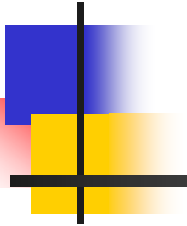


2008 Accountability Annual Meeting



Bureau of Research
Florida Department of
September



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Agenda

- Welcome and Introductions
- Responsibilities for Evaluation and Reporting
- School Grades
- School Improvement Rating
- AYP
- Corrections Website Discussion
- Discussion of High School Grades Calculation for 2009-2010
- Explanation of School Grades and AYP Calculation for New Accountability Coordinators

Welcome and Introductions



Research and Evaluation Staff

Juan C. Copa, Bureau Chief

- Martha Miller, Ph. D. – Education Policy Analyst
- Jamie Champion – Program Specialist III
- Support Staff – Tria Parsons, Administrative Secretary
- Phone – 850-245-0429
- Email – evalnrpt@fldoe.org



Evaluation and Reporting Staff

- Accountability Programs – Ed Croft, Director
 - State Accountability Programs – Tracy Selman, Program Director
 - **Analysts – Sue Klos; Gambhir Shrestha, Ph. D.**
 - Federal Accountability Programs – Reneé Bruno, Program Director
 - **Analysts – Kiersten Farmer, Nadya Collins**
 - Support Staff – Toyce Coxe, Staff Assistant
 - Phone – 850-245-0411
 - E-mail – evalnrpt@fldoe.org

Responsibilities





Evaluation and Reporting

- School Grades Under A+ and A++ Plans
 - Alternative Schools Accountability
- Adequate Yearly Progress (AYP)
- Schools in Need of Improvement
- Voluntary Pre-Kindergarten Accountability (VPK)
- Merit Award Program (MAP)
- Supplemental Education Service Accountability



Research, Analysis and Evaluation

- Research, Analysis, and Evaluation.
 - Evaluation and Reporting is tasked with a number of analyses, focusing mainly on examining the impact of programs and policies on student achievement.
- SAT/ ACT/ PSAT/ PLAN and Teacher Projections
- Teacher Projections
- Projected High School Graduates



FLORIDA SCHOOL
GRADES



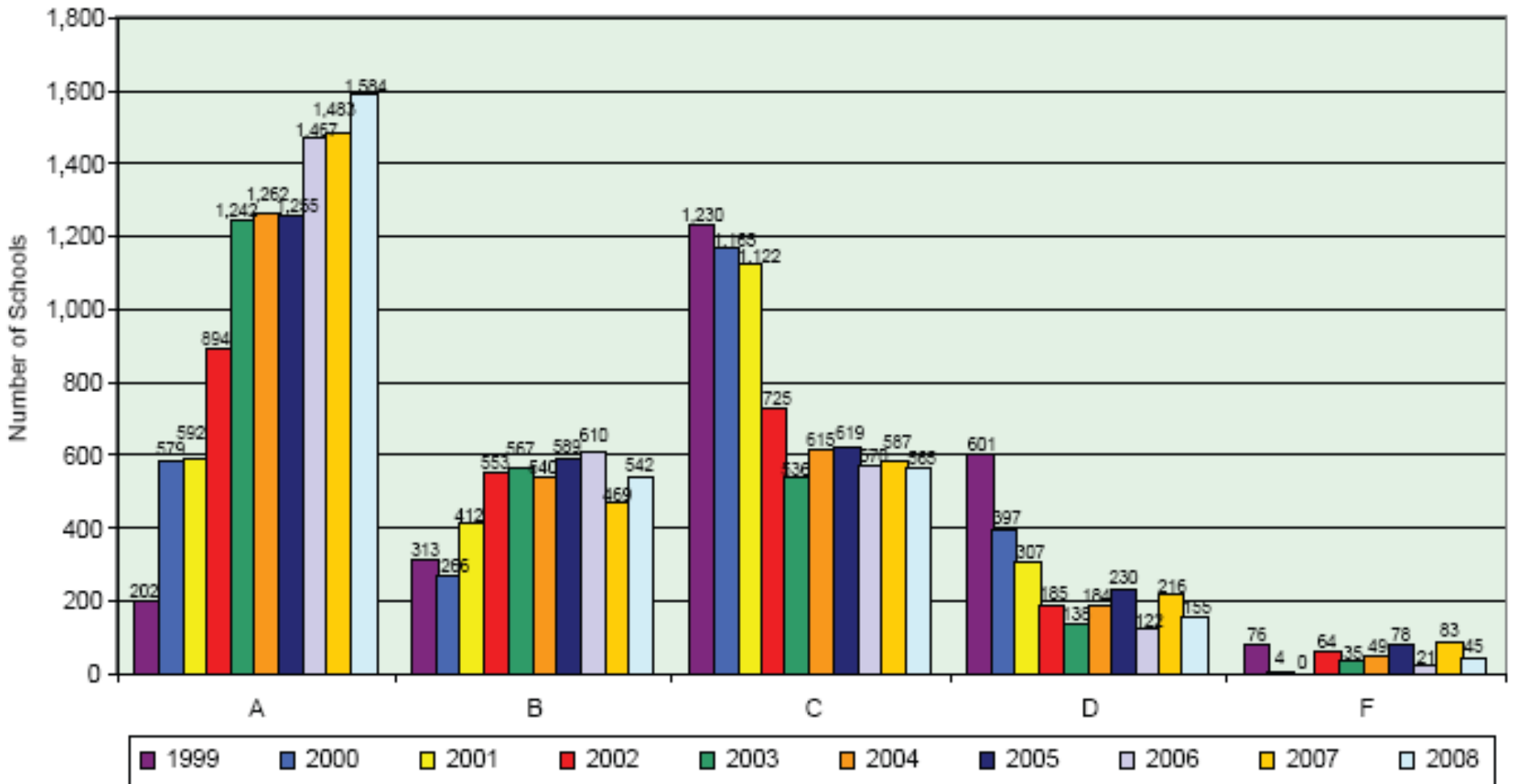
School Grades



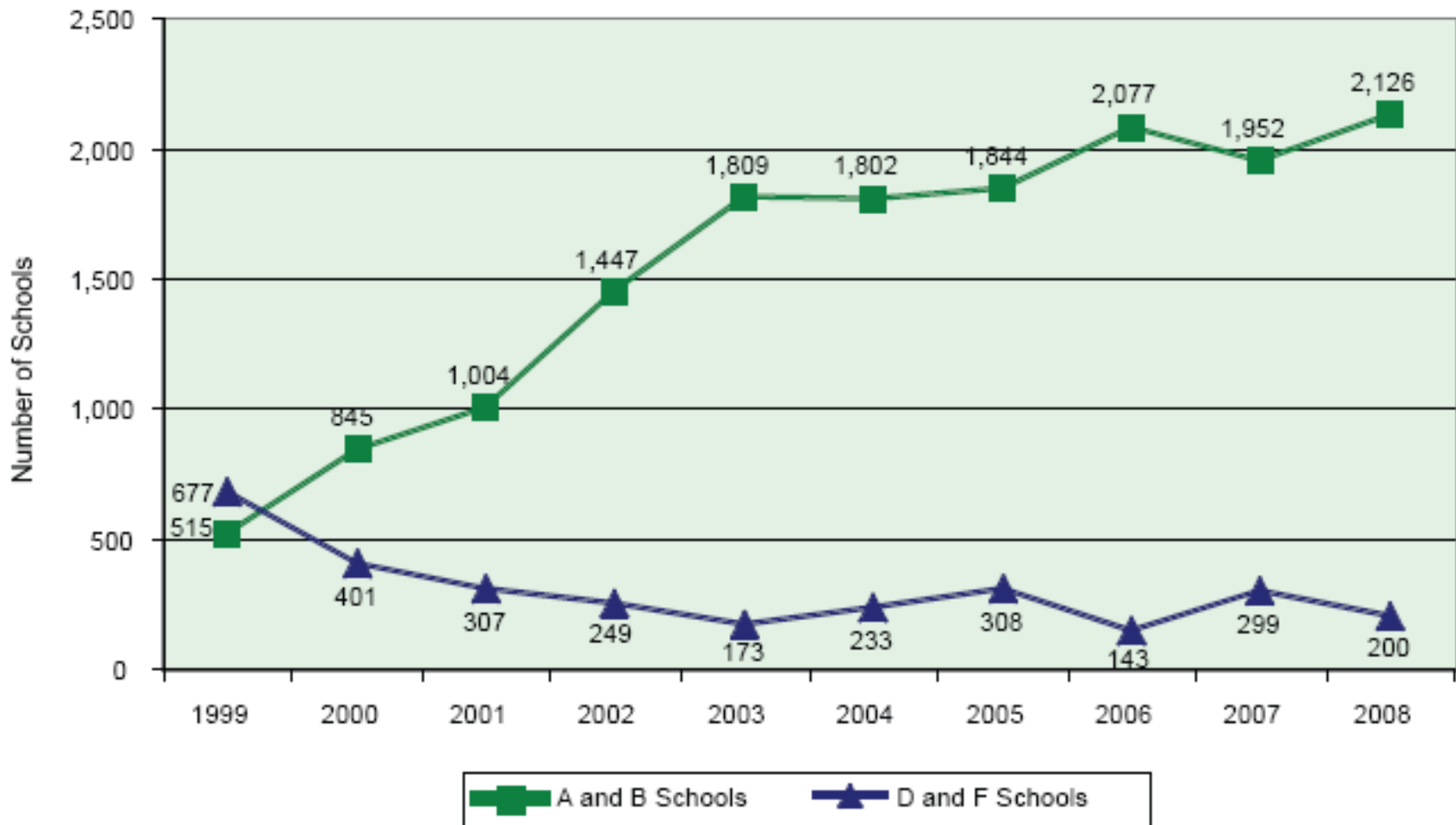
2007-08 School Grade Changes

- This year, schools that showed improvement in the lowest 25 percent of students in reading and math but did not meet the annual learning gains goal of 50 percent would not have their grade reduced.
- “A,” “B” and “C” schools keep their grade if:
 - 40% or more of lowest quartile make gains in reading and math and this percentage is at least 1 percentage point more than the previous year.
 - Less than 40% of lowest quartile make gains in reading and math and this percentage is at least 5 percentage points more than the previous year.
- Sixty-six (66) schools did not meet the 50 percent goal, yet showed improvement in the lowest 25 percent of their students thus avoiding a drop in their grade.

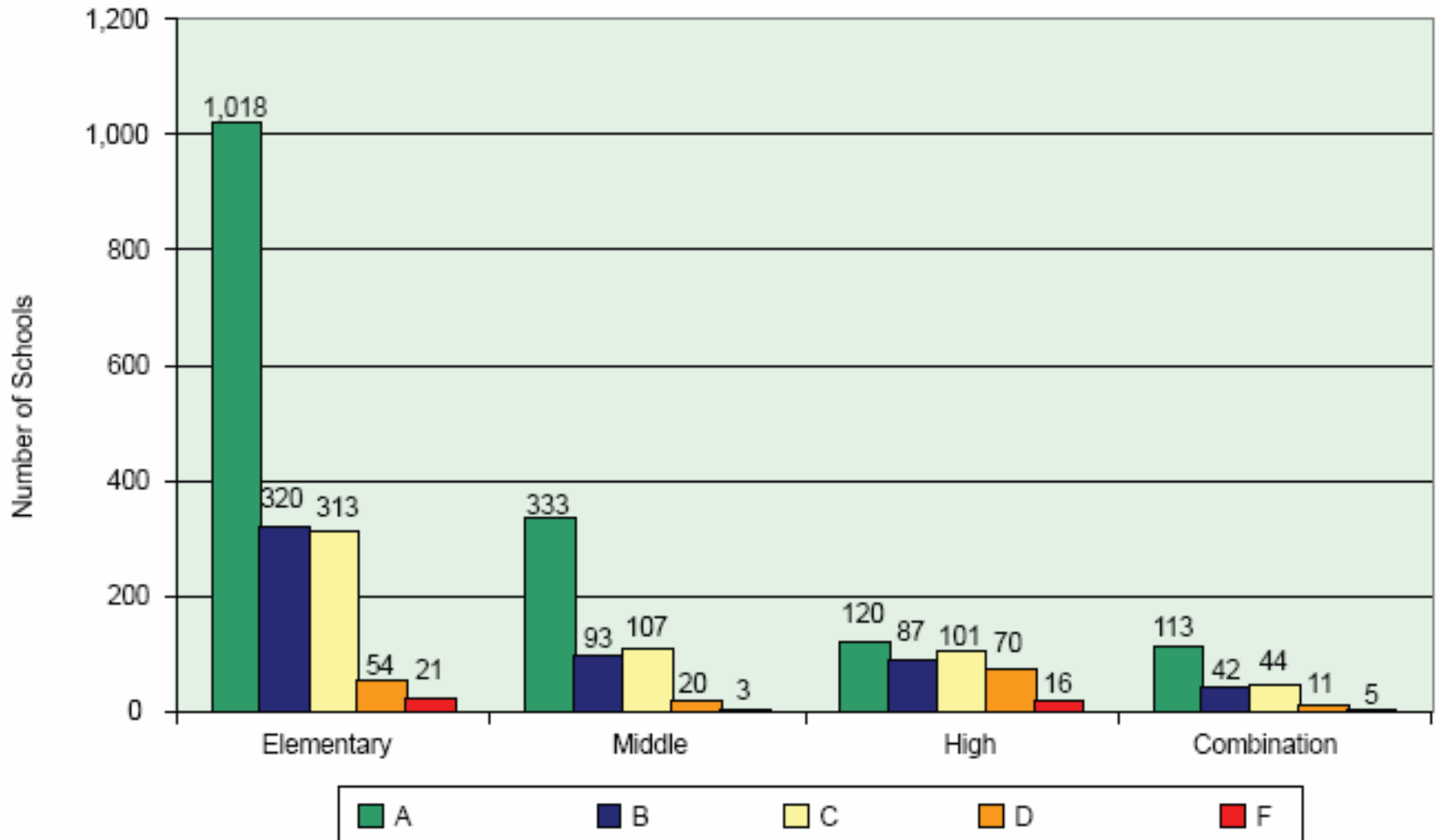
School Grades - 1999-2008



A/B Schools Compared to D/F Schools - 1999-2008



School Grades by Type 2008



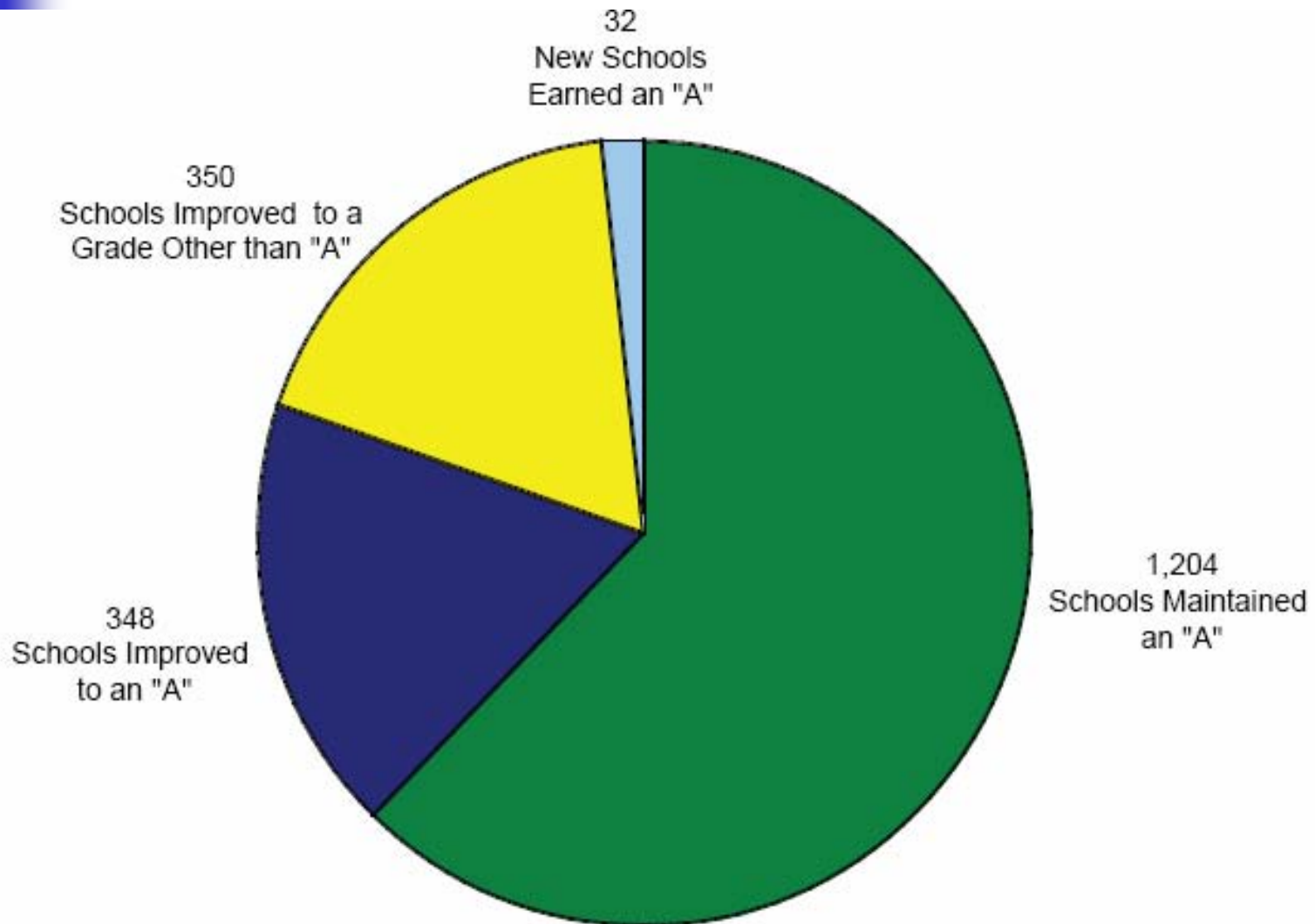
School Grades: 2008 Compared to 2007

2008 School Grade

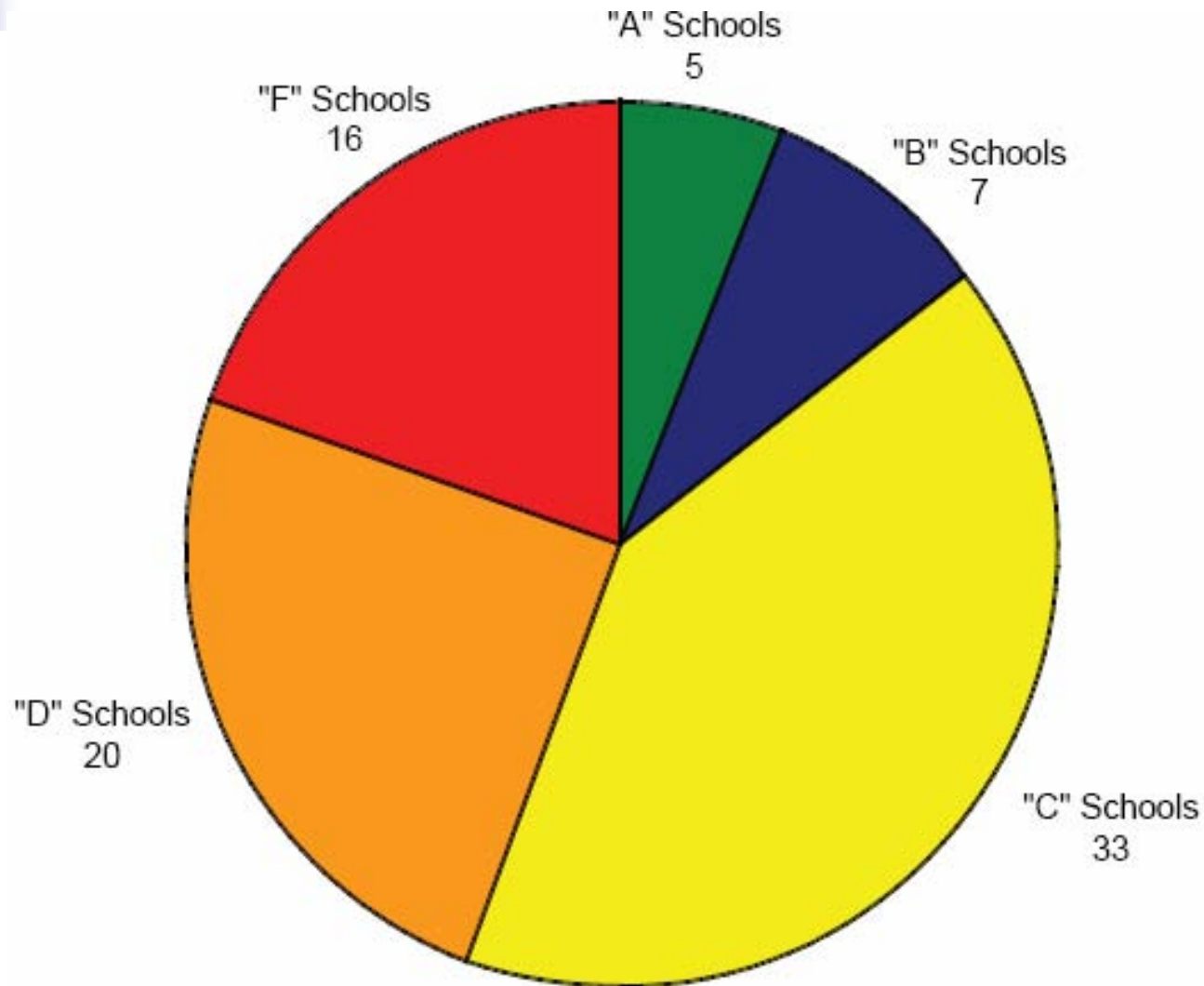
2007 School Grade

	A	B	C	D	F
A	1,204	189	73	2	0
B	242	133	79	9	1
C	94	174	263	38	12
D	7	23	93	79	7
F	5	7	33	20	16

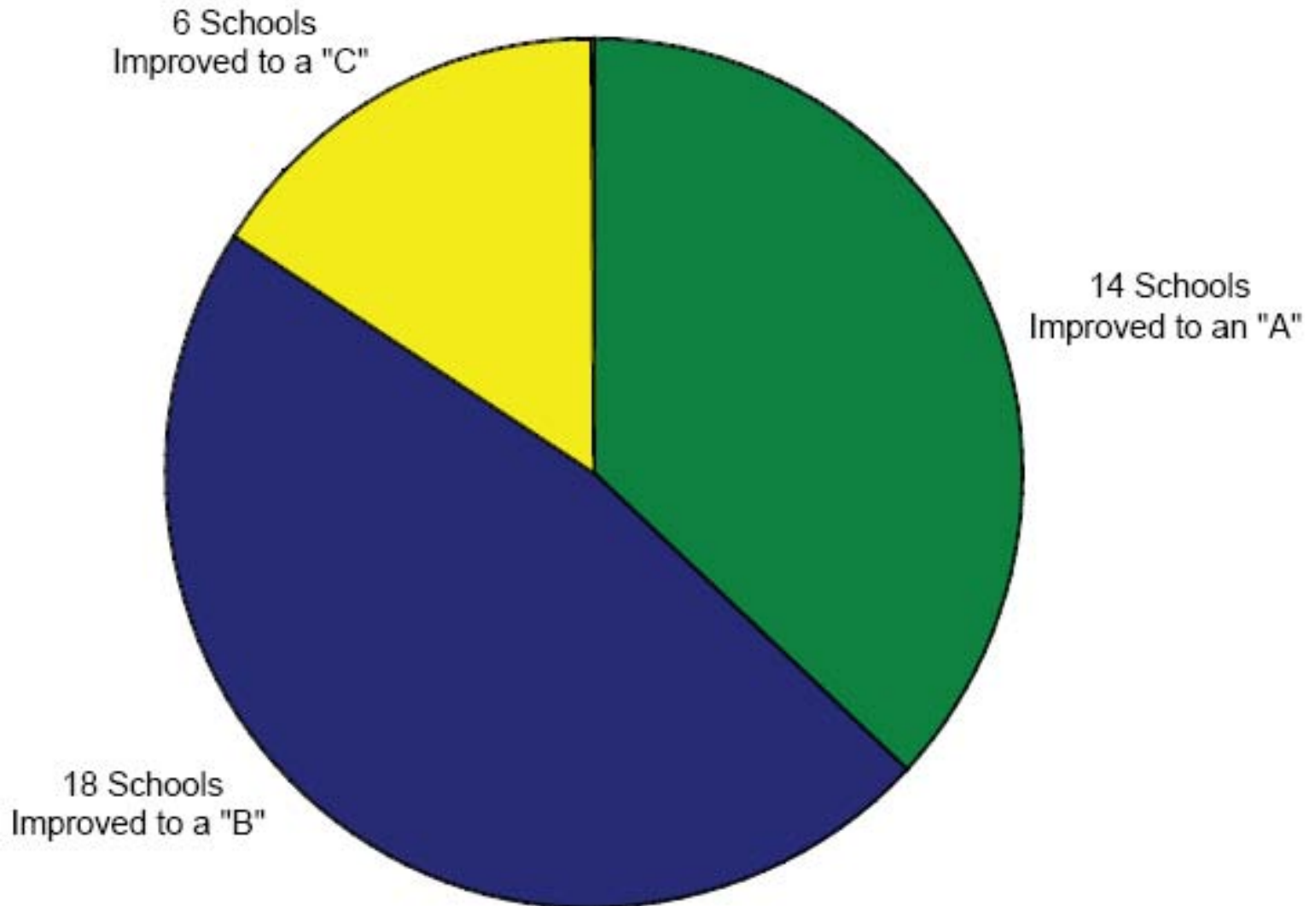
School Recognition: Schools Maintaining an "A" or Improving Grades

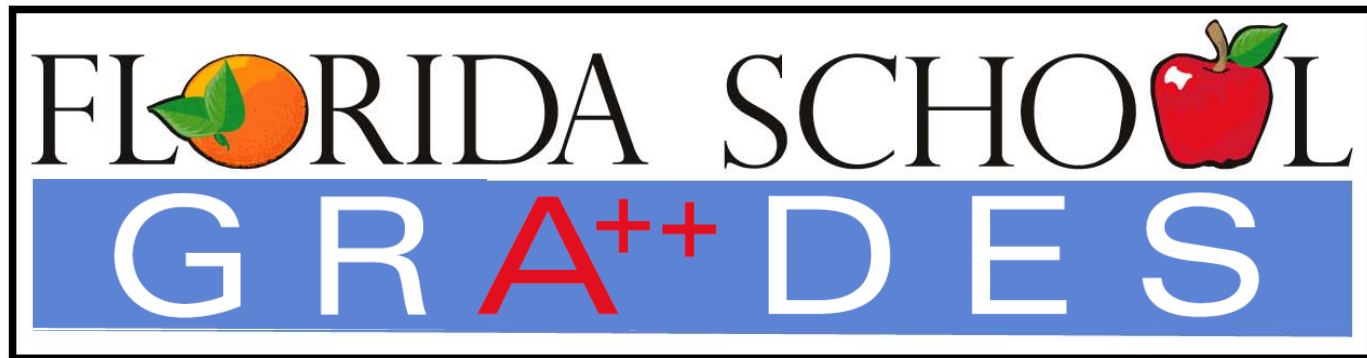


2008 Grades for 2007 "F" Schools



38 Schools That Earned the Bonus Points Improved a Letter Grade





& Adequate Yearly Progress



**School
Improvement
Rating**



2007 – 2008 School Improvement Ratings for Alternative Schools – School

- Alternative Schools were identified based on their Primary Service Type as reported on the Master School Identification (MSID) file and district input and adjustment.
 - DJJ schools are not included as alternative schools.
 - Districts may request certain types of schools be excluded.
 - School serves 100% dropout retrievals.
 - School serves 100% alternative-to-expulsion students
 - School is a jail or adjudicated youth facility and does not get referrals from home schools.
 - These schools are subject to school grading.
- Each Alternative School is given the option of receiving a school improvement rating or a school grade.
 - Must have at least 10 students with FCAT scores in reading and math for the current year and the previous two years.
 - Schools deciding not to choose, default to improvement rating.



2007 – 2008 School Improvement Ratings for Alternative Schools – Student

- Identify students who are to be included in the calculation
 - Student enrolled in either Survey 2 or 3 or both.
 - Student tested in FCAT in reading and/or math at alternative school with scores in current and two previous years.
 - Student is 10th grader and has not passed the FCAT in reading and/or math.



2007 – 2008 School Improvement Ratings for Alternative Schools – Students

- Students who are not to be included in the calculation.
 - Students reported by districts to the Department of Education's automated student database via the Federal/State Indicator Status reporting format.
 - "R"—students in dropout retrieval programs
 - "E"—students in "alternative to expulsion programs."



Zoned District and School

- The student should have been referred to, or placed in, the alternative school prior to enrolling in the alternative school.
- Data Elements on Student Demographic reported in Survey 3.
 - School Number, Zoned School.
 - District Number, Zoned School.
- District and school personnel have the opportunity to update student status on the Student Data Updates web site in the spring.
- Since 2007-08 was year 1 of the rating system, only referrals that were made in 2006-07 or 2007-08 were used for identifying zoned schools.
- Zoned school and alternative schools must have the same grade levels as the referred student.



Improvement Rating Calculation

- Calculate current-year learning gains (CYLG) the same as for school grades.
- Calculate prior-year learning gains (PYLG) the same as for current year except using data from prior year and the year previous to that.
- Assign improvement rating status to each subject area based on the following criteria:
 - “Improving” – CYLG at least 5 percentage points higher than PYLG.
 - “Maintaining” – CYLG varied by less than 5 percentage points (up or down) from PYLG.
 - “Declining” – CYLG were at least 5 percentage points lower than PYLG.

Assign School's Overall Improvement Rating



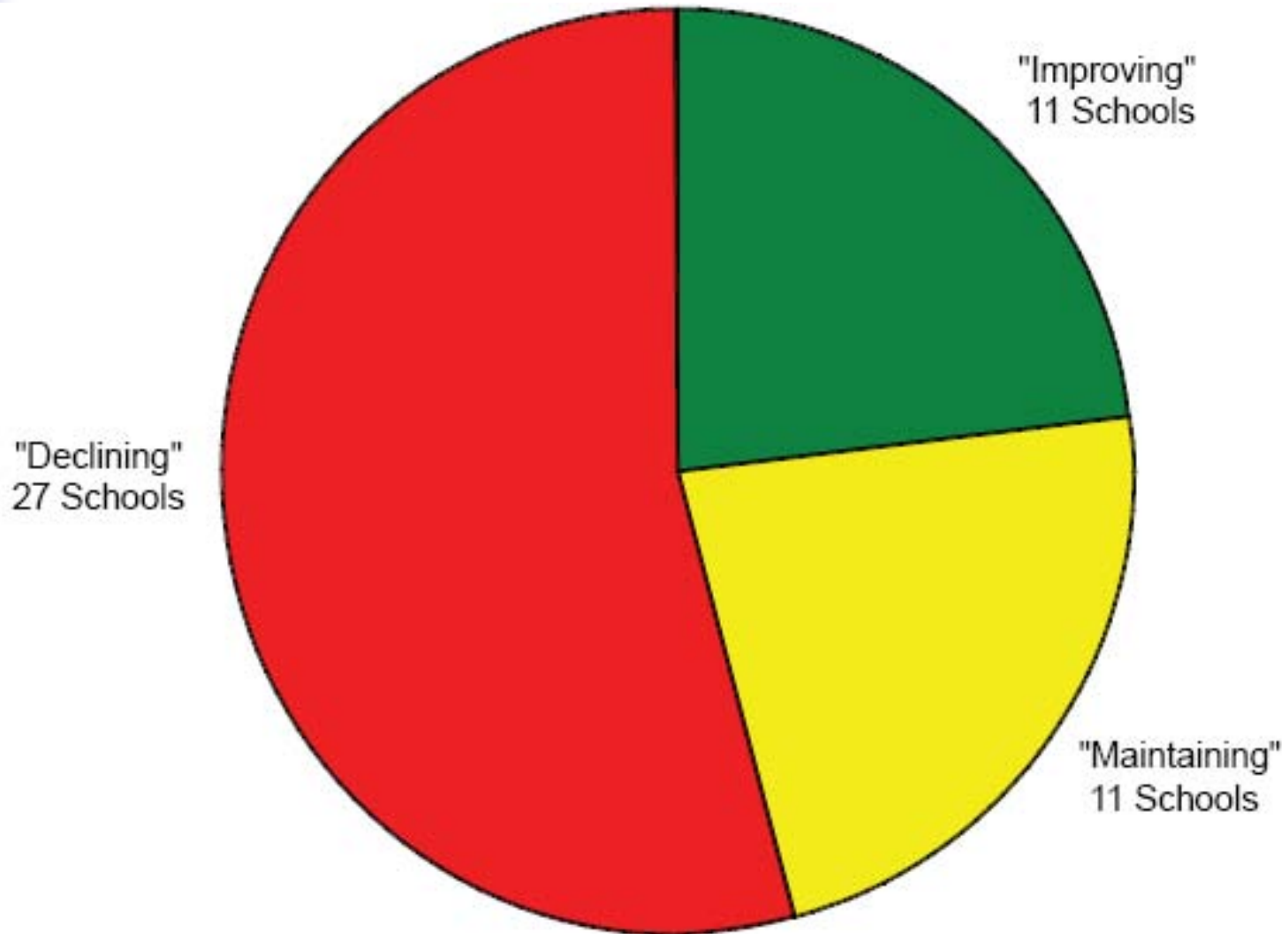
- “Improving” – improvement rating status of both subject is “Improving.”
- “Maintaining” – if the improvement rating status of its lowest performing subject is no lower than “Maintaining.”
 - If one subject is “Maintaining” and the other is “Improving” then overall is “Maintaining.”
 - If both subjects are “Maintaining” then overall is “Maintaining.”
- “Declining” – if the improvement rating of one or both subjects is declining.



Determine the Percent Tested

- An alternative school must test at least 90% of eligible students.
- The Commissioner of Education is authorized to assign a rating of "I" or otherwise withhold the rating pending availability of data.
- The percent tested is calculated by dividing the total number of eligible students tested in each subject by the number of eligible students in membership who are expected to take each subject test.
- All eligible students are included in calculation unless they took an alternate test.

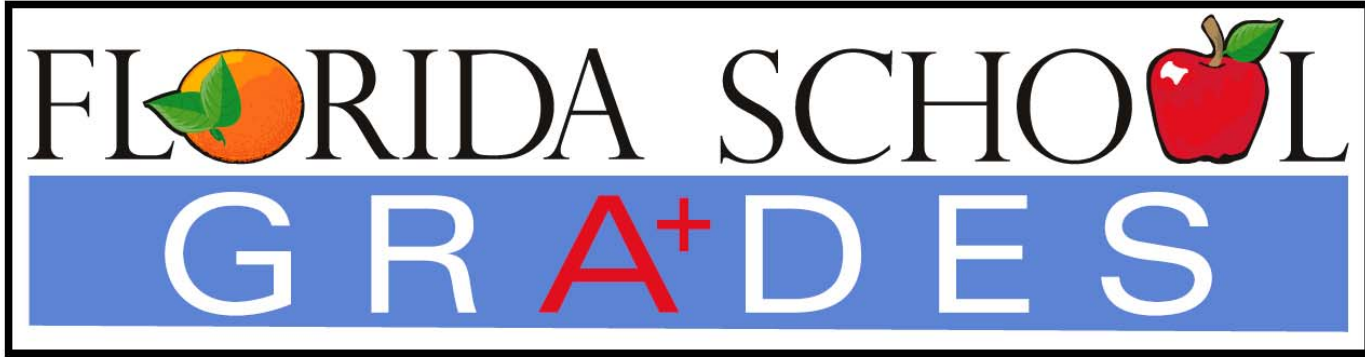
School Improvement Rating for Alternative Schools 2008



2008-09 Improvement Rate Changes



- Home School/Zone School
 - "home school" means the school to which the student would be assigned if the student were not assigned to an alternative school.

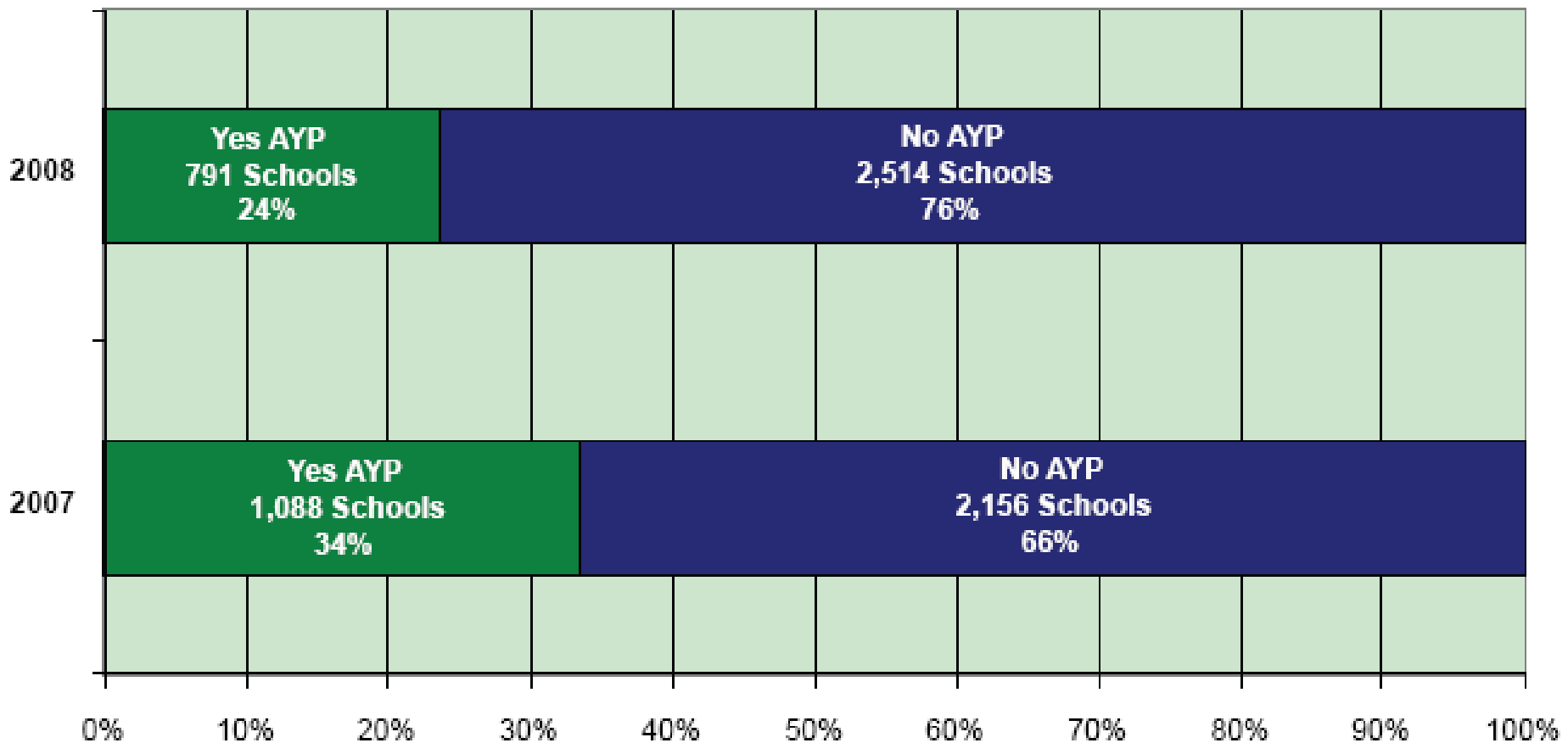


& Adequate Yearly Progress



**Adequate
Yearly
Progress (AYP)**

No Child Left Behind Adequate Yearly Progress



2007 School Grades Compared to AYP

A+ Plan		NCLB		
2008 School Grade	Schools	AYP Criteria Satisfied	Schools	Percent
A	1,584	90% or more	1,373	87%
B	542	80% or more	425	78%
C	565	70% or more	503	89%
D	155	60% or more	145	93%
F	45	50% or more	44	98%



AYP Benchmarks

	Reading	Mathematics
2007-08	58	62
2008-09	65	68
2009-10	72	74

Education, Information, and Accountability Services (EIAS) Process



2008-09 EIAS Process Timeline



- Survey 3, 2008-09.
 - Survey Week: February 9-13, 2009.
 - State Processing: February 16 – March 13, 2009.
- Correct errors and submit corrections by 4:00 p.m. EST on Friday, March 13, 2008.
- For Technical Questions Contact:
Tsung-Yuan Lin Tsung-Yuan.Lin@fldoe.org 850.245.9074
Or
Ruth Jones Ruth.Jones@fldoe.org 850.245.9577

Data Elements of Concern to Accountability



- Same SID for Survey 2 and Survey 3
- Gender
- Race
- ELL and ELL Entry Date
- SWD
- Free or Reduced Lunch
- District of Enrollment vs. Instruction
- School of Enrollment vs. Instruction
- Withdrawals prior to Survey 3 week
- Private and Home Schooled Students
- Zoned District/School
- Dropout Prevention/Juvenile Justice Programs

Evaluation and Reporting Processes



Tentative Timeline for Corrections Processes



- Primary District Accountability Coordinators Appointed by Superintendent– September 2008
- School Types – January/February 2009
- Prior Year Data – February → April/May 2009
- Student Data Updates – March → April/May 2009
- Retakes – March → April/May 2009
- Assessment Corrections – June 2009
- Appeals –July to August 2009



Website Improvements

- Pages are easier to navigate (tabs), uniform across applications, and more aesthetically pleasing.
- Links for downloading views into Excel.
- Error messages are more meaningful and consistent among applications.
- A “View All Errors” tab were added to the district home page.
- Instructions were more user friendly.
- A link was added to the upload page so districts could download the formats in Excel.
- A “view all records” tab was added to the Assessment Corrections application.



Prior Year Data Search Engine

- Allows a search of all assessments (FCAT and Alternate Assessments).
- Search for Litho Code ID's.
- Search by last year's information.
- Start with a minimum of information.
- DOE needs an expanded Litho Code (Litho Code ID).
 - **8 digit Litho Code +**
 - **2 digit grade +**
 - **1 digit Retake indicator—R=Retake; 0=Not a Retake.**
 - **Example: 12345678040 or 3456789810R.**



Corrections Process Contact Information

Website:

https://app2.fldoe.org/ARM_Applications/ARM_Login

Email: EVALNRPT_WebApps@fldoe.org

Feedback and Suggestions





Feedback

- Put Subject on results screen of Prior Year Search Engine.
- Consider extending corrections time during the day.
- Change test type from "FCT" to "FCA" since the latter is used in all other DOE applications.
- Keep prior year data to check against for Retakes.
- Provide help online for code definitions.
- Create a separate tab for non-correctable/updateable records.
- Compatibility with non-Explorer applications.
- Anyway to filter a screen by code. i.e. Prior Year Data Codes D, S, or X?
- Add a warning several minutes before the application is to close.
- Freeze the column labels.



Contact Information

Evaluation and Reporting Office
Florida Department of Education
325 West Gaines Street, Room 445
Tallahassee, FL 32399

Website: <http://www.fldoe.org/evaluation/>

Email: EVALNRPT@fldoe.org

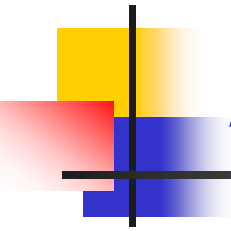
Florida's Differentiated Accountability Pilot Program





Model Overview

- Florida selected by the U.S. Department of Education July 1, 2008
- Total of six states approved
- Aligns and integrates Florida's "School Grading" Accountability System with the Federal "NCLB" Accountability System
- Separates schools with comparatively fewer problem areas from those with more widespread problem areas
- Provides a seamless nine area support system for the two merged accountability programs through "regional" delivery



Florida's Need for a Differentiated Accountability System

Title I Schools at or Beyond the “Planning for Restructuring” Stage:

- Number of Title I schools in Year 4 or higher of “in need of improvement” status (SINI 4 or higher) in 2007 = 436
- Number of Title I schools in Year 4 or higher of “in need of improvement” status (SINI 4 or higher) in 2008 = 640



System Objectives

- provide more school-wide assistance and direction for schools at or in restructuring to improve school performance and maintain success;
- provide targeted and/or school-wide support and intervention for schools not yet in restructuring to prevent the need for complete restructuring; and
- provide focused assistance for schools that have previously been identified for improvement but have demonstrated recent improvement and have the opportunity to exit “in need of improvement” status.



Factors in Developing Florida's Model

Correlation between % AYP Criteria Met and School Grades (2007)

School Grading Results (2007)		NCLB (2007)		
1	2	3	4	5
School Grade	Number of Schools by Grade	Percent of AYP Criteria Met	Schools from Column 2 Meeting Criteria from Column 3	Percent (Column 4 ÷ Column 2)
A	1,483	90% or more	1,400	94%
B	469	80% or more	413	88%
C	587	70% or more	525	89%
D	216	60% or more	202	94%
F	83	50% or more	80	96%



Developing Florida's Model

Preliminary Differentiated Accountability Model (2006-07 Data)

[All Title I SINI Schools in 2006-07]

	Group 1: A or B & ≥ 80% AYP	Group 2: C & ≥ 70% AYP	Group 3: A,B < 80% AYP C < 70% AYP	Group 4: D and F
SINI 1	68	31	3	10
SINI 2	91	29	6	14
SINI 3	160	61	6	22
SINI 4	136	151	27	95
SINI 5	1	11	3	12

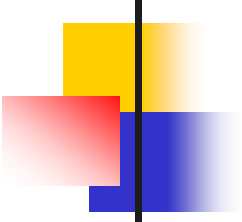


Developing Florida's Model

Next Steps:

Consolidating Groups in the Model

Collapse All of Group 1 and Part of 2, = New Category I (A's, B's, C's, & Ungraded $\geq 80\%$ AYP)



	Group 1	Group 2	Group 3	Group 4
SINI 1	68	31	3	10
SINI 2	91	29	6	14
SINI 3	160	61	6	22
SINI 4	136	151	27	95
SINI 5	1	11	3	12

Collapse Part of Group 2, all of 3, and 4 = New Category II: SINIs $< 80\%$ AYP, and all D and F Schools

SINIs 1-3 form “Preventive” Grouping;
SINIs 4 and up form “Corrective” Grouping

SINI schools in improvement action or preventative status

SINI Schools with longer-term problems in corrective status

	Category I: A,B,C & Ungraded; ≥ 80% AYP	Category II: Graded and Ungraded; less than 80% AYP; and <u>all</u> D & F
SINI 1		
SINI 2		
SINI 3		
SINI 4		
SINI 5		

A Simpler, more Consolidated Structure:

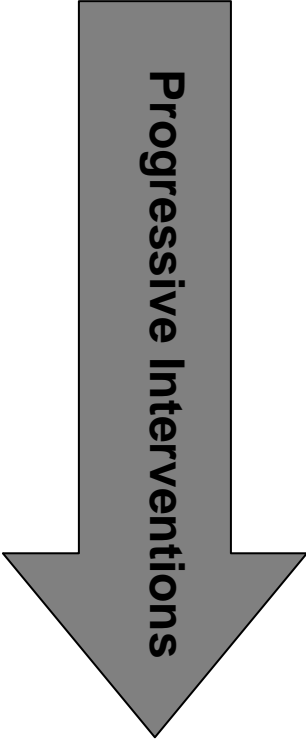
	Category I: A,B,C & Ungraded; ≥ 80% AYP	Category II: Graded and Ungraded; less than 80% AYP; and <u>all</u> D & F
SINI Prevent	Schools generally performing well which have missed few AYP components	Schools performing poorly which have missed multiple AYP components
SINI Correct		

The Basic Idea – to differentiate SINI Schools based on a combination of School Grades & AYP Status with progressive interventions for schools that continue to not make AYP



Differentiation

	Category I: A,B,C & Ungraded; ≥ 80% AYP	Category II: Graded and Ungraded; less than 80% AYP; and <u>all</u> D & F
SINI Prevent	416	85
SINI Correct	248	188



Progressive Interventions



Final Development:

- Identify schools most intensively in need of intervention (stay tuned for forthcoming slides).
- Expand model to include more non-Title I schools (to further consolidate state and federal systems of accountability).
- Apply updated data (2007-08) and implement provisions for intervention and support.

Differentiated Accountability Today





Major System Functions

Differentiated Accountability . . .

- Streamlines two accountability systems
- Focuses support progressively
- Increases requirements as school grades and percent of AYP met declines



Classifying Schools in the Model

- Title I Schools are grouped by SINI status, school grade and the percent of AYP criteria met.
- Non-Title I Repeating F, F, and D schools are included in the model to ensure continued support.

Specific Criteria for School Categories

PREVENT I	PREVENT II
<ul style="list-style-type: none"> ☐ SINIs 1, 2, and 3; and are ☐ A, B, C, or Ungraded schools; and ☐ Meet at least 80% of AYP criteria. 	<ul style="list-style-type: none"> ☐ SINIs 1, 2, and 3; ☐ That meet less than 80% of AYP criteria; and ☐ All Title I D and F schools; and ☐ All non-Title I D schools.
CORRECT I	CORRECT II
<ul style="list-style-type: none"> ☐ SINIs 4 or 5+, schools planning for or implementing Restructuring; and are ☐ A, B, C, or Ungraded schools; and ☐ Meet at least 80% of AYP criteria. 	<ul style="list-style-type: none"> ☐ SINIs 4 or 5+, schools planning for or implementing Restructuring; ☐ That meet less than 80% of AYP criteria; and ☐ All Title I D and F schools; and ☐ All non-Title I Repeating F and F schools.
	INTERVENE



School Counts by Category

2007-08 SINIs	Category I (As, Bs, Cs, and Ungraded Schools with at Least 80% AYP Criteria Met)	Category II (Schools with Less than 80% AYP Criteria Met, and All Ds and Fs)
Prevent (SINIs 1, 2, & 3)	270	147*
Correct (SINIs at Year 4 and Up)	377	274*
Intervene (Most CRITICAL)		13

*Non-Title I D schools are included in Prevent II; non-Title I F and Repeating F schools are included in Correct II



Identifying “Intervene” Schools

Title I schools that are SINI 4 or more and have met less than 80% of AYP criteria or were graded D or F, and all *repeating* F schools (regardless of Title I status), are further analyzed using the following four questions:

- Has the percentage of non-proficient students in reading increased or stayed the same (failed to improve) since 2003?
- Has the percentage of non-proficient students in math increased or stayed the same (failed to improve) since 2003?
- Are 65 percent or more of the school’s students non-proficient in reading?
- Are 65 percent or more of the school’s students non-proficient in math?

Schools for which three or more answers are “Yes” are classified as Intervene schools.

In addition, any school, regardless of Title I status, that has received 4 or more F grades in the last six years is classified as an Intervene school.



Roles of the School, District, and State

- **Prevent I** – school directs intervention, district provides assistance, state monitors
- **Correct I** – district directs intervention, state reviews progress
- **Prevent II** – district directs intervention and provides assistance
- **Correct II** – school and district implement state-directed interventions
- **Intervene** – school and district implement state-directed interventions and face possible closure, state monitors



Strategies and Interventions

	Category I	Category II
Prevent	Focus on missed elements of AYP	Comprehensive School Improvement Planning
Correct	Reorganize around missed elements of AYP	Reorganize the school
Intervene		Restructure/Close the school



Looking Ahead

Strategies and Interventions

	I A,B,& C Schools that have met >=80% of AYP	II Graded and ungraded schools that have met < 80% of AYP, including <u>all</u> D & F
SINI Prevent	Focus on missed elements of AYP	Comprehensive School Improvement Planning
SINI Correct	Reorganize around missed elements of AYP	Reorganize the school
Intervene		Restructure/Close the school

At all stages, Florida's new system will combine monitoring assistance, services, Choice options, and collaboration as authorized under the No Child Left Behind Act, as well as the substantial assistance provided under the state's A + plan.