

Recommendations	Taskforce Recommendation	Commissioner's Recommendation	Context
<p><b>JAPC Technical Amendments</b></p> <p><b>Pages 1-2</b></p>	<p>NA</p>	<p>I recommend the State Board approve JAPC's request.</p>	<ul style="list-style-type: none"> <li>JAPC is the Joint Administrative Procedures Committee that reviews all agency rule revisions.</li> </ul>
<p><b>1. FAA Learning Gains</b></p> <p><i>(Amendment)</i></p> <p><b>Pages 3-4</b></p>	<p>Review the number of points required for students at levels 1 to 3 of the Florida Alternate Assessment (FAA) to make learning gains and proficiency.</p>	<p>I recommend the State Board adopt Amendment 1 to reduce from 11 to 5 the number of points required for FAA students remaining at levels 1 to 3 to make learning gains.</p>	<ul style="list-style-type: none"> <li>Students who currently remain at levels 1 to 3 on FAA must increase their score by 11 points to make a learning gain. With this standard, based on simulations, about 10% of FAA students remaining at levels 1 to 3 made a learning gain. This is significantly less than the percent of students taking FCAT who remain at levels 1 and 2 who make learning gains. In an effort to make the standard more equitable, my recommendation could result in up to 30% of students remaining at levels 1 to 3 making learning gains depending on their level.</li> <li>This change does not have a large impact on school grades. Changing the gains on FAA for levels 1 to 3 only increases the grade at one school.</li> </ul>
<p><b>2. ELL Entry Date</b></p> <p><i>(Amendment)</i></p> <p><b>Page 5</b></p>	<p>Revisit federal policy for entry into country vs. entry into ESOL program.</p>	<p>I recommend the State Board adopt Amendment 2 to authorize using entry point into a <i>school</i>—not the country—as the beginning point for ELL inclusion in our accountability system.</p>	<ul style="list-style-type: none"> <li>Federal policy currently sets an ELL student's entry into the country as the beginning point for inclusion in an accountability system. Florida policy, by contrast, based entry into an ESOL program as the beginning point for inclusion in an accountability system. During the first set of ESEA waiver negotiations with the USDOE, Florida had to adopt the federal policy to comply with the ESEA waiver.</li> <li>After further negotiation with the USDOE relying on information obtained from the Taskforce, we reached a different position regarding the country vs. ESOL entry issue: country is no longer the starting point. The rationale for moving away from a country-entry model takes into account that at least 51 percent of our ELL students are born in Florida. This calls into question the use of country as the beginning point.</li> <li>At the same time, USDOE did not agree to using entry into ESOL as the starting point to count ELL students in our accountability system.</li> </ul>

Recommendations	Taskforce Recommendation	Commissioner's Recommendation	Context																								
<p><b>3. Maximum One Letter Grade Drop</b> <i>(Amendment)</i></p> <p><b>Pages 6-8</b></p>	<p>For the 2011-12 school grades, no school shall drop more than one letter grade.</p>	<p>I recommend the State Board adopt Amendment 3 to authorize a maximum one school letter grade drop for 2011-12 to allow public school leaders, teachers and students a year of transition into our new standards.</p>	<ul style="list-style-type: none"> <li>10 percent of schools would drop more than 1 letter grade without the adoption of this amendment.</li> </ul> <table border="1" data-bbox="1083 224 1906 483"> <thead> <tr> <th>Grade</th> <th>2011 Actual</th> <th>Rule Simulation</th> <th>Maximum 1 Letter Grade Drop</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>1636</td> <td>1085</td> <td>1086</td> </tr> <tr> <td>B</td> <td>684</td> <td>543</td> <td>780</td> </tr> <tr> <td>C</td> <td>537</td> <td>852</td> <td>640</td> </tr> <tr> <td>D</td> <td>143</td> <td>358</td> <td>400</td> </tr> <tr> <td>F</td> <td>38</td> <td>199</td> <td>131</td> </tr> </tbody> </table>	Grade	2011 Actual	Rule Simulation	Maximum 1 Letter Grade Drop	A	1636	1085	1086	B	684	543	780	C	537	852	640	D	143	358	400	F	38	199	131
Grade	2011 Actual	Rule Simulation	Maximum 1 Letter Grade Drop																								
A	1636	1085	1086																								
B	684	543	780																								
C	537	852	640																								
D	143	358	400																								
F	38	199	131																								
<p><b>4. Weighted Learning Gains For FAA and FCAT</b> <i>(Amendment)</i></p> <p><b>Pages 9-10</b></p>	<p>In the learning gains calculation, additional weight should be provided for students in levels 1 and 2 (FCAT) and levels 1 to 3 (FAA) who make gains beyond the minimum expected gains.</p>	<p>I recommend the State Board adopt Amendment 4 to provide a balanced measure for students who make learning gains that are more than the minimum expected.</p>	<ul style="list-style-type: none"> <li>This recommendation gives schools an incentive to help students increase their scores by more than the minimum amount expected to receive learning gains.</li> <li>This recommendation would, on average, increase a school's points by 12, which is 2 points less than the average points lost when SWD and ELL populations were included in the performance portion of the school grade calculation.</li> <li>More than 60 percent of the students in levels 1 and 2 are SWD or ELL. This recommendation provides a balanced measure for focusing on these students without treating them differently from others, which is a criterion of USDOE.</li> </ul> <table border="1" data-bbox="1083 987 1881 1279"> <thead> <tr> <th>Grade</th> <th>2011 Actual</th> <th>Rule Simulation</th> <th>Weighted Learning Gains for Greater Than Expected Gains</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>1636</td> <td>1085</td> <td>1260</td> </tr> <tr> <td>B</td> <td>684</td> <td>543</td> <td>561</td> </tr> <tr> <td>C</td> <td>537</td> <td>852</td> <td>770</td> </tr> <tr> <td>D</td> <td>143</td> <td>358</td> <td>309</td> </tr> <tr> <td>F</td> <td>38</td> <td>199</td> <td>137</td> </tr> </tbody> </table>	Grade	2011 Actual	Rule Simulation	Weighted Learning Gains for Greater Than Expected Gains	A	1636	1085	1260	B	684	543	561	C	537	852	770	D	143	358	309	F	38	199	137
Grade	2011 Actual	Rule Simulation	Weighted Learning Gains for Greater Than Expected Gains																								
A	1636	1085	1260																								
B	684	543	561																								
C	537	852	770																								
D	143	358	309																								
F	38	199	137																								

<b>Recommendations</b>	<b>Taskforce Recommendation</b>	<b>Commissioner's Recommendation</b>	<b>Context</b>
<p><b>5. Center School Gains and Proficiency For Home School Grade</b></p> <p><i>(No Amendment – State Board Adoption Only)</i></p>	<p>Student scores should be counted in gains and proficiency at the center school, as well as the home zoned school.</p>	<p>I recommend the State Board approve this recommendation so student performance and learning gains are attributed to the home school if the center chooses a school improvement rating.</p>	<ul style="list-style-type: none"> <li>• Requires no change to the school grades rule.</li> <li>• This recommendation will help ensure that districts and schools have an incentive to serve our SWD population in the least restrictive environment closest to their home school, if this is the desire of the school and parents, and minimize the probability that a center school will become a “dumping” ground.</li> </ul>