

School Grades, Adequate Yearly Progress (AYP) Reporting, and Alternative School Improvement Ratings

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Topics

Accountability Systems, Current Status:

- **School Grading Overview (FCAT-Based Measures)**
 - **Recap of 2009-10 Changes**
- **Adequate Yearly Progress (AYP), 2009-10**
 - **Reporting Ethnicity and Race under New Federal Classifications**
- **Alternative School Improvement Ratings (recap)**
- **High School Grades, 2009-10**

Accountability Update – Beyond 2009-10:

- **Transitioning from FCAT Math to EOC Tests in High School Systems (School Grades and AYP)**

Overview of School Grades



School Grades Overview – FCAT half of the Formula

	READING	MATH	WRITING	SCIENCE
POINTS COMPONENTS	Performance	Performance	Performance	Performance
	Learning Gains	Learning Gains	A = ≥ 525 B = 495 - 524 C = 435 - 494 D = 395 - 434 F = < 395	Points: 400 for Performance <u>400 for Learning Gains</u> 800 = Possible Points (100 for each of 8 components)
	Learning Gains of Lowest 25%	Learning Gains of Lowest 25%		
	Bonus Points for Retakes (11 th & 12 th grade)			

Additional requirements applied AFTER a school's points are calculated:

- Adequate Progress for Lowest 25%—required to earn grade based on calculated points. If a school does not meet this requirement, the school's grade (A through C) is lowered one letter grade.
- Participation Requirement (Percent Tested)—required to earn grade based on calculated points. Schools must test at least 95% of their students to earn an "A", at least 90% to earn any other grade.

Performance Components (50% of FCAT-based Grade)

READING	MATH	WRITING	SCIENCE
Performance: % Proficient 100 possible pts.	Performance: % Proficient 100 possible pts.	Performance: % Proficient 100 possible pts.	Performance: % Proficient 100 possible pts.
Learning Gains	Learning Gains		
Learning Gains of Lowest 25%	Learning Gains of Lowest 25%		

Performance Components

Which Students Are Included?

“Eligible students” for performance components are full-year-enrolled, standard-curriculum students as well as hospital-homebound, speech-impaired, and gifted students, plus English-language-learners with more than 2 years in an ESOL program.

Performance Components

How is performance measured?

For each of the four subjects, a school receives one grade point for each percent of eligible students scoring proficient on FCAT in the subject.

Points = percentage of tested/eligible students scoring at proficient or above on the FCAT by subject.

Performance Components

How is proficiency determined?

For FCAT reading, math, and science,
“proficient” = score at FCAT Level 3 or higher.

For FCAT writing, “proficient” = a score of 3.5 or higher on the essay component. -- For 2009-10, with only one reader assigned to each essay, a score of 3.5 was not possible for individual students, so we measured the school-wide percent proficient by averaging the percent scoring at 3 or higher with the percent scoring at 4 or higher. **This will change for 2010-11 (either the number of readers per essay, or the “proficient” cut-score).**

Learning Gains Components

READING (FCAT)	MATH (FCAT)	WRITING (FCAT)	SCIENCE (FCAT)
Performance: % Proficient 100 possible pts.	Performance: % Proficient 100 possible pts.	Performance: % Proficient 100 possible pts.	Performance: % Proficient 100 possible pts.
Learning Gains 100 possible pts.	Learning Gains 100 possible pts.	Learning gains are measured for all full-year students tested on the FCAT (regardless of SWD or ELL status).	
Learning Gains of Lowest 25% 100 possible pts.	Learning Gains of Lowest 25% 100 possible pts.		

Learning Gains Components

Three Ways to Make Learning Gains:

- 1) Move up by one or more achievement levels.
- 2) Maintain an achievement level at or above the proficient level.
- 3) For students who remain at FCAT level 1 or 2, demonstrate more than one year's worth of growth on the FCAT developmental scale.

The FCAT developmental scale is a continuous scale score applied across grade levels.

Bonus Points for High Schools

FCAT Retakes in Grade 11 and 12

- High schools earn ten (10) bonus points when half of all 11th and 12th graders retaking the FCAT meet the graduation requirement.

Additional Requirements

Adequate Progress Requirement for Lowest Performing 25% in Reading and Math

- At least 50% of the low performers must show FCAT-measured learning gains in reading and math, or the school must show adequate annual improvement in that percentage.

“Percent Tested” Requirement

- 90% must be tested in order for the school to receive a regular grade in lieu of an “I”. 95% must be tested for a school to be eligible for an “A.”

School Grade Scale (FCAT-Based Scale)

For Elementary and Middle Schools in 2009-10

- **Based on 800 possible points:**

A = \geq 525 points

B = 495-524 points

C = 435-494 points

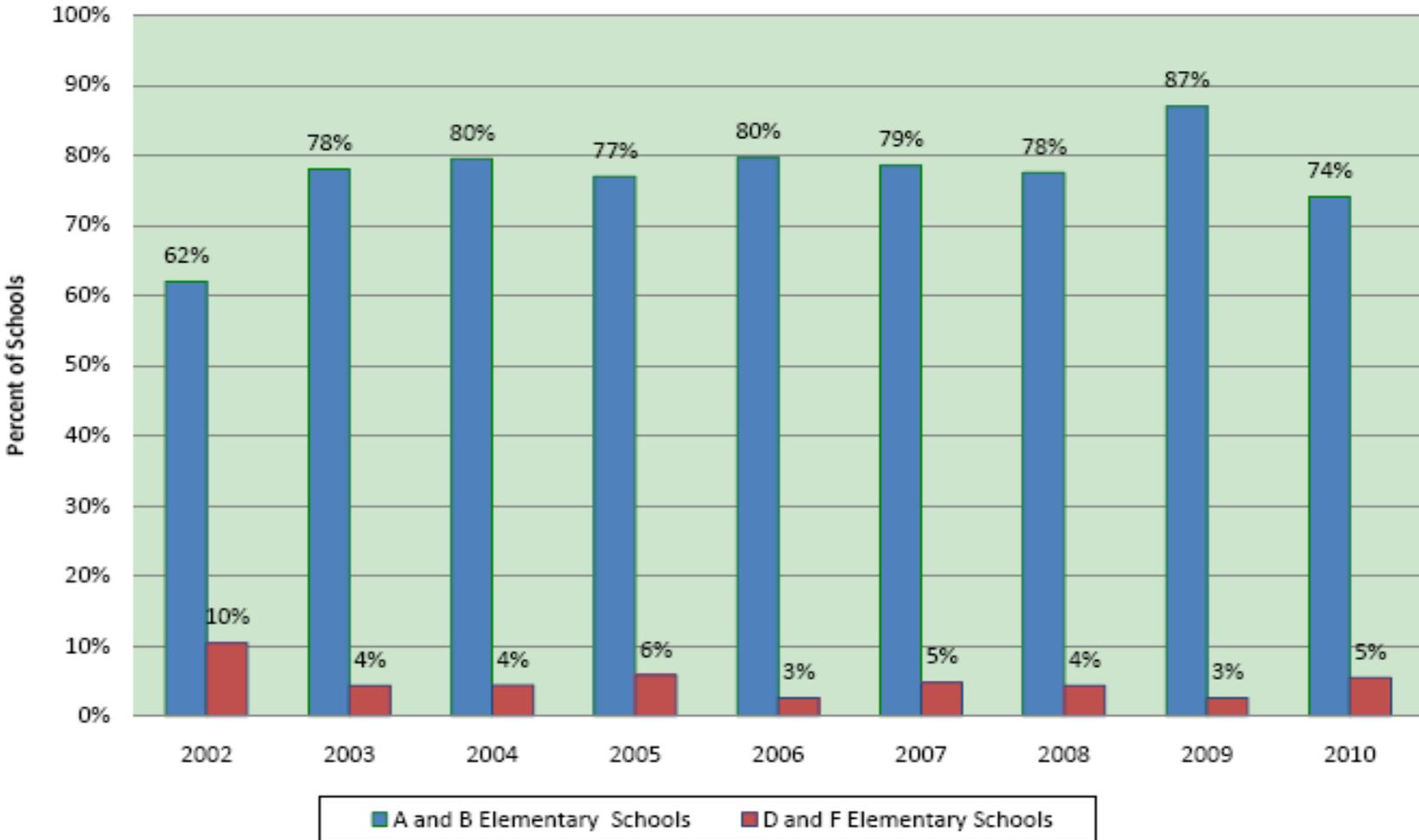
D = 395-434 points

F = $<$ 395 points

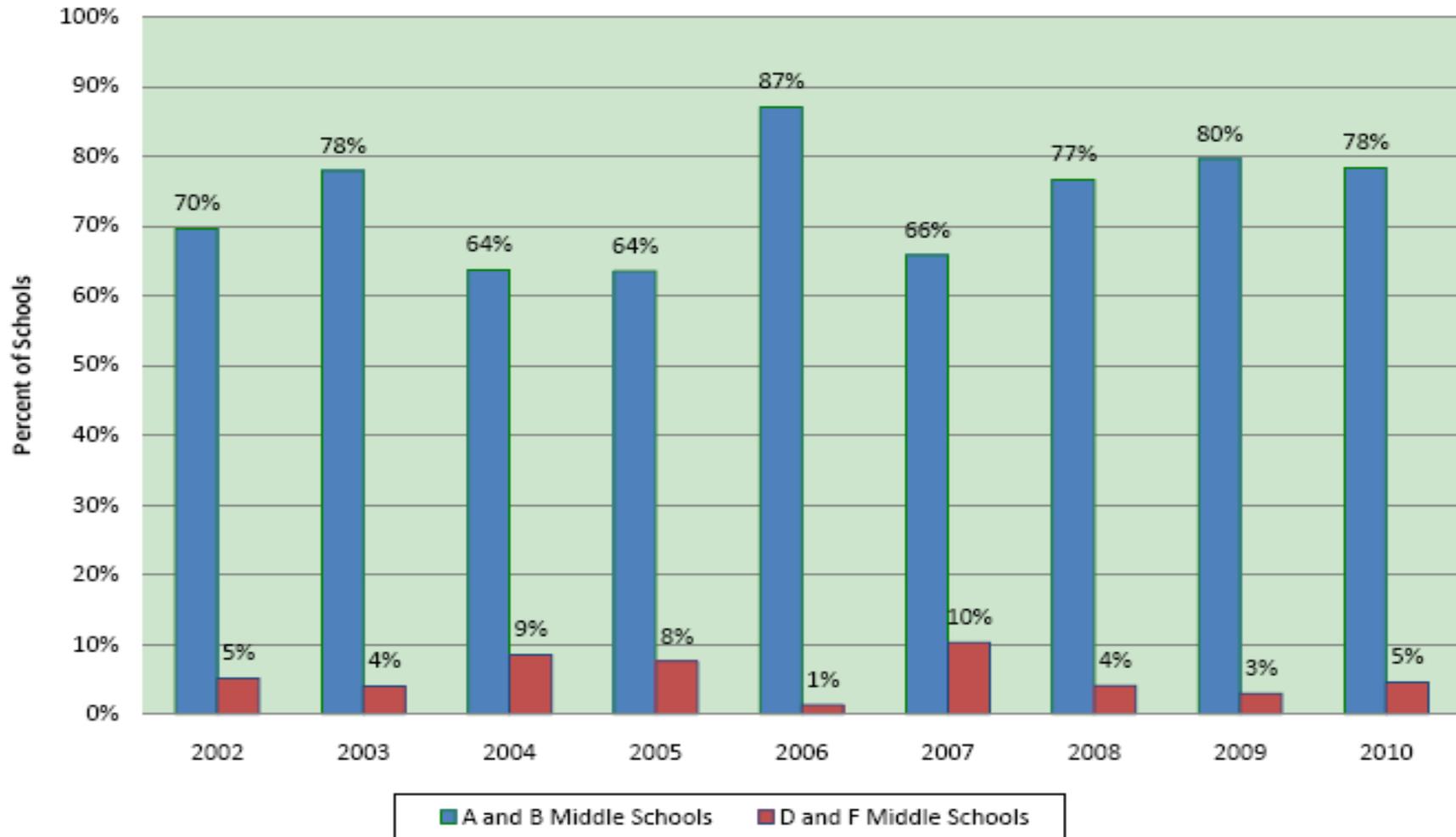
Recap of Changes to School Grades in 2009-10

- **Florida Alternate Assessment (FAA) results for students with disabilities are now included in the overall learning gains components for reading and math. (This will only apply to students who took the FAA but not the FCAT.)**
 - **A learning gain for the FAA is defined as any positive movement in achievement levels (1 to 9); or the maintenance of a proficient level (4 or higher).**
- **The minimum cell size for the writing and science performance measures has been re-set at 10.** Schools that have enough students tested in reading and math to receive a grade but that do not have at least 10 eligible students tested in writing and/or science will receive the district average for those measures.
- **The school's percent-proficient figure for writing was based on the average of the percent scoring at 3 and above and the percent scoring at 4 and above.**

School Grades - Elementary Schools 2002 - 2010



School Grades – Middle Schools 2002 – 2010



School Grade Resources

Online reports, downloadable files, and a link to the School Grades Technical Assistance Paper: <http://schoolgrades.fldoe.org/>

URL for the TAP:

<http://schoolgrades.fldoe.org/pdf/0910/2010SchoolGradesTAP.pdf>

Adequate Yearly Progress (AYP) Overview

- **39 Components:**

4 measures (percent-tested in math [95% required]; percent tested in reading [95% required]; percent proficient in **math***; percent proficient in **reading***) **x 9 subgroups = 36 subgroup-based components**

*** Must meet annual proficiency targets in each subject.**

Plus

3 school-wide components:

- * graduation rate**
- * writing proficiency**
- * school grade**

For a “Yes” on AYP, a school must not fail to meet the AYP criteria for any component.

AYP Overview

Writing Criteria Met?	≥ 90% score a 3.0 or higher, or the school improves by at least 1% over the prior year (YES/NO)			
Graduation Criteria Met?	≥ 85% graduate (NCLB methodology) or the school improves by at least 2% over the prior year (YES/NO)			
School Grade Not D or F?	YES/NO			
	Reading 95% Tested?	Math 95% Tested?	Reading Proficiency Target Met?	Math Proficiency Target Met?
Total	YES/NO	YES/NO	YES/NO	YES/NO
White	YES/NO	YES/NO	YES/NO	YES/NO
Black	YES/NO	YES/NO	YES/NO	YES/NO
Hispanic	YES/NO	YES/NO	YES/NO	YES/NO
Asian	YES/NO	YES/NO	YES/NO	YES/NO
American Indian	YES/NO	YES/NO	YES/NO	YES/NO
Economically Disadvantaged	YES/NO	YES/NO	YES/NO	YES/NO
English Language Learners	YES/NO	YES/NO	YES/NO	YES/NO
Students with Disabilities	YES/NO	YES/NO	YES/NO	YES/NO

Annual Proficiency Targets (AYP Percent-Proficient Targets)

	Reading Target	Mathematics Target
2001-02	31%	38%
2002-03	31%	38%
2003-04	31%	38%
2004-05	37%	44%
2005-06	44%	50%
2006-07	51%	56%
2007-08	58%	62%
2008-09	65%	68%
2009-10	72%	74%
2010-11	79%	80%
2011-12	86%	86%
2012-13	93%	93%
2013-14	100%	100%

Proficiency Requirements for AYP Evaluated Three Possible Ways

1) **Percent scoring at or above proficient level on assessments in the current year (AKA “Status Model”).**

2) **Safe Harbor***

Requires 10% or greater annual reduction in the percent of non-proficient students – for example, if percent non-proficient = 80% in prior year, required reduction is 10% of 80% = 8%; so percent non-proficient in current year must be 72% or less.

3) **Growth Model***

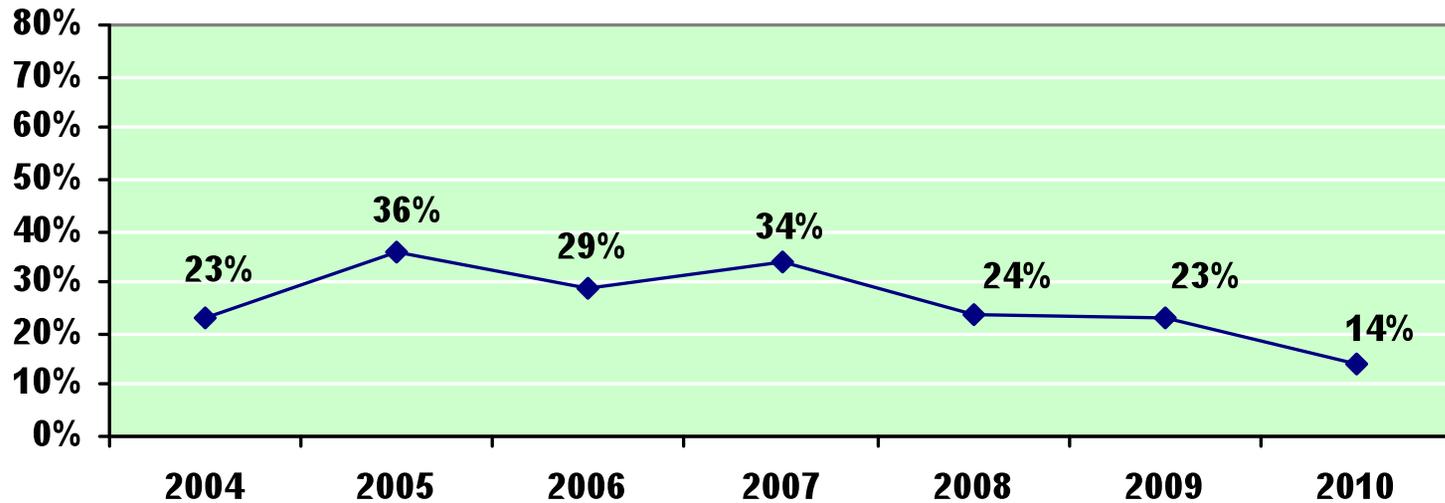
Determines percent of students “on track” to be proficient on a 3-year trajectory, based on comparison of baseline-year test scores and succeeding year scores. Percent “on track” to be proficient must meet or exceed annual percent-proficient targets.

*** Subgroups must meet participation rate requirements, writing requirement, and, if applicable, graduation rate requirement to be eligible for Safe Harbor or Growth Model calculations.**

No Child Left Behind Adequate Yearly Progress

Florida Schools Making AYP

AYP	2009-10	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Yes	472	785	792	1,088	916	1,117	719
No	2,952	2,645	2,514	2,156	2,282	1,989	2,349
Total Y & N	3,424	3,430	3,306	3,244	3,198	3,106	3,068



Recap of Changes to AYP in 2009-10

- **Proficiency targets for reading and mathematics increased to 72% and 74%**, respectively, as Florida continues to move toward the federally mandated goal of 100% proficiency by 2013-14.
- Beginning in 2009-10, in order for a school to meet the graduation rate criteria for AYP, a school must attain a graduation rate of 85% or higher (no change from earlier years), **or show an improvement of at least 2% over the prior year (change from the earlier annual target of 1% improvement)**.
 - This change was the result of a required US Department of Education peer review of each state's graduation rate, goal, and targets that occurred earlier this year under 34 CFR s. 200.19(b)(6)(ii)
- **Beginning in 2009-10, school districts began reporting the new federal classifications for ethnicity and race (in addition to the old reporting method).**

AYP Subgroups, 2009-10

American Indian*

Asian*

Black (African American)*

Hispanic*

White*

Economically Disadvantaged

English Language Learners

Students with Disabilities

Total (All Students)

* Current racial/ethnic group reporting categories.

Reporting Race/Ethnicity for AYP

- The new federal ethnicity reporting criteria will not be applied to AYP until the 2010-11 school year. **Further, we expect no changes to the current racial/ethnic subgroups that we currently are reporting for AYP.**
- Under the new reporting criteria, every student's demographic record will include a data element for "Ethnicity" that addresses whether or not the student is Hispanic, plus five separate data elements for "Race," with each reported as a Y/N at the student level.
- **All students with a "Y" reported for "Ethnicity" will be classified as Hispanic for AYP reporting when the requirements become applicable (2010-11).**

Reporting Race/Ethnicity for AYP

- Each student's demographic record will also include five separate data elements for "Race," with each reported as a Y/N at the student level:
 - Race: American Indian or Alaska Native
 - Race: Asian
 - Race: Black or African American
 - Race: Native Hawaiian or Other Pacific Islander*
 - Race: White
- * Native Hawaiian or Other Pacific Islander is not expected to be reported as a separate subgroup for AYP purposes in 2010-11 and thereafter.
- More information on these data elements is available via the appropriate links at http://www.fldoe.org/eias/dataweb/student_0910.asp#data

Reporting Race/Ethnicity for AYP

- Though districts will report a separate classification for Hispanic students (“Ethnicity”), **Hispanic students will not be included in other racial subgroups for AYP reporting purposes.**
 - They will continue to be included in the All Students group, and could potentially be included in the Economically Disadvantaged, English Language Learner, or Students with Disabilities subgroups (as currently).
- For student aggregate data, the classification of “two or more” race subgroups is attributed to each student for whom more than one race element is reported as “Y.” **These students are currently classified as “multiracial” and are not reported under a separate racial/ethnic category for AYP. They will not be reported as a separate category going forward, either.**
- **States will be able to continue to use their current classifications for reporting on racial/ethnic groups for AYP**, per guidance from the *Forum Guide to Implementing New Federal Race and Ethnicity Categories*, p.41 (<http://nces.ed.gov/pubs2008/2008802.pdf>).

More Information on AYP

For a more detailed description of the Adequate Yearly Progress (AYP) calculation and processes, please refer to the AYP Technical Assistance paper.

The AYP TAP can be accessed on our website at

<http://schoolgrades.fldoe.org/pdf/0910/2010AYPTAP.pdf>

A technical assistance paper on the new reporting criteria for ethnicity and race is available at

<http://www.fldoe.org/eias/dataweb/tech/race.pdf>

School Improvement Ratings for Alternative Schools (s. 1008.341, F.S.)

No changes for 2009-10.

- Implemented with passage of Rule 6A-1.099822 in 2008 (required by s. 1008.341, Florida Statutes)
- Provides Alternative Schools the option of receiving a traditional school grade or a school improvement rating.
- If an alternative school chooses to receive a school improvement rating, the performance of the alternative school's students will be included in the calculation of the rating and the school grade of the students' home school.

School Improvement Ratings for Alternative Schools: Provisions

- The alternative school improvement rating is based on learning gains comparisons between the current and prior year in reading and math (FCAT).**

The percentage of students making learning gains at the alternative school will be compared to the percentage of students (from the same population) making learning gains in the prior year.

School Improvement Ratings for Alternative Schools: Provisions

- The school improvement rating consists of one of the following ratings: “improving,” “maintaining,” “declining.”
 - For each subject in which learning gains are evaluated (reading, math), the following criteria apply:
 - “Improving” means at least a 5% increase in the percent making gains.
 - “Maintaining” means less than a 5% increase or decrease in the percent making gains.
 - “Declining” means at least a 5% decrease in the percent making gains.
- A school’s rating can be no higher than the status of its lowest performing subject.*

Still to Come: High School Grades, 2009-10



Review of High School Grades

- Section 1008.34, Florida Statutes, as amended in 2008, requires a significant change to the way high schools are graded beginning with the 2009-10 School Year.
- In addition to the vital foundation of assessment results in Grades 9, 10, and 11 (Science), the law requires that an **equal focus** be placed on:
 - **Access to rigorous, accelerated coursework**, as well as **performance** in rigorous, accelerated coursework.
 - **College Readiness**
 - **Graduation rates** for all students as well as those academically at-risk.
- **A full description of the High School Grades Model can be found on our website at:**
<http://schoolgrades.fldoe.org/ppt/HSAccountability.ppt>

New (non-FCAT) Components for High School Grading (2009-10)

- Graduation rate. [200 points]
- Graduation rate of at-risk students. [100 points]
- Accelerated curriculum participation (AP, IB, Dual Enrollment, AICE, Industry Certification) [200 points]
- Accelerated curriculum performance [100 points]
- Postsecondary readiness of students as measured by the SAT, ACT, or the CPT. [100 points, Math; 100 points, Reading]
- Growth or decline in the data components of these measures from year to year.
- Additionally, to receive an “A”, a school must demonstrate that at-risk students in the school are making adequate progress.

High School Grade Components - Overview

GRADUATION	ACCELERATION	READINESS	GROWTH/DECLINE
Overall Rate 200	Participation 200 (in 2009-10) 175 (in 2010-11) 150 (in 2011-12)	Performance on Reading 100	For each component schools may earn up to 20 additional points for GROWTH (40 points for factors worth 200 points)
At-Risk Rate 100	Performance 100 (in 2009-10) 125 (in 2010-11) 150 (in 2011-12)	Performance on Math 100	For each component schools may lose 5 additional points for DECLINE (10 points for factors worth 200 points)
Total Graduation Points 300	Total Acceleration Points 300	Total Readiness Points 200	Total NEW HIGH SCHOOL Points Possible 800

- All components are percentages. Those components weighted twice as much as others reflect a calculated percentage that is doubled (e.g., School X has a 75% graduation rate – School X earns 150 points (75*2) for that component).
- All component values are capped at their maximum values. That is, if a school earns points in excess of the total for a particular component – through the growth adjustment or the escalating weights in the acceleration components – the school will receive the maximum points for that component.

High School Grades: FAQs and Review

- Graduation Rate – Which method?
Who's a graduate? Who's not?
- How is credit in the formula for accelerated coursework determined?
- What are the “readiness for college” cut scores?
- How are grades for combination schools determined?
- Sources of data?

Graduation Rate

Who counts as graduates? Answer: Standard diploma recipients and special diploma recipients (for SWDs).

Who counts as non-graduates? Answer: All students in the adjusted cohort who did not receive a standard diploma or special diploma, including . . .

- Dropouts
- Certificate recipients
- GED diploma recipients
- Students who are still enrolled but haven't yet graduated.

Graduation Rate –

Method and Who Counts as a Graduate and a Non-Graduate

Graduation Rate Methods	Students Not Included in the Calculation	Graduates	Non-Graduates
<p>For use in 2009-10 and 2010-11</p> <p>National Governors Association (NGA) Rate</p>	<p>Students who transfer to:</p> <ul style="list-style-type: none"> • Other schools (public, private, or Dept. of Juvenile Justice facilities); • Home-education programs; • Adult education programs <p>Deceased students</p>	<ul style="list-style-type: none"> • Standard Diploma recipients • Special Diploma recipients 	<ul style="list-style-type: none"> • Dropouts • Certificate of Completion recipients • GED recipients • Continuing enrollees who are not on-time graduates
<p>For use beginning in 2011-12:</p> <p>Federal Uniform Rate</p> <p>*Note: If federal requirements for the uniform rate change in the interim, Florida's federal uniform rate calculation will be adjusted accordingly.</p>	<p>Students who transfer to:</p> <ul style="list-style-type: none"> • Other schools (public or private) • Home-education programs <p>Deceased students</p>	<ul style="list-style-type: none"> • Standard Diploma recipients 	<ul style="list-style-type: none"> • Dropouts • Certificate of Completion recipients • GED recipients • Continuing enrollees who are not on-time graduates • <u>Special Diplomas</u> • <u>Transfers to Adult education programs or Dept. of Juvenile Justice facilities who are not standard diploma recipients.</u>

Graduation Rate for At-Risk Students

[100 pts.]

Denominator = a subset of the adjusted cohort for the graduation rate. Includes all students from the adjusted cohort who scored at level 2 or lower on the grade 8 FCAT in both math and reading.

Numerator = students in the denominator who received a standard diploma or a special diploma (for SWDs). Uses same criteria as for the overall graduation rate.

If a school does not have at least 10 students in the at-risk subgroup, the school's overall graduation rate will be substituted for this measure.

Participation and Performance in Accelerated Coursework

Key Documents:

For AP, IB, and AICE:

- Articulation Coordinating Committee's Credit by Exam Equivalencies
 - <http://www.fldoe.org/articulation/pdf/ACC-CBE.pdf>

For Industry Certification:

- Industry Certification Funding List:
 - <http://www.fldoe.org/workforce/fcpea/default.asp>
- Career and Technical Education Statewide Articulation Agreements: Industry Certification to AAS/AS Degrees
 - http://www.fldoe.org/workforce/dwdframe/artic_indcert2aas.asp

Accelerated Curriculum: Participation (2009-10)

Numerator	Denominator
Weighted count of 11th & 12th graders who took an accelerated exam or dual enrollment course <u>plus</u> 9th & 10th graders who passed an accelerated exam or dual enrollment course during the academic year	Unduplicated count of all 11th and 12th graders

- To receive credit for participation in AP, IB, and/or AICE, the student must take the applicable subject area exam(s). (Results are determined by exam participation rather than course enrollment.)
- For dual enrollment, a student must earn a grade in the course for a school to receive credit for participation.
- For industry certification, a student must have taken an industry certification exam on the SBE approved "Industry Certification Funding List" for the year.

Acceleration Curriculum Participation Weighting Formula

In the formula, schools earn weighted credit for the number of exams/courses a student takes. Below is the weighting system to accommodate multiple exams or dual enrollment courses taken each student in the numerator:

Weight	Participation Outcome
1.00	1 Exam/Course Taken
1.10	2 Exams/Courses Taken
1.20	3 Exams/Courses Taken
1.30	4 Exams/Courses Taken
1.40	5 Exams/Courses Taken
+ 0.1	For Each Additional Exam/Course Taken

- No cap is proposed for participation. That is, following the logic above, schools will earn an increasing amount of credit for those students who take increasing numbers of accelerated courses/ exams. For example, the student who takes 7 exams/courses will be weighted at 1.6; a student who takes 8 will be weighted 1.7; and so on.

Performance in Accelerated Coursework

Numerator	Denominator
Weighted count of successful outcomes in accelerated coursework by students in grades 9 through 12	Unduplicated count of all 11th-12th graders who took at least one accelerated exam or dual enrollment course <u>plus</u> 9th & 10th graders who passed at least one accelerated exam/course during the academic year (Unduplicated count of students in the numerator of the participation calculation)

Performance in Accelerated Coursework

Successful Outcomes are defined as:

AP	
Score of 3	1 Successful Outcome
Score of 4 or 5	1 or 2 Successful Outcomes (<i>depending on ACC Credit-by-Exam Equivalencies</i>)
IB	
Score of 4	1 Successful Outcome
Score of 5, 6, or 7	1 or 2 Successful Outcomes (<i>depending on ACC Credit-by-Exam Equivalencies</i>)
AICE	
Passing Score on an AS Level AICE Exam	1 Successful Outcome
Passing Score on an A Level AICE Exam	1 or 2 Successful Outcomes (<i>depending on ACC Credit-by-Exam Equivalencies</i>)
Dual Enrollment	
Passing grade of "C" or higher in the course	1 Successful Outcome
Industry Certification	
Earning an industry certification by exam	1 or multiple successful outcomes based on statewide articulation agreements (http://www.fldoe.org/workforce/dwdframe/artic_frame.asp)

Performance in Accelerated Coursework

Example:

AP:

- Student earns a “4” on the AP English Literature and Composition Exam.
- According to the Credit by Exam Equivalencies document, a score of “4” on that exam entitles a student to credit (in a Florida public postsecondary institution) in two courses (ENC X101 and ENC X102 or LIT X005) (see page 4 of the Credit by Exam Equivalencies document).
- Therefore, that student would earn 2 successful completions for her score of “4”, and be weighted as 1.1 in the numerator of the calculation.

Performance in Accelerated Coursework

Example:

Industry Certification:

- Student passes the MSSC Certified Production Technician exam, earning a certification in that area (MSSCN001).
- There is a statewide articulation agreement between an industry certification in “MSSC Certified Production Technician” and an AAS/AS program in “Electronics Engineering Technology” awarding a student a minimum 6 credit hours toward that degree.
- Therefore, that student would earn 2 successful completions for this certification (6 credits translates into 2 courses), and be weighted as 1.1 in the numerator of the calculation.

Postsecondary Readiness

Numerator	Denominator
Number of students from the denominator who have scored “ready” on SAT, ACT, and/or CPT any time during their high school careers	On-time high school graduates who scored at Level 3 or higher on the 10 th Grade FCAT in Reading or Mathematics (depending on component)

- **Separate Measures for Reading and Math.**
- **If student takes multiple tests (ACT, SAT, or CPT), the student’s highest score by subtest is used.**
- **The scores used to define “ready” are set in State Board of Education Rule 6A-10.0315, F.A.C.**

Postsecondary Readiness Cut Scores

<http://www.fldoe.org/articulation/perfCPT/default.asp>

SAT

- Verbal: 440
- Math: 440

ACT

- Reading: 18
- Math: 19

CPT

- Reading: 83
- Elementary Algebra (Math): 72

Annual Growth or Decline in Components

- Schools earn an escalating number of points based on the magnitude of their improvement.
- Additional points would be awarded based on the number of points the school improved (growth from prior year); up to 20 additional points (up to 40 points for double-weighted measures).
- Schools will lose 5 points if a component declines by at least 10 percentage points.
- Growth/decline points are applied to each component prior to weighting, as applicable.
- **EXAMPLES**
- **GROWTH**: A school's acceleration performance improves from 25% to 32%; the school earns an additional 7 points resulting in a total of 39 points (32 + 7).
- **DECLINE**: A school's acceleration performance declines from 30% to 20%; the school would lose an additional 5 points resulting in a total of 15 points (20 – 5).

Additional Requirement: At-Risk Graduation Rate

- Law stipulates that in order for a school that earns enough points for an “A” to be awarded an “A”, the school’s at-risk graduation rate must meet a certain threshold to ensure “adequate progress.”
- **Threshold:**
 - 75%; or
 - 1 percentage point improvement over the prior year if percentage is within 10 points of the target
 - 5 percentage point improvement over the prior year if percentage is beyond 10 points of the target
- This requirement is akin to the current learning gains requirement for the Low 25%.

Additional Considerations: Cell Size

- Minimum cell size = 10 for the new components (denominators). If a high school does not meet the minimum cell size criterion for any of the new components (except the at-risk grad rate), the high school receives a grade based solely on the traditional FCAT measures. If a high school meets the minimum cell size for all the new components except for the at-risk grad rate, the overall grad rate percentage is substituted for the at-risk grad rate.

Combination Schools

- Combination schools that serve high school grades receive a grade that re-weights the FCAT measures and the new high school measures:
 - **Grade K-12 schools are weighted 80% on the FCAT measures, and 20% on the non-FCAT measures (vs. 50/50 for regular high schools).**
 - **Grade 6-12 schools are weighted 70% on the FCAT measures, and 30% on the non-FCAT measures.**

EXAMPLE

- Combination School X accumulates 625 points on the FCAT-based measures and 480 points on the new measures. It serves grades K-12.
 - **Weighting = 80 on FCAT/20 on New Measures**
 - **$625 \times .80 = 500$**
 - **$480 \times .20 = 96$**
 - **To calculate on 800-pt. scale: 596 points = Grade “A”**
 - **For 1600-pt. scale: $596 \times 2 = 1192$ = Grade “A”**

Data Sources for HS Grading

Base “Membership” Files used for the new components:

INDV File

- Acceleration Participation
- Acceleration Performance

High School Graduation Cohort File

- Graduation Rate
- At-Risk Graduation Rate
- Postsecondary Readiness

Data Sources for HS Grading

Accelerated Curriculum (Participation and Performance):

Vendor Data

- AP data: supplied by the College Board, compiled by the Florida Department of Education's PK-20 Education Data Warehouse (EDW)
URL: <http://edwapp.doe.state.fl.us/doe/>. See also www.collegeboard.com.
- IB data: supplied by IBO, compiled by EDW. See also www.ibo.org.

Survey 5 Data

- AICE data: reported by Florida school districts on the [Student Assessment](#) record format, Survey 5.
- Dual enrollment data: reported by Florida school districts on the [Student Course Transcript Information](#) record format, Survey 5.
- Industry certification data: reported by Florida school districts on the [Vocational Student Course Schedule](#) record format, Survey 5.
- Links to the record format descriptions for reporting AICE, dual enrollment, and industry certification data are accessible online at the following URL:
www.fldoe.org/eias/dataweb/student_0910.asp#REPORTING%20FORMATS

Data Sources for HS Grading

Postsecondary Readiness:

Multiple Sources

- SAT data: supplied by the College Board, compiled by EDW. See also www.collegeboard.com.
- ACT data: supplied by ACT Education, compiled by EDW. See also www.act.org.
- CPT data: reported to DOE by colleges and universities, compiled by EDW; augmented by Bright Futures HS transcript data. See also <http://www.fldoe.org/articulation/perfCPT/default.asp>.
- In addition, for postsecondary readiness, the Department will be using high school transcript data to supplement matches with the vendor data (e.g., College Board, ACT). The data on the transcript is reported to determine Bright Futures eligibility.

Data Sources for HS Grading

Graduation Rate (and At-Risk Graduation Rate):

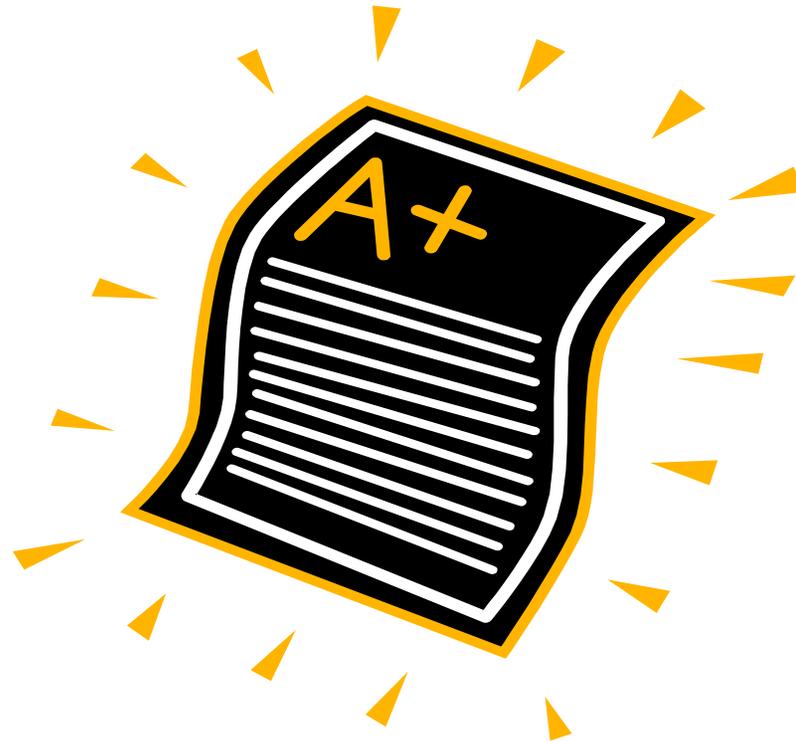
- Processes managed by Education Information and Accountability Services (www.fldoe.org/eias), including provisions for cohort data review.
- Source data is all derived from data reporting formats and elements on the DOE student database.
- Formats and data elements, as well as programming steps, are presented in the technical guide at <http://www.fldoe.org/eias/eiaspubs/word/gradgde0809.rtf> .
- **EIAS contact information:** askeias@fldoe.org
(850) 245-0400
www.fldoe.org/eias

TENTATIVE Target Dates: High School Grades

- **Tentative Release**: December
- Data pulled from Survey 5 for accountability purposes: October 22
- **Data Review Periods**: Mid October – November

Transition to FCAT 2.0, End-of-Course Assessments, and School Accountability

2010-11 and Beyond



School Accountability in the Transition Year, 2010-11 – Current Thinking

2010-11 School Grades

- **FCAT Grade 9 Math discontinued in 2010-11; FCAT Grade 10 Math continued.**
- **Algebra I EOC implemented (but without achievement levels).**
- **For current-year proficiency, only results for Grade 10 FCAT Math will be used.**
- **For learning gains in math, Grade 9 FCAT scores from 2009-10 will be compared with Grade 10 FCAT scores from 2010-11. No grade 8 to grade 9 FCAT math learning gains data.**

2010-11 AYP

- **FCAT Grade 10 Math will be sole component for AYP proficiency measure at HS level.**

School Accountability in 2011-12 and Beyond – Current Thinking

2011-12 School Grades

- **Algebra I EOC replaces FCAT Grade 10 for math proficiency measure (Geometry and Biology EOCs would follow in subsequent years).**

2011-12 AYP

- **Algebra I EOC will be sole component for AYP proficiency measure in math (Proposed to U.S. Dept. of Education).**

For both School Grades and AYP

Use the concept of “banking” to award high school credit for the performance of students who successfully complete high school requirements before entering high school.

Big Transition Issues for School Accountability

- Maintain the continuity of the accountability system during the transitional year to FCAT 2.0
- Measuring learning gains on FCAT 2.0 and End-of-Course assessments in a rigorous, accurate, and reasonable manner
- Ensuring the alignment of standards and expectations for FCAT 2.0 across grade levels

Structure to Address These Issues

- **Leadership Policy Advisory Committee for Assessment and Accountability**

LPAC's purpose is to advise the Commissioner on strengthening the quality and rigor of Florida's assessment and accountability system.

The goal is to provide recommendations on policies to the Commissioner, working with Florida's Technical Advisory Committee and the Assessment and Accountability Advisory Committee on short- and long-term issues.

Other Issues

- Writing Criterion for School Grades in 2010-11
 - **SB 4 requires that a score actually earned by the student (on the 1-6 scale) be used as the criterion for school grades.**
 - **Likely move to the standard of 4.0 and above**
 - **Topic for the committees**
- Senate Bill 4 changed the deadline for School Recognition decisions from November 1 to February 1.
 - **Change accommodates the later release of high school grades.**
- Testing of current ninth graders who have completed their Algebra I requirement in a prior year
 - **In discussion with the US DOE on a possible waiver**
 - **Inclusion in AYP calculations would not occur until 2011-12.**

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