

# **Commissioner's Taskforce on Inclusion and Accountability Recommendations**



**March 26, 2012**

# Table of Contents -

<b>Overview .....</b>	<b>3</b>
<b>Students with Disabilities Subcommittee Summary .....</b>	<b>6</b>
<b>Students with Disabilities Subcommittee Recommendations .....</b>	<b>8</b>
<b>English Language Learners Subcommittee Summary .....</b>	<b>13</b>
<b>English Language Learners Subcommittee Recommendations.....</b>	<b>15</b>
<b>Exceptional Student Education Centers Subcommittee Summary .....</b>	<b>20</b>
<b>Exceptional Student Education Centers Subcommittee Recommendations .....</b>	<b>23</b>
<b>Appendix A: Students with Disabilities Subcommittee Notes .....</b>	<b>28</b>
<b>Appendix B: English Language Learners Subcommittee Notes.....</b>	<b>33</b>
<b>Appendix C: Exceptional Student Education Centers Subcommittee Notes .....</b>	<b>59</b>
<b>Appendix D: Florida’s New Instructional Personnel Evaluation System.....</b>	<b>67</b>
<b>Appendix E: Florida’s School Grading System as Amended by the State Board .....</b>	<b>69</b>

# Overview -

The State Board of Education at its February 28, 2012, meeting requested the creation of a Taskforce to develop an implementation plan to include Students with Disabilities, English Language Learners, and Students with Disabilities enrolled in Exceptional Student Education centers in Florida's school accountability system, and to create recommendations for consideration by the U.S. Department of Education regarding Florida's Elementary and Secondary Education Act (ESEA) waiver.

The Taskforce has 22 members from a diverse cross-section of stakeholders including: district superintendents and staff, principals, teachers and parents, as well as representatives from profit and non-profit organizations. Each Taskforce member is assigned to one of the following subcommittees: Students with Disabilities (SWD), English Language Learners (ELL), or Exceptional Student Education (ESE) Centers. Subcommittees met via teleconference and then convened in person as a full Taskforce at the University of Central Florida in Orlando, on March 22 and 23, 2012. During breakout sessions, subcommittees continued discussions on the four stated goals, identified and prioritized common themes and reported recommendations to the larger body. Lastly, the full Taskforce determined recommendations regarding the four goals for presentation to the State Board of Education at its May 27, 2012, meeting.

The Taskforce developed many recommendations for the inclusion of students with disabilities, English Language Learners, and students with disabilities at ESE centers. Below are the recommendations that received support from at least 15 Taskforce members.

## **Students with Disabilities**

- The state should establish the minimum level or hours of training required for all teachers and principals who have a student with disabilities in their classroom. This minimum should be incorporated in all teacher preparation programs and educational leadership programs.
- In the school grades learning gains calculation, additional weight should be provided for students in level 1 and 2 (FCAT) and levels 1, 2, and 3 (FAA) who make gains beyond the minimum expected gains.
- For the 2011-12 school grades, no school shall drop more than one letter grade.

## **English Language Learners**

- Use a weighted measure of FCAT performance in School Grades until English language proficiency is achieved
  - For students in the program 5 years or less; bonus if proficient in less; consider proficiency on CELLA; if not proficient in CELLA only include in the numerator of the calculation
- Use multiple outcome measures to ensure a comprehensive picture for ELLs in School Grades, including English Language Proficiency (e.g., Comprehensive English Language Learning Assessment [CELLA] results)
- Ensure appropriate resources for high quality instruction programs for ELLs
- Make modifications to the School Grades performance calculation for ELLs based on English language proficiency or 5 years in an ESOL program. Schools would earn a bonus for ELLs who are not yet proficient in English (i.e., not proficient on CELLA) within 5 years in an ESOL program yet score Level 3 or higher on FCAT.
- Use multiple outcome measures to ensure a comprehensive picture of ELL progress such as; closing the achievement gap, improving an achievement level, maintaining proficiency, increasing from Level 1 to Level 2, a longitudinal cohort analysis, tracking a participation, gain, or proficiency count, disaggregating data by level of proficiency; growth of proficiency; growth over time in program

- Revisit the federal policy for accountability of entry into country vs. state. The current practice is entry into ESOL program for determining entry point for ELLs.

**Exceptional Student Education Center Schools**

- For students performing on the Emergent level on FAA, proficiency should be determined by learning gains for school accountability purposes. Define learning gains as meeting state average or higher for emergent students at each grade
- Define "ESE Center and Cluster schools"

Notes from the Taskforce subcommittee meetings as well as the Taskforce's recommendations on the four goals are included in this report. The report also includes additional topics of interest identified by the Taskforce that do not necessarily align with the four stated goals but may serve to inform future policy discussions.

## Commissioner’s Taskforce on - Inclusion and Accountability -

NAME	AFFILIATION	LOCATION	FOCUS
Alberto Carvalho	District Superintendent	Miami Dade	ELL
MaryEllen Elia	District Superintendent	Hillsborough	SWD
Alexis Tibbetts	District Superintendent	Okaloosa	ESE
Vickie Marble	Principal	Sarasota	SWD
Robin Meyers	Principal	Lake	ESE
Arlene Costello	District ESOL Training & Licensure Coordinator	Escambia	ELL
Celeste Bowker	Teacher	St. Johns	ESE
Maria Cardenas	Teacher	Lee	ELL
Conney Dahn	Teacher	Martin	ESE
Agustin Grana	Teacher	Miami Dade	ESE
Marcela Flores	Parent	Gadsden	ELL
Patricia Levesque	Parent	Leon	SWD
Allison Tant Richard	Parent	Leon	SWD
Charlotte Temple	Parent	Duval	ESE
Julie Weinberg	Parent	Orange	SWD
Ester de Jong	League of United Latin American Citizens	Alachua	ELL
Shirley Johnson	NAACP	Miami Dade	ELL
Richard LaBelle	Family Network on Disabilities, Inc.	Palm Beach	SWD
Francois Leconte	Minority Development & Empowerment	Broward	ELL
Margarita Pinkos	Florida Association of Bilingual/ESOL Supervisors	Palm Beach	ELL
Ann Siegel	Disability Rights Florida	Leon	ESE
Lyn Stanfield	Apple, Inc.	Leon	SWD

**PURPOSE:** *Development of an Implementation Plan for the Inclusion of Students with Disabilities (SWD), English Language Learners(ELL) and Students Enrolled in Exceptional Student Education (ESE) Centers in Florida’s School Accountability System*

**GOALS:**

1. Identify best practices to ensure Florida leads the nation in fully including SWD, ELL, and students enrolled in ESE centers.
2. Identify strategies to reduce unintended consequences of including SWD, ELL, and students enrolled in ESE centers.
3. Identify potential enhancements to Florida’s school grade rule regarding the inclusion of SWD, ELL, and students enrolled in ESE centers that are consistent with the conditions of the ESEA waiver.
4. Identify recommendations and strategies to discuss/negotiate with the USDOE to inform future federal policy.

# Students with Disabilities Subcommittee Summary

## Subcommittee members

Name	Affiliation
Allison Tant Richard	Parent
Julie Weinberg	Parent
Patricia Levesque	Parent
Richard LaBelle	Family Network on Disabilities
Vicki Marble	Principal
Mary Ellen Elia	Superintendent
Lyn Stanfield	Apple, Inc.

The purpose of this subcommittee was to provide recommendations to guide the implementation of fully including students with disabilities, served at traditional schools and ESE cluster sites, in Florida’s school grading system. The subcommittee was composed of a diverse stakeholder group with a shared goal and passion to identify ways to ensure that all students with disabilities are held to high expectations. The subcommittee initially met via a conference call and each member shared his/her perspective on each of the four goals. Next, the subcommittee participated in a two-day face to face meeting. During that time the subcommittee discussed each goal from a variety of perspectives. They then worked together to develop consensus and prioritize key recommendations.

## Key Points of Discussion

### Goal 1: Identify best practices

The subcommittee felt strongly that all students should be fully included in the school accountability system. They recognized that, due to the unique needs of students with disabilities, consideration must be made as to how best to measure learning. They also recognized that students with disabilities, and their teachers, must work harder to meet the same learning goals as non-disabled students. The committee recommended that the state’s accountability system incentivize educators to continue to work hard to help each student reach high standards and reward those who do.

### Goal 2: Identify unintended consequences

The subcommittee was concerned that unintended consequences would include a decrease in inclusive practices, an increase in center schools, and negative perceptions by educators, parents and community regarding students with disabilities. Their recommended strategies to mitigate those consequences are presented in response to the other goal areas.

### Goal 3: Identify potential enhancements

The subcommittee expressed strong convictions that all students with disabilities should be included in the accountability system. They encouraged consideration of innovative ways to include students that prioritize measuring growth, without losing the focus on proficiency. They suggested that our current assessments (i.e. Florida Alternate Assessment and FCAT) may not be sensitive enough to capture the growth of certain students with significant

disabilities. They cautioned that any flexible approaches must not lead to the increase of students participating in the Florida Alternate Assessment, Special Diploma, or enrollment at an ESE center school.

#### **Goal 4: Recommendations to inform future federal policy**

The subcommittee strongly encouraged further conversation with the USDOE to consider additional ways to measure student learning and growth that can be included in the school accountability system in a meaningful way. They specifically mentioned considering the use of the Individual Education Plan (IEP) outcomes as a component of the accountability system and the inclusion of special diploma in the graduation rate. The subcommittee cautioned that any flexibility is meant to enhance the accountability system, not create ways to lower expectations for students with disabilities. They recommended that the FLDOE ensure the intent is not lost in the implementation and closely monitor any proposals that are approved.

#### **Conclusion**

Several key themes emerged throughout the subcommittee's discussions.

- The inclusion of all students in the state's accountability system.
- The accountability system should consider growth, as well as proficiency, and incentivize schools to help students move beyond minimum growth expectations.
- Teachers and administrators who work with students with disabilities should be provided professional development to support best practices for instruction and parental involvement.
- Additional emphasis on strengthening the role of parent involvement in the IEP process.

## Students with Disabilities Subcommittee Recommendations

### Goal 1 - Identify Best Practices for the Full Inclusion of Students with Disabilities in Florida's School Grading System

Subcommittee Work	Description	Statutory and Rule Reference	What Type of Change Would be Needed to Implement this Recommendation			
			Policy Change Needed	Statutory Change Needed	Rule Change Needed	Practice Change Needed
<b>Priority Recommendations</b>						
<p>1. The state should establish the minimum level or hours of training required for all teachers and principals who have a student with disabilities in their classroom. This minimum should be incorporated in all teacher preparation programs and educational leadership programs.</p> <p>(15 Taskforce members indicated agreement)</p>	<p>The recommendation would require all teachers and principals who teach students with disabilities or have students with disabilities in their school to have a certain number of professional development hours to help general education teachers better serve students with disabilities. Taskforce members indicated a concern that some general education teachers were not equipped with the strategies necessary to be successful with students with disabilities. This recommendation would also ensure that these strategies are taught in all teacher preparation programs so that new general education teachers are prepared to work with the students with disabilities in their classrooms. The taskforce members discussed that these strategies translate well into the general education classroom and would help teachers be successful with all students.</p>	<p>s. 1004.04 F.S. s. 1012.582 s. 1012.585 s. 1012.98</p>	Yes	Yes	Yes	Yes
<p>2. Parents should have expressed consent on the following actions:</p> <ul style="list-style-type: none"> <li>a. Placement of a student in a school outside the home zone school</li> <li>b. Placement of a student on the Florida Alternative Assessment</li> <li>c. Placement of student on special diploma track</li> </ul> <p>Note: Expressed consent should be a separate form from the annual IEP.</p> <p>(10 Taskforce members indicated agreement)</p>	<p>The recommendation would require parents to give informed, expressed consent in order for the individual education plan (IEP) team decisions described at left to be implemented. Currently parents are invited to be involved in the IEP team meetings and should be included in all placement decision making. The subcommittee expressed concern that parents may not be fully aware of their rights under the Individuals with Disabilities Education Act (IDEA).</p>	<p>Federal- Title 34, Code of Federal Regula- tions (CFR) Section 300.300</p> <p>s.1003.57 s.1003.43 s. 1003.428 s. 1008.22 Rule 6A-1.0943</p>	Yes	Yes	Yes	Yes

Subcommittee Work	Description	Statutory and Rule Reference	What Type of Change Would be Needed to Implement this Recommendation			
			Policy Change Needed	Statutory Change Needed	Rule Change Needed	Practice Change Needed
		6A-1.09961 6A-6.0331 6A-6.03028				
<p>3. The state should develop a uniform statewide IEP. This form should include an additional section to measure the goals and objectives of the IEP and how they fit into the state accountability system.</p> <p>(8 Taskforce members indicated agreement)</p>	<p>The subcommittee suggested that the use of a statewide, standards-based IEP allows for consistent monitoring of student progress toward goals. There is currently a statewide electronic IEP system that is being used by over 30 districts. The subcommittee discussed including the IEP in the state accountability system (see Goal 4).</p>	<p>ESEA</p> <p>s. 1003.576 F.S.</p> <p>s.1008.34 F.S.</p> <p>Rule 6A-1.09981 F.A.C.</p>	No	No	Yes	Yes
<p>4. Consider parental and self-advocate rights in IDEA as a floor, not a ceiling.</p> <p>(4 Taskforce members indicated agreement)</p>	<p>The subcommittee recommended that the state go beyond the basic requirements of IDEA when considering policy and procedures related to parent and student rights (see Goal 1 recommendation #2).</p>	<p>Federal-Title 34, Code of Federal Regulations (CFR) Section 300.300</p> <p>s.1003.57 s.1003.43 Rule 6A-1.0943 6A-1.09961</p>	Yes	Yes	Yes	Yes
<b>Additional Topics of Interest</b>						
<ul style="list-style-type: none"> <li>Improved assessments for students in the Emergent levels of FAA (levels 1 – 3).</li> <li>Remain flexible in how Florida defines cluster sites.</li> <li>Ensure that we do not punish cluster schools.</li> </ul>						

Subcommittee Work	Description	Statutory and Rule Reference	What Type of Change Would be Needed to Implement this Recommendation			
			Policy Change Needed	Statutory Change Needed	Rule Change Needed	Practice Change Needed
	<ul style="list-style-type: none"> <li>Monitoring systems on state, district and school levels that mitigate the displacement of students to centers and provide accountability for district, school and state actions.</li> </ul>					
	<ul style="list-style-type: none"> <li>Ensure that schools develop models of acceptance of SWDs.</li> </ul>					
	<ul style="list-style-type: none"> <li>Appropriate placement of SWDs in school and classrooms. Ensure not displaced to centers. Incentivize schools to educate SWDs.</li> </ul>					
	<ul style="list-style-type: none"> <li>Ensure that SWDs are completing their education.</li> </ul>					

## Goal 2 - Identify Unintended Consequences of Full Inclusion of Students with Disabilities in Florida's School Grading System and Strategies to Mitigate those Consequences

Subcommittee Work	Description	Statutory and Rule Reference	What Type of Change Would be Needed to Implement this Recommendation			
			Policy Change Needed	Statutory Change Needed	Rule Change Needed	Practice Change Needed
<b>Priority Recommendations</b>						
1. The group addressed recommendations to mitigate the unintended consequences throughout the other goal areas.	<p>The subcommittee discussed the following unintended consequences of including students with disabilities into the state accountability system:</p> <ul style="list-style-type: none"> <li>Concerns of educators, parents and community regarding potentially lowered school grades</li> <li>Barrier to inclusive practices based on concerns regarding the impact on accountability</li> <li>Increase in students taking the Florida Alternative Assessment</li> <li>Increase in students participating in courses leading to a Special Diploma</li> </ul>					
<b>Additional Topics of Interest</b>						
	<ul style="list-style-type: none"> <li>Overall review of how districts are doing.</li> </ul>					
	<ul style="list-style-type: none"> <li>Effective training and communication needed for parental involvement on the IEP team.</li> </ul>					
	<ul style="list-style-type: none"> <li>Important to have all students in the accountability system and provide incentives to work with the students who have more challenges in academic work.</li> </ul>					
	<ul style="list-style-type: none"> <li>Need to define an "ESE center" school.</li> </ul>					

### Goal 3 - Identify Potential Enhancements to Florida’s School Grade Rule Regarding Full Inclusion of Students with Disabilities in Florida’s School Grading System

Subcommittee Work	Description	Statutory and Rule Reference	What Type of Change Would be Needed to Implement this Recommendation			
			Policy Change Needed	Statutory Change Needed	Rule Change Needed	Practice Change Needed
<b>Priority Recommendations</b>						
1. In the learning gains calculation, additional weight should be provided for students in level 1 and 2 (FCAT) and levels 1, 2, and 3 (FAA) who make gains beyond the minimum expected gains.  (21 Taskforce members indicated agreement)	With minimum expected gains defined for students with FCAT 2.0 scores as a year of expected growth on the FCAT 2.0 vertical scale, vertical score increases beyond expected growth could be given added weight in the numerator of the calculation (e.g. a weighting of 1.1 instead of 1.0). Defined values for minimum expected growth would be needed for students at FAA emergent levels. Gains exceeding those values could be given added weight in the numerator.	s.1008.34  Rule 6A-1.09981	No	No	Yes	Yes
2. For the 2011-12 school grades, no school shall drop more than one letter grade.  (16 Taskforce members indicated agreement)	The subcommittee discussed concerns that schools would not have had time to address needs related to changes to the school grade formula, since they were made aware of changes well after the school year started. They recommended that school grades drop no more than one letter grade, for one year only, to mitigate the effects of the changes.	Rule 6A-1.09981	Yes	Yes	Yes	Yes
3. Review the number of points required for students at level 1, 2, 3 of Florida Alternate Assessment (FAA) to make learning gains and proficiency.  (11 Taskforce members indicated agreement)	The subcommittee expressed concerns that the FAA may not be sensitive enough to measure growth and proficiency for students with the most significant cognitive disabilities.	s. 1008.341 Rule 6A-1.09981	No	No	Yes	Yes
4. Scores for students and center schools and cluster sites should be treated the same. Student scores should be counted in gains and proficiency at the center/cluster site, as well as the home zoned school.  (10 Taskforce members indicated agreement)	The committee discussed a need to keep a level of accountability at the alternative setting, as well as the student’s home-zoned school.	s. 1008.341, F.S. Rule 6A-1.09981 s. 1008.341 Rule 6A-	No	No	Yes	Yes

		1.099822				
<b>Additional Topics of Interest</b>						
<ul style="list-style-type: none"> <li>Method for recognizing gains in student growth and incentives provided to those schools that help support those gains</li> <li>Definitions of cluster sites are different across districts</li> </ul>						

#### Goal 4 - Identify Recommendations to Inform Future Federal Policy -

Subcommittee Work	Description	Statutory and Rule Reference	What Type of Change Would be Needed to Implement this Recommendation			
			Policy Change Needed	Statutory Change Needed	Rule Change Needed	Practice Change Needed
<b>Priority Recommendations</b>						
1. Identify a way to use the IEP for accountability purposes.  (8 Taskforce members indicated agreement)	The subcommittee suggested that student growth, as measured by the IEP, should be considered as part of the accountability system for students with disabilities.	ESEA s. 1003.576 s.1008.34 Rule 6A-1.09981	Yes	Yes	Yes	Yes
2. Continue conversation at federal level to include special diploma equally in graduation rate calculations.  (11 Taskforce members indicated agreement)	The subcommittee recommended that there should be consideration at the federal level for special diplomas to be included in the graduation rate. The subcommittee cautioned that this should only be considered for the very small percentage of students for whom a special diploma is appropriate. The subcommittee did not want this consideration to encourage the movement of more students to a special diploma in order to boost graduation rates.	ESEA				

# Subcommittee on English Language Learners

## Summary

### Subcommittee Members

Name	Affiliation
Alberto Carvalho	Miami-Dade School District Superintendent
Brenda Trimble	FABES
Ester de Jong	LULAC
Shirley Johnson	NAACP
María Cardenas	Teacher
Francois Leconte	Minority Development & Empowerment
Arlene Costello	Escambia County Schools
Marcela Flores	Parent
*Rosy Ugalde	Miami-Dade School District Executive Director of Bilingual Education,
*Nikolai Vitti	Miami-Dade School District Assistant Superintendent

\*Ms. Ugalde and Mr. Vitti represented Superintendent Carvalho who had to leave due to unforeseen circumstances.

The primary focus of the English language learner subcommittee was related to discussion of the inclusion of English language learners who have been in the country more than one year but not more than two years in the student proficiency measures of Florida's school accountability system. English language learners (ELLs) have been part of the learning gains component of Florida's accountability system and the performance of ELLs who have been in the country more than two years has also been included. The subcommittee members' recommendations are a result of discussion informed by their professional expertise, personal experience (several members are former ELLs), and most up-to-date research provided by members and Florida Department of Education staff. All committee members support full inclusion of ELLs in Florida's accountability system and the importance of high expectations for these students to support their futures.

### Key Points of Discussion

#### Goal 1: Identify best practices

- Full inclusion of ELLs means meaningful participation in assessments that leads to accurate and full measurement of ELL achievement.
- Ensure appropriate resources for high quality instruction and programs for ELLs including teacher professional development.
- Utilize most up-to-date research on accommodations and make findings part of assessment tools and assessment practice.
- Focus on the English language proficiency of ELLs first so content proficiency can be accurately measured.
- Align ELL student entry dates to purpose:
  - For funding, date of entry is first date of services

- For time in program, first date of entry should be first date of program not first date in country (majority of ELLs are born in the United States)
- Time in program should take into consideration break in services

**Goal 2: Identify unintended consequences**

- Focus on content proficiency prior to English language proficiency could result in invalid measures that do not measure actual learning gains.
- Schools with high ELL student populations may be negatively impacted due to invalid measures of student content knowledge if assessed prior to student English language proficiency.

**Goal 3: Identify potential enhancements**

- Use multiple outcome measures to ensure a comprehensive picture of whether or not ELLs make appropriate progress.
- Include English language proficiency measures in reading proficiency school accountability indicator until English language proficiency is met.
- Maintain subgroups in school proficiency measures, including an incentive system for student subgroups who improve performance.

**Goal 4: Recommendations to inform future federal policy**

- Change student entry date to entry in school or program as opposed to entry in country (majority of ELLs are born in the United States)
- Include English language proficiency measures in accountability systems for ELLs.
- Include multiple fair and just forms and approaches of assessment for ELLs.

## English Language Learners Subcommittee Recommendations

### Goal 1 - Identify Best Practices for the Full Inclusion of English Language Learners in Florida’s School Grading System

Subcommittee Work	Description	Statutory and Rule Reference	What Type of Change Would be Needed to Implement this Recommendation			
			Policy Change Needed	Statutory Change Needed	Rule Change Needed	Practice Change Needed
<b>Priority Recommendations</b>						
1. Full inclusion means meaningful participation that leads to accurate and fair measurement of English Language Learner (ELL) achievement.	This was the subcommittee’s guiding principle in crafting recommendations not simply for the inclusion of a subset of ELLs in school accountability, but for all ELLs throughout the system.	N/A	N/A	N/A	N/A	N/A
2. Take ELL diversity into account: a. Program entry (i.e., large percent of ELL students who are born in the country, differences among students at time of entry into ESOL programs) <b>(When this issue is recommended in Goal 4 as an item to inform future federal policy 21 indicated agreement on the stand-alone recommendation in Goal 4)</b> b. Language proficiency levels: development c. Background (e.g., refugee status, migrant status, mobility)  (14 Taskforce members indicated agreement)	Currently the USDOE requires the use of entry into the country to determine measure of time of schooling for ELLs; this does not allow for the majority of ELLs in Florida and the country who are born in the US and do not receive English language proficiency services until they enter the school system and are identified for English for Speakers of Other Languages (ESOL) services. Florida’s school accountability rule uses first day of ESOL services as entry date of student.  Additionally, subcommittee members felt it important to take into account the diversity of ELLs in appropriately including them in a school accountability system. For example, differences among ELLs in terms of schooling history at time of entry into an ESOL program, language proficiency acquisition, and status (e.g., refugee, migrant) all may impact their expected performance on an academic content exam, such as FCAT.  A third related issue is break in services when ELLs move back out of the country and reenter as well as migrants who move in and out of school district systems. Florida’s funding system requires district do not exit and reenter students in ESOL program services.	Section 1011.62(1) F.S.  Rules  6A-1.09981;  6A – 6.09022,  F.A.C.	Yes	Yes	Yes	Yes
3. Use weighted measure of FCAT performance in School Grades until English language proficiency is achieved	Subcommittee explicitly stated that this recommendation fully included ELLs. However, the recommendation aims to weight FCAT performance differently based on what one	Rule 6A-1.09981, F.A.C.	Yes	Possible change in 1008.34,	Yes	Yes

Subcommittee Work	Description	Statutory and Rule Reference	What Type of Change Would be Needed to Implement this Recommendation			
			Policy Change Needed	Statutory Change Needed	Rule Change Needed	Practice Change Needed
(17 Taskforce members indicated agreement)	would expect from the ELL given his/her English language proficiency level.			F.S.		
4. Use multiple outcome measures to ensure comprehensive picture for ELLs in School Grades, including English Language Proficiency (e.g., Comprehensive English Language Learning Assessment [CELLA] results)  (19 Taskforce members indicated agreement)	Subcommittee noted that ELLs must develop English language proficiency as well as academic content mastery. The academic content mastery is covered by FCAT, and schools are currently held accountable for that measure. English language proficiency is measured by CELLA, which is not currently part of the School Grading system. Thus, schools are not currently held accountable for English language proficiency levels. Including CELLA would provide schools incentives to focus on English language proficiency. By focusing on moving ELLs to English language proficiency and moving more ELLs to English language proficiency, FCAT outcomes should improve.	s. 1008.34, F.S. Rule 6A-1.09981, F.A.C.	Yes	Yes	Yes	Yes
5. Focus on learning gains  (5 Taskforce members indicated agreement)	Until an ELL is proficient in the English language, the focus should be on learning gains on both FCAT and CELLA.	Rule 6A-1.09981, F.A.C.	Yes	No	Yes	Yes
6. Focus on English language proficiency levels – weighted calculation a. 5 years in program b. Bonus if proficient in less c. Proficiency on CELLA $\frac{\text{NUM}}{\text{DENOM}}$ d. Not proficient on CELLA $\frac{\text{NUM}}{\text{Not DENOM}}$  (17 Taskforce members indicated agreement)	Similar to Recommendation 3.	Rule 6A-1.09981, F.A.C.	Yes	No	Yes	Yes
7. In School Grades, use CELLA to show increased proficiency instead of FCAT for at least two years  (4 Taskforce members indicated agreement)	Similar to Recommendation 4. There was discussion on whether this recommendation should be to use CELLA <u>instead of</u> FCAT in School Grades for ELLs in the program for 2 years or less, or whether this recommendation was to use CELLA <u>or</u> FCAT in School Grades for this subset of ELLs. Some subcommittee members noted that in their district	s. 1008.34, F.S. Rule 6A-1.09981, F.A.C.	Yes	Yes	Yes	Yes

Subcommittee Work	Description	Statutory and Rule Reference	What Type of Change Would be Needed to Implement this Recommendation			
			Policy Change Needed	Statutory Change Needed	Rule Change Needed	Practice Change Needed
	some ELLs actually achieve an FCAT Level 3 prior to language proficiency on CELLA, and they do not want to lose credit for that.					
8. Ensure appropriate resources for high quality instruction programs for ELLs  (16 Taskforce members indicated agreement)	Subcommittee felt strongly that to expect certain quality outputs and be accountable for those outcomes, one cannot lose sight of inputs – including resources, professional development, and teacher preparation.	N/A	N/A	N/A	N/A	N/A

## Goal 2 - Identify Unintended Consequences of Full Inclusion of English Language Learners in Florida’s School Grading System and Strategies to Mitigate those Consequences

English Language Learner subcommittee did not have recommendations for this goal.

## Goal 3 - Identify Potential Enhancements to Florida’s School Grade Rule Regarding Full Inclusion of English Language Learners in Florida’s School Grading System

Subcommittee Work	Description	Statutory and Rule Reference	What Type of Change Would be Needed to Implement this Recommendation			
			Policy Change Needed	Statutory Change Needed	Rule Change Needed	Practice Change Needed
<b>Priority Recommendations</b>						
<ul style="list-style-type: none"> <li>Make modifications to the School Grades performance calculation for ELLs based on English language proficiency or 5 years in an ESOL program. Schools would earn a bonus for ELLs who are not yet proficient in English (i.e., not proficient on CELLA) within 5 years in an ESOL program yet score Level 3 or higher on FCAT.</li> </ul>	Schools would earn a bonus for ELLs who are not yet proficient in English (i.e., not proficient on CELLA) within 5 years in an ESOL program. That is, if an ELL student has been receiving ESOL services for 5 years or less, and has yet to achieve English language proficiency, his/her performance would only count in the numerator of the School Grades performance components, not the denominator. In a sense, a non-English proficient student	Rule 6A-1.09981, F.A.C.	Yes	Possible change to s. 1008.34, F.S.	Yes	Yes

<p>(17 Taskforce members indicated agreement with the concept)</p> <p>(15 indicated agreement with including non-English proficient students in the numerator, but not denominator of the School Grade performance components if they earn a Level 3 or higher on FCAT)</p> <p>(15 indicated agreement with fully including ELL students who have achieved English language proficiency in both the numerator and denominator of the School Grades performance components)</p> <p><u>Note:</u> Committee members voted for pieces of this recommendation, though it is basically one recommendation.</p>	<p>who reaches a Level 3 or higher on FCAT would be treated as a “bonus” for a school. If an ELL student has achieved English Language proficiency, he/she would be included in the School Grades performance components regardless of what level (i.e., Level 1, 2, 3, 4, or 5) the student earns on FCAT. Note, that current policy fully includes all ELL students who have been receiving ESOL services for two years or more in the School Grades performance components, regardless of English language proficiency status.</p>					
<ul style="list-style-type: none"> <li>• Use multiple outcome measures to ensure a comprehensive picture of ELL progress <ul style="list-style-type: none"> <li>a. Close achievement gap</li> <li>b. Improve level</li> <li>c. Maintain proficiency</li> <li>d. Scale score from Level 1 to Level 2</li> <li>e. Longitudinal cohort analysis</li> <li>f. Participation count – gain count – proficiency/performance count</li> <li>g. Disaggregate data by level of proficiency; growth of proficiency; growth over time in program</li> </ul> </li> </ul> <p>(20 Taskforce members indicated agreement)</p>	<p>Subcommittee expressed a desire to expand the School Grades calculation to include additional measures. It was explicitly stated that these measures would be in addition to – <u>not instead of</u> – current measures. Measures would not necessarily be limited to ELLs. For example, schools could earn points for closing achievement gaps (ELL vs. non-ELL, but also other comparisons). Schools could earn points for performance or gains for a cohort of students who have been with the same school over a number of consecutive years (e.g., the performance of fifth graders who have attended the same elementary school since kindergarten).</p>	<p>s. 1008.34, F.S. Rule 6A-1.09981, F.A.C.</p>	<p>Yes</p>	<p>Possibly</p>	<p>Yes</p>	<p>Yes</p>

## Goal 4 - Identify Recommendations to Inform Future Federal Policy -

Subcommittee Work	Description	Statutory and Rule Reference	What Type of Change Would be Needed to Implement this Recommendation			
			Policy Change Needed	Statutory Change Needed	Rule Change Needed	Practice Change Needed
<b>Priority Recommendations</b>						
<p>1. Include ELLs fairly, justly, and accurately in the accountability system</p> <p>a. Multiple forms/approaches of assessment</p> <p>(8 Taskforce members indicated agreement)</p>	<p>Reiterates the subcommittee’s strong desire to include ELL fairly and accurately, whether that means inclusion of the English language proficiency exam (CELLA) in School Grades, or content assessments (e.g., FCAT) in native languages.</p>	<p>s. 1008.34, F.S. Rule 6A-1.09981, F.A.C. Likely assessment statutes and rules, though not sure</p>	<p>Yes</p>	<p>Possibly; there is no mandate for, or restriction on, the use of assessments in native language in state statute</p>	<p>Likely</p>	<p>Yes</p>
<p>2. Revisit federal policy for accountability of entry into country vs. state practice of entry into ESOL program for determining entry point for ELLs.</p> <p>(21 Taskforce members indicated agreement)</p>	<p>Federal policy holds that ELL entry point for inclusion in accountability begins with entry into the country. State policy has been to base ELL identification for accountability purposes on entry date into an ESOL program. This is important because, first year ELLs are exempted from inclusion in the school accountability system for performance purposes. How one defines point of entry affects how first year ELLs are identified. Subcommittee brought up the fact that in many districts in Florida, the majority of ELL students were actually born in the United States, calling into question the validity of using entry into the country for accountability purposes.</p>	<p>1011.62(1) F.S.  Rules  6A-1.09981;  6A – 6.09022, F.A.C.</p>	<p>Yes</p>	<p>No</p>	<p>Yes</p>	<p>Yes</p>

# Exceptional Student Education Centers Subcommittee

## Summary

### Subcommittee Members

Name	Affiliation
Jill Brookner	District Coordinator (representing Agustin Grana, Teacher)
Celeste Bowker	Teacher
Conney Dahn	Teacher
Lois Handzo	ESE director (representing Alexis Tibbetts, Superintendent)
Robin Meyers	ESE Center School Principal
Anne Siegel	Disability Rights of Florida
Charlotte Temple	Parent

The focus for this subcommittee was to discuss the implementation of Florida’s accountability system in exceptional student education (ESE) center schools. All members supported this concept but struggled with how to balance school accountability with ensuring that individual student progress was recognized and celebrated. While there is no formal definition of a center school, members agreed that these schools serve students with very significant and complex disabilities. In some center schools all students take the Florida Alternate Assessment (FAA) while in others the majority of students take the FCAT.

### Key Points of Discussion

#### Goal 1: Identify best practices

- Discussion focused primarily on students scoring in the lowest 3 levels (emergent) of the FAA who are not considered proficient for accountability. Statewide, approximately 30 to 33% (5,701 to 6,299 students) of students taking the FAA have scores at these levels.
- Progress for these students is more incremental and takes much longer. Proficiency is not sensitive to this. Consider looking at growth/learning gains over a longer span of time than just one year. Could learning gains for this group of students be substituted for proficiency?
- Not all school districts have center schools. Some districts have “cluster sites” (traditional school that serves this population with an identified feeder pattern from home-zone schools). Consider treating cluster sites like center schools. Committee thought that definitions for center schools and cluster sites needed to be formalized.
- Application of the school improvement rating used with alternative schools instead of a school grade.

## **Goal 2: Identify unintended consequences**

- Balance between recognizing incremental learning gains while still keeping high expectations. Concern about how accountability will impact this.
- The committee could not come to full consensus about attributing learning gains to the home-zone school. The discussion centered around two issues.
  - How an individual educational plan (IEP) team makes decisions about a student’s educational placement in the least restrictive environment and how parent preference is considered. If home zone school does not receive the learning gains, is there a danger of students been “pushed” into center schools?
  - Some students have always attended a center school and the home-zone school may not even have been aware of them. Accountability belongs with the school that is responsible for their education.
- Concern expressed that if cluster sites are not treated in the same way as center schools, then traditional schools may wish to discontinue being a cluster site.

## **Goal 3: Identify potential enhancements**

- Discussion about use of safe harbor. After learning that safe harbor is focused on proficiency and much discussion, the group did not consider this a viable option.
- Strong support for focus on learning gains and a way to capture the incremental progress of students over time. Very concerned about keeping focus on individual student progress rather than school and very concerned about the performance or proficiency component. Since alternative school ratings are based only on learning gains the committee viewed this as a good alternative but struggled with the attribution of scores back to home-zone schools.
- Critical to define center school and cluster site and make sure there are no incentives to move students because of accountability. Emphasis on IEP team decision based on the individual child’s needs, not school accountability.
- The committee was very excited about the idea of mirroring FCAT weighted points for students moving to level 4 and level 5 with the FAA results.

## **Goal 4: Recommendations to inform future federal policy**

- The committee was not able to reach full consensus regarding special diplomas. Many thought that children who earn a special diploma should be included in the numerator of the federal uniform graduation rate. Others were concerned that there might be unintended consequences of moving students with disabilities toward special diploma rather than supporting pursuit of a standard diploma.
- Learning gains and growth were also something that the subcommittee discussed at length in terms of federal policy focus on proficiency. Learning gains should be the focus for students with the most significant and complex disabilities not proficiency.

There was not always consensus on recommendations primarily because of concerns about unintended consequences that might not be in the best interest of the students. One area of such divergence was the role of crediting back scores in the alternative school improvement rating system as applied to ESE

centers. Most of the subcommittee members supported not crediting scores back, but at least one member had reservations about suspending the crediting back of scores because of the perceived likelihood that SWDs who would otherwise receive instruction in less restrictive environments could be moved to ESE centers if schools did not have to factor in the crediting back of scores. A second area of divergence was the federal recommendation to include special diplomas in the federal uniform graduation rate. Most of the subcommittee expressed a desire to include special diplomas in this calculation, but at least one member had reservations about the potential for SWDs who might otherwise attain a standard diploma in more than four years, being moved into a special diploma course of study which could be accomplished in four years.

## ESE Centers Subcommittee Recommendations

### Goal 1 - Identify Best Practices for the Full Inclusion of Students Enrolled in ESE Center Schools in Florida’s School Grading System

Subcommittee Work	Description	Statutory and Rule Reference	What Type of Change Would be Needed to Implement this Recommendation			
			Policy Change Needed	Statutory Change Needed	Rule Change Needed	Practice Change Needed
<b>Priority Recommendations</b>						
1. Look at growth/learning gains over a longer period of time (2+ years)  (12 Taskforce members indicated agreement)	Learning gains would be calculated for students taking the FAA -- or, on a more limited basis for students who scored at emergent levels (1, 2, 3) -- by measuring gains over a two-year period instead of a single year. (This means that three years of scores would be needed instead of two years of scores.) The practice already occurs for students at alternative schools, where three years of scores are needed to compare two years of learning gains. The practice could be applied only in the regular school grading calculation (in which three years of scores would be needed) or in SIR calculations for alternative schools (where four years of scores would be needed). A possible drawback to this practice would be that some students would not be included if they did not have three years of scores (or four years of scores, for alternative schools). Or, the change could be drawn up to allow for learning gains to be calculated the regular way for students who did not have three years of scores. The rationale for the recommendation is that students taking the FAA, and especially students at the emergent levels, take longer than non-disabled students to be able to show progress.	Sections 1008.34 and 1008.341, F.S., Rule 6A-1.09981 (school grades) and 6A-1.099822 (alternative school ratings).	Yes.	No for school grades under s. 1008.34; Yes for improvement ratings for alternative schools under s. 1008.341.	Yes.	Yes.
2. Use alternative school rating model (improving, maintaining, declining) <u>without</u> crediting back scores of students at the ESE centers to home schools for inclusion in the home schools' grades.	This recommendation assumes that ESE centers can be classified under a broad interpretation of s. 1003.53, F.S., as schools that provide academic intervention services, thereby meeting the definition of alternative schools established in Section 1008.341, F.S. and as implemented by Florida Administrative Code (FAC) Rule 6A-1.099822(2)(a). If ESE centers can be classified as alternative schools under existing Florida law, then the current alternative school	Section 1003.53, F.S.,  Rule 6A-1.099822  s. 1003.53, F.S.	Yes.	Yes for the “credit back of scores provision” found in s. 1008.34(3)(c)3.; ideally statutory changes	Yes.	Yes.

Subcommittee Work	Description	Statutory and Rule Reference	What Type of Change Would be Needed to Implement this Recommendation			
			Policy Change Needed	Statutory Change Needed	Rule Change Needed	Practice Change Needed
(11 Taskforce members indicated agreement)	rating rule (6A-1.099822, Florida Administrative Code) would apply to ESE centers (as alternative schools). For this recommendation, the same calculations for a school improvement rating (SIR) would apply to ESE centers as for alternative schools but, as with alternative <i>charter</i> schools, the test scores of students at the ESE center would not be credited back to home schools for inclusion in the home schools' grades. A policy consideration would be whether the suspension of crediting back scores could lead to unintended consequences -- namely, districts moving students out of optimal, less restrictive environments to center schools without making the student's needs the top priority for the decision. The defined roles of IEP teams and parental choice could be factors in determining whether/how students are enrolled in ESE centers or mainstream settings.	s. 1008.34, F.S.,  s. 1008.341, F.S.,		clarifying ESE Centers treatment under the alternative school umbrella or a similar one		
<b>Additional Topics of Interest</b>						
<ul style="list-style-type: none"> <li>Treat traditional schools that are cluster sites the same as center schools</li> </ul>						

## Goal 2 - Identify Unintended Consequences of Full Inclusion of Students with Disabilities Enrolled in ESE Center Schools in Florida's School Grading System and Strategies to Mitigate those Consequences

Subcommittee Work	Description	Statutory and Rule Reference	What Type of Change Would be Needed to Implement this Recommendation			
			Policy Change Needed	Statutory Change Needed	Rule Change Needed	Practice Change Needed
<b>Priority Recommendations</b>						
1. Do not want to have schools shift SWD to centers to keep them from counting in home-zoned school. If home-zoned schools and centers are both accountable less likely to "incentivize" move to center. Need to include parental choice	This recommendation is consistent with classifying ESE centers as alternative schools for accountability purposes and applying all current rules/requirements for alternative school ratings, including the crediting back of student scores to home-zoned schools.	S. 1008.34, F.S. S. 1008.341, F.S. 6A-1.09981 6A-1.099822	Yes.	Possibly no. See description of recommendation 1 for Goal 1.	No.	Yes.

Subcommittee Work	Description	Statutory and Rule Reference	What Type of Change Would be Needed to Implement this Recommendation			
			Policy Change Needed	Statutory Change Needed	Rule Change Needed	Practice Change Needed
(8 Taskforce members indicated agreement)						

### Goal 3 - Identify Potential Enhancements to Florida's School Grade Rule Regarding Full Inclusion of Students with Disabilities Enrolled in ESE Center Schools in Florida's School Grading System

Subcommittee Work	Description	Statutory and Rule Reference	What Type of Change Would be Needed to Implement this Recommendation			
			Policy Change Needed	Statutory Change Needed	Rule Change Needed	Practice Change Needed
<b>Priority Recommendations</b>						
1. For students performing on Emergent level on FAA, proficiency determined by learning gains for school accountability purposes. Define learning gains as meeting state average or higher for emergent students at each grade  (18 Taskforce members indicated agreement)	Raw score increases (year over year) would be used to determine gains for students remaining at FAA levels 1, 2, and 3. Rather than the planned 11-point increase required to show gains (based on the difference in the standard error of measurement), a student would be considered to have made a gain if he/she met or exceeded the state average for students at the same grade level.	6A-1.09981	Yes.	No.	Yes.	Yes.
2. Define "ESE Center and Cluster schools"  (15 Taskforce members indicated agreement)	A clear definition is needed, whether in statute, rule, or technical assistance documentation, in order to apply accountability calculations for school grades and/or alternative school ratings. If separate policy changes are needed for cluster schools, a clear definition will be needed.	S. 1008.34, F.S. (if applicable)  S. 1008.341, F.S. (if applicable)  6A-1.09981 6A-1.099822	Yes.	Ideally, yes. The parameters of ESE Centers and cluster sites and the manner that they are treated for accountability should have legislative input.	Yes	Yes.

Subcommittee Work	Description	Statutory and Rule Reference	What Type of Change Would be Needed to Implement this Recommendation			
			Policy Change Needed	Statutory Change Needed	Rule Change Needed	Practice Change Needed
<p>3. Align assignment of weighted recognition for students taking FAA with students taking FCAT (additional weight for FAA levels 4-6 and more additional weight for FAA levels 7-9)</p> <p>(13 Taskforce members indicated agreement)</p>	<p>With changes adopted for Rule 6A-1.09981, greater weight is given for students taking the FCAT 2.0 who move up one or more levels to level 4 and level 5. The subcommittee believes that a corresponding greater weighting for movement up to above-grade-level performance should be applied to students taking the FAA. This change would be consistent with incentivizing higher performance applied to FCAT 2.0 scores.</p>	Rule 6A-1.09981	Yes.	No.	Yes.	Yes.
<p>4. Develop a process by which the center school can remain designated as a center school but be accountable through the alternative school improvement rating model with scores remaining at the center (not credited back to home schools).</p> <p>(7 Taskforce members indicated agreement)</p>	<p>This recommendation is similar to recommendation 1 for Goal 1, although it differs in that ESE Centers would not be classified as alternative schools. If ESE centers are not classified as alternative schools, a separate statute would be required to address the requirements -- mirroring s. 1008.341, F.S., and a separate rule would need to be developed to define the processes.</p> <p>Unintended consequences that may, or may not, be applicable to recommendation 1 for Goal 1 would also apply here.</p>	s. 1008.341 Rule 6A-1.099822	Yes	Yes; will need amendment to s. 1008.341 or a new statute created for centers	Yes	Yes

**Goal 4 - Identify Recommendations to Inform Future Federal Policy -**

Subcommittee Work	Description	Statutory and Rule Reference	What Type of Change Would be Needed to Implement this Recommendation			
			Policy Change Needed	Statutory Change Needed	Rule Change Needed	Practice Change Needed
<b>Priority Recommendations</b>						
1. Recognize special diploma recipients fully in the graduation rate.  (11 Taskforce members indicated agreement)	The subcommittee recommended that special diploma recipients be included in the numerator of the federal uniform graduation rate.	Rule 6A-1.09981	NA	NA	NA	NA
2. Recognize student growth as a unique component of accountability.  (9 Taskforce members indicated agreement)	Current components of AYP determinations prescribed by ESEA do not include the option of using student learning gains measures as stand-alone components.	NA	NA	NA	NA	NA

## **Appendix A : -**

### **Notes: Subcommittee on Students with Disabilities -**

#### **Prioritized Recommendations:**

##### Goal 1:

1. The state should establish the minimum level or hours of training required for all teachers and principals who have a student with disabilities in their classroom. This minimum should be incorporated in all teacher preparation programs and educational leadership programs.
2. Parents should have expressed consent on the following actions:
  - a. Placement of a student in a school outside the home-zone school
  - b. Placement of a student on the Florida Alternative Assessment
  - c. Placement of student on special diploma track

Note: Expressed consent should be separate from the annual IEP review.

3. The state should develop a uniform statewide IEP. This form should include an additional section to measure the goals and objectives of the IEP and how they fit into the state accountability system.
4. To use parental and self advocate rights in IDEA as a floor not a ceiling.

##### Goal 2:

- Addressed through other goal areas.

##### Goal 3:

1. In the learning gains calculation, additional weight should be provided for students in levels 1 and 2 (FCAT) and levels 1, 2, and 3 (FAA) who make gain beyond the minimum expected gains.
2. For the 2011-12 school grades no school shall drop more than one letter grade.
3. Review the number of points for students at levels 1, 2, 3 of FAA to make learning gains and proficiency.
4. The scores of students at ESE Centers that choose to be rated and Cluster sites should be included in the proficiency and learning gains calculation of the home-zone school.

##### Goal 4:

1. Identify a way to use the IEP for accountability purposes (future policy consideration).
2. Continue conversation at Federal level to include special diploma equally in graduation rate calculations.

#### **Detailed Notes**

##### **Goal 1:**

1. Improved assessments for students emergent (levels 1-3)

- a. Re-evaluate the FAA test
  - b. Better/improved assessments for emergent level students level 1-3
- 2. Parents should have a second affirmative consent (an active sign-off from the parent) (separate from the IEP) on center school placement – parents are members of the IEP Committee (Look at how this fits with IDEA). Can parent’s decision trump any recommendation from the IEP team related to the movement to center school?
  - a. Separate consent for a student to be placed on a diploma tract
  - b. What is the degree to which an SWD would be aligned on a diploma tract (alignment of instruction with assessment – SWD on general Education standard and FCAT). Express consent to standard diploma.
- 3. Training (best practice)
  - a. co-teacher model should have training together with teacher. Teacher training for meeting the class needs is critically important
  - b. teachers need to be well equipped to handle the needs of the student
  - c. Meta agreement (consent decree for ELL) – state requirement, not there for special ed
    - i. Should also be included in pre-service environment (teacher preparation programs at the university level)
  - d. Teachers may have additional or dual certifications in Basic and ESE
  - e. Appropriately trained teachers
- 4. Ensure that schools develop models of acceptance of SWD - responsibility of SWD ultimately falls upon the school administrator
- 5. Remain flexible in how we define cluster sites (varying functions within different communities)
- 6. Appropriate placement of SWD in school and classroom (cluster or ESE) (Ensure that we are not displacing students)
- 7. Ensure that we do not punish cluster schools
- 8. Wide scope of involvement of parents, Taskforce, etc. (parental and family engagement)
- 9. How to incentivize schools to educate SWD
- 10. Monitoring systems on state, district, and school level that doesn’t allow for displacement and accountability (% of students taking certain assessments, or SWD being moved to alternative centers)
- 11. We need to ensure that SWD are completing their education
- 12. Change structure of IEP. Current structure doesn’t work for what is trying to be accomplished.
  - a. Single state form is a great idea
  - b. Develop another section of IEP for the goal and objectives of this student and we will measure how this will fit into the accountability system (address in terms of the individual student). Varying differences of IEP’s and how they are written. IEP could provide common basis across the board.
- 13. Minimum level or hours of training required for any teacher who has an SWD in their classroom (ALL CERT paths)**
- 14. To use parental and self advocate rights in IDEA as a floor not a ceiling (implying the use of a child self-advocate is a use of a best practice)

## Goal 2 Issues: -

1. Do not increase FAA test takers
2. Need for teacher training (best practice – see above in Goal 1) – focus on all students (include administrators)
3. Effective training and communication Need for parental involvement on the IEP team
  - a. Parental training – IEP 101
  - b. Effective training and communication (changes could create confusion if a clear training plan has not been outlined with parent).
4. Importance of 1) dealing with all student in accountability system 2) identify students who have more challenges to approaching their academic work
  - a. Weighting measure for students at level 1 and 2 (Weighting a measure for students at levels 1 and 2 can help equalize things so that schools have an incentive to work with students who have more difficulty in making growth points and would otherwise affect the school negatively)
  - b. Points given when a student moves beyond the minimum acceptable standard
5. Need to identify/define what is a center school (including clusters, but don't want to discourage innovation, but encourage accountability)
6. Overall review of how districts are doing, report needs to be up front and center (to show how students are doing their tests)

## Goal 3 Recommendations:

1. Develop definition of ESE centers
  - a. Profile of SWD students who tend to not score well and how can they be identified?
2. Identify the students for whom FAA is not an appropriate assessment (some level 1, 2 and 3 students)
3. Review the number of points for students at level 1, 2, 3 of FAA to make learning gains
  - a. Students who do improve are 9% of the students who remain at a non proficient level
4. - **(4 and 8)In the learning gains calculation weight the gains of for students in level 1 and 2 (FCAT) and levels 1, 2, and 3 (FAA) who make gain beyond the minimum expected gains. This will help incentivize Teachers and Schools for effectively educating SWD students (same could be done for ELL students).**
  - a. Method for recognizing gains in student growth and incentives provided to those schools that help support those gains. (How are gains calculated?)
5. Students at cluster and center sites be treated equally
6. Identify a way to use the IEP for accountability purposes (future policy consideration)

7. When crediting back scores from center schools students proficiency should be part of the calculation.
8. - **(4 & 8) Additional points given when a student moves beyond the minimum (if this were to take place the suggestion is that the bar be raised in the school grading system). (Unresolved issue among subcommittee members).**
  - a. - **Implement, but wait 1 year to review data results and then make changes based on results (ME)**
  - or
  - b. - **For 1 year to mitigate this impact (extra weight would apply moving forward), no school should drop more than one letter grade (mitigating some of the cut score impact) (PL)**

Issues:

- Bonus weights - concern stated that this would not be appropriate (for movement of level 1 & 2) – this would increase the school grade. SWD and ELL’s have been included with the population of student since 2004. (Committee looking for distinction)
  - Is this prohibitive? (May require additional discussion with Commissioner Robinson)
  - School districts are not be held accountable for SWD being on level (doing what’s best for the child)
  - Find a way that will include ELL and ESE students to ensure that these students get the extra support and focus and that the schools recognize they are on their campus. The intended consequence is that all kids at level 1 and 2 are moved.
- ESE Clusters (definition)
  - Variable across the district, some districts may have more centers
  - No formal definition. School district providing services to student with special needs on a traditional campus

**Goal 4 Recommendations:**

1. Related to waiver for NCLB (Federal for waiver or Federal for bigger picture things)
2. Treating all student the same is against – makes the whole grade calculation easier

**Parking lot:**

- Criteria for ESE student
- Definition of students in the centers and How are they assessed?
- Definition of an emergent child Level 1-3
- Need time with ESE Center subcommittee
- Training as a best practice
- Bonus Points – need more inquiry, need a better way to go about this topic, may need to go back and discuss further with USDOE

Questions:

What is the policy on children who don't take the FCAT? (SWD students take FCAT)

- 3<sup>rd</sup> requirements for student who take the FCAT scoring level 1, possibility that they may be retained for this first time. IEP showing intensive intervention, second time may not be retained.
- IEP team has opportunity to discuss FCAT waiver process for the student. Doesn't waive anything regarding the school grade.
- Students can also demonstrate via portfolio
- EOC in Civics (same waiver process can be applied)

## **Appendix B:**

### **Notes: Subcommittee on English Language Learners**

**March 22, 2012 -**

**Lead: -**

**Mary Jane Tappen, Deputy Chancellor for Curriculum, Instruction, and Student Services -**

**Facilitator: -**

**Dr. Thomas Bryer -**

**Welcome -**

**Dr. Bryer:**

- Welcome to the University of Central Florida
- Ground Rules that have been agreed upon by leaders of Taskforce:
  - Equal opportunity for input by committee members.
  - Meeting will be webcast.
  - Please be concise with responses.
- As facilitator for subcommittee, I am a neutral party; I have no expertise in subject matter; I am here to make sure that you stay focused. Would prefer to call you by your first name, if uncomfortable with that, please let me know;
- Uncovered Ground Rules:
- If using an acronym, please fully spell it out first and second time

#### **Introduction of Taskforce Members**

<b>Alberto Carvalho</b>	<b>District Superintendent</b>
<b>Brenda Trimble</b>	<b>FABES</b>
<b>Ester de Jong</b>	<b>LULAC</b>
<b>Shirley Johnson</b>	<b>NAACP</b>
<b>María Cardenas</b>	<b>Teacher</b>
<b>Francois Leconte</b>	<b>Minority Development &amp; Empowerment</b>
<b>Arlene Costello</b>	<b>Escambia County Schools</b>
<b>Marcela Flores</b>	<b>Parent</b>

**Superintendent:**

- Would like to know why one of the opening presentations focused on teacher evaluations.

**Copa:**

- Understanding is that a few questions were raised regarding teacher evaluations in the previous calls; was mentioned for clarification purposes.

**Costello:**

- Questioned issue not impacting teacher evaluation. Asked Copa to respond.

Copa:

- Discussed focus on goal 3 inclusion of ELL and students with disabilities.
  - Historically not fully included in accountability.
  - Student performance not necessarily tied to performance.
  - FCAT will not be sole measure used to evaluate teachers

Superintendent:

- Requested clarification regarding expectations levels.

Copa:

- Expectation would be 100%;
  - 50% of the portion must be based on student performance (50%).
  - Performance is defined by what areas are being taught.
  - FCAT only covers 35% and there is no expectation that it will override everything.
- Discussion regarding item banks filling the void.

Superintendent:

- What would be the percentage for those subject areas for which there is a state assessment?

Copa:

- Upon reaching three years: 50%.

Costello:

- Question regarding the availability of notes.

Dr. Bryer:

- Everything today will be captured via notes and submitted to committee members.

de Jong:

- Will teachers be evaluated based on language proficiency test?

Copa:

- The ELL factor is a controlled factor. However does not preclude the use of CELLA results as CELLA is a statewide assessment

de Jong:

- Discussion regarding how to ELLs are calculated.

Dr. Bryer:

- Asked if there were any questions, comments, observations regarding notes on Goals 1 and 2.

#### **NOTES PASSED UNANIMOUSLY.**

Superintendent:

- Stated that there are currently no best practices because the students were never fully included (inclusion).

- Would it be possible to create a model that provides the best theory?
- Goal 2: Unintended consequences are currently being minimized which is detrimental.
- Goal 4: Clear intent of SBOE that while we engage in this work (inclusion), a model must be created that allows to arrive at our goal.
- Goal 1: Previous discussion demonstrated the best thing to do.
- Goal 2: We have to remember the unintended consequences.
- Goal 3: This goal will help us to arrive where we need to go.

Dr. Bryer:

- Requests approval of beginning a discussion of Goal 3 and 4, providing opinions, then identifying recommendation for each goal.
- Would like to go around table as was done in previous conference call.

**Goal 3: Identify potential enhancements to Florida’s school grade rule regarding full inclusion of students with disabilities in Florida’s school grading system.**

Costello:

- Students should count in school grades.
- Proficient students more likely to exit.
- Discussion of learning gains, CELLA, and FCAT; all which must be considered and assigned based on language proficiency level of ELL.

Dr. Bryer:

- Please define acronyms.

Costello:

**Comprehensive Learning Language Assessment = (CELLA)**

- Discussion regarding definition of language proficiency.
  - It takes ELLs several years to learn academic skills.
  - Average of 4-7 years to become proficient.
- Discussed allowing bonus points for gains in CELLA;
- Discussed ELP Standards in terms of:
  - Depth
  - Complexity of English language
  - Disaggregating data

Dr. Bryer:

- Any questions?

de Jong:

- Agreed with superintendent.
- Reiterated key issues from the conference call such as;
  - the fact that learning a language takes time.
  - ELL population is very diverse: elementary, secondary, and migrant are all have different needs.
  - Achievement test taken by non-proficient ELLs becomes a language proficiency test not a content test; measuring content versus achievement.

- We have to make sure that adequate resources are available in schools to score language learners.
- Discussed the development of ELP (English language proficiency)
  - still in the process of being developed, but not close to implementation.
- Scores relating to FCAT: gain vs. performance measure.
- Must include an ELP test.
- Must be reflected at school grade level and for teachers.
- Testing accommodations must be considered.
- Agreed with Costello regarding disaggregating data
  
- Provided example of following progress of same group of ELLs for 7 years, but when you stop counting them you are not able to see their long term progress (cohort analysis).
- Discussed the issue regarding the diversity of ELLs;
- Discussed multiple measures of outcome for school grades, rather than using just one measure.
- Consideration of ELL content standards.

Cardenas:

- One size does not fit all.
- We need to not punish the one school that has all ELLs;
  - School where she teaches is 94% free lunch; the other school down the street is given laptops: the playing field must be leveled.
- Teachers will be held accountable for students more worried about their socio-economic situation at home.

Costello:

- Economic status of students affects their achievement.

Trimble:

- Represents supervisors of ELLs.
- The term “country entry date” must be revisited versus “program entry date”
  - 33% of Duval County ELLs born in U.S.
  - 66% of Palm Beach County ELLs born in U.S.
  - Exact time marker must be included: offering one year’s time as indicator.
- Recommendation that language be included again. Program levels/time in program.
- Have research/accountability staff who work at district level; utilize them to review the issue.
- Recommendation:
  - ELP test as required by NCLB.
  - Trust DOE to make good decisions regarding calculation.
  - ELP should be used to see growth and proficiency and generate bonus points when meeting AMAO1.
- Recommendation: all acquisition research shows that time must be incorporated into accountability.
- Weighted method must be included so that student has time to gain proficiency.
- Also teachers will not be penalized.
- Discussed rethinking of subgroups which drive structure and improvement.
- All research validates time so it must be accounted for.
- Bonus system/rewards system must be visited.

- ELP standards must be in development as Florida is only state that does not have it yet despite being in top four of immigration.
- We do have timeline in waiver and have started process, but to escalate the process must take a closer look at standards.
- Discussed teacher evaluations, they are affected, teachers frequently bring it to the attention of Supervisors.
- ELP test is necessary as there are approximately 250,000 students in Florida

Dr. Bryer:

- Comments?

Costello:

- Reiterated teacher evaluation issue.

de Jong:

- Asked for clarification regarding proficiency.

Trimble:

- Correlated with AMAO1.

Superintendent:

- Discussed entry date issue.
  - Economic disaster related issues (of ELLs' country).
- Date should be adjusted to entry date so that they have two uninterrupted years,
  - allows for migrant students or students who return to their country.
- Discussed the fact that ELL services are not the same everywhere as not everyone is sensitive
  - to their situation.

Johnson:

- NAACP= Equity, right opportunities for every child whether ELL or not.
- Wants every child to have tools to succeed.
  - Ex: Haitian population (63,000 ELLs) much of Haitian-Creole is not printed- this is a disadvantage for those students.
- Teachers affect students, but so does everybody else around them.
- We should not focus solely on the reading teachers, but instead focus on everyone who influences child (all teachers, employees).
- Is looking for accountability: rather than saying teacher is not accountable, everyone is accountable if they have access to that child.
- Discussed the fact that accommodations need to be truly present.
- Instruction must be performed the way in which it was intended.
- Discussed timing: students who have left/returned and are still trying to reach a certain level despite the student having left for a period of time.
- Metric: accountability
- Thinking in "out of the box" terms...
  - Technology
  - How about a piece where the students create their own performance and then evaluate

that for bonus points? You have no idea what child is capable of- when you rate them based on what they can do (which you did not know that they could do) they feel better/improve.

- One size does not fit all

Dr. Bryer:

- Questions? Comments?

Cardenas:

- Completely agree with what has been said.
- Taught students who had behavioral problems last year, but this year have shown a vast improvement. They want extra homework over the weekend, they now want to learn.
- Cardenas follows up by calling parents.

Flores:

- Agrees with re-entry.
- Alternative testing timeframe should be considered for migrants who are often not present for current testing schedule.
  - Make accommodations as they are not able to complete their testing in a timely manner.

Superintendent:

- Recalls SBOE meeting resulting in taskforce.
- Very clear about concerns:
  - Rules being changed, required change without mediation
- Bottom line: full inclusion (ELL/ESE) is paramount to performance.
- Must recognize challenges faced by these children
  - Currently challenges are not being addressed.
- Current school grade system needs to be included in all components:
  - Performance (math/reading), learning gains, lowest 25%
- Maybe we should consider what feds are currently doing:
  - They are concerned with years 1,2.
  - Agree with them regarding years 0-1. (both think that they should not be tested),
  - Year 2: feds use three separate measures:
    - proficiency
    - safe harbor (required. credit if decrease by 10% non-prof.),
    - world model
- If we have 3 measures then why would state not have more than 1 measure for performance; before we had one single measure so maybe we can achieve goal 3 (states actual goal) by recognizing a different definition of the term “performance”. In order to better align state’s school grades system with language of NCLB; Performance defined as level 3 or higher (only considers reg. students and post-year 2).
- Details learning gain (3 ways), then there must be more than one way of determining performance as well.
- Recommendation: meets all required for federal Flexibility Waiver.

Dr. Bryer:

- Questions? Comments?
- Goal 4: would like preliminary thoughts

Johnson:

- As superintendent stated prior we laid out what feds stated; not a better recommendation- very well aligned.
- What we are proposing: all children are created equal. We would like for them to have an equal opportunity to access education.
- Making recommendations with #s showing that we have many people/many different goals.

Superintendent:

- 70+% of Miami-Dade on free lunch
- SBOE wanted on-going conversations to make sure that waiver would be sustainable.
- Nobody is opposing anybody here: we all want policy.
- Recommends: to be respectful of students, cognizant of what research states, do not bring down morale in community (both children and adults): both can be improved.
- Requests: on-going consultations with feds.
- Asks to consider milestones.

Trimble:

- Would like all ELLs to be included in the accountability model- teachers have to focus on who will really count.
  - Many states will look at our lead as we are one of the first to be included in waiver- they will look to us for guidance for their own applications. We can make a change.
  - Include all students in calculations; those who make gains: the school can receive bonuses.
  - Regarding Goal 2: Even post disaggregation of data, one school will be deemed "F".
  - Districts are preparing for unintended consequences- children are unwanted in those schools;
- Looked at best practices for ELLs, much new research conducted by feds that can assist FL; our own dept has wonderful expertise, but we must consider accommodations as well- we have members who are working alongside feds with research.

Recommended accommodations:

- Look at experimental studies
- Socio-cultural considerations
- Native language – how does code variant affect
- Implementation-
- Incorporate paper-pencil as many are not experts in technology due to lack of access

**Goal 4: recommend that accommodations are looked at closely.**

Dr. Bryer:

- Welcomed Francois Leconte to the meeting; recounted what had occurred in meeting so far.

Cardenas:

- Well-prepared teachers to teach the population;
- Describes HOPE scholars who look like her students, mentor, make a big difference.

de Jong:

- Discussed models different of EL proficiency development.
- How do we take different starting points into consideration?
  - Intermediate proficiency level versus a child who is not proficient at all.
- FCAT is used for many other assessments...looking for middle ground, this is what we want to measure.
- How do we assess when schools are able to close the achievement gap between ELLs and non-ELLs; secondary ELLs are very bleak; decreasing in terms of gains, what is going on elementary (where there is progress) versus secondary; Are we providing enough professional development for secondary teachers?

Costello:

- In agreement.
- Cites Stanford University professor: want to protect needs of ELL but funding is attached to issue.
- FCAT assessing what they know (content) but ELP level can be assessed by level.
- Emphasized the needs for tools and oversight to meet standards; w/o them negative consequences will occur.
- Reasonable timeframe/expectations for students to obtain content/proficiency knowledge.

Flores:

- More professional development to be offered to teachers, and for more teachers to be available in areas of high ESOL pop., people need to understand where needs are.

de Jong:

- Discussed issues regarding homeschooling and choice to return. Where does score go once you have returned to home school?

Trimble:

- District policy: their score returns to school, however, it is up to the district.
- Texas: Ever ELL; interesting way to count student- you are forever an ELL – an interesting Proposal.

**Codes/Data Elements: -**

**LY- ELL -**

**LF- Students who have exited ESOL -**

**LZ- Students post-exit “forever ELL” -**

Johnson:

- Home school must be defined because everyone at the table had a different definition of it.

Copa:

- Based on school attendance; Trimble is correct; alternative schools are exception: choose rating for student performance; counted at both place.

Rodriguez:

- Clarify LY and LF are data elements; we do have ESOL Center schools, students can finish upon exiting but must return to zoned schools.

Superintendent:

- We do not have ESOL Centers in Miami-Dade.
- Migrant ELL are invisible; works with them in Homestead.
- Respects Ms. Flores for participating.
- How can we say that child did not work that year, we cannot use a sole assessment.

Dr. Bryer:

Main ideas:

- Goal 3: concerns: entry date determination: country versus program entry; implications for migrant program.
- Use of ELP and accountability (goal 3).
- Goal 4: Accommodations for teachers (professional dev) and students (disaggregating data; weighting different subgroups).
- On-going consultation with feds re: best practices and developing new policies; focusing on accommodations for students and teachers (esp. secondary teachers).

Trimble:

- Discussed time it takes to gain proficiency.
- Have looked at various models; would like to be clear as to what weighting means in regards to time.

Costello:

- Do not forget to provide the tools and resources necessary for student success.

Superintendent:

- Provided PowerPoint Presentation
  - English Language Learners' Inclusion in Performance Current Policy
  - Florida's School Grading System - Current

Leconte:

- Discussed personal experience as an ELL.
  - When asked to test in math, chemistry, physics, did exceedingly well.
- In Haiti, all of the tests are administered by the government.
  - Was able to collaborate with Governor's Office to address needs of Haitian students (i.e. accommodations).
- Requested that flexibility be provided for local school boards.

Dr. Bryer:

- Meeting notes will be made available by 6:00 p.m.
- Summarized concerns of Superintendent.
- Summarized concerns of committee as a whole.
- The issues discussed will be used as the criteria for recommendations.

de Jong:

- Discussed FCAT resources.

Costello:

- ELL community must be considered as a whole: students/families/teachers.
- Peer reviewed research must be considered.
- Students must not be demoralized.

de Jong:

- Requests Superintendent’s slide.

Superintendent:

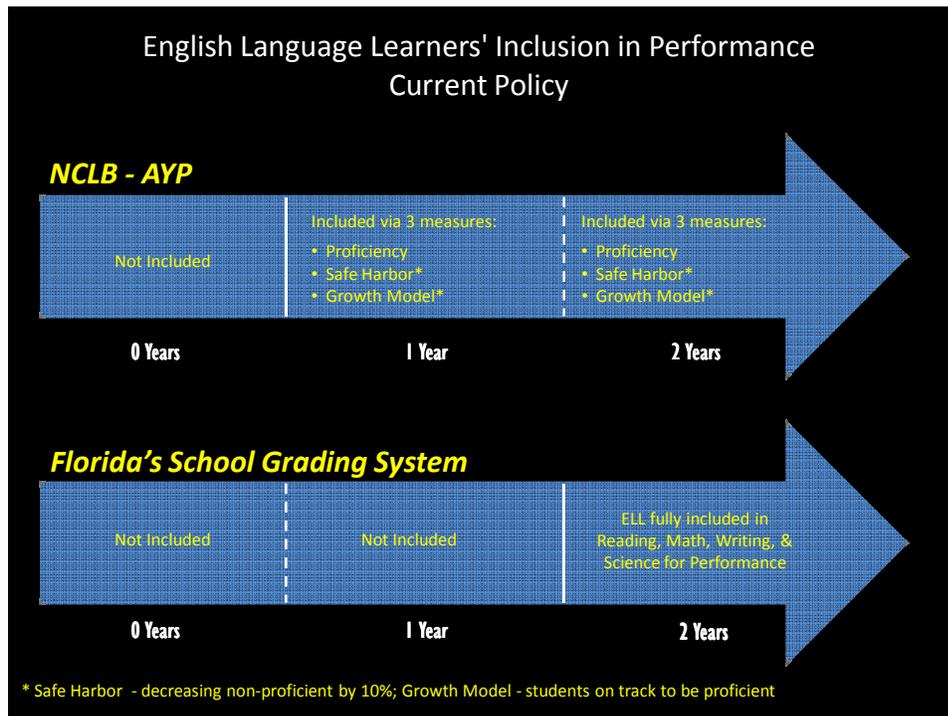
- Requested that a general consensus be met so that tomorrow the committee can spend time on it.
- Discussed three different ways to demonstrate learning gains.
- Can we use multiple ways to measure performance?
  - More than one way, not a single way.

**CONSENSUS MET REGARDING PARAMETERS.**

de Jong:

- Discussed gains model.
  - Implied but not included.
  - Students are being identified and placed in same intervention group as those who have behavioral problems.

**Superintendent Carvalho’s slides provided to the Taskforce members on March 22, 2012**



## Florida's School Grading System - Current -

Reading	Math
<b>Performance</b>	<b>Performance</b>
Standard Curriculum Students ELL > 2 years Students  <i>Defined as:</i> 1. FCAT 3+	Standard Curriculum Students ELL > 2 years Students  <i>Defined as:</i> 1. FCAT 3+
<b>Learning Gains</b>	<b>Learning Gains</b>
All Students  <i>Measured by</i> 1. Improve Level 2. Maintain Proficiency 3. Improve Scale Score for Level 1 or 2	All Students  <i>Measured by</i> 1. Improve Level 2. Maintain Proficiency 3. Improve Scale Score for Level 1 or 2
<b>Lowest 25% Learning Gains</b>	<b>Lowest 25% Learning Gains</b>
All Students  <i>Measured by</i> 1. Improve Level 2. Maintain Proficiency 3. Improve Scale Score for Level 1 or 2	All Students  <i>Measured by</i> 1. Improve Level 2. Maintain Proficiency 3. Improve Scale Score for Level 1 or 2

**March 23, 2012 -**

Lead:

Mary Jane Tappen, Deputy Chancellor for Curriculum, Instruction, and Student Services

Facilitator:

Dr. Thomas Bryer

**Dr. Bryer:**

- Restating objective that Commissioner restated this morning
- Prioritize tasks by lunchtime
- Specify recommendations of goal areas
- Would like to open floor for comments regarding conference call

**Tappen:**

- DOE obtained additional data that was requested (LZ)
- (Hard copy of data is distributed)
- Our data tends to be close to Texas study regarding ELLs who exit ESOL

**Dr. Bryer:**

- Questions?

**de Jong:**

- Asks if patterns are seen

**Tappen:**

- Disaggregated data to grade level because we will see different trends in terms of grade level student is entering
- Will research more data and disperse to committee

**Costello:**

- So does this mean that they have achieved fluency level in CELLA?

**Tappen:**

- Rule: ELL must be proficient in all CELLA subtests plus prove proficiency in FCAT for grade level.
- Additionally, a subcommittee is formed for their individual plans

**de Jong:**

- Important to look at long term
- 54% of LZ scoring proficient
- Therefore something happens post-ESOL

**Leconte:**

- Question regarding 54% (referring to data) - considers the gap
- Do you look at children who were born here and are native speakers or students from another country?

**Tappen:**

- DOE will look into more data

**Costello:**

- Returns to discussion regarding disaggregated data
- Points out levels 1-3 in terms of strategies for ELLs achieving success

**Dr. Bryer:**

- Would like to re-introduce the committee for the benefit of the viewing audience

<b>Alberto Carvalho</b>	<b>District Superintendent</b>
<b>Brenda Trimble</b>	<b>FABES</b>
<b>Ester de Jong</b>	<b>LULAC</b>
<b>Shirley Johnson</b>	<b>NAACP</b>
<b>María Cardenas</b>	<b>Teacher</b>
<b>Francois Leconte</b>	<b>Minority Development &amp; Empowerment</b>
<b>Arlene Costello</b>	<b>Escambia County Schools</b>
<b>Marcela Flores</b>	<b>Parent</b>
<b>Rosy Ugalde</b>	<b>Executive Director of Bilingual Education</b>
<b>Nikolai Vitti</b>	<b>Assistant Superintendent</b>
<b>Juan Copa</b>	<b>DOE Staff</b>
<b>Mary Jane Tappen</b>	<b>DOE Staff</b>

**Dr. Bryer:**

- Directs attention to the “Parking Lot” on the wall:
  - Date of Entry
  - Accommodation resources
  - Alternative Assessments
  - Bonus system
  - Professional development
  - Disaggregated data
  - Weighting

**Trimble:**

- Requests that the DOE advise the committee if the direction that they are moving in is at odds with recommendations made by USDOE

**Tappen:**

- Agrees with Trimble.
- Discussion regarding Dot System

**Leconte:**

- Read de Jong document and felt that it addressed all of the goals
- Did not know if committee had been able to view document, but it does provide some direction

**de Jong:**

- Document is the summary of her thoughts.

Principles of Document:

- Diversity of ELLs and need for 2<sup>nd</sup> language development, implications of decisions
- When does FCAT become fair for ELLs
- Cannot expect outcomes if we do not provide resources
- Need to consider diversity of students, gains

**Dr. Bryer:**

- Comments?
- Would like to move forward with brainstorm list for four goals
- Same process as other subcommittees to ensure consistency
- Recommendations will be shared with Taskforce
- Restates goals

**BREAK**

**Vitti:**

- Introduces himself. Will be filling in for the Superintendent due to unforeseen circumstances in Miami-Dade County

**Dr. Bryer:**

- Explains rules for recommendation ideas
- Asks DOE to inform Committee if recommendation is feasible/aligns with practice

**Goal 1: Identify best practices for the full inclusion of English language learners in Florida's school grading system.**

**Trimble:**

- Recommendation: Imperative that language be changed from country entry date to program entry date
- Must define what year 1 means (calendar year)
- Concern for students beyond year 1
- Weighted calculation for students not yet proficient
- Accommodations for testing: proposes pencil and paper as an option

**Costello:**

- Program Entry Date vs. Country Entry Date

**Trimble:**

- Federal government requires assessing students so proposing adding program entry date to waiver language

**Costello:**

- Would this affect immigrant student data entered?

**Trimble:**

- No, no conflict.

**Leconte:**

- Proposes both entry dates as some members of the community need access to the data to identify resources needed to serve

**de Jong:**

- Data will still be collected, this has to do with accountability purposes

**Leconte:**

- If FCAT is not used first year in school system, then year 2 will be fine

**Tappen:**

- Issues: During DOE conference calls, different entry dates were discussed as DOE collects different data on entry date
- Therefore, we need to have a conversation with USDOE to align all to reflect program entry date program
- Plus, updating of Rules will be necessary
- We will need to better define what we need for every area. We support a better definition and implementing policy to make this happen

**Dr. Bryer:**

- This will be a red dot: must be discussed with federal government

**Copa:**

- We might need to discuss issue with federal government
- Will require policy change
- Country entry date does not apply (as stand-alone) to Florida as we have so many ELLs who are born in U.S.

**Costello:**

- Will this address students who are “interrupted”? (Interrupted schooling)

**Trimble:**

- We are not proposing that we dispose of other entry dates
- We want to change country date for the purpose of accountability
- Reiterated large population not being accounted for due to country entry date

**Tappen:**

- Regarding students who enter/re-enter: we have different definitions for different purposes: weighted funding, state auditing purposes for funding
- Does not mean that we have a different purpose for accountability for time in program
- For school grades: students must be present for attendance survey and proficiency (February and October count) survey. If the students are not there for both counts, then they are not included in school grade.
- Had discussion with Superintendent regarding year 1 and 2.

**Ugalde:**

- Miami-Dade has large ELL population and proficiency is paramount
- Recommends date of entry into the program not country
- Children are counting because they happen to be present in February and October, but not necessarily spent the same amount of time in program as other students

**Cardenas:**

- Regarding migrant mobility rate: when students make FTE we assume that they attended school in the North, however, many did not. They did not have a full school year of instruction

**Vitti:**

- Need to offer solid recommendation that respects students and waiver
- Regarding proficiency and how to include students: is there a way to change school grade system that includes subgroups?
- All children are treated equally in terms of counting them (comply with NCLB)

**Copa:**

- Nothing in state law precludes inclusion of subgroups
- AYP: calculated based on 9 subgroups (race, free lunch, etc.) meeting specific targets in reading and math. Looks at whether or not subgroups met specific targets. In order to make AYP all subgroups must meet targets

**Vitti:**

- Is there a way to include subgroup performance in school grades in the same spirit of NCLB (emphasizing growth)

**DOT SYSTEM:**

**Blue: recommendation aligns with current policy**

**Red: change in policy**

**Yellow: change in practice**

**Trimble:**

- Agreed with Copa suggestion
- We will be discounting students if not aligned with policy.

**Copa:**

- State law does identify which assessments must be used
- These are current barriers and to include CELLA in school grade would require change in state law

**Leconte:**

- Recommendation: Use CELLA the first two years

**Trimble:**

- Wants ELP test included

- Psychometricians need to understand how progress is measured

**Leconte:**

- We are looking for accountability.
- Not against recommendation, but need to look at the best way to measure all students
- Recommends using the CELLA.

**Costello:**

- We use CELLA in exiting students
- Therefore, those scores have meaning

**de Jong:**

- Concurs with Trimble
- We need to figure out what to do
- The system was designed for all students but not necessarily ELLs
- We have no way currently in system to be held accountable
- Cites language from federal government

**Flores:**

- Please take into consideration migrant students

**Ugalde:**

- FCAT is required for graduation, therefore, it is keeping students who enter in junior or senior year from graduating.
- We cannot disregard FCAT and we need to give them instruction so that they can pass the FCAT
- Cannot punish students who have content knowledge but not language proficiency.
- Does not agree with CELLA in lieu of FCAT

**Leconte:**

- Intent is not for students to not take FCAT, but to use CELLA in terms of school grades

**de Jong:**

- Brings us counting versus participation

**Ugalde:**

- Cannot just be participation for the sake of participation, the FCAT needs to count but not penalize the school

**Trimble:**

- Teachers fear not meeting merit status due to merit status

**Copa:**

- Our immediate task is regarding student inclusion
- Teacher evaluations are separate elements

**Trimble:**

- Clarification will affect teachers in a positive way

**Trimble:**

- Discussion regarding unintended consequences

**de Jong:**

- Gains must be looked at

**Copa:**

- Discussion regarding gains and performance; policy wise there has been 50% balance although it is not stated in the law

**De Jong:**

- Describes seeing gains but performance is not expected
- FCAT is not very reliable (due to lack of content) in terms of performance but gains are valid
- Gains = performance for ELLs

**Copa:**

- Initial federal recommendation: ESE, ELL being included for 1<sup>st</sup> time count learning gain as proficiency for student
- They did not approve that mechanism because felt that it did not count all students the same: defining performance for individual students did not comply

**Flores:**

Testing timeframe needs to be considered in terms of migrant students due to their mobility

**Tappen:**

- We have testing windows so it would be both policy and practice change
- As we move to online assessments there might be opportunity to move out of testing windows • Results must be returned by a certain date

**de Jong:**

- Is there data for migrant students

**Copa:**

- There are data reports of migrant population, it is just not AYP

**de Jong:**

- Discussion regarding interrupted schooling, perhaps background data can be included to reflect interrupted schooling
- FCAT is valuable test that encourages high expectations
- For ELLs it is not a content test, we would like for ELLs to be accountable but want it done in a way that makes sense link language proficiency to the FCAT
- Emphasize gains over performance
- Needs to connect LY to language proficiency: possible overlays

**Ugalde:**

- Different levels of students entering program

**Vitti:**

- Is there opportunity to include CELLA when defining growth or proficiency?
- The main problem is for newly arrived students: FCAT is not the way to measure proficiency, can CELLA deliver?

**Copa:**

- Due to state law, CELLA cannot be used for school grades

**de Jong:**

- Cites report:
  - Timeframe issues
  - 3 different models that statisticians would have to view

**de Jong:**

- Can resources, instruction be connected to school grade?
- Targeted intervention: lowest 25% cluster hides the necessary interventions

**Costello:**

- Professional development necessary
- Equal access for all ELL students

**Tappen:**

- Adding professional development or strategies does require change in policy
- To exit ESOL: must pass FCAT and CELLA
- Texas Research: those who exited within 3 years had clear advantage of success in the following years

**Ugalde:**

- Data: grades 3 to 10 who scored proficient in CELLA is low
- Scored higher on FCAT
- Does not want to use CELLA in lieu of FCAT

**de Jong:**

- Reiterates that whatever ELP is developed take this into account

**Leconte:**

- Asks Ugalde: Do you consider the country of origin in data?

**Ugalde:**

- We do not know what country; we just know the program and the test

**Leconte:**

- Requests to view data

**de Jong:**

- Important to take into account what happens to the students once they are mainstreamed, many not making in reading post-ESOL; consistent patterns of LF and exited students

**Copa:**

- Provides context of LZ data.
- ELLs are outperforming in math, overall they are on par with regular students.

**Commissioner's Reminder:**

- Inclusion model for all students, not simply year 1 and 2
- These recommendations will be taken back to the SBOE, some will require practical or policy change

**Leconte:**

- Discussed excerpt from de Jong document

**de Jong:**

- Currently bonuses are provided for AP, IB enrollment

**Copa:**

- They are not bonuses, instead they are credit for participation.
- Disaggregated data makes an impact with exception of low performance cohort

**de Jong:**

- Discussion regarding closing the achievement gap: If everything is kept the same, nothing will change.
- Are we truly closing the achievement gap?
- When the gap is closing, must be rewarded.

**Costello:**

- Recognize the efforts of educators closing achievement gaps

**Tappen:**

- Closing achievement gap: recommendation will require policy change in proposed school grading rule

**Ugalde:**

- Multiple measures must be defined and utilized
- Re-entry issue (into the program NOT country): we must come to a consensus.

**de Jong:**

- Discussed issue regarding home language testing

**Ugalde:**

- Students with strong academic background in their own language do well in home language testing in terms of content.
- Fears Miami-Dade cannot account for all languages in Miami-Dade as it is such a diverse county

**Tappen:**

- Would require change in state law

**Vitti:**

- Inclusion of growth and align with NCLB

**Trimble:**

- Look at current accommodations and improve accommodations

**de Jong:**

- Is there a way to look into linguistic complexity and anticipating changes?

**Tappen:**

- Would suggest that due to funding and timeline that we reconvene at end of FCAT 2.0.
- The research (regarding linguistics) has been forwarded to the PARCC people
- One recommendation could be to send the recommendations being collected today to the PARCC and Smarter Balance since they are developing the tests for 2015-16

**Trimble:**

- Do not focus on one group of students, instead take broad approach
- Discussion regarding bonuses: look at gains, look at work of teacher, proficiency levels
- Dual Language programs in Florida where students are at the level of native speakers

**Copa:**

- Federal government did not accept gains=performance

**de Jong:**

- Regarding rewards: Is there a way of doing cohort analysis to show that cohort is meeting expected gains versus students who were not part of the cohort?

**Tappen:**

- Including cohort data would require policy change and possibly legislative change

**Vitti:**

- AYP has been one size fits all approach. Merge AYP with school grade system but tweak it

**Trimble:**

- Is mobility currently being factored into school grade?

**Copa:**

- The rate is not factored in

**de Jong:**

- Outcome linked to input (resources)

**Goal 4: Identify recommendations and strategies to discuss/negotiate with the U.S Department of Education to inform federal policy.**

**Trimble:**

Request current research from USDOE regarding accommodations possibly at no cost

**Cardenas:**

Take into consideration the socio-economic status of ELLs

**Leconte:**

Receive as much flexibility as possible from federal government

**Costello:**

Oversight: ensure that recommendations are included so that at end of year, state and USDOE can review what worked and did not work

**Tappen:**

Tuesday SBOE Meeting where recommendations will be shared by Commissioner

Rule Process

Commissioner's Intent: this is not a onetime process, rather a long term process

**Ugalde:**

School grades must take into account subgroups

**Tappen:**

All drafts will be photographed and submitted to Commissioner as executive summary

**Vitti:**

In the context of ELLs we look at language acquisition as the starting point for outcomes of ELLs not time in program

**Highest Priority Recommendations defined in subcommittee meeting:**

**Goal 1: Identify best practices for the full inclusion of English language learners in Florida's school grading system.**

**Dots: 6 Green, 1 red, 0 yellow, 0 blue**

Full inclusion means meaningful participation that lends to accurate and fair measurement of ELL achievement

1. Take ELL diversity into account:
  - Program entry
  - L2 proficiency levels
  - Background (refugee status)
2. Weighted measure/use of FCAT as performance until students are proficient

3. Use of multiple measures including ELP assessment
4. Learning gains: moving from fear L1 to L2 within 1-2 years

**Dots: 1 Green, 0 red, 0 yellow, 0 blue**

Focus on ELP proficiency levels/gains- weighted calculation

**Dots: 1 Green, 1 red, 0 yellow, 0 blue**

Weighted calculation

**Program entry date vs. country entry date**

**Dots: 5 Green, 1 red, 0 yellow, 0 blue**

Use CELLA to show increased proficiency instead of FCAT for at least 2 years.

**Dots: 0 Green, 1 red, 0 yellow, 1 blue**

Teacher evaluation

**Improved testing Accommodations**

**Dots: 0 Green, 1 red, 0 yellow, 1 blue**

Unwelcome environment vs. welcome through showing gains

**Dots: 0 Green, 1 red, 1 yellow, 0 blue**

Testing timeframes should take into consideration ELL migrant students. They should also have testing in a timely manner.

**Dots: 4 Green, 1 red, 1 yellow, 0 blue**

Ensure appropriate resources for high quality instruction and programs for ELLs (e.g. professional development/teacher training)

**Dots: 0 Green, 0 red, 1 yellow, 1 blue**

Targeted interventions for ELLs

**Dots: 0 Green, 1 red, 0 yellow, 0 blue**

System relates ELP with academic content learning

Attention to formative and alternative assessment

Responds to L2 development

Takes long-term prospective

Home language assessment

Test accommodations

**Goal 2: Identify unintended consequences of full inclusion of English language learners in Florida's school grading system and strategies to mitigate those consequences.**

**NOTE: No dots in this section at time of notes.**

If full inclusion means same for all  
Not showing actual learning gains for ELLs  
Unfair impact on schools  
Unwillingness to enroll ELLs or teach ELLs

Unfair to penalize language content area teachers

Allow at least 2 years for ELLs to transition before using FCAT for grading schools

Impact on schools with large ELLs; Impact on schools with ELLs that in addition to language have literacy issues from lack or no previous schooling

Negative emotional impact for ELLs who have content knowledge in their home language and just need additional time to demonstrate content performance/proficiency

**Goal 3: Identify potential enhancements to Florida's school grade rule regarding full inclusion of English language learners in Florida's school grading system.**

Home language assessment (taken off and moved to Goal 1)

**Dots: 13 Green, 1 red, 0 yellow, 0 blue**

Use multiple outcome measures to ensure comprehensive picture of whether or not ELLs make appropriate progress

**Dots: 0 Green, 1 red, 0 yellow, 0 blue**

Closing the achievement gap, an outcome measure

**Dots: 0 Green, 1 red, 0 yellow, 0 blue**

Maintain subgroups (also for lower 25%)

Bonus system/rewards schools

Alignment of ELP content standards/Common Core/ assessment

Longitudinal cohort analysis

Reflection of resources in system

Disaggregate data by levels of proficiency and growth over time in program

Clearly define performance

Include measurements:

Improve level

Maintain proficiency

Improve scale score for level 1 or 2

**Goal 4: Identify recommendations and strategies to discuss/negotiate with the U.S Department of Education to inform federal policy.**

**Dots: 0**

Accommodations (Newest Research)

**Dots: 4 Green, 0 red, 0 yellow, 0 blue**

Fair and just/multiple forms/approaches of assessments

**Dots: 0 -**

**Tools, resources, \$, and oversight needed to meet standards (evaluation) -**

**Dots: 0 -**

**Flexibility, flexibility, flexibility -**

**Dots: 2 Green, 1 red, 0 yellow, 0 blue -**

Entry Date

### **Final Recommendations shared with and rated by Whole Stakeholder Committee**

#### **Goal 1:**

**37 Dots: It appeared folks thought this was more than one recommendation**

**Full inclusion means meaningful participation that leads to accurate and fair measurement of ELL achievement:**

- 1. Take ELL diversity into account**
  - a. Program entry**
  - b. L2 proficiency levels: development**
  - c. Background – refugee status**
- 2. Weighted measure of FCAT performance until proficient**
- 3. Use of multiple measure, inc. ELP**
- 4. Learning gains; moving from FCAT L1 to L2 within 1-2 years**

**16 Dots: -**

**Ensure appropriate resources for high-quality instruction programs for ELLs -**

**10 Dots: -**

**Focus on ELP proficiencies, levels/gains – weighted calculation -**

**4 Dots: -**

**For school grading use CELLA to show increased proficiency instead of FCAT for at least two years -**

#### **NO Goal 2 -**

**Goal 3:**

**47 Dots:– it appears folks thought this was more than one recommendation**

**Language proficiency or 5 years in program**

**Bonus if less for all ELLs**

**Proficient on CELLA you**

NUM -  
DEN -  
Not proficient on CELLA -  
NUM -  
Not DEN -

**20 Dots:**

Use multiple outcome measures to ensure comprehensive picture on ELL progress  
Close achievement gap

**Improve level**

Maintain proficiency  
Scale score from L1 to L2  
Longitudinal data  
Participation count – gain count – proficiency/performance count  
Disaggregate data by level of proficiency; growth of proficiency; growth over time in  
program

**Goal 4**

**8 Dots: -**  
Fair just/multiple forms/approaches of assessment -

**22 Dots: -**  
Entry date -  
Program vs. country -

## Appendix C:

### Notes: ESE Centers Subcommittee

Thursday March 22, 2012

#### ***Recommendation #1: Evaluate student performance at the lowest level of the FAA (Performance = Learning Gains)***

Ann –

- Assessment should capture what the students can do instead of what they can't do
- Cannot depend on the IEP because there is no uniformity across districts.

Lois –

- Possibly look at using two assessments.
- They have completed a statistical analysis between FAA and Bergants. Bergants seems to show more of an upward trend of student growth showing what the child CAN do.

Conney –

- Would like to see the performance of a student factored in (for example: sit in seat, follow direction, use the bathroom, etc).
- Performance is what is going to count for the student when they leave the classroom and enter the real world.

Robin –

- Would like to look at adjusting the calculation for a “gain” on the FAA at the emergent levels (level 1, 2, 3).
- We always need to recognize their success because every tiny little thing is a success that needs to be celebrated.
- What is a growth for one student (depending on physical/cognitive disability) may be very different for another student.

Group Question: What is the percentage of students that are in the emergent levels?

- i. 2011 Data (from Karen)
  - i. Statewide on the FAA
    1. 33% of students were level 1,2, or 3
    2. 67% “proficient”
  - ii. How many students take the FAA?
    1. As many students can take it
    2. The 1% limits – Only 1% of all students tested in a district can be reported as proficient.
    3. Waiver Process – Districts do have the option to submit a waiver for the 1% limit.

**Proposed Change (Performance = Learning Gains):**

Robin –

- i. Currently adequate gain for FAA at the emergent level
  - i. Improving a level or improving the raw score by 11 points (standard error of difference between pre and post test).
  - ii. We are finding the 11 point spread is too great.
- ii. Propose a unique criteria to determine proficiency (from gains) for students at emergent levels on FAA
  - i. Improvement of 1 raw score point from one year to the next to be considered a gain
  - ii. Or showing more improvement than the average of the levels at the state gains. Improve as much as the average state gains at the same grade and achievement level.

Lois –

- Emergent level students need to have some way to recognize their progress. These students will always be level 1,2,3 will make progress but never be proficient. This model would help fix.

Option #2 – Availability of raw score gain data at an average across the state? Probably not available by tomorrow.

Jill -

- Concerned that 1 raw point increase may not be high enough to bump to proficiency. May be setting the bar too low.

Ann -

- Proficient at what? What will they be proficient at what with that one point gain
- Shouldn't call proficient just because it sounds nice
- IF the access points were made for the individuals based on their levels of performances then shouldn't their level of gain be the appropriate gain.

We are only looking at a small population of students here:

Data from Karen –

- Total 19-20,000 FAA takers per year. How many is that compared to all tested students per year (Ed)?
  - i. 1,654 students scored level 1 (9% of FAA takers)
  - ii. 2,040 (11%) students scored level 2 of FAA takers
  - iii. 2,605 (13%) students scored level 3 of FAA takers

**Recommendation #2: Alternative School versus Center School**

**Need definition of home zoned school**

**Should improvement rating go back to home zoned school**

Lois – Alternative schools were not always intended on being a long term solution for students.

Intended that they would go back to the gen ed population. Students are not always there for a full school year.

Robin – Also look at center schools but also may not be self contained schools. Keep them in mind in discussions.

## Alternative Schools versus Home Schools

Robin

- If center school is alternative school then scores go back to the home school?
- Karen – in current statute and rule, yes but committee could make different recommendation

Lois

- Not appropriate for a school to receive scores for students they have never taught
- Alt schools are transitional schools, but center schools may be a more permanent school for these students.
- Committee needs to propose a more fair way to determine proficiency so these schools could be scored for a school grade.

Ann

- Aren't we looking at all center schools?
- May need to think though that all districts do it differently
- Can't look at perspective that because they have never been in a regular school that they would never be there.
- Suggested definition: Home School = school you would go to if you didn't have a disability

Jill

- Would like to discuss having the conversation tomorrow.

Charlotte

- If we make recommendations for proficiency that it will be regardless of what kind of school the student is enrolled in.

Students should be looked at the same regardless of what type of school they are enrolled in.

### ***Recommendation #3: Same accountability for students regardless of location***

Ann – Main goal is the accountability of the students. Concerned with looking at the different ways to account for them. All students need to be in the least restrictive environment for that student at the time being (may change). Accountability should be the same for both so students are shuffled to centers for fear of hurting the school grade. Not all center schools have the same opportunities. Least Restrictive, Accountability, Home Zoned schools. Focus needs to be on progress of the student.

### ***Recommendation #4: Suggested Best Practice***

More parent voices/involvement – Parking Lot item to be discussed Friday.

## Inclusion of SWD enrolled in ESE center schools in Florida's accountability system:

Friday March 23, 2012

### General discussion 9:00 am

1. Notes from yesterday distributed
2. Ed Croft (DOE) will clarify goals and grading concepts
  - a. Current practice for school improvement rating
  - b. Background on changes to school grade rule under discussion
    1. Previously schools that were classified as ESE schools did not receive a school grade
      1. Required to have at least 30 students taking FCAT to get a school grade
      2. However, if they were SWD with FCAT scores, the school would not receive a school grade
    2. New rule would include these SWD in model so these schools would receive a grade
    3. If we classify ESE Centers as alternative schools, already a rule in place to govern how they are graded.
      1. Once classified as an alternative school, they have the choice to receive a school grade or alternative school rating
        1. Alternative school rating
          1. 3 levels of rating
            - 1. - Improving**
            - 2. Maintaining** (not moved up or down 5 points in reading and math)
            - 3. Declining** (moved down 5 points in reading or math)
          2. Students test scores are credited back to the zoned school (school the student would be attending if they were not attending the alternative school)
          3. Based purely on LG in reading and math
          4. Proficiency is not a factor in the alternative school rating
          5. 3 consecutive years' worth of test scores.
            1. Look at LG established for the school in the prior year compared to the LG for the current year.
3. Questions:
  - a. If school chooses alternative rating, what goes back to the home-zoned school?
    1. Test scores of all students enrolled in alternative school will go back to the home-zone school
  - b. Is there a way for the home-zoned school not to have the scores credited back?
    1. Currently rule and statute require the scores have to be credited back, but committee can suggest rule/statute change
  - c. Currently charter schools do not have the scores credited back to home-zoned school?

1. Currently an adjustment to the alternative school grading rule change. If an alternative school is also a charter school (and chooses alternative school rating) then there is no crediting back of the scores.
- d. Note – referral process is different for an alternative school versus a charter school. Does that factor into the ratings?
- e. Unforeseen Consequence – Students taking the FAA not at an alternative or center school, then will the students be scored on proficiency?
  1. Consequence would be that it may not be beneficial to keep the students in the regular gen ed school
  2. Is the number of students taking the FAA not at an alternative school or center school that score emergent high enough to bring down the school grade that substantially?
    1. Since 67% of FAA takers score proficient, schools may actually have incentive to keep the FAA takers in the school
- f. US DOE is asking to “raise the bar” so we need to be mindful when looking at proficiency
  1. Currently FAA isn’t able to accurately measure gains of students at the emergent level

Clarification (Karen)

1. Goal 1 – Thinking broadly about practices in accountability systems do you consider to be best practices for center schools
2. Goal 3 – Recommendations that would need changes in either rule or statute to change the current practice.

Can we discuss current practice of AYP / Safe Harbor

1. Center schools have received AYP ratings in the past
2. Safe Harbor does it reduce the number of non proficient students
  - a. Safe Harbor in AYP is about proficiency
    1. prior year compared to current year
    2. Doesn’t look at individual scores
    3. Looks at subgroups and entire school
    4. Required to reduce the number of non proficient students by 10% to meet the proficiency requirement
3. AYP
  - a. Doesn’t include Learning Gains, just proficiency targets
  - b. This year would be 86% for reading and math to meet requirement of status model or meet the requirement through Safe Harbor.
  - c. Growth model looks at individual progress of students, looks at % of students on track to be proficient over a period of time
    1. Individual student progress was projected and measured how many students were on track to be proficient
    2. School grade model is different.
4. School grade system
  - a. Proficiency and Learning gains (LG not based on proficiency at end of target period)

- b. Learning gains may take longer and may be incremental. Committee may want to look at this model.

**Extra Discussions:**

1. Proficiency = Learning Gains
  - A. Use learning gains for students not meeting proficiency
  - B. Feds may not want us to move to a lower level of proficiency when they are looking to raise the bar
  - C. Possibility to use weight for learning gains for SWD and possibly ELL students
    - i. Average gain for emergent level of FAA was between 2-6 points, not 11 points as currently.
    - ii. Maybe we should look at requiring between 6-11 point gain
    - iii. Should consider looking at each individual level on its own.
    - iv. Growth model study was over three years (1 compared to year 2, year 2 compared to year 3)
      - a. Standard error of difference 11 points
      - b. Group of students that showed the highest percentage of kids making the gains, was the kids at the level one.
      - c. Would the state average be around the 11 points (DOE would need to look at data again)
2. What we do for one we do for all?
  - A. We keep looking at emergent student population
  - B. We want to keep in guidelines of the ESEA waiver and we want the waiver
  - C. What if for the FAA 1-9, we give credit for LG at all levels and then bonus points for moving from level to level.
    - i. How would we look at FCAT students?
      - a. Are there any FCAT bonus for moving from level to level
      - b. Extra weight for students moving FCAT level 4 and Level 5
  - D. If committee wanted to propose that the FAA students moving from Levels 4 and up get extra weight
  - E. If we do provide additional points for students moving up. That would be for Learning Gain
    - i. Does committee have to recommend a proficiency model? Could we just use learning gains model
3. Students on FCAT that are on level 3 receive no weight. When they move to a higher level.
  - A. Should level 4 on FAA be “proficient” and anything above that receive weight?
    - i. If the FAA level 4 is baseline of “proficient” then anything above that should get extra weight
      - a. Example: Child going from FAA level 2 to level 5 would get extra weight.

<b>Goal #1 Identify Best Practices</b>	<b>Goal #2 Identify Unintended Consequences</b>	<b>Goal #3 Identify Potential Enhancements</b>	<b>Goal #4 Recommendations to Inform Future Federal Policy</b>
<p>Safe Harbor type of provision</p> <ul style="list-style-type: none"> <li>• Look at as a current best practice that could be pulled into recommended model</li> <li>• May not recommend 10%, but explore reducing the number of students non proficient</li> <li>• Use for school grade or school rating?</li> </ul>	<p>Need to recognize the incremental gains of FAA emergent students</p> <ul style="list-style-type: none"> <li>• Level 1 may be a very wide range</li> <li>• However, Do not set the bar too low for students, keep high expectations</li> </ul>	<p>Recognize incremental gains/progress for emergent level</p>	<p>Recognizing student growth as a unique component of accountability</p>
<p>Looking at growth/learning gains over a longer period of time (2+ years)</p> <ul style="list-style-type: none"> <li>• Students may take longer and take smaller steps, so looking at a longer period of time is a best practice</li> <li>• Learning gains toward proficiency?</li> </ul>	<p>Less emphasis on school rating Keep focus on student progress/gains</p>	<p>Home-zoned school scores (stay or shared)</p> <ul style="list-style-type: none"> <li>• Also look at self contained units (clusters)</li> <li>• Students may have never been in home-zoned school, but still should be accountable</li> </ul>	<p>Recognize special diploma recipients fully in the graduation rate</p>
<p>Alternative School Rating model</p> <ul style="list-style-type: none"> <li>• Suggest scores remaining at center/alternative schools that may not be charter schools</li> <li>• Look at all center schools, not just center schools that have students taking the FAA</li> </ul>	<p>Do not want to have schools shift SWD to centers to keep them from counting in the home-zoned school.</p> <ul style="list-style-type: none"> <li>• Be careful that we are keeping home-zoned school accountable for students</li> <li>• Keep parents involved in the IEP team and choice of school</li> <li>• Don't treat the FAA students differently depending on what type of school they are</li> </ul>	<p>Definitions needed for center schools / alternative centers / cluster sites</p> <ul style="list-style-type: none"> <li>• Cluster – students moving to a different zoned school to receive services</li> </ul>	

	attending, could cause shifting students to centers		
Redefine center school model <ul style="list-style-type: none"> <li>• Could center schools have a model that mirrors the alternative school model (classify as specialized ESE centers)</li> <li>• Parent choice (like charter)</li> </ul>		Redefine center school model Could center schools have a model that mirrors the alternative school model	
Definitions needed for center schools / alternative centers / cluster sites		Develop a process by which a center school can remain a designated center school but be accountable through the alternative school improvement rating model (with scores remaining at the center)	
Center schools – need parental involvement for sending the students to those schools <ul style="list-style-type: none"> <li>• Currently, parent is often the minority</li> </ul>		Emergent Levels – proficiency should = LG for school accountability purposes <ul style="list-style-type: none"> <li>• LG as improving raw score from prior year</li> <li>• LG as meeting the state average or higher at each level and grade</li> <li>• Provide bonus points for LG to the school grade calculation</li> </ul> Provide bonus points for students moving up a level to the school grade calculation	
		Implement bonus points for FAA students increasing above level 4 (similar to the FCAT bonus points)	

## Appendix D: -

### Florida's New Instructional Personnel Evaluation System

As set forth in the *Student Success Act* and *Race to the Top*, teacher evaluations are:

- Designed to support effective instruction and student learning growth
- Results used when developing district and school level improvement plans
- Results used to identify professional development and other human capital decisions for instructional personnel and school administrators

To support those objectives, the law sets forth that teacher evaluations are to be based on sound educational principles and contemporary research in effective practices in three major areas:

- The performance of students
- Instructional practice
- Professional and job responsibilities

For the *performance of students* portion of a teacher's evaluation, **at least 50% of a performance evaluation must be based upon data and indicators of student learning growth assessed annually and measured by statewide assessments or, for subjects and grade levels not measured by statewide assessments, by district assessments** as provided in s. 1008.22(8), F.S. (Section 1012.34(3)(a)1., Florida Statutes)

- Important to note that statewide assessments, such as FCAT, are not required to be used for all teachers, as part of their evaluations. The law envisions that teachers are evaluated based, in part, on student performance in the subject areas they are teaching.

The state is required to develop measures of student growth for statewide assessments. In developing a statewide model for FCAT, the Department relied upon a committee of stakeholders, with the expertise of a national expert, to develop as fair and transparent a measure as possible. The measure developed was a value-added model.

A value-added model measures the teacher's contribution to student learning, after accounting for other factors that may impact the learning process. These models are designed to mitigate the influence of differences among the entering classes so that schools and teachers do not have advantages or disadvantages simply as a result of the students who attend a school or are assigned to a class.

These models:

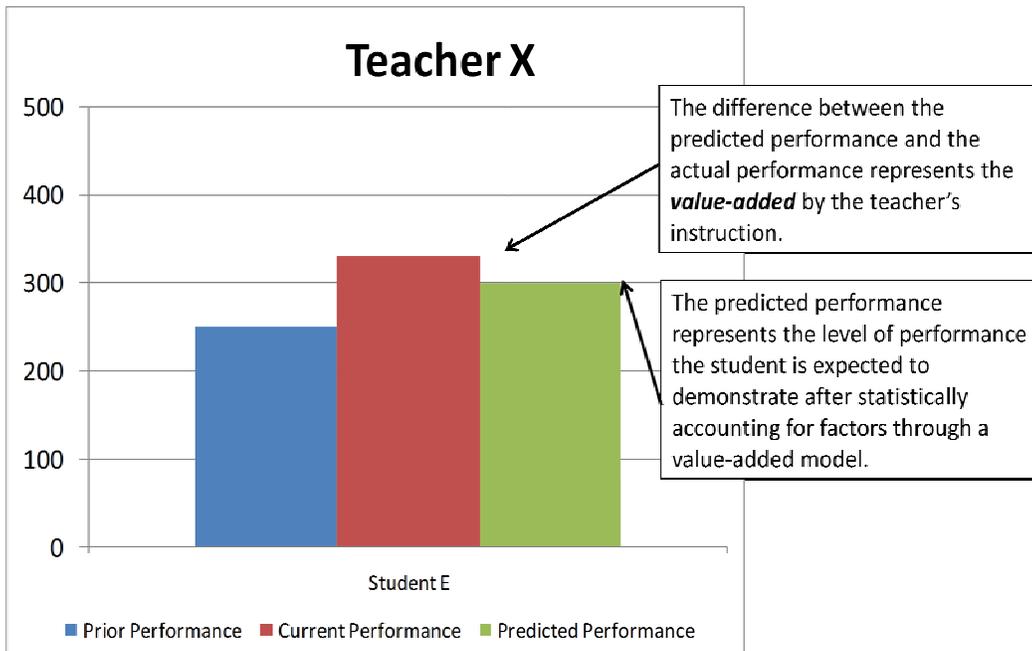
- **Do not** evaluate teachers based on a single year of student performance or proficiency (status model)
- **Do not** evaluate teachers based on simple comparison of growth from one year to the next (simple growth)

The value-added model measuring student learning growth on FCAT adopted by Florida establishes a growth expectation for each student, based on the factors accounted for in the model. The value-added metric represents the degree to which, on average, a teacher's students met or missed those expectations. The expectations are based on how similar students (in terms of the factors accounted for in the model).

Florida's value-added model for FCAT accounts for the following factors: prior achievement scores, the number of subject relevant courses in which the student is enrolled, **disability status (separate variables for each exceptionality)**, **English language learner status**, gifted status, student attendance, student mobility, indicator of retention or acceleration, class size, and the similarity of the classroom's students in terms of entering test scores.

The value-added model is one part of a multi-faceted teacher evaluation system. The model was developed independently by a committee of Florida educators. The model accounts for factors outside the teacher's control and does not rely on a single year of data or single test score. The development process is an on-going process. Other models for other tested subjects must be developed (e.g., end-of-course exams, other standardized tests used across the state).

## Value-Added Example



## Florida's School Grading System As Amended by the State Board



Florida Department of Education  
Accountability Research and Measurement

Accountability Research and Measurement

### Basic School Grades Model

- 50% performance (Reading, Mathematics, Writing, and Science)
  - FCAT Level 3 or above or FAA Level 4 or above
  - Includes SWD and second year and beyond ELLs
- 50% learning gains
  - Increase achievement level
  - Maintain proficient achievement level
  - Make more than a years progress toward satisfactory performance
    - FCAT 1 year plus 1 point at level 2 and 2 points at level 1
    - FAA increase by 11 points
  - SWD and second year and beyond ELLs included in learning gains since 2005
- SWD and ELLs are fully included as all other students

Accountability Research and Measurement

## Elementary Schools

Reading	Math	Writing	Science
<b>Performance</b> <span style="float: right;">50%</span>			
FCAT 2.0, FAA (100 points)	FCAT 2.0, FAA (100 points)	FCAT, FAA (100 points)	FCAT, FAA (100 points)
<b>Learning Gains All Students</b>		<span style="font-size: 2em;">}</span> 50%	
FCAT 2.0, FAA (100 points)	FCAT 2.0, FAA (100 points)		
<b>Low 25% Learning Gains</b>			
FCAT 2.0, FAA (100 points)	FCAT 2.0, FAA (100 points)		
(300 points)	(300 points)	(100 points)	(100 points)
Additional Components: <ul style="list-style-type: none"> <li>For 2011-12 only, the adequate progress target for the Low 25% will not be used</li> <li>Test at least 90% of students, 95% to earn an "A"</li> <li>Beginning in 2012-13 - Performance threshold in Reading - Grade lowered one letter grade if not met</li> </ul>			

Accountability Research and Measurement 3

## Middle Schools

Reading	Math	Writing	Science	Civics	Acceleration
<b>Performance</b>					2011-12 High School EOC's (Industry Certifications 2012-13) (100 points)
FCAT 2.0, FAA (100 points)	FCAT 2.0, FAA (100 points)	FCAT, FAA (100 points)	FCAT 2.0, FAA (100 points)	2014-15 EOC (100 points)	
<b>Learning Gains All Students</b>					
FCAT 2.0, FAA (100 points)	FCAT 2.0, FAA (100 points)				
<b>Low 25% Learning Gains</b>					
FCAT 2.0, FAA (100 points)	FCAT 2.0, FAA (100 points)				
(300 points)	(300 points)	(100 points)	(100 points)	(100 points)	(100 points)
Additional Components: <ul style="list-style-type: none"> <li>For 2011-12 only, the adequate progress target for the Low 25% will not be used</li> <li>Test at least 90% of students, 95% to earn an "A"</li> <li>Beginning in 2012-13 - Performance threshold in Reading - Grade lowered one letter grade if not met</li> </ul>					

Accountability Research and Measurement

# High Schools

Assessment Components – 50%				"Other" Components – 50%			
Reading	Math (Algebra, Geometry)	Writing	Biology	Acceleration	Grad Rate	College Readiness	US History
<b>Performance</b>				Participation (150 points)	Overall (200 points)	Reading (100 points)	2013-14 EOC (100 points)
FCAT 2.0, FAA (100 points)	EOC, FAA (100 points)	FCAT, FAA (100 points)	2011-12 (0 points) EOC, FAA (100 points)	2013-14 (100 points)			
<b>Learning Gains All Students</b>				Performance (150 points)	At Risk (100 points)	Math (100 points)	
FCAT 2.0, FAA (100 points)	EOC, FAA (100 points)			2013-14 (100 points)			
<b>Low 25% Learning Gains</b>							
FCAT 2.0, FAA (100 points)	EOC, FAA (100 points)						
(300 points)	(300 points)	(100 points)	2011-12 (0 points) (100 points)	(300points) (200 points)	(300 points)	(200 points)	(100 points)
<b>Additional Components:</b> <ul style="list-style-type: none"> <li>For 2011-12 only, the adequate progress target for the Low 25% will not be used</li> <li>Test at least 90% of students, 95% to earn an "A"</li> <li>Meet the at-risk graduation rate target - 65% or improvement targets</li> <li>Beginning in 2012-13 - Performance threshold in Reading - Grade lowered one letter grade if not met</li> </ul>							

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## ESE Center Schools

- ESE Center schools will be designated as Alternative Schools
- Center schools will choose whether to receive a school grade or a school improvement rating
- Ratings based on a comparison of current year and prior year learning gains in Reading and Mathematics
- School improvement rating
  - Improving
  - Maintaining
  - Declining
- Statute requires learning gains of students at schools that elect to receive a school improvement rating are credited back to the students' home schools' school grade.

6

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