

# Florida's School Grading System Updates

FASFEP/ECTAC Fall Forum

September 11, 2012

Bureau of Accountability Reporting

Florida Department of Education

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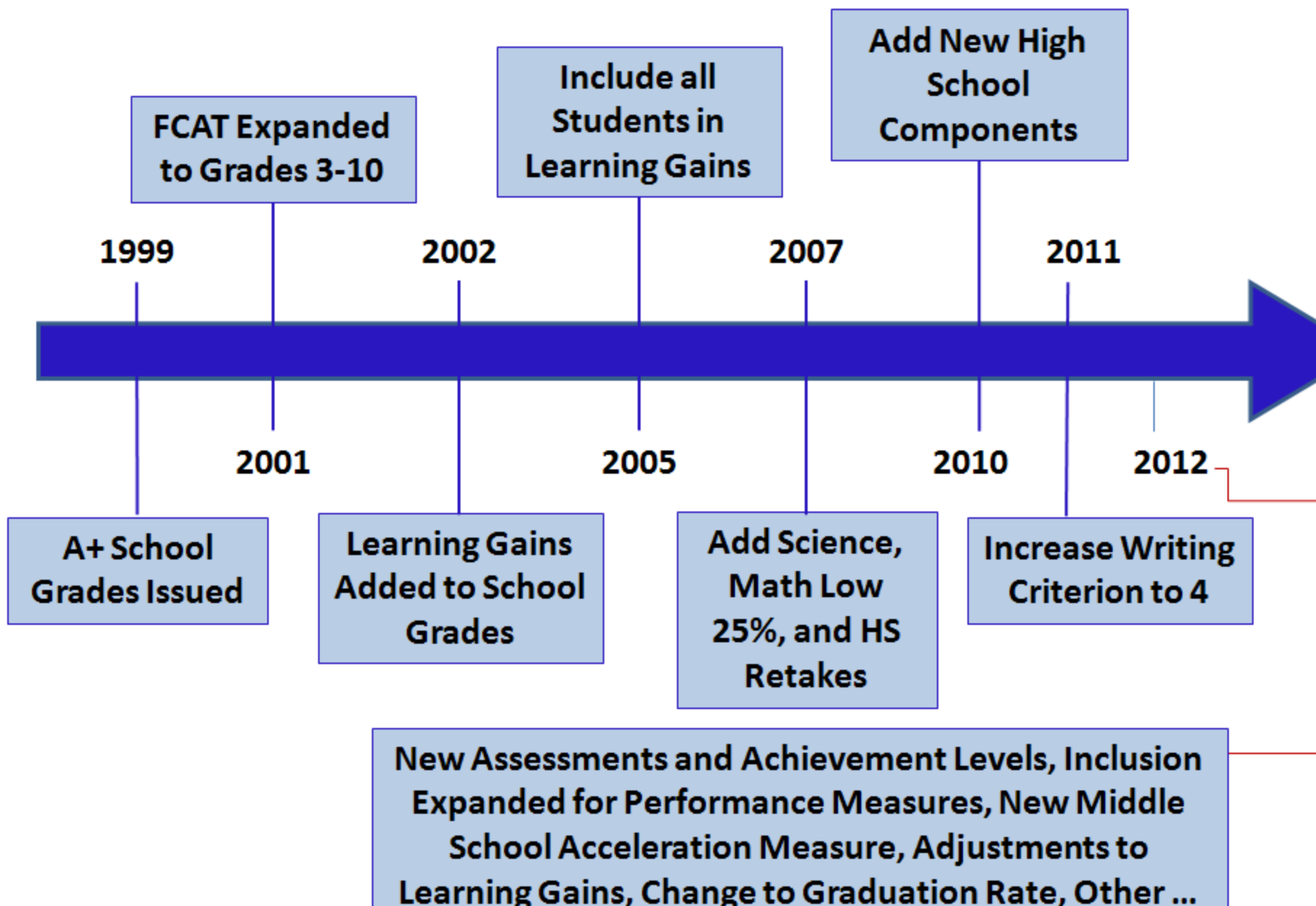
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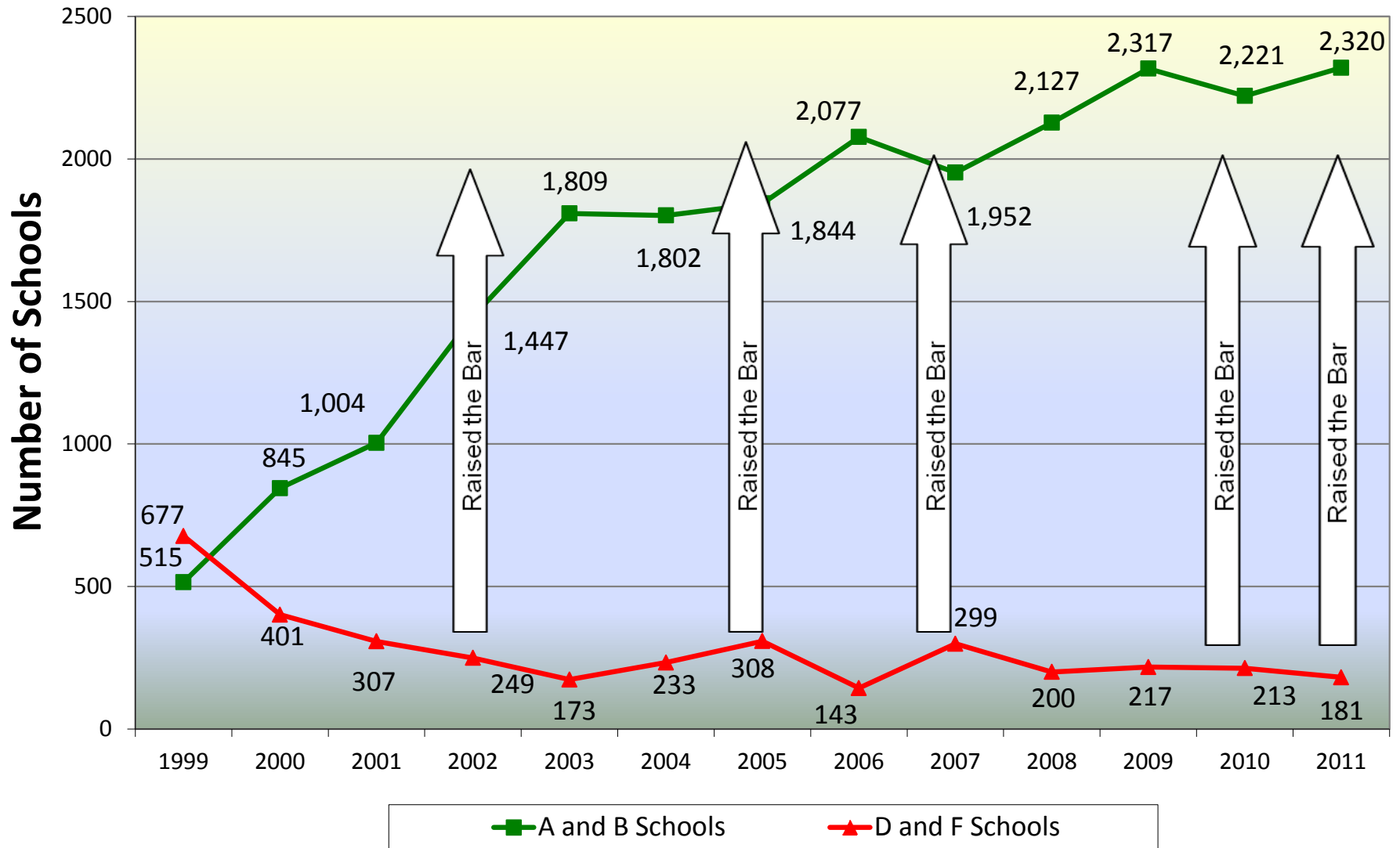
# Overview

- History of Change
- State Board Adoption of Changes to School Grades, 2012
- School Grades Basic Model
  - Models by School Type
- Changes for 2012
- Changes for 2013

# Florida School Grades' History of Change



# Each time standards are raised, the number of lower performing schools has decreased in following years





# State Board Adoption of School Grades Changes for 2012

- On February 28, 2012, the State Board of Education considered extensive changes to the school grades rule.
  - On that date, the Board also established a task force to make recommendations on implementing inclusion of students with disabilities, English Language Learners, and students with disabilities at ESE center schools.
- The Board met again on May 10, 2012, and adopted additional changes to the school grades rule based on the task force's recommendations.
- The Board met once again in an emergency session on May 15, 2012, to address the FCAT Writing criterion. A 90-day emergency rule was adopted for the writing change (expires 90 days after it goes into effect).

# School Grade Models

# School Grades Basic Model - Assessment-Based Measures Included in School Grades for All School Types

Reading	Math	Writing	Science
<b>Performance</b>			
(100 points)	(100 points)	(100 points)	(100 points)
<b>Learning Gains All Students</b>			
(100 points)	(100 points)		
<b>Low 25% Learning Gains</b>			
(100 points)	(100 points)		
(300 points)	(300 points)	(100 points)	(100 points)

50%

50%



# Basic Elements of School Grades

(800 Points)

- **Performance**
  - Reading, Mathematics, Science and Writing:
    - Percentage of students scoring satisfactory or higher
- **Learning Gains**
  - Reading and Mathematics:
    - Percentage of students
      - Increasing an achievement level
      - Maintaining a satisfactory achievement level
      - Remaining at achievement levels below satisfactory who increased performance enough to exceed expected growth
  - Plus extra weighting for students who move up to level 4 or 5 on FCAT 2.0 or EOCs, and for previous year's low performers who make greater-than-expected gains
    - Note: Students who decrease a level are not counted as making gains.
- **Learning Gains of Lowest 25%**
  - Reading and Mathematics:
    - Percentage of students in lowest 25% who meet learning gains criteria (with extra weighting for students moving to the highest levels or making greater-than-expected gains)

# Elementary Schools

(Text in red [underscoring] indicates a new or changed requirement.)

Reading	Math	Writing	Science
<b>Performance</b>			
FCAT 2.0, <u>FAA</u> (100 points)	FCAT 2.0, <u>FAA</u> (100 points)	FCAT, <u>FAA</u> (100 points)	FCAT 2.0, <u>FAA</u> (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 (100 points)	FCAT 2.0 (100 points)	(100 points)	(100 points)
(300 points)	(300 points)		
Additional Requirements: <ul style="list-style-type: none"> <li>• <u>For 2011-12 only, the adequate progress requirement for the Low 25% will not be applied.</u></li> <li>• Test at Least 90% of students, 95% to earn an "A."</li> <li>• <u>Beginning in 2012-13 – A performance threshold in Reading (25%) will be applied - Grade lowered one letter grade if not met .</u></li> </ul>			

# Additional Component for Middle Schools\*

- Acceleration – 100 points
  - **Participation** in high school courses with EOCs
    - Percentage of students who score at Achievement Level 3 or higher who participate in high school courses with EOCs
  - **Performance** in high school courses with EOCs
    - Percentage of students who participate in EOC courses and score at Achievement level 3 or higher

\* Also applies to middle combination schools serving grade 8.

# Middle Schools

(Text in red [underscored] indicates a new or changed requirement.)

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

# “Other” Elements of High School Grades

- **Acceleration**
  - Participation in accelerated courses
    - Percentage of students in AP, IB, and AICE exams, Industry Certifications, and Dual Enrollment
  - Performance in accelerated courses
    - Percentage of students eligible to earn college credit
- **Graduation Rate**
  - Federal uniform graduation rate
    - Percentage of students graduating within 4 years w/standard diploma
  - 5-year modified Federal graduation rate
    - Percentage of students graduating within 5 years w/standard or special diploma
  - At-risk graduation rate
    - Percentage of at-risk students graduating using both rates above
- **College Readiness**
  - Reading
    - Percentage of on-time graduates scoring college ready
  - Mathematics
    - Percentage of on-time graduates scoring college ready

# High Schools

(Text in red [underscored] indicates a new or changed requirement.)

Assessment Components – 50%				“Other” Components – 50%			
Reading	Math <u>(Algebra, Geometry)</u>	Writing	Biology (Science)	Acceleration	Grad Rate	College Readiness	<u>US History</u>
<b>Performance</b>				Participation (150 points) <u>2013-14</u> <u>(100 points)</u>	Overall (200 points) 100 - Federal 100 - Modified 5-year	Reading (100 points)	<u>2013-14</u> <u>EOC (100</u> <u>points)</u>
FCAT 2.0, <u>FAA</u> (100 points)	<u>EOC, FAA</u> (100 points)	FCAT, <u>FAA</u> (100 points)	<u>EOC, FAA</u> (100 points)				
<b>Learning Gains All Students</b>				Performance (150 points) <u>2013-14</u> <u>(100 points)</u>	At-Risk (100 points) 50 – Federal 50 – Mod 5 Yr	Math (100 points)	
FCAT 2.0, FAA (100 points)	<u>EOC, FAA</u> (100 points)						
<b>Low 25% Learning Gains</b>							
FCAT 2.0 (100 points)	<u>EOC</u> (100 points)						
(300 points)	(300 points)	(100 points)	<u>(0 points in</u> <u>2011-12)</u> (100 points)	(300points) <u>(200 points</u> <u>beginning 2013-</u> <u>14)</u>	(300 points)	(200 points)	<u>(100 points)</u>

## Additional Requirements:

- For 2011-12 only, the adequate progress requirement for the Low 25% will not be applied.
- Test at Least 90% of students, 95% to earn an “A.”
- Meet the at-risk graduation rate target - 65% or improvement targets.
- Beginning in 2012-13 - Performance threshold in Reading (25%) - Grade lowered one letter grade if not met.

# Combination Schools (K-12, 6-12)

Assessment Components – 80% for K-12's, 70% for 6-12's					"Other" Components – 20% for K-12's, 30% for 6-12's				
Reading	Math <u>(Algebra, Geometry)</u>	Writing	Science	<u>Civics</u>	HS Acceleration	Grad Rate	College Readiness	<u>Middle School Acceleration</u>	<u>US History</u>
<b>Performance</b>					Participation (150 points) <u>2013-14</u> <u>(100 points)</u>	Overall (200 points)	Reading (100 points)	<u>Participation</u> <u>(50 points)</u> <u>Performance</u> <u>(50 points)</u>	<u>2013-14</u> <u>EOC</u>
FCAT 2.0, <u>FAA</u> (100 points)	FCAT 2.0, <u>EOC, FAA</u> (100 points)	FCAT, <u>FAA</u> (100 points)	FCAT, EOCs, <u>FAA</u> (100 pts.)	<u>(2014-15)</u> <u>EOC</u>					
<b>Learning Gains All Students</b>									
FCAT 2.0, FAA (100 points)	FCAT 2.0, <u>EOC, FAA</u> (100 points)								
<b>Low 25% Learning Gains</b>									
FCAT 2.0 (100 points)	FCAT 2.0, <u>EOC</u> (100 points)								
(300 points)	(300 points)	(100 points)	(100 points)	<u>(100 points)</u>	(300points) <u>(200 points</u> <u>beginning</u> <u>2013-14)</u>	(300 points)	(200 points)	<u>(100 points)</u>	<u>(100 points)</u>

## Additional Requirements:

- For 2011-12 only, the adequate progress requirement for the Low 25% will not be applied.
- Test at Least 90% of students, 95% to earn an "A."
- Meet the at-risk graduation rate target of 65% or improvement targets.
- Beginning in 2012-13 - Performance threshold in Reading (25%) - Grade lowered one letter grade if not met.

# School Grades Changes

Four main reasons for changes to school grades:

- Statutory requirements
- ESEA flexibility waiver requirements
- Changes already in rule
- Policy decisions
  - Facilitate transition to a more rigorous system
  - Provide optimal incentives



# Changes for All Schools

## 1. New Assessments and achievement level cut scores, 2011-12 (Statutory Change)

- Achievement levels adopted by the State Board in Dec. 2011
- FCAT 2.0 Reading and Mathematics
- Algebra 1 EOC Assessment
- Reset 2010-11 scores on new scale and achievement levels (for learning gains measures)
- Note: No change to scales for FCAT Science or Writing in 2011-12

# Changes for All Schools

- ## 2. Students with Disabilities (SWDs) in performance measures (Change for ESEA waiver)
- Now included in Reading, Math, Science, Writing
  - No exclusions based on SWD status
  - FCAT 2.0 and FAA scores included
  - EOC assessment scores included as available

# Changes for All Schools

## 3. English Language Learners (ELLs) in performance measures (Change for ESEA waiver)

- 2<sup>nd</sup>-year ELLs (those with at least one year in instruction) are now included in Reading, Math, Science, and Writing performance. (Previously, only ELLs with more than 2 years were included.)
- Recently arrived (first-year) ELLs (less than 365 days in school in the U.S.) are not included in performance measures.
- New data element: Date of Entry in School in U.S.
  - Used for determining which ELLs are recently arrived (with less than a year in instruction)
  - We previously used the ESOL entry date for this purpose.

# Changes for All Schools

## 4. FCAT 2.0 learning gains for students remaining at level 1 or 2 (Change resulting from statutory changes)

- Level 1 students must increase their score by at least 2 scale score points beyond expected growth.
- Level 2 students must increase their score by at least 1 scale score point beyond expected growth.
- Applies the FCAT 2.0 vertical scale (reading, math).

[The score increases required to make gains for each group are shown on the next slide. These are also the amounts presented in the revised rule.]

# Changes for All Schools

## 4. FCAT 2.0 learning gains for students remaining at level 1 or 2

### Minimum FCAT 2.0 Annual Scale Score Increases Required to Demonstrate Learning Gains

Reading	Grade 3-4	Grade 4-5	Grade 5-6	Grade 6-7	Grade 7-8	Grade 8-9	Grade 9-10
Level 1	12	10	9	8	7	6	8
Level 2	11	9	8	7	6	5	7
Mathematics	Grade 3-4	Grade 4-5	Grade 5-6	Grade 6-7	Grade 7-8		
Level 1	16	10	10	9	11		
Level 2	15	9	9	8	10		



# Changes for All Schools

## 4. FCAT 2.0 learning gains for students remaining at level 1 or 2 (Retained Students) (Policy based change)

- Retained students are included.
- They must show the same amount of score increase as non-retained students at the same grade.
  - For example, a retained 5<sup>th</sup> grader at level 1 in reading (prior year) must increase his/her score by at least 10 scale score points.

# Changes for All Schools

## 5. FAA learning gains for SWDs remaining in the same Emergent levels – performance levels 1, 2, or 3

(Policy based change/optimizing incentives)

- These students can demonstrate learning gains by achieving a defined gain in the raw score (current vs. prior year) -- 5 points or more.
- Prior to 2011-12, all students in this category were classified as not having made learning gains.

# Changes for All Schools

## 6. Additional weighting for prior-year low performers making more than expected gains

- Applies to prior-year scores on FCAT 2.0 at levels 1 and 2, and FAA levels 1, 2, and 3.
- Students get extra weighting in learning gains numerator if they exceed minimum amount of increase needed for gains by 33% on the FCAT 2.0 vertical scale.
- For FAA students, a 7-point increase in the raw/total score is required.
- Qualifying students are weighted at 1.1 instead of 1.0 in the numerator.

(Policy change – facilitate transition; optimize incentives)





# Changes for All Schools

7. Level 3 students in the Low 25% (FCAT 2.0)
  - Level 3 students will not be included in the Low 25% group.

(Statutory change)

# Changes for All Schools

8. Retained students at Levels 1 and 2 in the Low 25%
- After the Low 25% is calculated, retained students at prior-year levels 1 and 2 will be added to the Low 25% group.
    - The Low25% will be calculated ranking all students (including retained students);
    - Any retained students at levels 1 and 2 who are left over after the initial Low25% ranking will be added to the Low 25% group.

(Policy change –optimize incentives)

# Changes for All Schools

## 9. Weighting for learning gains to Levels 4 and 5

- Add weight to learning gains for students moving into Levels 4 and 5 from lower levels (FCAT 2.0 and EOCs, as applicable).
- Students moving from any lower level to level 4 would be weighted at 1.1 in the numerator.
- Students moving from any lower level to level 5 would be weighted at 1.2 in the numerator.

(Policy change –optimize incentives)

# Changes for All Schools

10. Adequate progress requirement for the Low 25%
- Suspend the adequate progress requirements for reading and math (for 2011-12 only).
  - The requirements for adequate progress of the Low 25% in reading and math will be reinstated beginning in 2012-13.

(Policy change – facilitate transition)

# Changes for All Schools

## 11. Change in FCAT Writing criterion for 2011-12

- Re-set to 3.0 for 2011-12 only (will revert back to 4.0 in 2012-13 if the State Board takes no further action)
- Rule workshop held August 24, 27, and 28 to consider FCAT Writing standard for 2013 and beyond.
- State Board meets in the fall to adopt a writing standard for 2013 and beyond.

(Policy change – facilitate transition; avoid unintended consequences)

# Changes for All Schools

## 12. One-letter-grade drop limit on school grade declines for 2011-12

- By rule, no school will be assigned a final grade that is more than one letter grade lower than in the previous year.
  - For schools that would otherwise drop more than one letter grade, any difference between points earned and points needed to earn a letter grade that is no more than one grade lower than the prior year's grade will be added to the performance measures for reading, math, and writing to bring the school back up to an adjusted points total that meets the rule requirement.

(Policy change – facilitate transition)

# Changes for All Schools

## 13. Reading performance requirement (“threshold”)

(Statutory requirement for greater emphasis on reading in school grades)

- **Not applicable for 2011-12.**
- Beginning in 2012-13, schools that do not have at least 25% of students reading at grade level (level 3 for the FCAT 2.0; level 4 for the FAA) will be assigned a final grade that is one grade lower than the school would have earned based on total points.
- This applies to schools that would be graded A, B, C, or D based on total points. (So, a “D” could be lowered to an “F.”)
- Schools that have their grade lowered for not meeting other targets (e.g., adequate progress of the Low25%, at-risk graduation rate) will not have their grade lowered further.

# Changes for Middle Schools

## 14. Use of more rigorous assessments in place of FCAT 2.0

(Allowed under ESEA waiver)

- Allows the use of EOC (e.g., Algebra 1) scores in the middle school math components of school grades (learning gains, performance).
  - Change in state legislation (2012) gives districts the flexibility to test middle school students on only one state assessment in the subject area (e.g., Algebra 1 in place of FCAT 2.0 Math or Geometry in place of FCAT 2.0 Math), but does not require that districts test students on only one state assessment in the subject area.
- If a student has both an FCAT 2.0 Mathematics score and one or more EOC scores in a math subject, the higher/highest score is used (limited to first-time scores for EOC assessments).
- Learning gains – if both FCAT 2.0 and Algebra 1 are matched to a student in the current year, the higher outcome applies.
- For middle school students, the first EOC assessment score earned during the school year is used for performance and learning gains unless the student has a higher FCAT score.



# Changes for Middle Schools

## 14. Use of more rigorous assessments in place of FCAT 2.0

(continued)

- Learning gains for Algebra 1 (from prior year FCAT 2.0) are made if:
  - The student increases an achievement level.
  - The student stays at level 3 or higher.
  - Or, for students remaining at level 1 or level 2, the student's common scale score increases.
- Deriving a common scale score (T-score) for Prior Year FCAT 2.0 score
  - Compares scores for populations of students who took Algebra 1 and have a prior-year FCAT 2.0 Math score.
  - Sets a common scale for both assessments in order to allow for relative comparison of individual student performance on each assessment.

# Changes for Middle Schools

(Statutory requirement)

15. Acceleration component for middle schools  
(participation in and performance on high school level EOC assessments [Algebra 1 only for 2011-12])
- 50 points for participation (percentage of points x 0.5)
  - 50 points for performance (percentage of points x 0.5)
  - For 2011-12 only, schools were “held harmless” for the participation measure. School grades were calculated with the participation component and without the participation component, and were assigned the higher points total of the two calculations.
    - When the school grade is calculated without the EOC participation component, the resulting total points is multiplied by a factor of 1.059 to bring the final total points up to a 900-point scale equivalent value.

# Changes for Middle Schools

## 15a. Acceleration participation requirements:

- Full-year-enrolled students only
- For 2011-12, only Algebra 1 scores were used.
- If a student takes the exam more than once during the year, only the first administration is used.

# Changes for Middle Schools

## 15a. Acceleration participation denominator:

- The count of 8th graders in the school year who scored at Achievement Level 3 or higher on their grade 7 FCAT 2.0 assessment in mathematics; plus
- Any other middle school students with an EOC record and a course record in the current year (all grades 6-8).



# Changes for Middle Schools

The denominator will be calculated the same in 2012-13, when Geometry, Biology, and Industry Certifications are added to the acceleration model.

Students in grades 7 or lower, or grade 8 students who did not score at level 3 or higher on FCAT 2.0 Math, would still need a course record to be included.

# Changes for Middle Schools

## 15a. Acceleration participation numerator:

- Students from the denominator who took an EOC assessment or Industry Certification.
  - Extra weighting of 0.1 for each assessment or Industry Certification after the first one.

# Changes for Middle Schools

## 15b. Acceleration performance :

- Denominator
  - Unweighted count of students from the numerator of the participation component who have a valid score.
- Numerator
  - Students scoring at level 3 or higher on an EOC assessment.
  - Students with a “Passing” code for Industry Certification outcomes (beginning 2013).

# Changes for Middle Schools

## 16. Revised Middle School Grading Scale (2011-12)

- For 2011-12 through 2013-14, a 900-point scale applies:

A = at least 590 points

B = 560 to 589 points

C = 490 to 559 points

D = 445 to 489 points

F = less than 445 points

(Change resulting from statutory requirement for MS acceleration component)

(The grading scales for elementary schools and high schools are unchanged for 2011-12.)

## 17. Civics (not applicable for 2011-12)



# Changes for High Schools

## 18. End-of-course (EOC) assessments (Statutory requirement)

- Includes Algebra 1 in performance and learning gains.
  - (Note: Geometry will be added in 2012-13 for mathematics performance and learning gains. Biology will be added for Science performance in high schools in 2012-13.)
- Minimum cell size for math performance, math learning gains, and math learning gains for the Low 25% is set at 10. (Adjustment allowed in statute)
  - Includes FAA scores as well as Algebra 1 EOC assessment scores.
- The first EOC assessment score earned during high school is used for performance and learning gains. (Policy)
  - Other administrations are considered retakes.
- For percent tested in math, the denominator will include students with applicable Algebra course records in Surveys 2, 3, (as well as 1 and 4 from the most recent summer terms) and SWDs tested on the FAA in math. (Policy/rule requirement for application of 90% tested req.)

# Changes for High Schools

## 19. Banking of passing middle school scores on HS EOC assessments (ESEA waiver allows this.)

- We will bank scores for entering 9<sup>th</sup> graders who scored at level 3 or higher on high school EOC assessments while in middle school.
- The banked scores will be used in the math performance calculations for high schools (added to both the numerator and denominator).
- Banked scores will not be used for learning gains or the percent-tested calculations.
- The Prior Year Data corrections process will include banked EOC assessment scores.
- Students who enter grade 9 with the U.S. DOE Algebra 1 waiver will not be included in the “percent tested” calculation denominator for math.
  - A field will be provided for districts to use for identifying these students during the corrections/review processes.

# Changes for High Schools

## 20. Learning gains for EOC assessments

- Ninth-grade students' Algebra 1 scores are compared with their prior-year FCAT 2.0 mathematics scores.
- A student is counted as making learning gains if
  - the student increases an achievement level , or
  - maintains an achievement level at level 3 or higher, or
  - for students remaining at level 1 or level 2, the common scale score increases .

(Statutory requirement  
requiring EOCs in learning  
gains calculations)

(Policy decisions on how  
to calculate gains for  
EOCs)

# Changes for High Schools

## 21. Graduation Rate (ESEA waiver requirement; statutory requirement)

- The graduation rate measure (200 points) will now consist of two rates:
  - Four-year federal uniform rate (100 points) – required under ESEA
  - Modified five-year rate that counts special diploma recipients as graduates (100 points) (Policy change – optimize incentives)
- Both rates will be calculated for 2010-11 as well as 2011-12 in order to calculate the annual growth/decline points.
  - The points-adjustment for annual growth/decline will be calculated separately for each rate and will be added together to determine the total points-adjustment for the combined graduation rate component.
- The graduation rate data review/corrections process is directed by the Department's EIAS unit ([www.fldoe.org/eias](http://www.fldoe.org/eias)).
  - The same data collection and review process that has been conducted annually by EIAS applies to the federal rate.

# Changes for High Schools

## Cohort Graduation Rate Comparisons:

		Adjusted Cohort	
	Cohort Adjustments (Students Removed from the Denominator)	Graduates (On-Time Graduates from the Denominator)	Non-Graduates (All Non-Grads Remaining in the Denominator)
<b>NGA Rate</b> (Used for school years 2009-10 and 2010-11.)	Transfers to: <ul style="list-style-type: none"> <li>Other public high schools (including DJJs) or private high schools;</li> <li>Home-education programs;</li> <li><u>Adult-education programs*</u> ; and</li> <li>Deceased students.</li> </ul> * <u>Adult-Ed</u> GED diploma recipients are also classified as adult-education transfers for the NGA rate and are removed from the cohort.	<ul style="list-style-type: none"> <li>Standard diploma recipients,</li> <li>Special diploma recipients.</li> </ul>	<ul style="list-style-type: none"> <li>Dropouts,</li> <li>Certificate recipients,</li> <li>HS Exit Option GED* diploma recipients,</li> <li>Continuing enrollees who are not on-time graduates.</li> </ul> * <u>Adult-Ed</u> GED diploma recipients are classified as adult-education transfers and removed from the cohort (they are not non-grads here).
<b>Federal Uniform Rate</b> (To be used for school years 2011-12 and beyond.)	Transfers to: <ul style="list-style-type: none"> <li>Other public or private high schools (<u>not including</u> DJJs) ;</li> <li>Home-education programs; and</li> <li>Deceased students.</li> </ul>	<ul style="list-style-type: none"> <li>Standard diploma recipients.</li> </ul>	<ul style="list-style-type: none"> <li>Dropouts,</li> <li>Certificate recipients,</li> <li>GED diploma recipients,</li> <li>Special diploma recipients,</li> <li>Continuing enrollees who are not on-time graduates,</li> <li><u>Transfers to adult education programs or DJJ centers who are not standard diploma recipients.</u></li> </ul>

# Changes for High Schools

## 21a. Five-year modified graduation rate component

- Calculated as a follow-up to the prior year four-year rate.
- Uses the same denominator as the prior-year four-year federal rate, but accounts for additional graduates in Year 5.
- Counts special diploma recipients as graduates (they are counted as non-graduates in the federal four-year rate).
- For new schools that do not have enough students for a five-year cohort rate, we will substitute a modified four-year rate (counting special diploma recipients as graduates) in place of the five-year rate.

(Policy – optimize incentives)

# Changes for High Schools

## 22a. At-risk graduation rate target

- Reset at 65% to accommodate the more rigorous federal uniform rate criteria. Schools with a rate less than 65% can still meet the target by showing annual improvement. (Policy change – facilitate transition)
- The 65% at-risk target is measured using the four-year federal rate component only.

## b. At-risk graduation rate measure (100 points)

- The at-risk graduation rate measure will consist of the same two rate components as for the overall graduation rate measure (50 points for the 4-year rate; 50 points for the modified 5-year rate).
- As with the overall graduation rate, components for 2010-11 will be calculated using the same criteria as for 2011-12 in order to measure for annual growth/decline.

# Changes for High Schools

## 23. Points adjustment for annual growth or decline

(graduation rate, at-risk rate, acceleration measures, postsecondary readiness) (Policy change – optimize incentives)

- Points for growth are limited to 10 points, and points for decline stay at 5 points.
  - Growth points are determined before weighting for measures worth more than 100 points, as in previous years.
- Points are awarded in 5-point increments for growth.
  - For an increase of 0-4 points, no additional points for growth are awarded.
  - For an increase of 5-9 points, five additional points are awarded.
  - For an increase of 10 or more points, ten additional points are awarded.
- No change in how points are deducted for annual decline:
  - Five points are deducted if the measure declines by ten or more percentage points.



# Changes for High Schools

## 24. Adjusting the high school Science component for 2011-12 only (Policy change – adjustment)

- There is no high school Science assessment in 2011-12. (Biology is in its baseline year, without achievement levels set.)
- The seven remaining measures for performance and learning gains were rescaled to an 800-point equivalent scale.
- Points earned on the seven measures will be multiplied by a factor of 1.143 to reset the points to an 800-point equivalent scale.
- The 10 available bonus points for retakes will be added after the rescaling adjustment.

# Changes for High Schools

## 25. Adjusting the denominator for accelerated participation (Policy change – optimize incentives and accuracy)

- SWDs in grades 11 and 12 who took the FAA will not be included in the denominator for accelerated participation.
- In addition, by rule, the *numerator* includes all 9-12 graders who participate in an advanced exam or dual enrollment course (regardless of outcome).
- By rule revision, any 9<sup>th</sup> or 10<sup>th</sup> grade students who are included in the numerator for participation will also be included in the denominator.

## 26. U.S. History component (not applicable for 2011-12)

# Changes for High Schools

27. Changes required in rule prior to State Board Action in 2012
  - a. Re-weighting high school measures for accelerated participation and performance
    - Accelerated participation and performance will be weighted at 150 points each.
  - b. Expanding the denominator for postsecondary readiness to include all on-time graduates

# Changes for Combination Schools (K-12, 6-12)

## 28. Revised school grading scale for combination schools serving high school grades

- Need to add 100 points for new middle school acceleration measure
- As a result, the grading scale for these schools will be based on 1,700 possible points instead of 1,600 points.
- For 2011-12 through 2013-14, a 1700-point scale applies:

A = at least 1,115 points

B = 1,050 to 1,114 points

C = 925 to 1,049 points

D = 840 to 924 points

F = less than 840 points

(Change resulting from new statutory requirement for MS acceleration component)

# Changes for Combination Schools (K-12, 6-12)

## 29. Weighting of points for combination schools serving high school grades

- When applying the 80/20 weighting for K-12 schools and the 70/30 weighting for 6-12 schools, we will include the points for the new middle school acceleration measure with the non-assessment-based high school measures (grad rates, acceleration, college readiness).

(Change resulting from new statutory requirement for MS acceleration component)

# Other Changes not Addressed in Rule But Required by Florida Legislation or ESEA

## 30. School grades for statewide Virtual Instruction Providers (VIPs) -- Clarification

- Accountability grades for VIPs (7001's) will continue to be calculated using state assessments applied in the eight measures for performance and learning gains.

# Other Changes not Addressed in Rule But Required by Florida Legislation or ESEA

## 31. Applying the 1% cap for SWDs taking the FAA (as applied in AYP calculations)

- Under ESEA, a state may include the proficient scores of SWDs taking alternate assessments provided that the number of proficient students at the district level does not exceed 1% of all students tested in reading and in mathematics.
- Florida's ESEA waiver did not exempt Florida from the applying the 1% cap for SWDs taking the FAA, as required for accountability calculations under ESEA.
- With inclusion of FAA scores in performance measures for school grades, the 1% cap will be applied to school grade performance outcomes in the same way as we applied the cap for AYP calculations.

# Other Changes not Addressed in Rule But Required by Florida Legislation or ESEA

## 32. Reassigning scores for Hospital/Homebound students to home schools for inclusion in the home school's school grade

- Required in statute -- s. 1008.34(3)(c)4, F.S. – but not addressed in rule.
  - What the statute says: “Student assessment data for students designated as hospital- or homebound shall be assigned to their home school for the purposes of school grades. “
- Applies to students who are full-year-enrolled at hospital/homebound centers with a separate school number.
- Assigned to all school grade measures for performance and learning gains.
- Home school data is reported on Survey 3, using the “zoned school” data element.



## 33. Changes for ESE Centers

- ESE centers will now be eligible to receive a school grade with full inclusion of SWDs in performance measures.
- ESE centers are treated similar to alternative schools for accountability purposes – able to select a regular school grade or a school improvement rating.
- A separate process for identifying ESE centers as alternative schools has been processed through the Department of Education.
- If the ESE center elects to receive a school improvement rating instead of a school grade, the scores for ESE center students are not only used in the ESE center's school improvement rating but are also credited back to home schools for inclusion in performance measures and learning gains for the home schools' grades.

# 34. Alternative Charter Schools; ESE Center Charter Schools

- For alternative schools that are charter schools, scores for students are not credited back to home schools. (new for 2011-12).
- For ESE centers that are charter schools, the same exemption applies. Scores are not credited back.

# ESEA Required Reporting on Annual Measurable Objectives (AMOs) in Reading and Mathematics (not part of school grades)

- Under conditions of the ESEA waiver, Florida will report AMOs for students by subgroup at the school, district, and state levels, using student inclusion criteria previously applied in AYP calculations.
- Required data will be included on the School Public Accountability Reports: <http://doeweb-prd.doe.state.fl.us/eds/nclbspar/index.cfm>
- Subgroups remain the same as in AYP reporting.
- Reported data will include
  - participation rates in reading and math for each subgroup (percent not tested),
  - proficiency outcomes in reading and math for each subgroup, and
  - school level indicators for
    - writing proficiency,
    - the four-year federal graduation rate ,
    - performance of the Low25% in reading and math (from school grades), and
    - the school grade.

# ESEA Required Reporting on Annual Measurable Objectives (AMOs) in Reading and Mathematics (cont.)

(not part of school grades)

- A state level AMO includes performance on TIMMS, PIRLS, and PISA and comparison to the highest performing nations.
- AMO reporting for reading and math proficiency by subgroup:
  - Baseline year for proficiency tracking = 2010-11.
  - Beginning with 2011-12, we will report annually whether each subgroup/school is on track to reduce its percent of non-proficient students by 50% by 2016-17.
  - AMOs are calculated separately for each school and subgroup in reading and math.
  - Reports will be posted at <http://schoolgrades.fldoe.org>.

# Changes for 2013

# School Grades Changes for 2013

- FCAT Writing Standard
  - State Board review in October 2012
- Scores credited back from students at alternative schools
  - State Board review in October 2012
- Reading performance threshold (25%) begins.
- One-letter-grade drop limit – extension of provision is under discussion (requires rule change)
- Adequate progress requirement for the Low 25% in reading and math (discussion of extension of waiver of requirement – requires rule change)
- New assessments (EOCs) and achievement levels – Biology, Geometry
- Additional EOCs and Industry Certifications are included in middle school acceleration.
- Geometry and Biology EOCs are included in math and science performance measures.
  - Biology provides points for science for high schools.
- Geometry is included in learning gains calculations for math.
- Algebra 1 is included in determining Low 25% group for math.
- Increased grade scale values for high schools in 2013 (points for an A, for a B, etc.)  
Contingent on HS grades for 2012 – whether 75% make A's or B's – discussion of waiver (requires rule change)

# School Grades Changes for 2013

## Issues: A Closer Look at Select Areas

- Five-year graduation rate – special diplomas in numerator – ongoing discussion with USED
- Adequate progress calculation for the Low 25%: If rule is not changed, calculation would be based on percent making learning gains rather than learning gains *points*.
- Lowest 25% composition (math):
  - Algebra 1 scores included in ranking of prior-year scores
  - One ranking for FCAT 2.0 scores (by grade level); another ranking for Algebra 1 scores (all); then the Lowest 25% from each are combined
  - Algebra 1 to Algebra 1 learning gains (comparison of achievement levels)

# School Grades Changes for 2013

## Issues: A Closer Look at Select Areas (continued)

- Industry Certifications in middle school acceleration:
  - Reported IC outcome(s) would add a student to the participation denominator if not already included.
  - Would count for full weight in the numerator if the student isn't already represented in the numerator.
  - Counts as extra 0.1 in numerator if the student is already represented in the numerator.
- Cell size for high school math performance and learning gains/Low 25 gains:
  - At least 20 test scores, based on any combination of Algebra 1, Geometry, and FAA scores, including banked EOC scores for performance (but not for gains).
- Learning Gains for Geometry:
  - Algebra 1 in prior year compared to Geometry in current year.
  - Same criteria for gains as currently applied for FCAT 2.0 Math to Algebra.



# School Grades Changes for 2013

## Additional Issues of Interest

- Accountability for Schools that Are Too Small for a Regular Grade
- Increasing the Number of Alternative Schools that Qualify for a Rating

## Discussion of Transition Measures

- One-letter-grade drop limit
- Adequate progress requirement for Low 25%
- Automatic grade scale change when 75% of schools are A's or B's

# Q &A

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