Office of Evaluation and Reporting
Florida Department of Education

2004 Assessment and Accountability Meeting
Thursday, November 4, 2004
Agenda For November 4, 2004

- Introductions
- 2004 Results
- Changes for 2005
- School Types
- Membership Corrections
- Assessment Corrections
- School Grades Calculation
- Adequate Yearly Progress (AYP) Calculation
- Quality Control
- Appeals
- Reminders
- Question and Answers
Office of Evaluation and Reporting

Introductions
Introductions
Results 2004
Changes for 2005
Appeals

Christy
Hovanetz Lassila
School Types
Adequate Yearly Progress
Appeals

Cassie Conn
Membership Corrections
Assessment Corrections

Sue Klos
School Grades Calculations

Steve Barnes
Adequate Yearly Progress Calculations

Gambhir Shrestha
School Grades and Adequate Yearly Progress Calculation Replication

John Hughes
Benjamin Rehberg
Membership
Matching Survey 2 and 3
Pregrid ID

Ruth Jones
Office of Evaluation and Reporting

Our Goals
Our Goals

• Make school accountability a more transparent process
  – Post all final data on Northwest Regional Data Center
  – Provide more detailed technical assistance papers on school grades and AYP
  – Work more closely with districts to obtain more accurate data
Our Goals

• Make the school accountability process more efficient
  – Collaborate with MIS and districts during survey reporting
  – Electronic submissions and verification for data updates
  – More technical assistance to districts
School Grades, Adequate Yearly Progress, and School Recognition

2004 Results
### School Grades 2004

#### School Grades by School Type

<table>
<thead>
<tr>
<th>School Type</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>962</td>
<td>319</td>
<td>259</td>
<td>62</td>
<td>10</td>
<td>1612</td>
</tr>
<tr>
<td>Middle</td>
<td>197</td>
<td>117</td>
<td>137</td>
<td>25</td>
<td>17</td>
<td>493</td>
</tr>
<tr>
<td>High</td>
<td>35</td>
<td>66</td>
<td>159</td>
<td>83</td>
<td>15</td>
<td>358</td>
</tr>
<tr>
<td>Combination</td>
<td>68</td>
<td>38</td>
<td>60</td>
<td>14</td>
<td>7</td>
<td>187</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1262</td>
<td>540</td>
<td>615</td>
<td>184</td>
<td>49</td>
<td>2650</td>
</tr>
</tbody>
</table>
### School Grades 2004

#### School Grades 2003 by School Grades 2004

<table>
<thead>
<tr>
<th>Grade 2004</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 2003</td>
<td>23</td>
<td>12</td>
<td>26</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>A</td>
<td>977</td>
<td>217</td>
<td>43</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>B</td>
<td>189</td>
<td>196</td>
<td>173</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>C</td>
<td>40</td>
<td>95</td>
<td>300</td>
<td>90</td>
<td>7</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>8</td>
<td>45</td>
<td>66</td>
<td>15</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>New School</td>
<td>32</td>
<td>12</td>
<td>21</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>
School Grades 2004

Higher Standards and Accountability Work

<table>
<thead>
<tr>
<th></th>
<th>1999</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/B Schools</td>
<td>21%</td>
<td>68%</td>
</tr>
<tr>
<td>D/F Schools</td>
<td>28%</td>
<td>9%</td>
</tr>
</tbody>
</table>

1999 1999
2004 2004

80%
70%
60%
50%
40%
30%
20%
10%
0%
Adequate Yearly Progress 2004

<table>
<thead>
<tr>
<th>AYP 2004</th>
<th>No</th>
<th>Yes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>1114</td>
<td>611</td>
<td>1725</td>
</tr>
<tr>
<td>Middle</td>
<td>471</td>
<td>48</td>
<td>519</td>
</tr>
<tr>
<td>High</td>
<td>485</td>
<td>18</td>
<td>503</td>
</tr>
<tr>
<td>Combination</td>
<td>281</td>
<td>40</td>
<td>321</td>
</tr>
<tr>
<td>Total</td>
<td>2350</td>
<td>718</td>
<td>3068</td>
</tr>
</tbody>
</table>
Strong Connection Between School Grade and AYP Criteria Satisfied

<table>
<thead>
<tr>
<th>School Grade</th>
<th>A+ Plan Number of Schools</th>
<th>AYP Criteria Satisfied</th>
<th>NCLB Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1262</td>
<td>90% or more</td>
<td>1157</td>
</tr>
<tr>
<td>B</td>
<td>540</td>
<td>80% or more</td>
<td>499</td>
</tr>
<tr>
<td>C</td>
<td>615</td>
<td>70% or more</td>
<td>536</td>
</tr>
<tr>
<td>D</td>
<td>184</td>
<td>60% or more</td>
<td>147</td>
</tr>
<tr>
<td>F</td>
<td>49</td>
<td>50% or more</td>
<td>42</td>
</tr>
</tbody>
</table>
Annual Report Card 2004

• A+ Plan – Grade, Reading, Math, and Writing results
• NCLB – Percent of Criteria Satisfied, Areas in Need of Improvement (Reading, Math, and Writing)
• Choice Information
• School Efficiency Indicator - ROI
• Additional Information for Parents
Annual Report Card 2004

YOUR CHILD'S EDUCATION: IN FLORIDA, IT'S PERSONAL

SUNSHINE MIDDLE SCHOOL (0001), Leon (37)
1201 MAIN STREET, TALLAHASSEE, FL 32309
School Phone: 850-585-4000, Principal: BILL STAR

<table>
<thead>
<tr>
<th>Subject</th>
<th>State of Florida A+ Plan</th>
<th>Federal No Child Left Behind Act</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade B</td>
<td>87% of criteria satisfied</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This percent is based on a total of 30 criteria that every school must meet if applicable.</td>
</tr>
<tr>
<td>Reading</td>
<td>• 54% of students reading at or above grade level</td>
<td>African American and limited English proficient students in this school need improvement in Reading</td>
</tr>
<tr>
<td></td>
<td>• 80% of students making a year’s worth of progress in reading</td>
<td>Students with Disabilities and Economically Disadvantaged students in this school need improvement in Math</td>
</tr>
<tr>
<td></td>
<td>• 90% of struggling students making a year’s worth of progress in reading</td>
<td>All subgroups met this criteria.</td>
</tr>
<tr>
<td>Math</td>
<td>• 55% of students at or above grade level in math</td>
<td>Options for Parents</td>
</tr>
<tr>
<td></td>
<td>• 70% of students making a year’s worth of progress in math</td>
<td>SUNSHINE MIDDLE SCHOOL has not met federal adequate yearly progress under No Child Left Behind because it needs improvement in one or more areas. Because this is a Title I School, your student may be eligible for school choice options under No Child Left Behind.</td>
</tr>
<tr>
<td>Writing</td>
<td>• 90% of students are meeting state standards in writing</td>
<td>Please contact your district office at (813-272-4050) for choices available to you.</td>
</tr>
</tbody>
</table>

School Efficiency Indicator for 2004-05 notes money spent at the school-level with student performance at that school allowing users to evaluate the efficiency and effectiveness compared to other schools.
School Grade and AYP Appeals

In 2004, 68 appeals were filed
• 38 School Grade Appeals
• 30 AYP Designation Appeals

Compared to 2003, 452 appeals filed
• 112 School Grade Appeals
• 340 AYP Designation Appeals

In 2004, five school grades changed
• Three from ‘B’ to ‘A’
• Two from ‘F’ to ‘P’ (points only)

In 2004, six AYP designations changed from ‘No’ to ‘Yes.’
School Recognition 2004

1425 Florida schools received $117,190,888 from the School Recognition Program in 2004.
School Grades and Adequate Yearly Progress Policy Changes for 2005

Changes for 2005
School Grade Changes

Changed in 2003-04

• Basically the same as 01-02 and 02-03
• Changed substitution for Writing when <30 tested
  – Now: District average for FCAT Writing
  – Was: Percent of students at level 3 & above for Reading
• Changed number in the lowest 25% group of students
  – Now: Lowest 30 students (or more) and substitution still applies
  – Was: Lowest 25% and substitution of Reading learning gains when <30 students
School Grade Changes

Changed in 2003-04

• Deleted the gap requirement (difference in learning gains between lowest 25% and all students)
• Schools graded in their first year (new or combined)
• Included more schools
• Specific authority to lower grade when less than 90% tested (previously only implied)
School Grade Changes

Changes for 2004-05

• Raise Writing proficiency to 3.5
• Include students with disabilities and limited English proficiency in learning gains
  – FCAT scores only (not alternate assessments)
  – Full academic year (enrolled in Survey 2 and 3)
School Grade Changes

Changes for 2006-2007

• Raise Writing proficiency to a 4.0
• Include FCAT Science proficiency
AYP Changes

Change in 2003-04

- Inclusion of LF students in LEP subgroup
- Average Participation Rates
- 1% Cap for SWD alternate assessments
AYP Changes

Changes for 2004-05

• Raise Reading percent proficient to 48%
• Raise Mathematics percent proficient to 53%
AYP Changes

Changes for 2007-08
• Raise Reading percent proficient to 65%
• Raise Mathematics percent proficient to 68%

Changes for 2010-11
• Raise Reading percent proficient to 82%
• Raise Mathematics percent proficient to 83%

Goal 100% proficient in Reading and Mathematics by 2013-14
School Types
School Types

• This is the first step in the school grading and AYP process.
• It is very important because it determines which schools are included for each of the accountability measures.
School Types

• According to State Board of Education Rule 6A-1.09981(3)(d) the Commissioner of Education issues guidelines regarding which school types receive school performance grades.

• The accountability contact person is responsible for verifying that each school is classified appropriately by type.
School Types

• All schools with at least 30 eligible students (enrolled in the same school for October and February FTE counts) with valid FCAT scores in both Reading and Mathematics for both the current year and previous year will receive a school grade.
School Types

• All schools with more than 10 students (enrolled in the same school for October and February FTE counts) with valid FCAT scores in both Reading and Mathematics for the current year will receive an AYP designation.
# School Types

<table>
<thead>
<tr>
<th>School Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The school does not have any information for the Department to provide a school type. Districts MUST file a school type change request for all schools with no type reported.</td>
</tr>
<tr>
<td>1</td>
<td>Elementary School – Instruction provided and FCAT administered in grades 3, 4, and/or 5</td>
</tr>
<tr>
<td>2</td>
<td>Middle School – Instruction provided and FCAT administered in grades 6, 7, and/or 8</td>
</tr>
<tr>
<td>3</td>
<td>High School – Instruction provided and FCAT administered in grades 9, 10, 11, and/or 12</td>
</tr>
<tr>
<td>4</td>
<td>Combination School – Instruction provided and FCAT administered in grades in combination that spans elementary, middle and/or high school</td>
</tr>
<tr>
<td>10*</td>
<td>Department of Juvenile Justice School</td>
</tr>
<tr>
<td>99</td>
<td>Closed or Inactive School</td>
</tr>
</tbody>
</table>

*DJJ schools do not receive a school letter grade but will receive an AYP designation if assessment results are available for more than 10 students.*
School Types

• All schools, except DJJ schools, will be evaluated for school grades.
• Any school that does not have at least 30 eligible students with reading and math FCAT scores for the current and prior year will not receive a school grade.
• All schools will receive an AYP designation unless there are 10 or fewer eligible students.
Membership
Corrections
Data Corrections for School Grades and AYP

Evaluation and Reporting Office Responsibilities
EIAS and District MIS

• Survey 3 week is Feb 7 – 11, 2005
• EIAS (Education Information and Accountability Services) will match Survey 2 and 3
• EIAS will work with district MIS staff to assure accuracy of Survey 2 and 3 and matched records
  – Accuracy of district transmitted data critical
  – Districts’ meeting data transmission deadlines critical
Data Corrections for School Grades and AYP

• Pregrid file will include SID and district Alias
  – Alias will not change throughout the year
  – Alias will be used to match with Assessment for Assessment Data Corrections

• Evaluation and Reporting will match the Pregrid file with Svy32 Match file to identify any unmatched Pregrid SID's or unmatched students in Membership
Data Corrections for School Grades and AYP

• Work with Scoring and Reporting at the Department of Education to obtain a list of 10th grade repeaters who have passed Reading and/or Math FCAT assessments
Data Corrections for School Grades and AYP

• Create files and set timelines for the correction and return of data by districts
  – Column headings clearly identified and defined
  – Correctable fields clearly identified
  – One month for Student Data Corrections
  – 2 weeks for Assessment Data Corrections
Data Corrections for School Grades and AYP

District and School Level Responsibilities
Data Corrections for School Grades and AYP

- Update data in correctable fields only
- Involve everyone in Data Corrections process so they know:
  - What needs to be done
  - How to do it
  - When it is due
  - And have all resources needed to complete their part
Data Corrections for School Grades and AYP

• Download all files according to the Evaluation and Reporting schedule
• Let Evaluation and Reporting know of any problems immediately
• Ensure that everyone involved in the Data Corrections process receives all files and correspondence from Evaluation and Reporting
Student Data Corrections

• Purpose:
  – Update student status
  – Ensure accuracy of data used for School Grades and AYP calculations
Student Data Corrections

• Corrections to be made when student data changes fall after February 11 and before February 28 (the window)
  – SWD Status
  – LEP Status
  – Withdrawal Date
  – Promotion/Demotion Dates
  – Lunch Status

• Dates for student data changes outside of the window will not be accepted

• No other data fields can be corrected
SWD Status

• Included in School Grades proficiency calculations – Gifted (L), Hospital Homebound (M), and Speech Impaired (F)
• Included in School Grades gains calculations – all SWD students with FCAT scores in current and prior year
• Included in School Grades percent tested calculations
• Included in AYP SWD subgroup – all SWD students except Gifted (L)
Updating SWD Status After Survey 3

• Update SWD status if changed within the window (after Feb. 11 & before Feb. 28)
  – SWD codes must be 10 characters long
    • Primary exceptionality is first character
    • Other exceptionalities are next characters
    • Pad with letter Z at the end up to 10 characters
    • Blank cells are acceptable
  – SWD date
    • Use placement date into or exit date from exceptionality
    • Must be in YYYYMMDD and text format
    • Must be present if ESE code is changed
    • Dates outside the window will not be accepted
LEP Status

• Included in School Grades proficiency calculations – LY (enrolled in ESOL classes) with more than 2 years in ESOL Program and LN (LEP but not enrolled) for more than 2 years

• Included in School Grades gains calculations – All LEP with FCAT scores in current and prior year

• Included in School Grades percent tested calculations

• Included in AYP LEP subgroup – LY and LF (exited from ESOL program and being followed up for 2 years)
Updating LEP Status After Survey 3

• Update LEP status if student becomes LF, LY or LN within the window (after Feb.11 & before Feb. 28)
  – LEP codes must be 2 characters long
    • LF, LY, LN, LP (LEP, English proficient, pending Reading and Writing assessment), LZ (two-year follow-up period completed after exiting ESOL program) or ZZ (not applicable)
    • Blanks are acceptable
  – LEP date
    • Latest entry date for the student
    • Must be in YYYYMMDD and text format
    • Must be present if LEP code is not blank
    • Dates outside of the window will not be accepted
Updating Lunch Status After Survey 3

• Included in AYP Economically Disadvantaged subgroup

• Update Lunch status code if status changes within the window (after Feb. 11 & before Feb. 28)
  – 2 – Eligible for free price lunch; 3 – Eligible for reduced price lunch; 4 – Eligible because in USDA-approved Provision 2 schools
  – Blank cells are acceptable
  – Lunch status change date
    • Must be in YYYYMMDD and text format
    • Must be present if status code is changed
    • Dates outside of the window will not be accepted
Updating Promotion/Demotion After Survey 3

- Enter Promotion/Demotion date if student was promoted or demoted out of testing grade range within the window (after Feb. 11 and before Feb. 28)
  - To a grade level higher than 10
  - To a grade level lower than 3
Updating Withdrawal Date After Survey 3

• Enter withdrawal date if student withdrew within the window (after Feb.12 & before March 1)

• Date of withdrawal is the first non-attendance day
  – This is the only correction where February 12th and March 1st is used
  – Must be in YYYYMMDD and text format
  – Blanks are acceptable
Other Data Corrections

• Corrections that are not date or window specific
  – 10\textsuperscript{th} Grade Graduation FCAT Requirements
  – School of Enrollment
  – Pregrid SID
Met 10\textsuperscript{th} Grade FCAT Graduation Requirements

• Determined separately for Reading and Math
• Not applicable to writing
• Date 10th grade repeater previously passed Reading and/or Math FCAT
  – Correct only if student is not flagged in membership as having passed
  – Must be in YYYYMMDD and text format
• Student not included for School Grades or AYP calculations
• 10\textsuperscript{th} grade \textit{retakes} in March of current year are included in School Grades and AYP calculations
School of Enrollment

• School of Enrollment
  – Non-public school students taking courses at public schools (N998, N999 or 9998, 9999)
  – Other school of enrollment problems will be addressed during Assessment Data Corrections
Pregrid SID

• The SID that was used for pregridding FCAT
• Correct only if Pregrid flag field indicates unmatched
• Will be used to help in the match between FCAT and Membership file
Student Data Corrections

• Resource Items Available:
  – Memo – email
  – Directions – email and on web
    • For making corrections
    • For submitting to web
  – Membership file (students in Survey 3 flagged for Survey 2 and Pregrid match, Inclusion in School Grades and/or AYP and other pertinent information) – at NWRDC
  – File layout for Membership file – email and on web
Student Data Corrections

• Round 1: Two weeks for corrections
  – Evaluation and Reporting
    • Make Round 1 resources available
    • Email Superintendent and District Accountability Coordinator
  – District Accountability Coordinator/School Personnel
    • Arrange for download of Membership file
    • Share data with schools
    • Correct data online for any student records which need correcting
    Or
    • Upload a corrections file to web
Student Data Corrections

• Round 2: Two weeks for corrections
  – Evaluation and Reporting
    • Match Districts’ Round 1 Student Data Corrections files with Membership
    • Correct Membership
    • Make Round 2 resources available
    • Email Superintendent and District Accountability Coordinator
  – District Accountability Coordinator/School Personnel
    • Arrange for download of Membership file
    • Share data with schools
    • Correct data online for any student records which need correcting
      Or
    • Upload a corrections text file to web
Student Data Corrections

• Evaluation and Reporting create and make available Memb0405
  – Match Districts’ Round 2 Student Data Corrections files with Membership
  – Correct Membership
  – Make final Membership file (Memb0405) available at NWRDC
  – Make file layout for Memb0405 available on web
  – Inform Superintendent and District Accountability Coordinator
Submitting Data

Data entry form on the web

FTP text file to website
Data Entry Form on the Web

- Download Northwest file
- Send list to each school
- Principal or designee logs into web site
- Locate and correct student record data
  - Submit corrected data record by record
  - The corrections will be validated according to rules set out by Evaluation and Reporting
  - Error report is returned for corrections which do not validate
  - When all corrections are made click “Signoff”
    - Email is sent to District Coordinator
    - District Coordinator reviews and approves corrections
    - After district “signoff” file sent automatically to Evaluation and Reporting
Survey 3 Demographic Information (Can not be edited):

District | School | SID | Alias | Last Name | First Name | Middle Name | DOB | Gender | Race | Grade Level | Migrant Qualifying Date | Passed FCAT Reading | Passed FCAT Math | Matched Survey 32

Student Data Which Changed Within the Window (Can be edited):

ESE Code | ESE Placement Date* | LEP Code | LEP Entry Date* | FRL Code | FRL Change Date* | Out of Testing Range | Demotion Date* | Promotion Date* | Withdrawal Date** | Date Passed FCAT Reading | Date Passed FCAT Math | Corrected School of Enrollment | Corrected PreGrid SID

*Must be after Feb.11 and before Feb. 28
**Must be after Feb.12 and before March 1
FTP Text File to Website

• Download file from Northwest
• Use database to make corrections – No Excel files accepted
• Upload a text file to website
  – Upload once
  – Wait for error report
• Sign off when no error reports return
Assessment
Corrections
Assessment Data Corrections

• **Purpose:**
  - Correct problems identified when the match was made between Memb0405 and assessments files
    • FCAT
    • SWD Alternate Assessments
    • LEP Alternate Assessments
  - Assist in matching assessments with membership
  - Ensure accuracy of data for School Grades and AYP calculations
  - Ensure accuracy of data for next year’s assessment records
Assessment Data Corrections

- **Resource Items Available:**
  - Memo – email
  - Directions – email and on web
  - Three problem assessment files – Located at NWRDC
    - Reading
    - Math
    - Writing
  - File layout for Assessment files – email and on web
Problems – Status

- Blank SID in Assessment Record - **Blank SID**
- More than one Assessment Record with the same SID - **Non-Unique**
- Unmatched SID or Unmatched School of Enrollment – **Unmatched**
- Unmatched Grade Level – **GrdMatch**
- No Prior Year Print After Scan Number – **PYData** *
- No Prior Year PAS and Unmatched Grade Level – **PYData GrdMatch***

* FCAT record matches Memb0405
Blank SID

- SID field on Assessment is blank
- Match record with blank SID to a record in Memb0405
- Correct with the matching Memb0405 SID
Non-Unique

• Where two students in the same school have the same SID, correct the wrong SID. If both are wrong, correct both.

• Where one student has two records – ID is the same on both, correct the wrong record with 10 As (AAAAAAAAAAAAA). If both are wrong correct the right record.
Unmatched

• The assessment record SID does not match a membership record
  – Assessment SID to Memb0405 Pregrid ID
  – Assessment SID to Memb0405 SID
  – Assessment SID to Memb0405 Alias

• Status is Unmatched but school of enrollment is correct
Correct Assessment Sid

• All SID corrections are to be made in the CorrectedSID field
• Must match SID in membership (Memb0405)
• Correct only when Status is
  – Blank SID
  – Non-Unique
  – Unmatched
Unmatched

- Status is Unmatched but SID matches Memb0405
- School number on assessment does not match CorrectedSchlEnrl on Memb0405
- Correct only if different from Memb0405 and student was not withdrawn or corrected (N998 or N999) during Student Data Corrections
Correct School of Enrollment

- Must be four character text with leading zero if appropriate
- Correct in CorrectedSchIEnrl field
- Correct only when Status is
  - Blank SID
  - Non-Unique
  - Unmatched
GrdMatch

- Grade level on the assessment does not match the grade level on Memb0405
- Correct with the grade level of the student when they took the test
- Must be two characters
  - 03 – 12
  - AD, 30, or 31 – Adult
- Correct in CorrectedGrd field
Correct Grade Level

• Correct when Status is
  – GrdMatch
  – PYData GrdMatch

• Add when enrolled grade level at time of testing is different from Memb0405 and Status is
  – Blank SID
  – Non-Unique
  – Unmatched
Missing 2004
Print After Scan Number(s)

- Print After Scan (PAS) is the 9 digit number which is created on the FCAT record when the booklet or answer sheet is scanned by NCS Pearson
- Does not appear on Student Assessment Report
- Evaluation and Reporting will work with the Data Warehouse to obtain what we can
- Correct in the PYRPAS or PYMPAS field on the respective assessment correction file
- If not available, fill in District Number, School Number, and SID from student’s 03-04 Assessment report
Assessment Data Corrections

• Round 1: One week
  – Evaluation and Reporting
    • Make Round 1 resources available
    • Email Superintendent and District Accountability Coordinator
  – District Accountability Coordinator/School Personnel
    • Arrange for download of Assessments Problem files
    • Correct data online for any student assessment records which need correcting
      Or
    • Upload corrections files to web
Assessment Data Corrections

• Round 2: One week
  – Evaluation and Reporting
    • Match Districts’ Round 1 Assessment Data Corrections files with Assessments files
    • Correct Assessments files
    • Make Round 2 resources available
    • Email Superintendent and District Accountability Coordinator
  – District Accountability Coordinator/School Personnel
    • Arrange for download of Assessments Problem files
    • Correct data online for any student assessment records which need correcting
    Or
    • Upload corrections files to web
Assessment Data Corrections

• Evaluation and Reporting
  – Match Districts’ Round 2 Assessment Data Corrections files with Assessments files
  – Correct Assessments files
Student Level Data

• Evaluation and Reporting
  – Make final matched Membership/Assessments file (INDV0405) available at NWRDC
  – Make file layout for INDV0405 available on web
  – Email Superintendent and District Accountability Coordinator

• INDV0405
  – Available at NWRDC after School Grades and AYP rollouts
  – Individual student level data
  – Student Data Corrections applied and noted
  – Assessment Data Corrections applied and noted
  – School Grades and AYP Numerators and Denominators noted
School Grade Calculations
School Grade Calculations

Six components used for determining School Grade:

• Percent of eligible students meeting high standards
  – Reading
  – Mathematics
  – Writing
• Percent of eligible students making learning gains
  – Reading
  – Mathematics
• Percent of lowest performing eligible students making learning gains
  – Reading
Who are Eligible for School Grades?

• Student reported in Survey 3 and Survey 2 data submissions
• Student attending public schools
• Student with valid FCAT scores
  – Current year records are included for meeting high standards
  – Current and prior year records are included for learning gains
Who are Eligible for Each School Grade Component?

- Percent of students meeting high standards in reading, mathematics and writing
  - Eligible students with a valid matching current year FCAT score reported and FCAT grade matches enrollment grade
  - Exceptionality = F,L,M
  - LEP = LY, or LN and enrolled >= 2 years

- Percent of students making learning gains in reading and mathematics
  - Eligible students with valid current and prior year FCAT scores reported and FCAT grade matches enrollment grade
  - All SWD and LEP students
Who are Eligible for Percent Tested?

• Percent tested numerator
  – Eligible students with both valid and invalidated current FCAT scores reported and FCAT grade matches enrollment grade

• Percent tested denominator
  – All eligible students who should have matching current year FCAT scores reported
Who is not Eligible for School Grades?

• Students reported in Survey 3 but not reported in Survey 2 data submissions
• Students not attending public schools
• Students promoted or demoted out of grades 3 through 10
• Students withdrawn before FCAT testing
  – Excluded for all grading if after Survey 3 and before FCAT Reading/Math test
Students Meeting High Standards in Reading

• One point accrued for each percent of eligible students scoring in FCAT Achievement Levels 3, 4, and 5 in reading.

• Number of eligible students scoring in levels 3-5 divided by the total number of eligible students with valid FCAT reading scores.

\[
\text{Reading Performance} = \frac{\text{Total eligible students with reading levels 3, 4 or 5}}{\text{Total eligible students with valid FCAT reading scores}}
\]

School Example: \(65\% = \frac{82}{126}\)
Students Meeting High Standards in Math

• One point accrued for each percent of eligible students scoring in FCAT Achievement Levels 3, 4, and 5 in math

• Number of eligible students scoring in levels 3-5 divided by the total number of eligible students with valid FCAT math scores

Math Performance = \frac{\text{Total eligible students with math levels 3, 4 or 5}}{\text{Total eligible students with valid FCAT math scores}}

School Example

50\% = \frac{64}{127}
Students Meeting High Standards in Writing

• One point accrued for each percent of **eligible** students scoring 3.5 and above

• Number of eligible students with writing scores 3.5 and above, divided by the number of eligible students with valid writing scores

  School Example: \( \frac{81\%}{30} = \frac{30}{37} \)

• If fewer than 30 students were tested in writing, the district writing average, based on the maximum and minimum grades in the school, is substituted for writing performance
Calculate District Writing Averages

- For District and Schools for
  - Grade 4
  - Grade 8
  - Grade 10
  - Grades 4 and 8
  - Grades 4 and 10
  - Grades 8 and 10
  - Grades 4, 8 and 10

- Determine the maximum and minimum grades for each school to determine appropriate average
Calculate District Writing Averages

- Divide the total number of students with scores $\geq 3.5$ by District and School for each grade group by the total number of students with writing scores

\[
\text{District Average}_{\text{Grades 4}} = \frac{\text{Sum of total students with writing scores } \geq 3.5 \text{ grades 4}}{\text{Total students with writing scores grades 4}}
\]

\[
\text{District Average}_{\text{Grades 8 & 10}} = \frac{\text{Sum of total students with writing scores } \geq 3.5 \text{ grades 8 & 10}}{\text{Total students with writing scores grades 8 & 10}}
\]

\[
\text{District Average}_{\text{Grades 4 8 & 10}} = \frac{\text{Sum of total students with writing scores } \geq 3.5 \text{ grades 4 8 & 10}}{\text{Total students with writing scores grades 4 8 & 10}}
\]
Three Ways to Make Learning Gains

1. *For all eligible students:*
   - Improve one or more achievement levels
     - achievement level 1 to achievement level 2 or higher
     - achievement level 2 to achievement level 3 or higher
     - achievement level 3 to achievement level 4 or higher
     - achievement level 4 to achievement level 5
Three Ways to Make Learning Gains

2. For all eligible students:
   - Maintain high standards
     • Maintain an achievement level of 3, 4 or 5
Three Ways to Make Learning Gains

3. For all eligible **non-retained** students:
   - Maintain an achievement level of 1 or 2 in current and prior year and demonstrate one year’s growth which is to exceed the DSS cut score for their particular grade level
     - The definition of one year’s growth is based on taking FCAT at the next higher grade
     - When achievement level scores drop, e.g., 4→3, students are not included in the numerator when calculating learning gains, even if the lower score is on or above grade level.
Determining Learning Gains for Reading

- Table of developmental scale scores with the cut values for each grade for reading

<table>
<thead>
<tr>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>230</td>
<td>166</td>
<td>133</td>
<td>110</td>
<td>92</td>
<td>77</td>
<td>77</td>
</tr>
</tbody>
</table>

* Retained students cannot demonstrate learning gains using Developmental Scale Score
Determining Learning Gains for Math

- Table of developmental scale scores with the cut values for each grade for math

<table>
<thead>
<tr>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>162</td>
<td>119</td>
<td>95</td>
<td>78</td>
<td>64</td>
<td>54</td>
<td>48</td>
</tr>
</tbody>
</table>

* Retained students cannot demonstrate learning gains using Developmental Scale Score
Determine Learning Gains

Formulas used for Reading and Math gains

Reading Gains = \( \frac{\text{Total eligible students making one of the reading gains options}}{\text{Total eligible students with current and prior FCAT reading scores}} \)

School Example

\[
64\% = \frac{54}{84}
\]

Math Gains = \( \frac{\text{Total eligible students making one of the math gains options}}{\text{Total eligible students with current and prior FCAT math scores}} \)

School Example

\[
75\% = \frac{63}{84}
\]
Determine Population for the Lowest 25%

- Calculate a percent rank for all eligible students by District, School, and prior year grade using prior year Developmental Scale Score including all achievement levels
- Tied scores are ranked down
- Prior year grade is used to correctly compare retained with promoted students
Determine Population for the Lowest 25%

- Using current year grade level artificially ranks retained students higher

- **Student A** – retained 4th grader scoring level 1 with DSS of 1314 on 4th grade FCAT last year

- **Student B** – first time 4th grader scored level 3 with DSS of 1300 on 3rd grade FCAT last year
  - Using current year grade level student A ranks higher than B
  - Using prior year grade level students A and B are ranked separately
  - Using prior year grade level retained students are ranked against students with the same grade level test
Determine Population for the Lowest 25% if Less than 30 Students

• Rank students using percent rank by District and School
  – All grades are ranked together
  – Tied percent values are ranked down
Determining Learning Gains for Lowest 25% of Students

**Formulas used for low gains**

\[
\text{Lowest 25\% Gains} = \frac{\text{Total eligible students from first ranking that made a gain}}{\text{Total eligible students with current and prior FCAT reading scores}}
\]

\[
\text{Lowest 30 or more Gains} = \frac{\text{Total eligible students from the second ranking that made a gain}}{\text{Total eligible students with current and prior FCAT reading scores}}
\]

- Use Lowest 25% Gains if total count of students are greater than or equal to 30
- Use Lowest 30 or more Gains if total count of students is less than 30
- Use school level reading gains for low gains if both are less than 30

**School Example – Lowest 30 or more gains formula used**

\[
60\% = \frac{18}{30}
\]
Adequate Progress for the Lowest 25% of Students

- **At least half (50% or more) show learning gains**
  - **A** schools must have adequate progress **each** year.
  - **B** or **C** schools must have adequate progress in either current or previous year.
Not Making Adequate Progress for the Lowest 25% of Students

- At least half (50% or more) of the lowest 25% did not make learning gains
  - A schools will be lowered one letter grade if adequate progress is not met each year.
  - B or C schools will be lowered one letter grade if adequate progress is not met in either current or previous year
  - D or F schools will not be lowered one letter grade if adequate progress is not met in the current year
Percent Tested

- **A** schools - 95% or more tested
- All other grades – at least 90% tested
- **I** schools - fewer than 90% tested
Determine the Percent Tested

- Percent tested - divide total number of eligible students tested by the number of eligible students in the membership file

\[
\text{Percent Tested} = \frac{\text{Total eligible students with valid FCAT scores in reading} + \text{Total eligible students with valid FCAT scores in math} + \text{Total eligible students with valid FCAT scores in writing}}{\text{Total eligible students included for grading in reading} + \text{Total eligible students included for grading in math} + \text{Total eligible students included for grading in writing}}
\]

School Example:

\[
98\% = \frac{127 + 127 + 30}{127 + 127 + 37} = \frac{284}{291}
\]
School Grade Calculation

• **Determine the Total Points and the Final School Grade**
  - All percentage points accumulated for each of the six components are summed to obtain total school points
  - The status of each additional condition reviewed.
    • Percent tested
    • Adequate progress of the lowest performing students in reading
School Grade Calculation

A  410 points or more, 95% tested, made adequate progress (50%) with the lowest performing students, similar learning gains for the lowest performing students and all students

B  380 points or more, 90% tested, made adequate progress (50%) with the lowest performing students within 2 years

C  320 points or more, 90% tested, made adequate progress (50%) with the lowest performing students within 2 years

D  280 points or more, 90% tested

F  Fewer than 280 points, 90% tested

I  Less than 90% tested (Schools initially receive a grade of “incomplete” while the status is investigated)
School Grade Calculation

- Formula to Determine the Total Points and the Final School Grade

<table>
<thead>
<tr>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Read Gains</th>
<th>Math Gains</th>
<th>Low Performing Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>Proficient</td>
<td>Proficient</td>
<td>Proficient</td>
<td>Gains</td>
<td>Gains</td>
</tr>
<tr>
<td>65</td>
<td>50</td>
<td>81</td>
<td>64</td>
<td>75</td>
<td>60</td>
</tr>
</tbody>
</table>

Percent Tested = 98 Adequate Progress > 50 = Yes

Grade Points = \(65 + 50 + 81 + 64 + 75 + 60 = 395\) \(\rightarrow B\)
Adequate Yearly Progress Calculations
NCLB AYP Calculations

• Step-by-Step

Florida’s
NCLB AYP
Calculations
What is Adequate Yearly Progress (AYP)?

• Adequate Yearly Progress (AYP) measures the progress of all public schools, and school districts toward enabling all students to meet the State’s academic achievement standards.

• AYP measurements target the performance and participation of various subgroups based on race or ethnicity, socioeconomic status, disability, and English proficiency.

• The goal of NCLB is to have 100 percent of students proficient by 2013-14.
30 Components of AYP

• Participation Rate of 9 subgroups
• Reading Proficiency of 9 subgroups
• Math Proficiency of 9 subgroups
• Change in School Writing Proficiency
• Change in School Graduation Rate
• School Grade
2004-05 State Targets for AYP

- 95% Participation Rate
- 48% of Students Proficient in Reading*
- 53% of Students Proficient in Math*
- 1% Improvement in Writing Proficiency*
- 1% Improvement in Graduation Rate
- School Grade not = D or F

* Students with achievement level of 3 or above on the FCAT or Alternative Assessment are Proficient for purposes of determining AYP.
Steps to Calculating AYP

• Create the Input Files
• Evaluate Student Records
• Calculate the 1% Cap on Students with Disabilities Scoring Proficient on an Alternate Assessment
• Calculate the Components of AYP
• Calculate AYP
• Identify Schools In Need of Improvement
Creating Data Input Files

The INDV files contain student demographics and assessment results for all students. Four separate files are used to create the INDV files for Reading, Math & Writing:

1. Membership File
2. Assessment File
3. SWD Alternative Assessment File
4. LEP Alternative Assessment File
Creating Data Input Files

The INDV (Individual) files are created by using the following processes:

– Match all four data files on District Number, School Number, and SID:
– Apply District Data Corrections
– Build Three INDV files:
  • INDV Reading File
  • INDV Math File
  • INDV Writing File
Final Data Input Files

• INDV Reading File
• INDV Math File
• INDV Writing File
• School Grade
• Graduation Rates (EIAS)
• Prior Year AYP Data File
Student Records Evaluation

• Subgroup Classifications

• Who are Included in AYP Calculations?

• Who are Excluded from AYP Calculations?
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. Limited English Proficient (LEP)
9. Students With Disabilities (SWD)
Who are Economically Disadvantaged Students?

• Three Groups of Students:
  – All students eligible for free price lunch prior to testing (Lunch Status = 2)
  – All students eligible for reduced price lunch prior to testing (Lunch Status = 3)
  – All students in USDA-approved Provision 2 schools (Lunch Status = 4)
Who are Limited English Proficient (LEP) Students?

- Two Groups of Students:
  - Students who are being served in an English for Speakers of Other Languages (ESOL) program prior to testing (LEP = LY)
  - Students who exited ESOL program and being followed up for 2 years (LEP = LF)
Who are Students with Disabilities (SWD)?

- Students with a disability, other than Gifted (L)
Who are Included in AYP Calculations?

• Participation Rate:
  – All students who are reported in Survey 3 and are required to participate in state assessment programs

• Proficiency Rates
  – All students who are assessed and enrolled for a full academic year (students who were present in the same school during October and February FTE counts)
Who are Excluded from AYP Calculations?

- Grade 10 students who have passed the FCAT reading and/or mathematics are excluded from calculations for the subject passed
- All students withdrawn after Survey 3 and prior to FCAT Testing
- All students promoted or demoted out of the FCAT testing range after Survey 3 and prior to FCAT testing
- Home schooled students (N998 or 9998)
- Private school students (N999 or 9999)
What is 1% Cap for SWD Alternative Assessment Proficiency?

• This is the limit on the number of proficient SWD students who take the alternative assessment

• 1% cap is calculated at the state and district level and applied at the school level
How to Test 1% Cap on SWD Alternative Assessment Proficiency?

1. Calculate the 1% Cap: The number of full academic year students assessed in a district x 1%
2. Determine the number of proficient students taking SWD alternate assessment
3. Determine if a district met its 1% Cap
   - Met: If number in step 2 above \(\leq\) number in step 1
   - Not Met: If number in step 2 above \(>\) number in step 1
How to Bring Districts into 1% Cap Compliance?

• Convert proficient scores to non-proficient scores of SWD students with different combinations of Primary Exceptionality (PE) and Other Exceptionality (OE) listed below.

• Any combinations of code K with codes D, E, L and Z as shown below

<table>
<thead>
<tr>
<th>PE</th>
<th>OE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLD(K)</td>
<td>OT(D) or</td>
</tr>
<tr>
<td>SLD(K)</td>
<td>PT(E) or</td>
</tr>
<tr>
<td>SLD(K)</td>
<td>Gifted (L) or</td>
</tr>
<tr>
<td>SLD(K)</td>
<td>NA(Z)</td>
</tr>
</tbody>
</table>

• Recalculate 1% cap based on converted scores
• Districts must have a waiver if 1% cap in not met after the recalculation
AYP Computations for all Subgroups

- School and Subgroup Cell Size
- Percent of Students Tested
- Percent of Students Proficient in Reading/ Math/ Writing
- Percent of Graduates
What’s the Size of School and Subgroup Enrollment for AYP?

- A school must have at least 11 eligible students in order to determine AYP for a school

- A subgroup must have at least 30 eligible students in order to determine AYP for a subgroup
Percent of Students Tested

• The Current Year (CY) Percent Tested for each subgroup is calculated using the formula:

\[
\text{CY Percent Tested} = \frac{\text{Number of Students Assessed}}{\text{Number of Students Enrolled in Survey 3}}
\]

The Average Percent Tested is computed using the prior year (PY) and current year (CY) data based on the weighted formula below:

\[
\text{Average Percent Tested} = \frac{\text{Total Students Assessed in CY} + \text{Total Students in PY}}{\text{Total Students Enrolled in CY} + \text{Total Students Enrolled in PY}}
\]
Percent of Students Proficient

• The percent of students proficient in Reading/Math/Writing is computed using the formula below:

\[
\text{Percent Proficient} = \frac{\text{total full academic year students scoring 3 or above}}{\text{total full academic year students assessed}}
\]

* The total full academic year students assessed are:
  • Students whose scores are reported
  • Students who have matching grades between Survey 3 grade and test grade

• The percent of students proficient in the prior year is not recalculated.
Percent of Graduates

• The Graduation Rate is computed using the ratio formula below:

\[
\text{Graduation Rate} = \frac{\text{Number of Graduates}}{\text{Number of Expected Graduates}}
\]

• NCLB Graduation Rate is calculated by the Office of Education Information and Accountability Services (EIAS) and the review/corrections process is conducted by that office.
Percent of Graduates

**Number of Expected Graduates (Cohorts):**

<table>
<thead>
<tr>
<th>Category</th>
<th>Formula</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Time 9th Graders in 1999-00</td>
<td>+</td>
<td>Students who transferred out</td>
</tr>
<tr>
<td>1st Time 10th Graders in 2000-01</td>
<td>+</td>
<td>Students who left for private school</td>
</tr>
<tr>
<td>1st Time 11th Graders in 2001-02</td>
<td>+</td>
<td>Students who left for home school</td>
</tr>
<tr>
<td>1st Time 12th Graders in 2002-03</td>
<td></td>
<td>Students who left for Adult Ed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deceased students</td>
</tr>
</tbody>
</table>

**Number of Graduates:**

Students who received a Standard Diploma or completed the GED exit option program
Calculate AYP

- Determine if Participation Criteria was met
- Determine if the Writing Criteria was met
- Determine if the Graduation Criteria was met
- Determine if the School Grade was a D or F
- Determine if the Reading Criteria was met
- Determine if the Math Criteria was met
Determine if Participation Criteria was Met

• Two Ways to Compute:
  – First Method: Is the CY Percent Tested 95% or greater for the school and ALL subgroups?
    • If Yes: Participation Target is Met
    • If Not: Check the Second Method
  – Second Method: Is Average Percent Tested 95% or greater for the school and/or ALL subgroups with a CY Percent Tested less than 95%?
    • If Yes: Participation Target is Met
    • If Not: Participation Target is Not Met
Determine if Writing Criteria was Met

• Two Ways to Compute:
  – First Method: Does a school have a CY proficiency rate of 90% or higher?
    • If Yes: Writing Target is Met
    • If Not: Check the Second Method
  – Second Method: Did the school increase its proficiency rate by at least 1% from the PY?
    • Increase in Proficiency = % Students Proficient in CY Minus (-) % Students Proficient in PY
    • If Computed Difference >= 1, then Writing Target is Met; Otherwise Not.
Determine if Graduation Rate Criteria was Met

• Two Ways to Compute:
  – First Method: Has a school attained a rate of 85% or higher in CY?
    • If Yes: Graduation Target is Met
    • If Not: Check the Second Method
  – Second Method: Did the school increase its graduation rate by at least 1% from the PY?
    • Increase in Grad Rate = Graduation Rate in CY Minus (-) Graduation Rate in PY
    • If Computed Difference >= 1, then Grad Rate Target is Met; Otherwise Not.
Determine if School Grade Criteria was Met

• Is the School Grade a D or F?
  • If Yes: The School Grade Criteria was not Met
  • If Not: The School Grade Criteria was Met
Determine if Reading/Math Proficiency Targets were Met

• Two Ways to Compute:
  – First Method: Did the school and ALL subgroups meet the reading/math proficiency target?
    • If Yes: Proficiency Targets were met
    • If Not: Check Second Method
  – Second Method: Did the school and/or ALL subgroups that did not meet reading/math proficiency targets meet Safe Harbor requirements?
    • If Yes, then reading/math criteria is met; Otherwise Not.
When can a School Use Safe Harbor?

• The Safe Harbor provision can be applied only if a school has met all four 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 Criteria is met
  – Writing Criteria is met
Safe Harbor: 10% Reduction in Students Not Proficient

1. Compute % Non-Proficient in PY (PYNP)
   - % Non-Proficient in PY = 100% - % Proficient in PY

2. Compute 10% Target Reduction
   - 10% Target Reduction = (% Non-Proficient in PY) * 10%

3. Compute Safe Harbor Proficient Target (SHPT)
   - SHPT = 10% Target Reduction + % Proficient in PY

4. Compare SHPT with the % Proficient in CY (CYP)
   - If CYP >= SHPT, then 10% Target Reduction is Met
   - Otherwise, 10% Target Reduction is Not Met
Safe Harbor: Example of 10% Reduction in Students not Proficient

Example: 20% Proficient in Math in 2002-03 (PYP)
27% Proficient in Math in 2003-04 (CYP)

1. Step 1: Compute Prior Year % Non-Proficient (PYNP)
   \[ \text{PYNP} = 100\% - 20\% = 80\% \]

2. Step 2: Compute 10% Target Reduction (TTP)
   \[ \text{TTP} = 80\% \times 10\% = 8\% \]

3. Step 3: Compute Safe Harbor Proficient Target (SHPT)
   \[ \text{SHPT} = \text{PYP} + \text{TTP} = 20\% + 8\% = 28\% \]

4. Step 4: Determine if the 10% Reduction is Met?
   Is CYP >= SHPT? Is 27% >= 28%? No

The Subgroup did not meet the 10% Reduction.
School Must Meet 30 Criteria for AYP

- Percent Tested – 9 criteria
  - Total school
  - Plus 8 subgroups (Yes or NA)
- Reading proficiency target – 9 criteria
  - Total school
  - Plus 8 subgroups (Yes or NA)
- Math proficiency target – 9 criteria
  - Total school
  - Plus 8 subgroups (Yes or NA)
- Plus three other academic indicators
  - Writing Criteria (Yes or NA)
  - Graduation Rate (Yes or NA)
  - Not a D or F school (Yes or NA)
## 30 Criteria Required for Making AYP

Schools must meet all 30 criteria below to make AYP.

<table>
<thead>
<tr>
<th>AYP Status</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Criteria Met</td>
<td>Yes (or NA)</td>
</tr>
<tr>
<td>Grad Criteria Met</td>
<td>Yes (or NA)</td>
</tr>
<tr>
<td>School Grd. Not D/F</td>
<td>Yes (or NA)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Participation</th>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>95% Tested</td>
<td>Criteria</td>
<td>Criteria</td>
</tr>
<tr>
<td></td>
<td>Met</td>
<td>Met</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
<th></th>
<th></th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>Yes (or NA)</td>
<td>Yes (or NA)</td>
<td>Yes (or NA)</td>
</tr>
<tr>
<td>Black</td>
<td>Yes (or NA)</td>
<td>Yes (or NA)</td>
<td>Yes (or NA)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Yes (or NA)</td>
<td>Yes (or NA)</td>
<td>Yes (or NA)</td>
</tr>
<tr>
<td>Asian</td>
<td>Yes (or NA)</td>
<td>Yes (or NA)</td>
<td>Yes (or NA)</td>
</tr>
<tr>
<td>Am. Indian</td>
<td>Yes (or NA)</td>
<td>Yes (or NA)</td>
<td>Yes (or NA)</td>
</tr>
<tr>
<td>Econ. Disadvantaged</td>
<td>Yes (or NA)</td>
<td>Yes (or NA)</td>
<td>Yes (or NA)</td>
</tr>
<tr>
<td>Limited English Prof.</td>
<td>Yes (or NA)</td>
<td>Yes (or NA)</td>
<td>Yes (or NA)</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Yes (or NA)</td>
<td>Yes (or NA)</td>
<td>Yes (or NA)</td>
</tr>
</tbody>
</table>
Identify Schools in Need of Improvement

• Schools in Need of Improvement are schools:
  – Identified as Title I for consecutive years
  – Have not made AYP for two years in a row in the same content area (reading/math)
    And/Or
  – Have not met other required criteria of the primary AYP calculation for two years in a row

• Schools must make AYP for two consecutive years to come out of School Improvement status
Quality Control
Quality Control

• External Quality Controls
  – Evaluation and Reporting contracts with the Center for Information, Training, and Evaluation Services (CITES) at FSU
  – CITES works independently using the same logic rules to produce programs for
    • Membership Corrections
    • Assessment Corrections
    • School Grades calculations
    • AYP calculations
Quality Control

• Internal Quality Controls
  – All accountability programs are replicated internally by at least two staff
  – Programs are independently written based on the same logic rules

• Programming platforms include SAS, SPSS, and C++

• All Evaluation and Reporting and CITES programs must provide identical files before release of any data or results
Appeals
Appeals Process

The Florida Department of Education has instituted a single appeals process for both school grades and AYP.

- State Board Rule 6A-1.09981 permits a 30-day period of time for districts to review the assigned school grade.

- The No Child Left Behind Act also permits a 30-day period of time for schools to review the AYP status assigned to their school.
Appeals Process

School grade and Adequate Yearly Progress (AYP) calculations rely entirely on the accuracy of the data submitted by the school districts to DOE.

Accountability calculations for all students use:
- district number
- school number
- student identification number
- grade level
- demographic information
- school lunch status
- ESE code
- LEP code
- graduation requirements met
Appeals Process

• It is imperative that this data is accurate among surveys and on all assessment records.

• Errors in the data reported by districts to the state will affect school grade and adequate yearly progress calculations.
Data Corrections Process

Districts have several opportunities prior to the release of school grades and AYP to ensure that the state had accurate student data.

- Survey data submitted to DOE is certified by the superintendent and lengthy time period (nine months) is given to districts to amend the data.
- The Office of Evaluation and Reporting presents to each district a copy of school type assignments for accountability purposes. Districts are given an opportunity to review and appeal school type assignments.
Data Corrections Process

- The Office of Evaluation and Reporting presents to each district a copy of all data used for accountability calculations. This data was submitted to the state by the district through the survey data collection process. Districts are then given two opportunities to amend the data.

- The Office of Evaluation and Reporting presents to each district a copy of all mismatched student identification numbers between Survey 3 and all assessment records. Districts are then given two opportunities to match and correct student identification numbers.
Issues That Can Be Appealed

• Districts may appeal because of the omission of student data, a data miscalculation, or special circumstances that might have affected the school grade or AYP designation assigned.

• Requests for a recalculation of data that will not result in a change in school letter grade or AYP designation should not be submitted.
Issues That Cannot Be Appealed

The following aspects of a grade or AYP designation can not be appealed:

– Incorrect student identification numbers, district numbers or school numbers on any of the surveys used for accountability calculations or on any of the assessment records.
– Changes in student demographic information – race, gender, limited English proficiency, exceptionality, lunch status.
– Student withdrawals from a school or district processed between Survey 3 and the administration of the FCAT.
– Prior year accountability calculations.
– School type assignment.
– Any request for a change in school grade or AYP designation that requires a change in statute or rule.
Appeals Process

- Only a school district may submit an appeal on behalf of a school.
- The appeal must be a written request for review in letter form explaining the reason for the appeal and including all specific backup documentation.
  - All letters must be signed by the district superintendent.
  - All data must be in the format provided by the Evaluation and Reporting Office.
  - All information, with original signatures, must be received by the end of the 30 day appeal process. Any information received after the 30 days will not be considered.
Appeals Process

The Department’s process for reviewing appeal requests will be as follows:
- Review and research the appeal and documentation,
- Present recommendations to an appeals committee for their review and recommendations, and
- Make recommendations to the Commissioner of Education.

The department notifies the superintendent and district accountability contact of the final school grade and AYP status after the final decision of the Commissioner.
Reminders
Reminders

• Increase Writing standard to 3.5 for school grades in 2005
• Include students with disabilities and limited English proficient students in the learning gains calculations in 2005
• Increase in Reading and Mathematics proficiency for AYP in 2005

Data Accuracy and Reporting is Vital!
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Questions and Answers