
- History table available for data collected via forms on the web
- FAQ link
Appeals
Submitting Appeal

- June – July
- INDV
  - What is it?
  - How to use it?
- What can and can not be appealed
- District submissions only
- Eliminating orphans
2005 Appeal Results

- **What was submitted**
  - Forty-nine schools
    - 23 school grade appeals
    - 20 AYP appeals
    - 6 for both school grades and AYP
  - Nine appeals were accepted
    - Four school grade appeals
    - Five AYP appeals
Two appeals resulted in a school grade change

- "A" schools went to 1,256
- "B" schools went to 589

Four appeals resulted in a change to a school’s AYP designation

- One from Provisional to Yes
- Three from No to Yes

Florida now has 1,116 schools meeting the 30 AYP criteria
Breakout Sessions

After Lunch
45 minute sessions
Two opportunities

Web Update/Corrections Processes
Sue Klos
Steve Barnes

Science & Writing Multiple Choice in School Grades
Christy Hovanetz Lassila
Tracy Selman

Student & Assessment Corrections Processes
John Hughes
Gambhir Shrestha
Questions and Answers

Office of Evaluation and Reporting
850-245-0411
EVALNRPT@fldoe.org