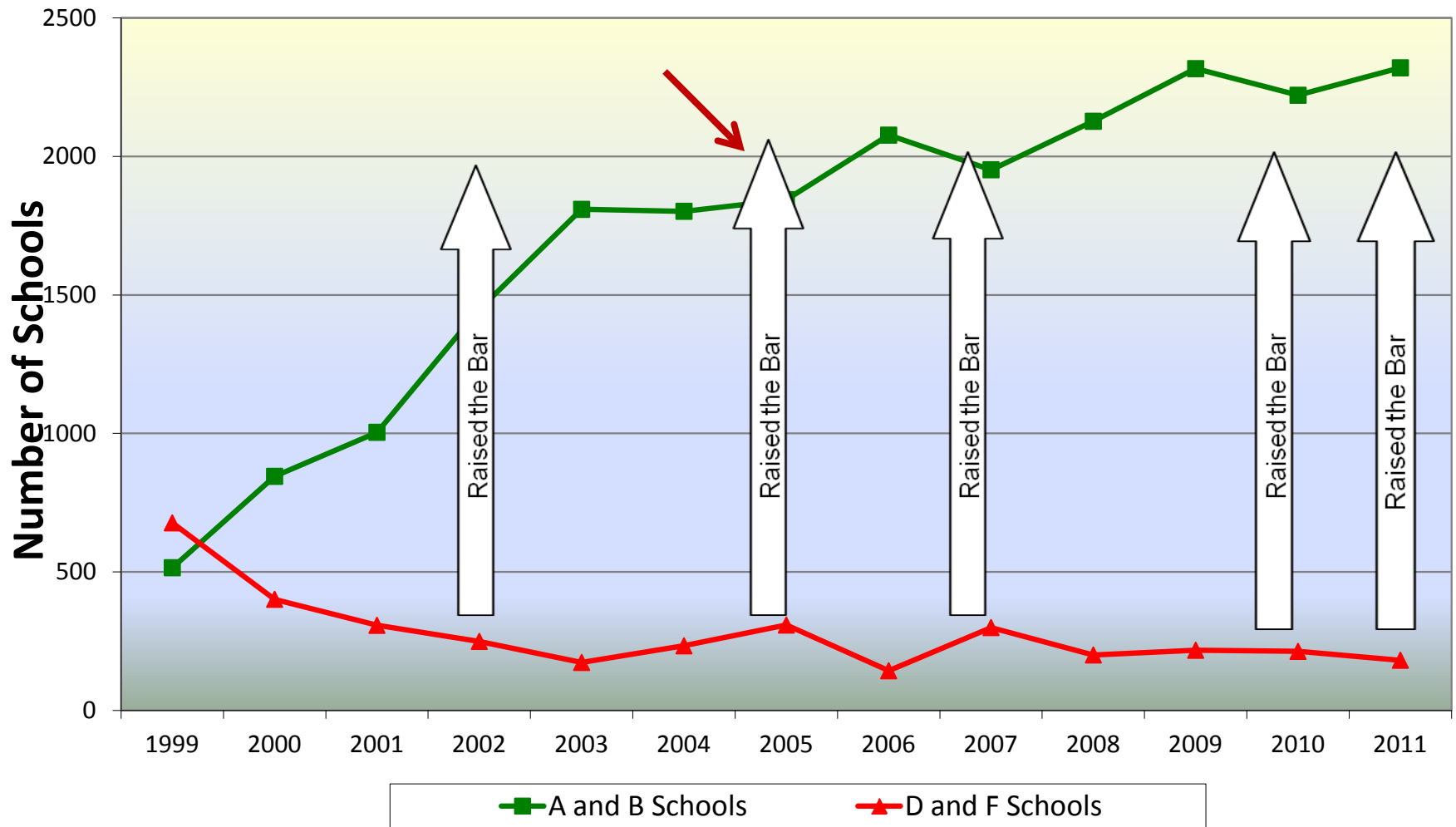


**Florida's Accountability Systems:
Working Toward Increased Student
Achievement**

Each time standards are raised, the number of lower performing schools has decreased in following years



Transition in School Grades System

- Transition to new tests occurring over next 3 years
- Designing system to accommodate changes
- Know what to expect throughout transition
- Multi-year model
 - Implement statutory changes
 - Include new tests as available
- Work closely with stakeholders

School Grades Basic Model - Assessment-Based Measures Included in School Grades for All School Types

| Reading | Math | Writing | Science |
|------------------------------------|--------------|--------------|--------------|
| Performance | | | |
| (100 points) | (100 points) | (100 points) | (100 points) |
| Learning Gains All Students | | | |
| (100 points) | (100 points) | | |
| Low 25% Learning Gains | | | |
| (100 points) | (100 points) | | |
| (300 points) | (300 points) | (100 points) | (100 points) |

50%

50%

Basic Elements of School Grades (800 Points)

- **Performance**

- Reading, Mathematics, Science and Writing:
 - Percentage of students scoring satisfactory or higher

- **Learning Gains**

- Reading and Mathematics:
 - Percentage of students
 - Increasing an achievement level
 - Maintaining a satisfactory achievement level
 - Remaining at achievement levels below satisfactory who increased performance enough to exceed expected growth

Plus extra weighting for students who move up to level 4 or 5 on FCAT 2.0 or EOCs, and for previous year's low performers who make greater-than-expected gains

 - Note: Students who decrease a level are not counted as making gains.

- **Learning Gains of Lowest 25%**

- Reading and Mathematics:
 - Percentage of students in lowest 25% who meet learning gains criteria (with extra weighting for students moving to the highest levels or making greater-than-expected gains)

Additional Elements in Middle School Model

- Acceleration – 100 points
 - **Participation** in high school courses with EOCs
 - Percentage of students who score at Achievement Level 3 or higher who participate in high school courses with EOCs
 - **Performance** in high school courses with EOCs
 - Percentage of students who participate in EOC courses and score at Achievement level 3 or higher

High School Model - 2011-12

| Assessment Components – 50% | | | | “Other” Components – 50% | | |
|--|-------------------|--------------|--|-------------------------------|--|-------------------------|
| Reading | Math (Algebra) | Writing | Biology (Science) | Acceleration | Grad Rate | College Readiness |
| Performance | | | | Participation (150 points) | Overall (200 points) 100 – Federal 4-year 100 - Modified 5-year | Reading (100 points) |
| (100 points) | (100 points) | (100 points) | (0 points in 2011-12) (100 points) | | | |
| Learning Gains All Students | | | | Performance (150 points) | At-Risk (100 points) 50 – Federal 4-year 50 – Modified 5-year | Math (100 points) |
| (100 points) | (100 points) | | | | | |
| Low 25% Learning Gains | | | | | | |
| (100 points) | (100 points) | | | (300 points) | (300 points) | (200 points) |
| (300 points) | (300 points) | (100 points) | (0 points in 2011-12) (100 points) | | | |

- At-risk graduation rate target is 65%
- Points for growth or decline of “other” components – limit 10 points for growth, 5 points for decline

“Other” Elements of High School Grades

● Acceleration

- Participation in accelerated courses
 - Percentage of students in AP, IB, AICE, Industry Certifications, and Dual Enrollment
- Performance in accelerated courses
 - Percentage of students eligible to earn college credit

● Graduation Rate

- Federal uniform graduation rate
 - Percentage of students graduating within 4 years w/standard diploma
- 5-year modified Federal graduation rate
 - Percentage of students graduating within 5 years w/standard or special diploma
- At-risk graduation rate
 - Percentage of at-risk students graduating using both rates above

● College Readiness

- Reading
 - Percentage of on-time graduates scoring college ready
- Mathematics
 - Percentage of on-time graduates scoring college ready

Grading Scale, Basic Model (800 pts.)

Elementary Schools

A = 65.6% of points

B = 61.9 % of points

C = 54.4.% of points

D = 49.4 % of points

F = less than 49.4 % of points

Same percentages apply to school grading scales for other school types, adjusted to different points totals:

Middle Schools = 900 possible points

High Schools = 1600 possible points

Combination Schools (K-12, 6-12) = 1700 possible points

School Grades Changes

- FDOE: input from advisory groups at multiple meetings
 - Leadership Policy Advisory Committee – superintendents
 - Assessment and Accountability Advisory Committee – assessment and accountability directors
- FDOE: three public workshops
- State Board of Education (SBE): public workshop
- SBE adopted changes to school grades rule 2/28/12
- SBE established taskforce to make recommendations on including students with disabilities, English language learners, and ESE center schools
- SBE adopted more changes to school grades rule based on taskforce recommendations (May 10, 2012)
- SBE adopted emergency rule changing school grades writing standard (May 15, 2012)

School Grades Changes

Four main reasons for changes to school grades

- Statutory requirements
- ESEA flexibility waiver requirements
- Changes already in rule
- Policy decisions

Changes Related to Students with Disabilities

- ESEA Waiver – students with disabilities must be treated the same for accountability as all other students
- Included in all performance components
- Weighted performance for students at levels 1 and 2 who make more than expected gains
- ESE Centers – can choose to receive school improvement rating rather than school grade

**School Grades Changes for
2011-12 and Beyond:
A multi-year framework
for school grades**

Elementary Schools

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

| Reading | Math | Writing | Science |
|--------------------------------------|--------------------------------------|----------------------------------|--------------------------------------|
| Performance | | | |
| FCAT 2.0, FAA (100 points) | FCAT 2.0, FAA (100 points) | FCAT, FAA (100 points) | FCAT 2.0, FAA (100 points) |
| Learning Gains All Students | | | |
| FCAT 2.0, FAA (100 points) | FCAT 2.0, FAA (100 points) | | |
| Low 25% Learning Gains | | | |
| FCAT 2.0 (100 points) | FCAT 2.0 (100 points) | | |
| (300 points) | (300 points) | (100 points) | (100 points) |

Additional Requirements:

- For 2011-12 only, adequate progress requirement for Low 25% will not be applied
- Test at Least 90% of students, 95% to earn "A"
- Beginning in 2012-13 , grade lowered one letter grade if 25% reading performance threshold not met

Middle Schools (Text in **red** indicates a new or changed requirement.)

| Reading | Math | Writing | Science | Civics | Acceleration |
|---|---|----------------------------------|--------------------------------------|---|---|
| Performance | | | | | <u>2011-12</u> <u>High School</u> <u>EOC's</u> <u>(Industry</u> <u>Certifications</u> <u>2012-13)</u> <u>(100 points)</u> |
| FCAT 2.0, FAA (100 points) | FCAT 2.0, EOCs, FAA (100 points) | FCAT, FAA (100 points) | FCAT 2.0, FAA (100 points) | 2014-15 EOC (100 points) | |
| Learning Gains | | | | | |
| All Students | | | | | |
| FCAT 2.0, FAA (100 points) | FCAT 2.0, EOCs, FAA (100 points) | | | | |
| Low 25% Learning Gains | | | | | |
| FCAT 2.0 (100 points) | FCAT 2.0 (100 points) | | | | |
| (300 points) | (300 points) | (100 points) | (100 points) | (100 points) | (100 points) |

Additional Requirements:

- For 2011-12 only, adequate progress requirement for Low 25% will not be applied.
- Test at least 90% of students, 95% to earn an "A"
- Beginning in 2012-13 , grade lowered one letter grade if 25% reading performance threshold not met

High Schools (Text in **red** indicates a new or changed requirement.)

| Assessment Components – 50% | | | | “Other” Components – 50% | | | |
|--------------------------------------|--|----------------------------------|--|---|---|-------------------------|---|
| Reading | Math (Algebra, Geometry) | Writing | Biology (Science) | Acceleration | Grad Rate | College Readiness | US History |
| Performance | | | | Participation (150 points) 2013-14 (100 points) | Overall (200 points) 100 - Federal 100 - Modified 5-year | Reading (100 points) | 2013-14 EOC (100 points) |
| FCAT 2.0, FAA (100 points) | EOC, FAA (100 points) | FCAT, FAA (100 points) | EOC, FAA (100 points) | Performance (150 points) 2013-14 (100 points) | At-Risk (100 points) 50 – Federal 50 – Mod 5 Yr | Math (100 points) | |
| Learning Gains All Students | | | | | | | |
| FCAT 2.0, FAA (100 points) | EOC, FAA (100 points) | | | | | | |
| Low 25% Learning Gains | | | | | | | |
| FCAT 2.0 (100 points) | EOC (100 points) | | | | | | |
| (300 points) | (300 points) | (100 points) | (0 points in 2011-12) (100 points) | (300points) (200 points beginning 2013- 14) | (300 points) | (200 points) | (100 points) |

Additional Requirements:

- **For 2011-12 only, adequate progress requirement for the Low 25% will not be applied**
- Test at least 90% of students, 95% to earn an “A”
- Meet at-risk graduation rate target of **65%** or improvement targets
- **Beginning in 2012-13 , grade lowered one letter grade if 25% reading performance threshold not met**

School Grades Changes by School Type for 2011-12

Origin of Change: **S** = statutory; **E** = ESEA waiver; **R** = already in rule; **P** = policy based

Changes for All Schools (including Elementary)

- New assessments and achievement Levels **S**
- Students with disabilities and English language learners in performance measures **E**
- Learning gains: measuring increases for low performers on FCAT 2.0 and FAA; criteria for extra weighting; adjustment to lowest performing 25% (level 3 excluded) **P, P, S**
- Adequate progress requirement for Low 25% waived (2012 only) **P**
- Limit grade drops in 2012 to one-letter-grade drop **P**
- FCAT Writing criterion changed to 3.0 for 2011-12 only **P**

Middle Schools

- Acceleration (participation in and performance on high-school level EOCs) **S**
- Use of Alg. 1 EOC in performance and learning gains in place of FCAT 2.0 if applicable **E, P, S**
- New grading scale (900 pts.) **P/S**

High Schools

- Incorporate EOCs in gains and performance; bank EOC passing scores **S, E**
- Graduation rates: new rate calculations; at-risk grad-rate target **E/P, P**
- Points for annual growth/decline adjusted **P**
- Adjustment for science **P**
- Acceleration: participation and performance equally weighted; FAA test-takers removed from denominator **R, P**
- Postsecondary readiness based on results for all on-time graduates instead of only those scoring at level 3 or higher on grade 10 FCAT **R**

Combination K-12 and 6-12 Schools

- New grading scale (1700 pts.) **P/S**

Impact of Including Students with Disabilities

- Overall the result of full inclusion of all students (SWD and 2nd year ELLs) balanced against the effect of extra weighting in learning gains resulted in a net increase in grades for about 12 schools.
- If students with disabilities were not included in the performance measures, a net increase of 290 school grades would have occurred
- However, 338 schools received a higher grade because of the extra weighting for students at levels 1, and 2 on FCAT and levels 1 – 3 on the FAA
- 90 schools received a higher grade because of the extra weighting earned by students with disabilities

ESE Center Schools

- ESE center schools treated as alternative schools for accountability purposes
- Each school chooses whether to receive school improvement rating or school grade
- If ESE center school chooses school improvement rating, performance and learning gains of students at center are also included in school grade of home school
- State Board directed the department to work toward legislation for 2013 regarding students with severe cognitive disabilities and whether their scores would be attributed to their home school.

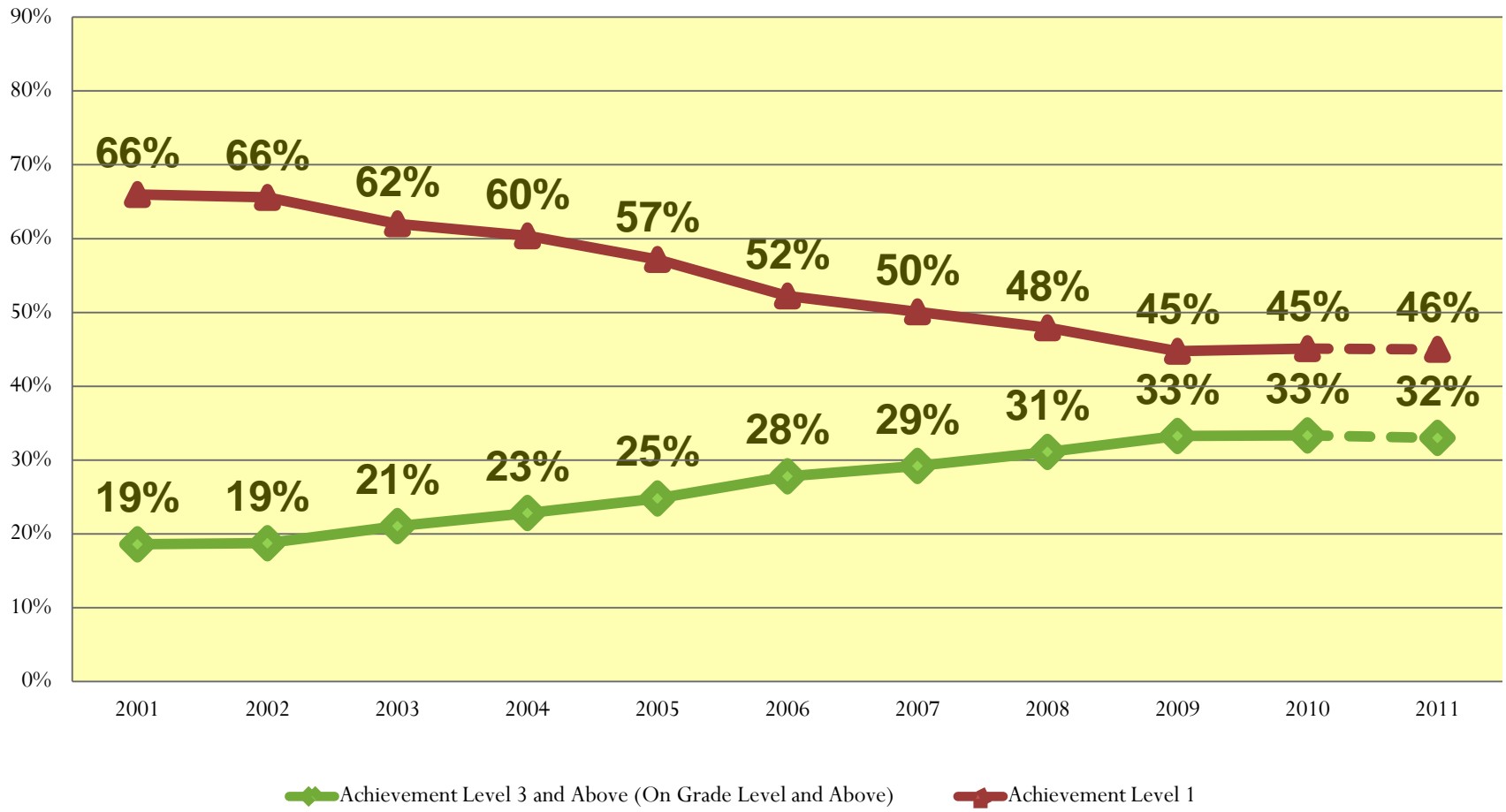
School Improvement Ratings

- Improving
 - 5 points or more increase in points earned learning gains in both reading and mathematics
- Maintaining
 - Less than 5 points increase or decrease in points earned for learning gains in reading and mathematics
- Declining
 - 5 points or more decrease in points earned for learning gains in reading and mathematics

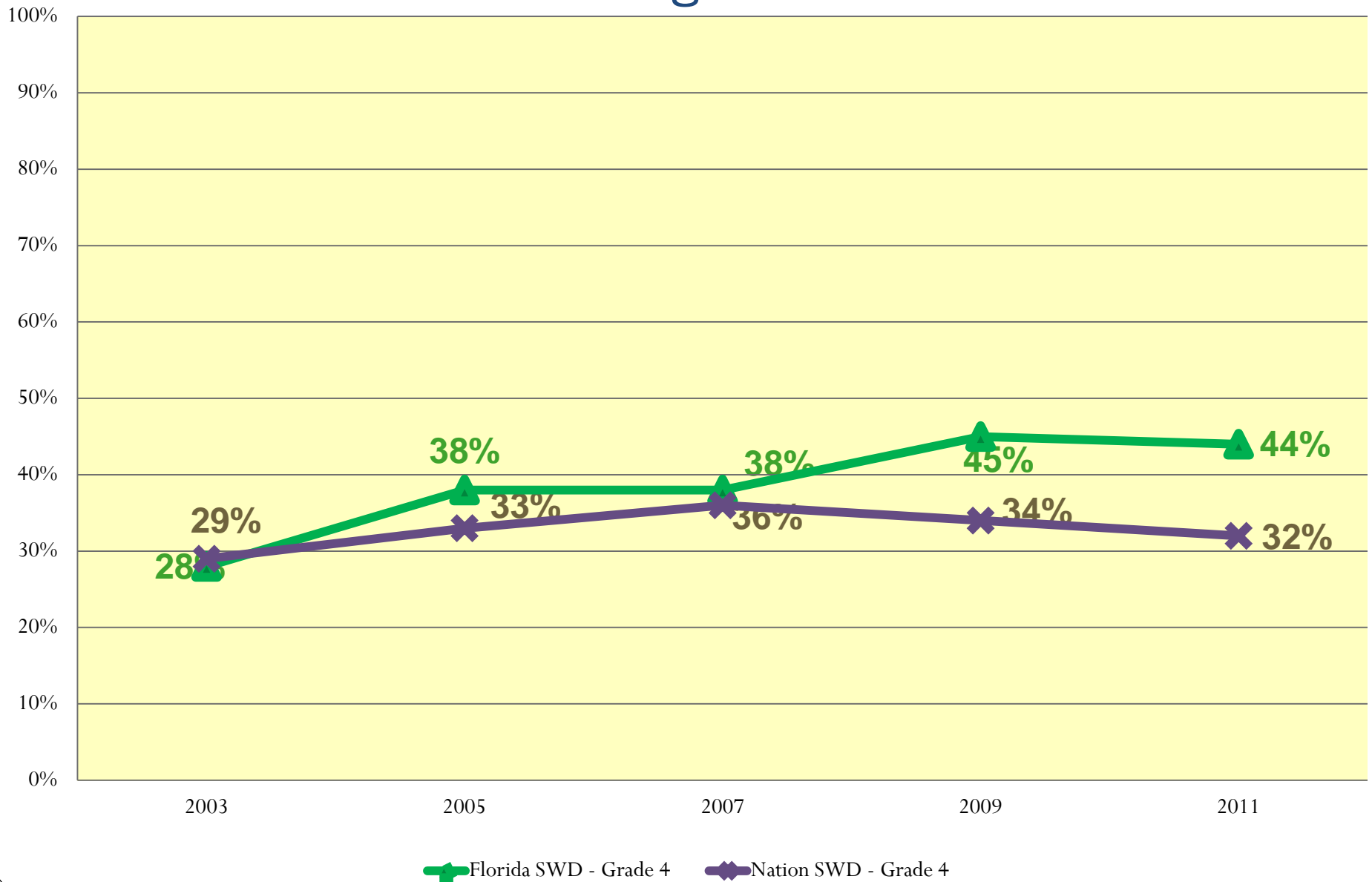
Impact of Crediting Back Learning Gains and Performance

- There were 1,700 schools that received performance and learning gains credited back from students at ESE Center schools.
- As a result 5 schools received a lower grade and 1 school received a higher grade

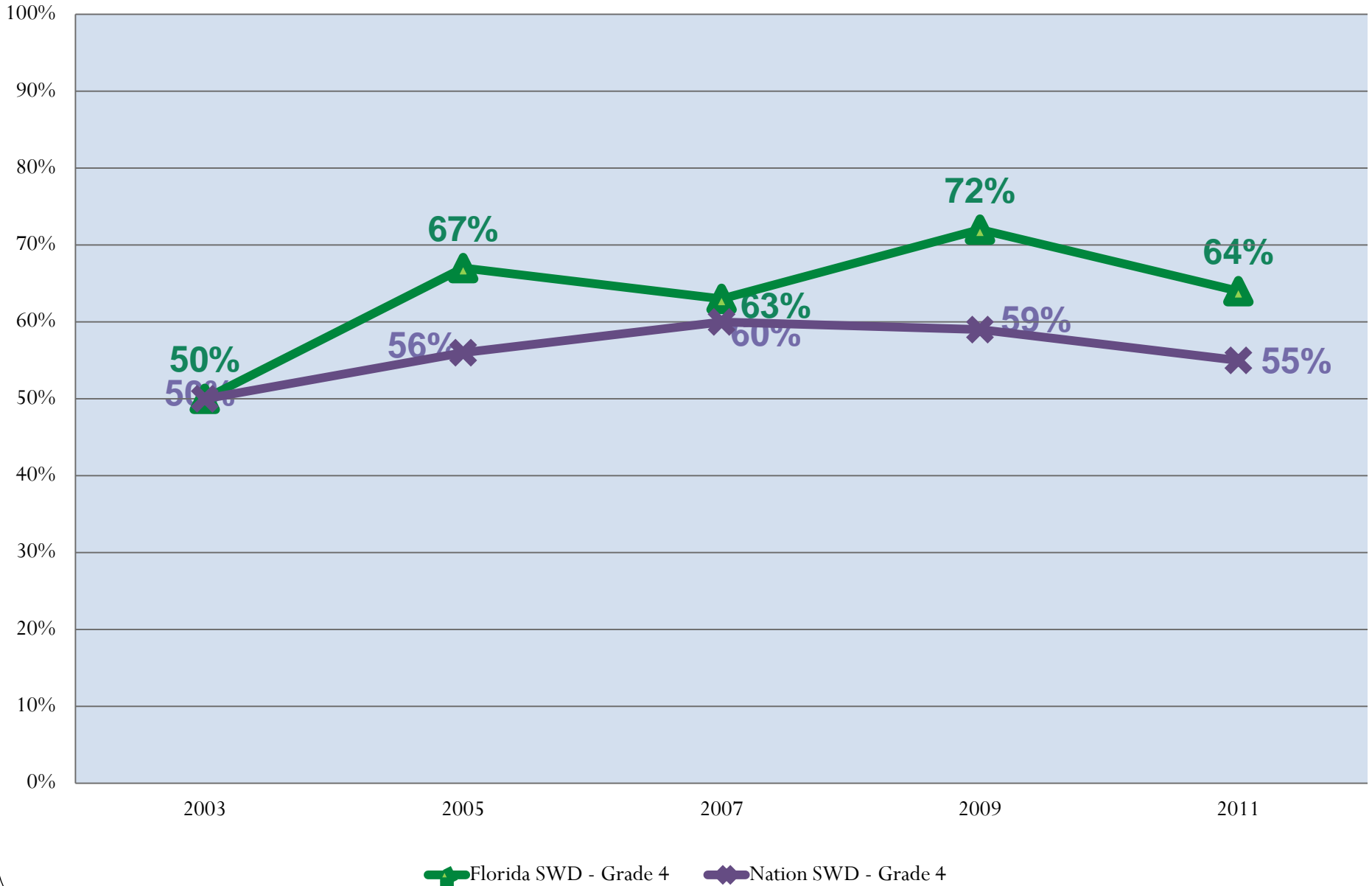
FCAT Reading (2001-2012) and FCAT 2.0 Reading (2011) – Students with Disabilities



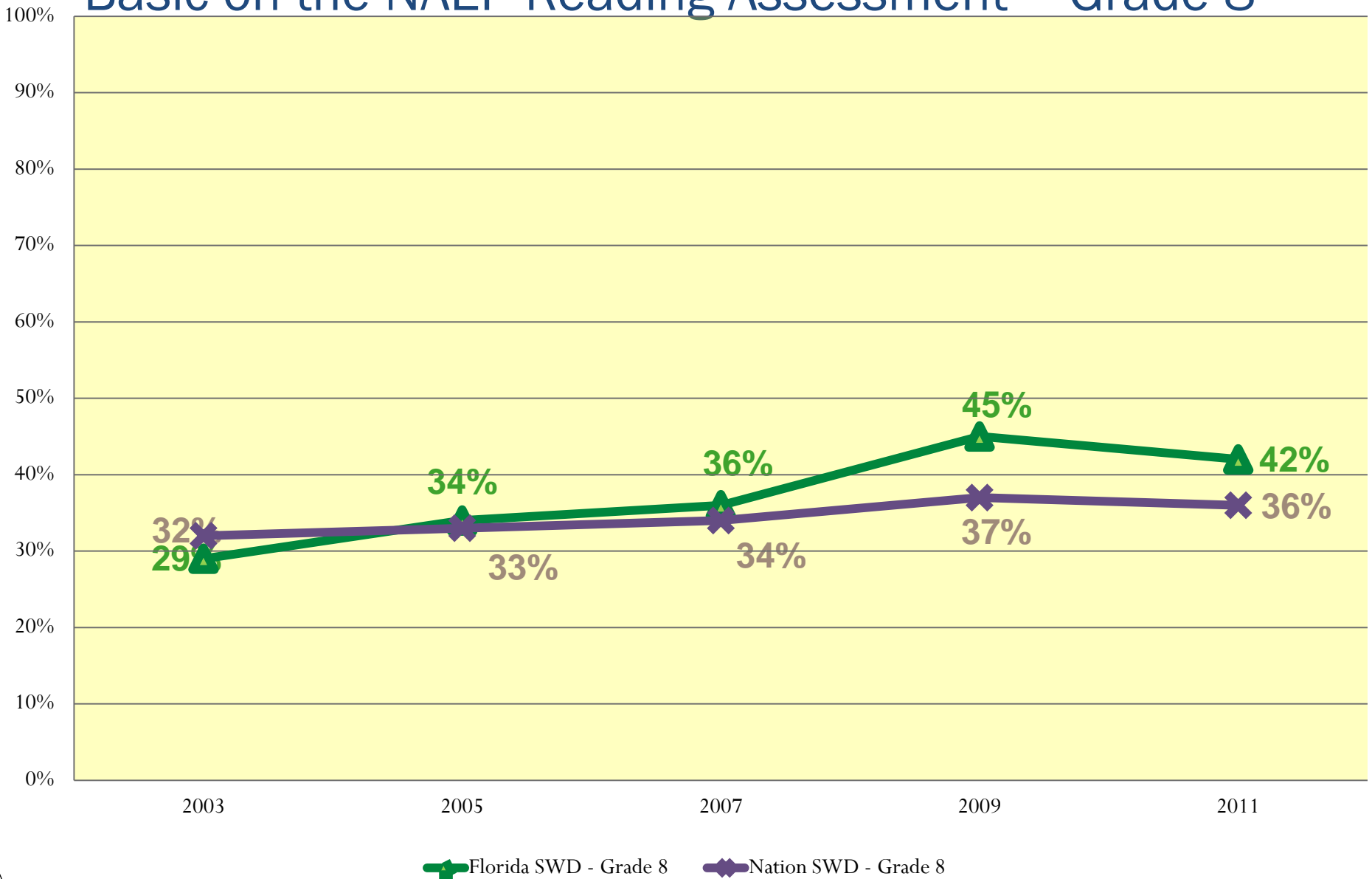
Percentage of ELL and SWD Students At or Above Basic on the NAEP Reading Assessment – Grade 4



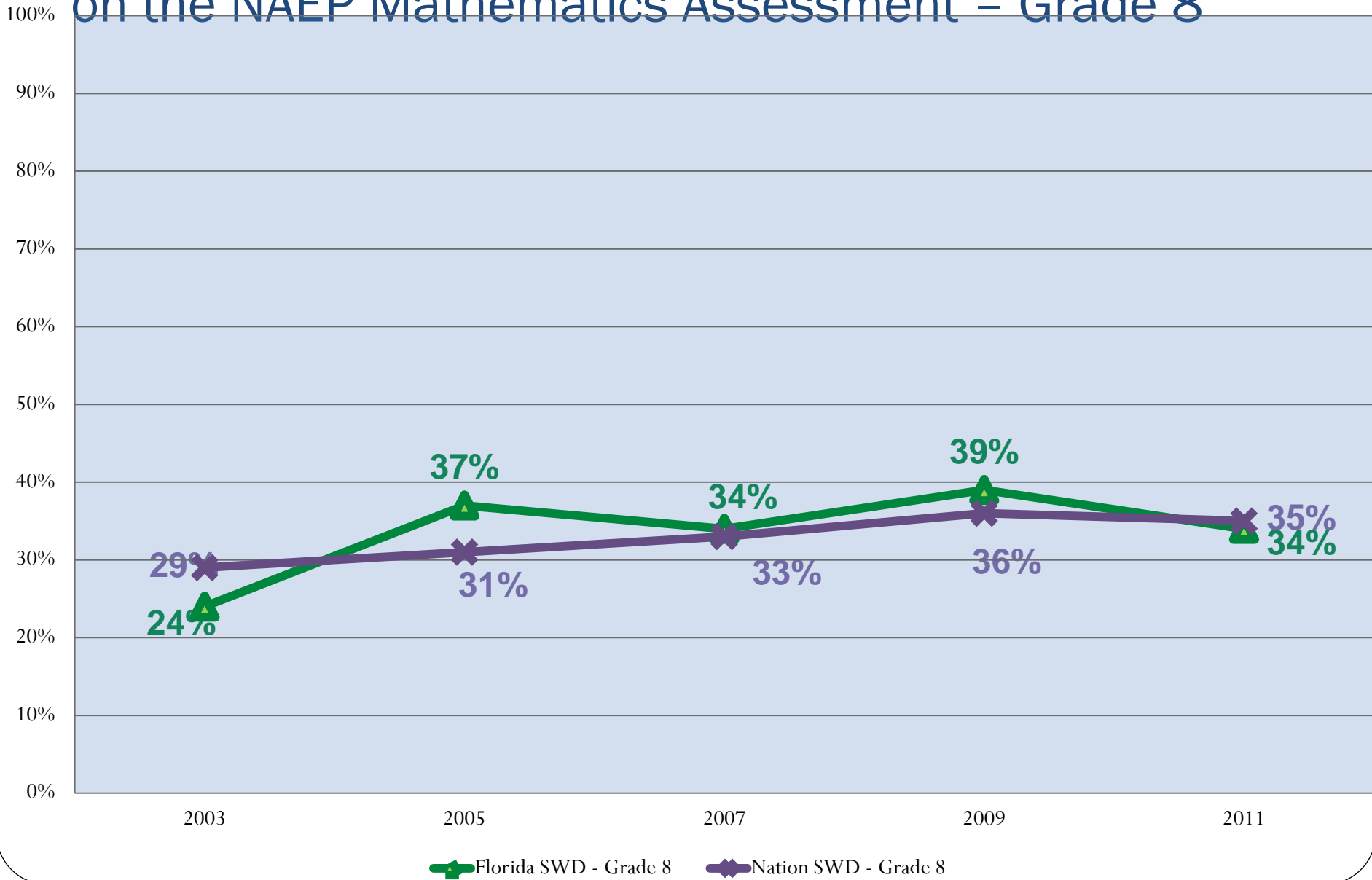
Percentage of ELL and SWD Students At or Above Basic on the NAEP Mathematics Assessment – Grade 4



Percentage of ELL and SWD Students At or Above Basic on the NAEP Reading Assessment – Grade 8



Percentage of ELL and SWD Students At or Above Basic on the NAEP Mathematics Assessment – Grade 8



School Grades Resources

- Information on school grades at district and state level
<http://schoolgrades.fldoe.org/default.asp>
- Background on revisions to school grades
<http://www.fldoe.org/arm/rsg.asp>
- Guides to new school grades calculations will be posted at <http://schoolgrades.fldoe.org/default.asp>

Contact Information and Resources

Questions about Florida school grading or other accountability processes?

Contact the Bureau of Accountability Reporting at

(850) 245-0411 or

evalnrpt@fldoe.org

QUESTIONS?