

# Document #1 - A

## Recommendations that Can be Implemented by Rulemaking or Policy Changes

Subcommittee Work	Description	Statutory and Rule Reference	Statutory Change Needed	Timeline	Commissioner Recommendation/ Rationale
<b>Recommendations that Can Be Implemented by Rulemaking or Policy Changes</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  School grade statute provides discretion to DOE on how to calculate learning gains per 1008.34(3)(b)1.b.	2012 School Grades	<b>Recommended for rule amendment. (Commissioner's #4)</b> Recommended only with substantial growth such that a student will make 4 years of gain within 3 years time. This provides an incentive to focus instructional effort on SWD and ELLs that are over represented in this group. The weight provided would be 1.1.
2. 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	Ongoing	<b>Recommended for consideration in budget and future board policy.</b> The Commissioner is supportive of appropriate resources for ELL programs. The State Board can consider this during budget discussions.
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)  (13 Taskforce members indicated agreement)	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.	Rule 6A-1.09981	No. Section 1008.34(3)(b)1 affords DOE considerable discretion in defining the specifics of the 3 components of schools grades (performance, gains, improvement of low 25%)	2012 School Grade	<b>Not recommended for rule revision.</b> The Commissioner believes that weighted points should be used sparingly and only when necessary to affect a policy shift.
4. 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	Sections 1008.34 and 1008.341, F.S., Rule 6A-1.09981 (school grades) and 6A-1.099822	No for school grades under s. 1008.34;	2012 or 2013 School Grades Implementing for the 2012 school grade may delay the release of school grades.	<b>Not recommended for rule revision.</b> The Commissioner addresses learning gains for emergent level FAA students in the following recommendation.

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	calculation (in which three 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, 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.	(alternative school ratings).			
5. 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	2012 School Grades	<b>Recommended for rule amendment. (Commissioner's Rec. # 1)</b> The Commissioner's proposal is to use a gain of 5 points as the standard for a learning gain for students who remain at FAA levels 1, 2, and 3. This is sensitive enough to reflect gains for students with severe cognitive disabilities and yet reflects a meaningful gain on the FAA.
6. 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.  (8 Taskforce members indicated agreement)	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).	ESEA s. 1003.576 F.S. s.1008.34 F.S.  Rule 6A-1.09981 F.A.C.	No; however a statutory change would be necessary to mandate the use of a statewide IEP form	Statewide IEP available now but districts are not required to use it	<b>Not recommended for rule revision.</b> This would require a statutory change to implement.
7. 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	<b>Commissioner supports full inclusion of ELL students.</b> No rule change is anticipated at this time.

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<p>8. <b>Revised recommendation from Document 3 number 1.</b> For the 2011-12 school year if the school grade preliminarily calculated for a school based on the points earned is more than one letter grade drop the points assigned shall be adjusted such that the school's letter grade is reduced by no more than one letter grade.</p>	<p>This is a revision of the recommendation in Document 3 number 1. This revised recommendation can be accomplished without statutory revision and helps in the transition to higher standards based on the FCAT, and the inclusion of EOC assessments as well as other changes to the grading rule.</p>	<p>Rule 6A-1.09981</p>	<p>Not as proposed because the proposal maintains the statutory elements of a school grade and includes an additional factor based upon last year's performance.</p>	<p>2012 School Grades</p>	<p><b>Recommended for rule amendment. (Commissioner's Rec. # 3)</b> This would help ease the transition to higher standards and allow schools an additional year to implement strategies designed to help students meet the new standards.</p>