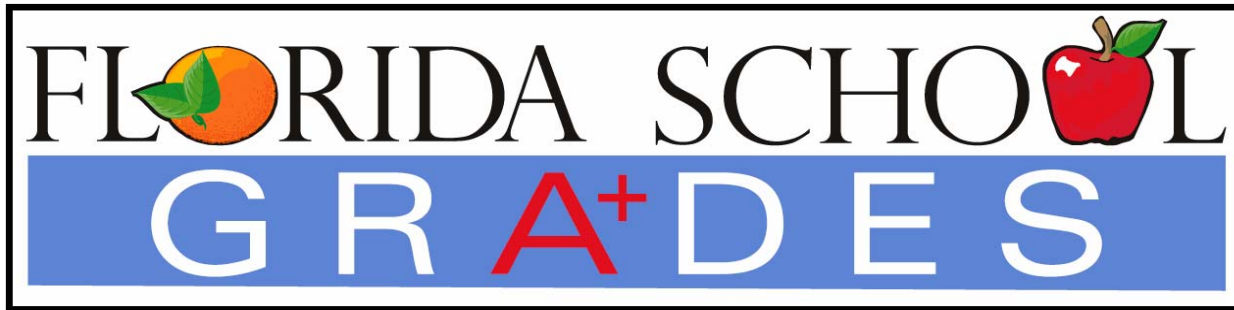


School Grades and AYP for New Accountability Coordinators



School Grades and AYP for New Accountability Coordinators



**Florida Annual Accountability Workshop
September 4, 2008**



Topics

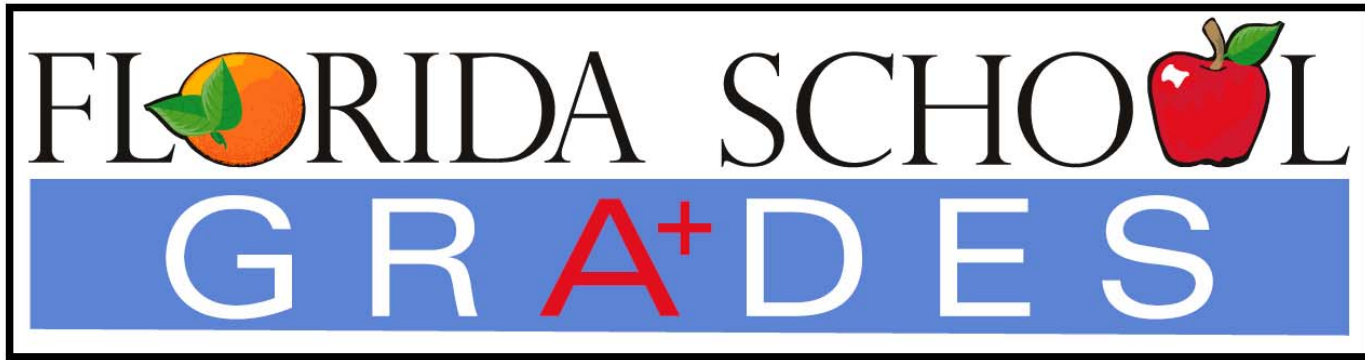
School Grading Overview

Adequate Yearly Progress (AYP) Overview

Data Processes for School Accountability

Accountability Update:

- **School Improvement Ratings for Alternative Schools**
- **Changes to School Grading for 2009-10:**
 - Revised High School Grading Criteria

An illustration of two men in business attire. The man in the foreground is wearing a blue suit and holding a brown briefcase. The man behind him is wearing a teal jacket and a yellow shirt, and is pointing towards the right. To the left of the men is a graphic element consisting of a vertical black line and a horizontal black line, with a blue, red, and yellow gradient background behind them.

Overview of School Grading

Florida's School Grading System

50% based on Performance

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

Florida's School Grading System

50% based on Performance

READING	MATH	WRITING	SCIENCE
Performance 100 possible pts.	Performance 100 possible pts.	Performance 100 possible pts.	Performance 100 possible pts.
Learning Gains 100 possible pts.	Learning Gains 100 possible pts.	The performance components measure the percentage of eligible students achieving proficiency in each subject. For FCAT reading, math, and science, proficiency = level 3 or higher. For FCAT writing, proficiency = score of 3.5 or higher on the essay component.	
Learning Gains of Lowest 25% 100 possible pts.	Learning Gains of Lowest 25% 100 possible pts.		

Florida's School Grading System

50% based on Learning Gains

READING	MATH	WRITING	SCIENCE
Performance 100 possible pts.	Performance 100 possible pts.	Performance 100 possible pts.	Performance 100 possible pts.
Learning Gains 100 possible pts.	Learning Gains 100 possible pts.	Eligible students for learning gains components include all full-year students (including ELLs and SWDs) that have current and prior-year FCAT scores.	
Learning Gains of Lowest 25% 100 possible pts.	Learning Gains of Lowest 25% 100 possible pts.		



Florida's School Grading System

50% based on Learning Gains

- **Measuring Learning Gains**

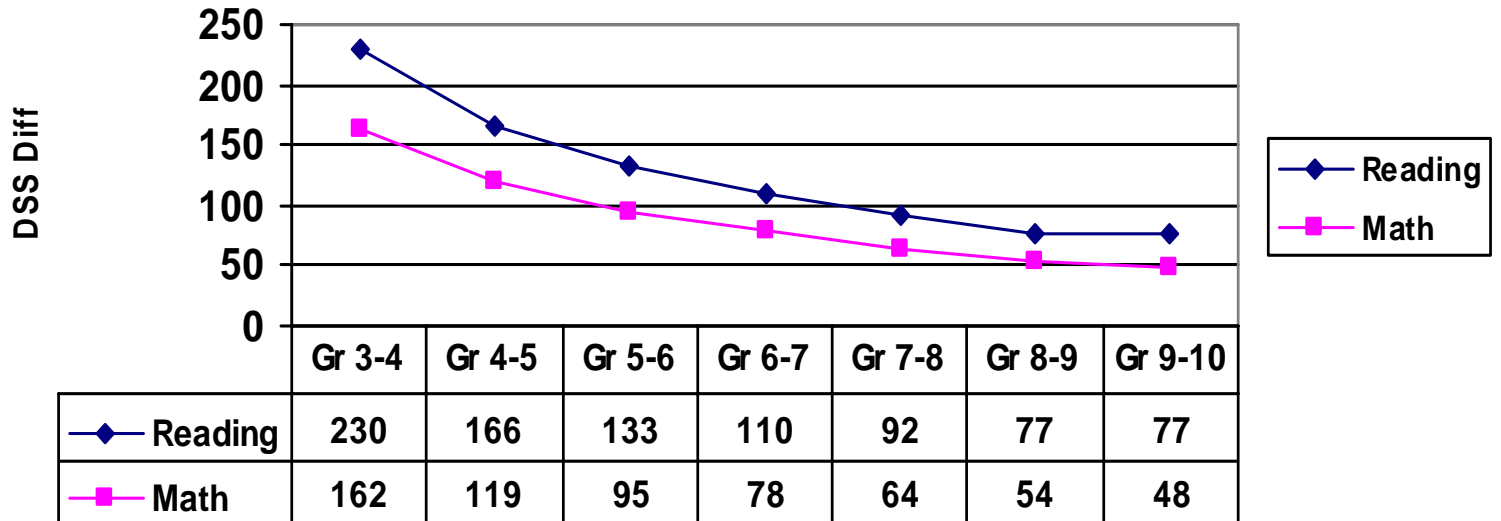
(Comparing current-year scores to prior-year scores):

Three Ways to Make Learning Gains:

- 1) Move up by one or more FCAT achievement levels.
- 2) Maintain an FCAT achievement level of 3 or higher.
- 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.

FCAT Developmental Scale

FCAT DSS Differentials Defining One Year's Growth



Learning Gains of the Lowest Performing 25% of Students

READING	MATH	WRITING	SCIENCE
Performance 100 possible pts.	Performance 100 possible pts.	Performance 100 possible pts.	Performance 100 possible pts.
Learning Gains 100 possible pts.	Learning Gains 100 possible pts.	Of students included in the learning gains calculation, the count of the lowest 25% is based on prior-year FCAT developmental scale scores.	
Learning Gains of Lowest 25% 100 possible pts.	Learning Gains of Lowest 25% 100 possible pts.		



Learning Gains of the Lowest Performing 25% of Students

The count of the lowest performing 25% is restricted to students at FCAT achievement levels 1, 2, and 3.



Learning Gains of the Lowest Performing 25% of Students

- If there are fewer than 30 students in the lowest performing 25%, the next-lowest ranked students are added to reach 30 students.
- If there are fewer than 30 students with scores at level 3 or lower, the school's overall learning gains results are used for the "low 25" learning gains.



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% (“Low 25”) in Reading and Math**
- **“Percent Tested” Requirement**



Additional Requirements

- **Adequate Progress Requirement for Lowest Performing 25% (“Low 25”) in Reading and Math**
 - Requirement is met if at least 50% of Low-Quartile students make learning gains in reading and in math. (Must be met during current or prior year to retain a “B” or “C” grade; must be met in current year for an “A.”)
 - Requirement can also be met by demonstrating improvement in this percentage (see next slide).
 - Schools that would be graded “C” or higher but fail to make adequate progress for the Low 25 have their grade reduced by one letter grade.

Additional Requirements

■ Adequate Progress Requirement for Lowest Performing 25% ("Low 25") in Reading and Math

- *Schools with at least 40% making gains can still meet the requirement if they show at least 1% annual improvement in the percentage of the Low 25 making learning gains. (New for 2008.)*
- *Schools with less than 40% of the Low 25 making gains can still meet the requirement if they show at least a 5% annual improvement in the percentage of the Low 25 making learning gains. (New for 2008.)*

New
for
2008



Additional Requirements (cont.)

- Percent Tested
- Requirement to Test 90% (95% for "A" Grade)
- If less than 90% are tested, a school is initially assigned an "I" grade pending review of data.



Grading Scale

- Based on 800 possible points (810 with bonus points):

A = ≥ 525 points

B = 495-524 points

C = 435-494 points

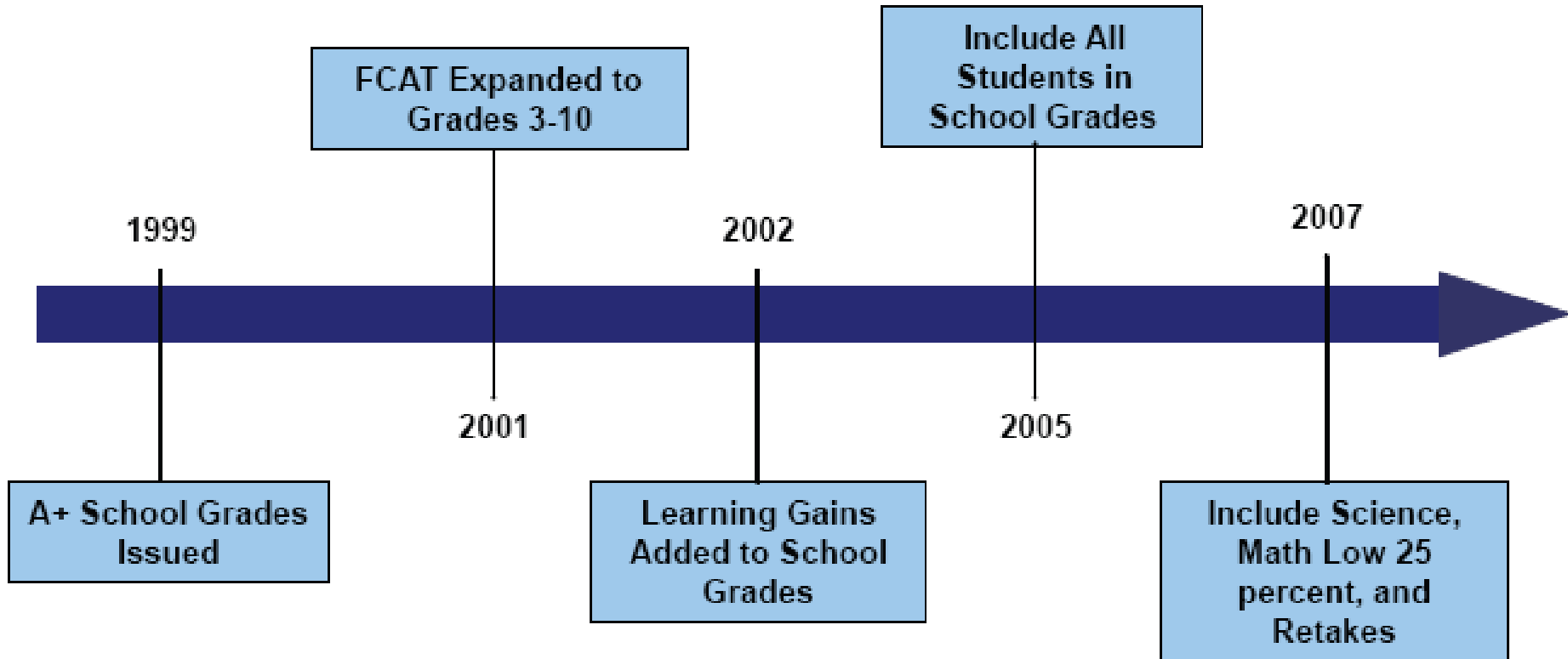
D = 395-434 points

F = < 395 points

School Grades 2008 History, and Results



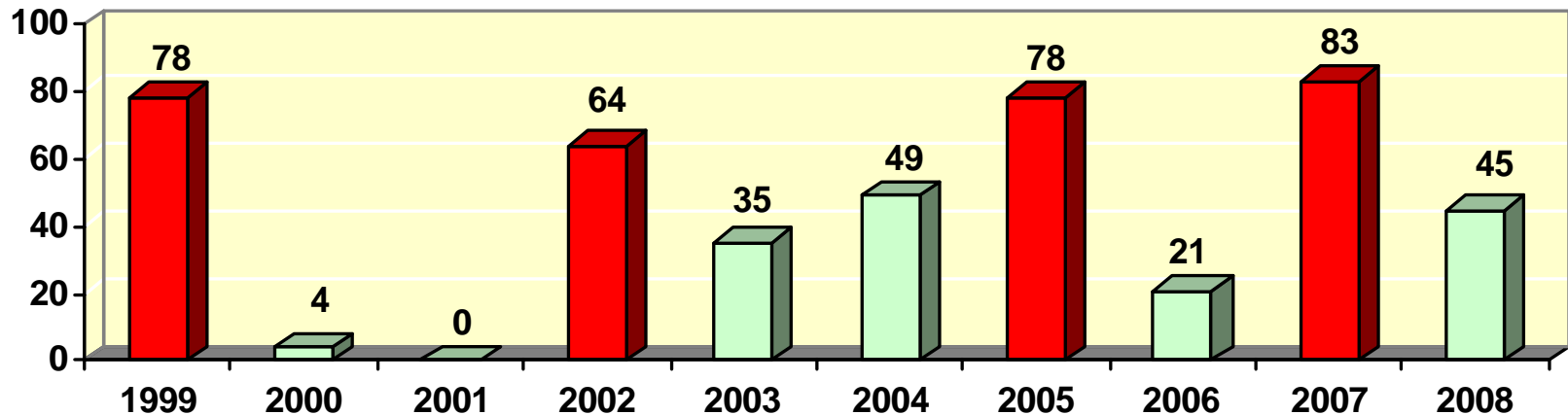
History of School Grades



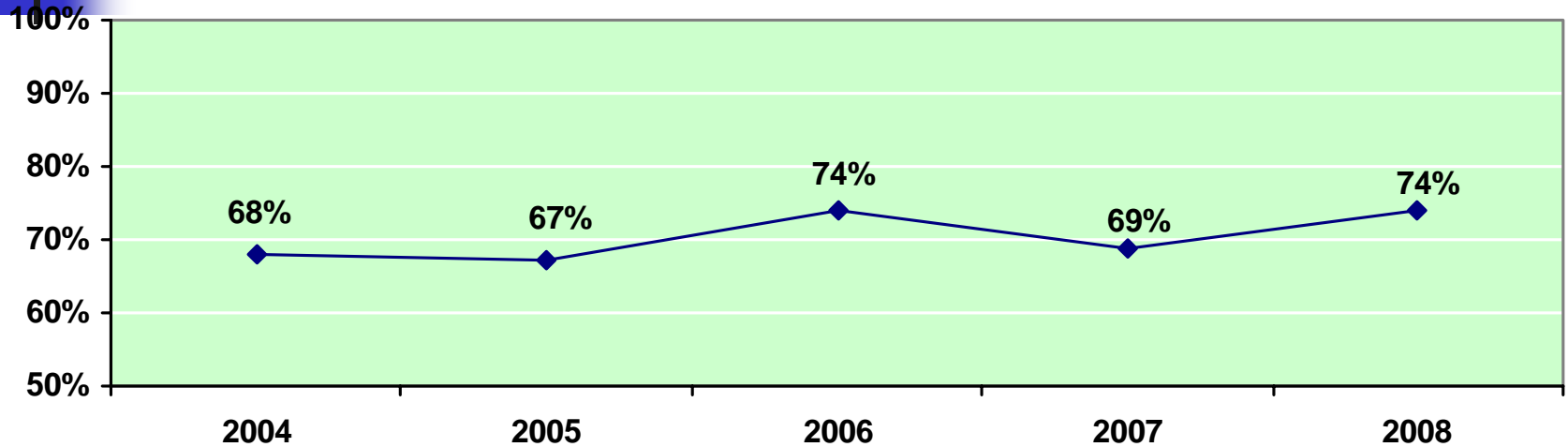
Raising Standards and Higher Accountability Lead to Increased Student Performance

Red bars indicate years when accountability standards were increased. The count of low-performing schools drops the year after each major increase in requirements.

Lowest Performing Schools



High-Performing Schools (A and B Schools) as a Percentage of All Graded Schools



Count of Schools by Grade, 2003-04 through 2007-08

Grade	2007-08	2006-07	2005-06	2004-05	2003-04
A	1,584	1,483	1,467	1,255	1,262
B	542	469	610	589	540
C	565	587	570	619	615
D	154	216	122	230	184
F	45	83	21	78	49
Total A-F	2,890	2,838	2,790	2,771	2,650

2008 School Grades 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	78	7
F	5	7	33	20	16

2008 School Grades Compared to AYP

A+ Plan		NCLB		
2008 School Grade	Schools	AYP Criteria Satisfied	Schools	Percent
A	1,584	90% or more	1,372	87%
B	542	80% or more	425	78%
C	565	70% or more	501	89%
D	154	60% or more	142	92%
F	45	50% or more	44	98%



School Grade Resources

Online reports, downloadable files, and a link to the School Grading Technical Assistance Paper:

<http://schoolgrades.fldoe.org/>

Governing Statute: [s.1008.34, F.S.](#)

State Board Rule: [6A-1.09981](#)



Overview of AYP

Components Used for the AYP Calculation

- **39 Components:**

36 subgroup-based components:

4 measures (percent-tested math; percent tested reading; proficiency in math; proficiency in reading) **x 9 subgroups**

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.



Subgroups Classifications

AYP calculations are based upon nine subgroups.

1. Total School
2. White (W)
3. Black (B)
4. Hispanic (H)
5. Asian (A)
6. Native American (I)
7. Economically Disadvantaged Students
8. English Language Learners (ELL)
9. Students With Disabilities (SWD)



2007-08 State Targets for AYP

- 95% Participation Rate in Reading (per subgroup)
- 95% Participation Rate in Math (per subgroup)
- 58% of Students Proficient in Reading (per subgroup)
- 62% of Students Proficient in Math (per subgroup)
- 1% Improvement in Writing Proficiency, or 90% Proficient and Above [FCAT score of 3.0 or higher] (school-wide measure)
- 1% Improvement in Graduation Rate, or Graduation Rate of 85% or higher (school-wide measure)
- School Grade not a D or F (school-wide measure)

Note: Student included in the reading, math, and writing proficiency indicators must be full-year-enrolled students.



AYP Overview

36 Components by Subgroup

	% Tested, Reading	% Tested, Math	% Proficient, Reading	% Proficient, Math
Subgroup	≥ 95%?	≥ 95%?	≥ Annual Objective? (58% in '08)	≥ Annual Objective? (62% in '08)
African American	Y/N	Y/N	Y/N	Y/N
American Indian	Y/N	Y/N	Y/N	Y/N
Asian	Y/N	Y/N	Y/N	Y/N
Hispanic	Y/N	Y/N	Y/N	Y/N
White	Y/N	Y/N	Y/N	Y/N
Economically Disadvantaged	Y/N	Y/N	Y/N	Y/N
Students with Disabilities	Y/N	Y/N	Y/N	Y/N
English Language Learners	Y/N	Y/N	Y/N	Y/N
Total	Y/N	Y/N	Y/N	Y/N



AYP Benchmarks: Percent Proficient Requirements

	Reading	Mathematics
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



Calculating AYP

Percent Tested (AYP) = percent of students enrolled during Survey 3 who were tested (not counting students who withdrew after Survey 3 but before testing)

Proficiency for AYP determined via 3 possible ways:

- 1) **Percent scoring at or above proficient level on assessments in the current year meets annual target.**
- 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)



When can a School Use Safe Harbor?

- The Safe Harbor provision can be applied only if a school has met all four of the requirements below:
 - At least 95% of students in total and in each subgroup have participated in testing.
 - The school has met writing criteria.
 - The school has met graduation rate criteria.
 - The school grade is not D or F.



What are Requirements for Safe Harbor?

- Safe Harbor requires that for each subgroup being evaluated:
 - The percent of non-proficient students decrease by at least 10% from the preceding year.*
 - Graduation rate criterion is met.
 - Writing criterion is met.
- * Example: If NP% = 80% in prior year, that percentage must decrease by 10% of 80% (8%). Thus, current year NP% must be 72% or lower to meet Safe Harbor requirement.



When can a School Use the Growth Model provision?

- The Growth Model provision can be applied only if a school has met all four of the requirements below:
 - At least 95% of students in total and in each subgroup have participated in testing.
 - The school has met the writing criterion.
 - The school has met the graduation rate criterion.
 - The school grade is not D or F.



What are Requirements for the Growth Model?

- The Growth Model requires that for each subgroup being evaluated:
 - The percent of students “on track to be proficient” in three years or less is at least 58% in reading and 62% in math and
 - The group has met the writing criterion (the increase in writing proficiency is at least 1% or the school has a writing proficiency rate of 90% or better) and
 - The group has met the graduation rate criterion (the increase in graduation rate is at least 1% or the school has a graduation rate of 85% or better).



AYP Growth Model

The growth model establishes a growth trajectory for each student based on a starting point (baseline score) and an end point (minimum proficient score in Year 3 of the trajectory). Based on the gap between the baseline score and the Year 3 proficient score, the minimum scores for “on track to be proficient” are established for each year of the model.

Year In State Tested Grade	Decrease In Performance Discrepancy between Baseline and End-Point Scores
1	33% of original gap
2	66% of original gap
3	Student must be proficient



AYP Growth Model

Growth Model Trajectory and Results Established for a Sample Fourth Grader in 2008

Year in Trajectory >	Baseline	Year 1	Year 2	Year 3
Grade Tested >	3	4	5	6
Year of Testing >	2007	2008	2009	2010
Student's Actual Reading Developmental Score	1205	1475	1480	1675
DSS Score for Proficiency	1198	1456	1510	1622
Cut score needed to be "on track to be proficient" -- Target score >	NA	1344 (1205 + 1/3 of 417*) ~ (1205 + 139)	1483 (1205 + 2/3 of 417*) ~ (1344 + 139)	1622 (1205 + 417*)
Is student "on track to be proficient" ?	Yes	Yes	No	Yes



AYP Overview

Additional AYP flexibilities granted by the U.S. Department of Education

- **Mathematical adjustment to proficiency results for students with disabilities**
- **Averaging of participation rates**



AYP Overview

Additional AYP flexibilities granted by the U.S. Department of Education

Mathematical adjustment to proficiency results for students with disabilities (SWDs):

If a school misses AYP solely because of the proficiency results for SWDs in reading, a mathematical adjustment is applied to the proficiency percentage for SWDs in reading:

Adjustment = percent of tested students who are SWDs divided into 2%. For 2008, the adjustment percentage was 14%.



AYP Overview

Mathematical Adjustment for SWDs.

Example Schools	Actual SWD Proficient Reading	FL Mathematical Adjustment	Adjusted Proficiency: Actual + 14%	Adjusted AYP Decision
Roosevelt	13%	14%	27%	No
Washington	45%	14%	59%	Yes
Lincoln	15%	14%	29%	No
Adams	44%	14%	58%	Yes
Coolidge	4%	14%	18%	No



Averaging Participation Rates

In addition to calculating the current year's percent tested for each subgroup, the DOE calculates what the percent tested would be if the current and prior-year numerators were combined and the current and prior-year denominators were combined. The subgroup/school is credited with the higher of the two percentages.



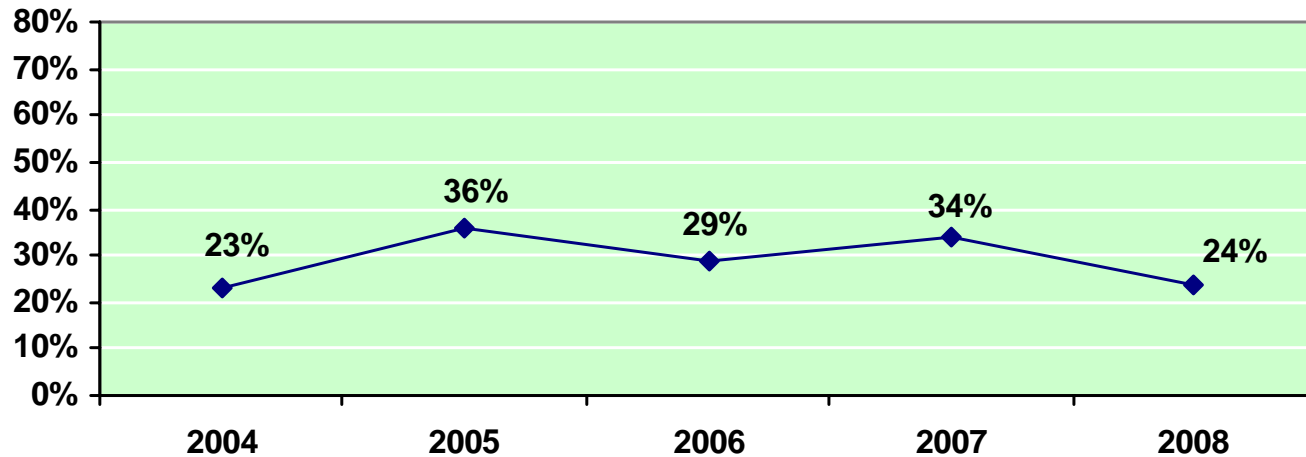
AYP Results for 2008



AYP

No Child Left Behind Adequate Yearly Progress

Percentage of Florida Schools Making AYP



AYP	2007-08	2006-07	2005-06	2004-05	2003-04
Yes	787	1,088	916	1,117	719
No	2,512	2,156	2,282	1,989	2,349
Total Y & N	3,299	3,244	3,198	3,106	3,068



Data Processing for School Accountability (School Grades, AYP, Alt. School Ratings)

- School Types for Accountability Reporting
- Identifying Alternative Schools for Alt. School Ratings
- DOE Matching of Survey 2 (October survey) and Survey 3 (February survey) Records to Establish Full-Year Membership
- DOE Matching of Assessment Records to Membership Records (Assessment-to-Student Matching for Current Year and for Prior-Year Data)
- Web-based Applications -- Maximizing Accuracy of Matching Processes and Accounting for Changes in Student Status After Survey 3 and Prior to Testing



Data Processing for School Accountability (Things to Keep in Mind)

- District accountability coordinators receive notice of each process through email notices and memoranda from “EVALNRPT” (Evaluation and Reporting). District MIS contacts are included on emails for processes that involve submission of records to the DOE database (for example, processes that use Survey 3 data).
- Survey 3 records that are used for School Grades and AYP are extracted from Northwest Regional Data Center (NWRDC) well before the close of the period for updating Survey 3 data on the DOE database. District accountability coordinators and MIS contacts are notified of the “lockdown” date for submitting or amending Survey 3 data for use in accountability reporting.



Data Processing for School Accountability (Things to Keep in Mind)

- **The Web Applications processes (with which district accountability coordinators should be familiar) provide for updates/corrections that are separate from regular database reporting.**
- **Workshops (regional workshops) are conducted annually in the winter to provide technical assistance for district staff in the use of these resources.**

Web Applications:

Retakes Data (for high school bonus points)

Prior-Year Data

Student Data Updates

Assessment Corrections



Accountability Update

- Implementation of Alternative School Improvement Ratings
- Revised High School Grading Criteria for 2009-10



School Improvement Ratings for Alternative Schools (s. 1008.341, F.S.) – New for 2008

- Implemented with passage of FAC Rule 6A-1.099822 in 2008.
- 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 – 2008: Provisions

- **What is the “home school”?**

For 2007-08, the home school is defined as the last school the student attended before being referred to the alternative school. The “referring” process is key. Students who were at alternative schools but were not referred by another school did not have their scores credited back for 2007-08.

This definition changes for next year (2008-09). “Home school” becomes the school to which the student would have been assigned if he/she were not assigned to the alternative school.



“Crediting Back” FCAT Scores for Students Referred to Alternative Schools (New for 2008)

- **Which students are included for the “crediting back” of scores?**

Eligible students include those with a reported home school (“zoned school”) who were enrolled at the alternative school during either Survey 2 or Survey 3, or both, and were tested at the alternative school.

“Crediting Back” FCAT Scores for Students Referred to Alternative Schools (New for 2008)

- Identifying/reporting “home schools”:

Home schools are reported on Student Demographic Information records (Survey 3) using the following data elements:

“School Number, Zoned School”

http://www.fldoe.org/eias/dataweb/database_0708/st246_25.pdf

“District Number, Zoned School”

http://www.fldoe.org/eias/dataweb/database_0708/st87_35.pdf



Students at Alternative Schools Who Are NOT Eligible for FCAT Scores to be Credited Back

- Students in dropout retrieval programs, reported in Survey 3 on the Federal/State Indicator Status records via the “Dropout Prevention/Juvenile Justice Programs” data element, code R.
- Students in alternative-to-expulsion programs, reported in Survey 3 on the Federal/State Indicator Status records via the “Dropout Prevention/Juvenile Justice Programs” data element, code E.
- Link to record format:
http://www.fldoe.org/eias/dataweb/database_0708/0708fsis.asp
- Link to data element:
http://www.fldoe.org/eias/dataweb/database_0708/st91_1.pdf

FCAT scores for these students are not included either in the alternative school’s improvement rating or the school grade of the home school.



School Improvement Ratings for Alternative Schools – 2008: Provisions

- **The alternative school rating will include scores for students assigned to and enrolled in the October (Survey 2) and/or February (Survey 3) counts.**
- Note: students do not need to be enrolled for both surveys to be included in the alternative school rating. The alternative school's rating may include students in addition to those who were referred by home schools (but will not include reported dropout-retrieval students or alternative-to-expulsion students).



School Improvement Ratings for Alternative Schools – 2008: Provisions

- The crediting back of scores is limited by grade configurations of schools.
- For example, if a student was referred to a 9-12 alternative school after completing a middle school in which the highest grade taught was grade 8, the student's grade 9 scores would not be credited back to the middle school.



School Improvement Ratings for Alternative Schools – 2008: 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 – 2008: 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.

Changes to High School Grading for 2009-10



- Senate Bill 1908 amends s. 1008.34, F.S., to provide additional criteria for designating school grades for high schools.
- Beginning in 2009-10, fifty percent of a school's grade will be based on the existing FCAT-related components and fifty percent will be based on non-FCAT-based components.



New Components for High School Grading (2009-10)

- High school graduation rate.
- High school graduation rate of at-risk students who scored at Level 2 or lower on FCAT math and reading in grade 8.
- Postsecondary readiness of students as measured by the SAT, ACT, or the CPT.
- As valid data become available, performance and participation in AP, IB, dual enrollment, and AICE courses; as well as achievement of industry certification in a career and professional academy.
- Performance on statewide standardized end-of-course exams (when available).
- 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.



Contact Information

- Office E-mail: EVALNRPT@fldoe.org
- Office Web site:
[http://www.fldoe.org/evaluation.](http://www.fldoe.org/evaluation)
- Phone: (850) 245-0411