

Office of Evaluation and Reporting
Florida Department of Education

2004 Assessment and
Accountability Meeting
Thursday, November 4, 2004

Agenda For November 4, 2004

- Introductions
- 2004 Results
- Changes for 2005
- School Types
- Membership Corrections
- Assessment Corrections
- School Grades Calculation
- Adequate Yearly Progress (AYP) Calculation
- Quality Control
- Appeals
- Reminders
- Question and Answers

Office of Evaluation and Reporting

Introductions

Introductions
Results 2004
Changes for 2005
Appeals

**Christy
Hovanetz Lassila**

School Types
Adequate Yearly Progress
Appeals

Cassie Conn

Membership Corrections
Assessment Corrections

Sue Klos

School Grades Calculations

Steve Barnes

Adequate Yearly Progress Calculations

**Gambhir
Shrestha**

School Grades and
Adequate Yearly Progress Calculation
Replication

John Hughes
Benjamin Rehberg

Membership
Matching Survey 2 and 3
Pregrid ID

Ruth Jones

Office of Evaluation and Reporting

Our Goals

Our Goals

- **Make school accountability a more transparent process**
 - Post all final data on Northwest Regional Data Center
 - Provide more detailed technical assistance papers on school grades and AYP
 - Work more closely with districts to obtain more accurate data

Our Goals

- **Make the school accountability process more efficient**
 - Collaborate with MIS and districts during survey reporting
 - Electronic submissions and verification for data updates
 - More technical assistance to districts

School Grades,
Adequate Yearly Progress, and
School Recognition

2004 Results

School Grades 2004

School Grades by School Type

	A	B	C	D	F	TOTAL
Elementary	962	319	259	62	10	1612
Middle	197	117	137	25	17	493
High	35	66	159	83	15	358
Combination	68	38	60	14	7	187
TOTAL	1262	540	615	184	49	2650

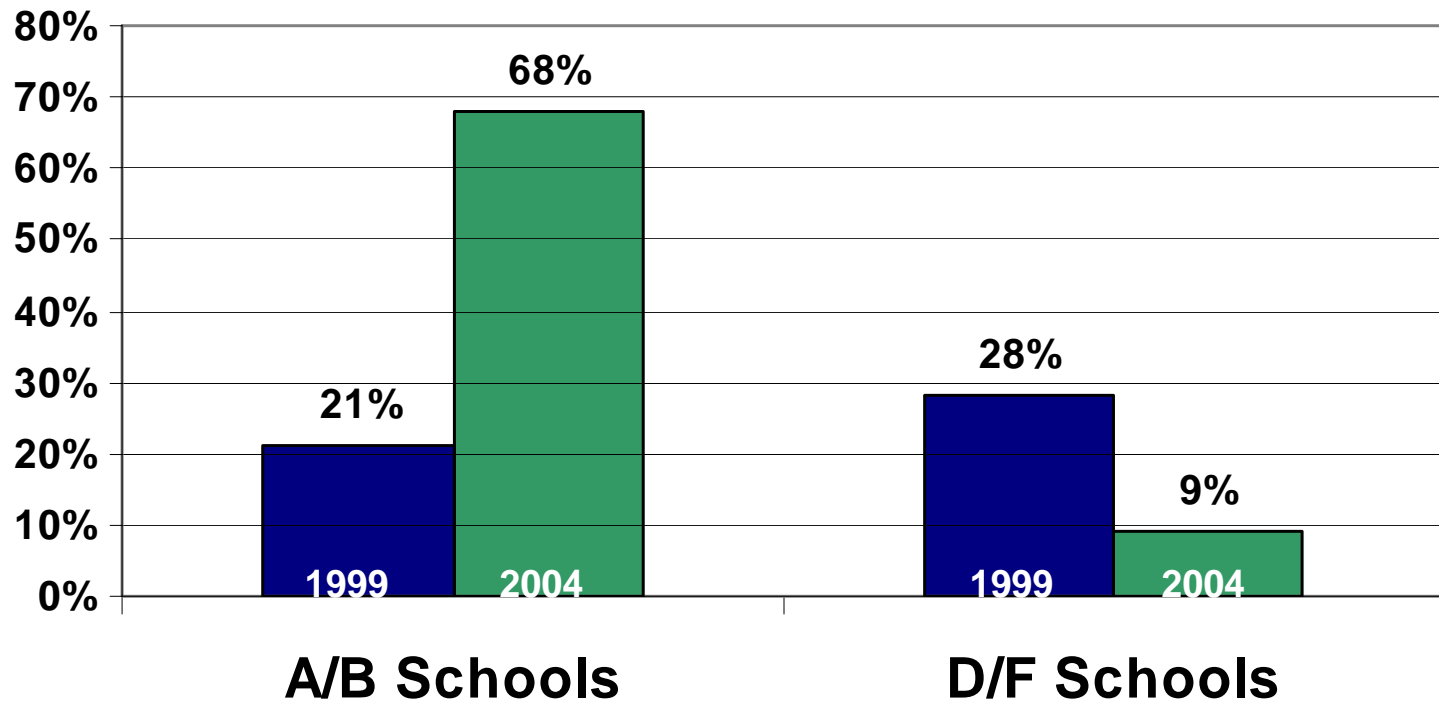
School Grades 2004

School Grades 2003 by School Grades 2004 Grade 2004

	A	B	C	D	F
Grade 2003	23	12	26	7	10
A	977	217	43	2	0
B	189	196	173	5	0
C	40	95	300	90	7
D	1	8	45	66	15
F	0	0	7	8	11
New School	32	12	21	6	6

School Grades 2004

Higher Standards and Accountability Work



Adequate Yearly Progress 2004

AYP 2004	No	Yes	Total
Elementary	1114	611	1725
Middle	471	48	519
High	485	18	503
Combination	281	40	321
Total	2350	718	3068

Strong Connection Between School Grade and AYP Criteria Satisfied

A+ Plan		NCLB	
School Grade	Number of Schools	AYP Criteria Satisfied	Number of Schools
A	1262	90% or more	1157
B	540	80% or more	499
C	615	70% or more	536
D	184	60% or more	147
F	49	50% or more	42

Annual Report Card 2004

- A+ Plan – Grade, Reading, Math, and Writing results
- NCLB – Percent of Criteria Satisfied, Areas in Need of Improvement (Reading, Math, and Writing)
- Choice Information
- School Efficiency Indicator - ROI
- Additional Information for Parents

Annual Report Card 2004



Annual Report Card 2004

YOUR CHILD'S EDUCATION: IN FLORIDA, IT'S PERSONAL

SUNSHINE MIDDLE SCHOOL (0001), Leon (37)
 1234 MAIN STREET, TALLAHASSEE, FL 32399
 School Phone: 850-555-0000, Principal: BILL STAR

Subject	State of Florida A+ Plan	Federal No Child Left Behind Act
School Grade	B This grade is calculated by adding points earned for each of the performance areas below.	87% of criteria satisfied This percent is based on a total of 30 criteria that every school must meet if applicable.
Reading	<ul style="list-style-type: none"> 54% of students reading at or above grade level 65% of students making a year's worth of progress in reading 60% of struggling students making a year's worth of progress in reading 	African American and limited English proficient students in this school need improvement in Reading.
Math	<ul style="list-style-type: none"> 55% of students at or above grade level in math 70% of students making a year's worth of progress in math 	Students with Disabilities and Economically Disadvantaged students in this school need improvement in Math.
Writing	92% of students are meeting state standards in writing	All subgroups met this criteria.
Options for Parents	Your child is not eligible for an opportunity scholarship under the A+ Plan. SUNSHINE MIDDLE SCHOOL has not met federal adequate yearly progress under No Child Left Behind because it needs improvement in one or more areas. Because this is a Title I School, your student may be eligible for school choice options under No Child Left Behind. Please contact your district office at (813-272-4050) for choices available to you.	

School Efficiency Indicator for 2001-02 relates money spent at the school-level with student performance at that school allowing users to evaluate the efficiency and effectiveness compared to other schools.



This school is in the middle third of all middle schools in the state on percent of students making learning gains.



This school is in the middle third of all middle schools in the state on money spent per student.

School Grade and AYP Appeals

In 2004, 68 appeals were filed

- 38 School Grade Appeals
- 30 AYP Designation Appeals

Compared to 2003, 452 appeals filed

- 112 School Grade Appeals
- 340 AYP Designation Appeals

In 2004, five school grades changed

- Three from 'B' to 'A'
- Two from 'F' to 'P' (points only)

In 2004, six AYP designations changed from 'No' to 'Yes.'

School Recognition 2004

**1425 Florida schools received
\$117,190,888 from the School
Recognition Program in 2004.**

School Grades and
Adequate Yearly Progress
Policy Changes for 2005

Changes for 2005

School Grade Changes

Changed in 2003-04

- Basically the same as 01-02 and 02-03
- Changed substitution for Writing when <30 tested
 - Now: District average for FCAT Writing
 - Was: Percent of students at level 3 & above for Reading
- Changed number in the lowest 25% group of students
 - Now: Lowest 30 students (or more) and substitution still applies
 - Was: Lowest 25% and substitution of Reading learning gains when <30 students

School Grade Changes

Changed in 2003-04

- Deleted the gap requirement (difference in learning gains between lowest 25% and all students)
- Schools graded in their first year (new or combined)
- Included more schools
- Specific authority to lower grade when less than 90% tested (previously only implied)

School Grade Changes

Changes for 2004-05

- Raise Writing proficiency to 3.5
- Include students with disabilities and limited English proficiency in learning gains
 - FCAT scores only (not alternate assessments)
 - Full academic year (enrolled in Survey 2 and 3)

School Grade Changes

Changes for 2006-2007

- Raise Writing proficiency to a 4.0
- Include FCAT Science proficiency

AYP Changes

Change in 2003-04

- Inclusion of LF students in LEP subgroup
- Average Participation Rates
- 1% Cap for SWD alternate assessments

AYP Changes

Changes for 2004-05

- Raise Reading percent proficient to 48%
- Raise Mathematics percent proficient to 53%

AYP Changes

Changes for 2007-08

- Raise Reading percent proficient to 65%
- Raise Mathematics percent proficient to 68%

Changes for 2010-11

- Raise Reading percent proficient to 82%
- Raise Mathematics percent proficient to 83%

**Goal 100% proficient in Reading
and Mathematics by 2013-14**

School Types

School Types

- This is the first step in the school grading and AYP process.
- It is very important because it determines which schools are included for each of the accountability measures.

School Types

- According to State Board of Education Rule 6A-1.09981(3)(d) the Commissioner of Education issues guidelines regarding which school types receive school performance grades.
- The accountability contact person is responsible for verifying that each school is classified appropriately by type.

School Types

- All schools with at least 30 eligible students (enrolled in the same school for October and February FTE counts) with valid FCAT scores in both Reading and Mathematics for both the current year and previous year will receive a **school grade**.

School Types

- All schools with more than 10 students (enrolled in the same school for October and February FTE counts) with valid FCAT scores in both Reading and Mathematics for the current year will receive an **AYP designation**.

School Types

School Type	Description
0	The school does not have any information for the Department to provide a school type. Districts MUST file a school type change request for all schools with no type reported.
1	Elementary School – Instruction provided and FCAT administered in grades 3, 4, and/or 5
2	Middle School – Instruction provided and FCAT administered in grades 6, 7, and/or 8
3	High School – Instruction provided and FCAT administered in grades 9, 10, 11, and/or 12
4	Combination School – Instruction provided and FCAT administered in grades in combination that spans elementary, middle and/or high school
10*	Department of Juvenile Justice School
99	Closed or Inactive School

*DJJ schools do not receive a school letter grade but will receive an AYP designation if assessment results are available for more than 10 students.

School Types

- All schools, except DJJ schools, will be evaluated for school grades.
- Any school that does not have at least 30 eligible students with reading and math FCAT scores for the current and prior year will not receive a school grade.
- All schools will receive an AYP designation unless there are 10 or fewer eligible students.

Membership Corrections

Data Corrections for School Grades and AYP

Evaluation and Reporting Office Responsibilities

EIAS and District MIS

- Survey 3 week is Feb 7 – 11, 2005
- EIAS (Education Information and Accountability Services) will match Survey 2 and 3
- EIAS will work with district MIS staff to assure accuracy of Survey 2 and 3 and matched records
 - Accuracy of district transmitted data critical
 - Districts' meeting data transmission deadlines critical

Data Corrections for School Grades and AYP

- Pregrid file will include SID and district Alias
 - Alias will not change throughout the year
 - Alias will be used to match with Assessment for Assessment Data Corrections
- Evaluation and Reporting will match the Pregrid file with Svy32 Match file to identify any unmatched Pregrid SID's or unmatched students in Membership

Data Corrections for School Grades and AYP

- Work with Scoring and Reporting at the Department of Education to obtain a list of 10th grade repeaters who have passed Reading and/or Math FCAT assessments

Data Corrections for School Grades and AYP

- Create files and set timelines for the correction and return of data by districts
 - Column headings clearly identified and defined
 - Correctable fields clearly identified
 - One month for Student Data Corrections
 - 2 weeks for Assessment Data Corrections

Data Corrections for School Grades and AYP

District and School Level Responsibilities

Data Corrections for School Grades and AYP

- Update data in correctable fields only
- Involve everyone in Data Corrections process so they know:
 - What needs to be done
 - How to do it
 - When it is due
 - And have all resources needed to complete their part

Data Corrections for School Grades and AYP

- Download all files according to the Evaluation and Reporting schedule
- Let Evaluation and Reporting know of any problems immediately
- Ensure that everyone involved in the Data Corrections process receives all files and correspondence from Evaluation and Reporting

Student Data Corrections

- Purpose:
 - Update student status
 - Ensure accuracy of data used for School Grades and AYP calculations

Student Data Corrections

- Corrections to be made when student data changes fall after February 11 and before February 28 (the window)
 - SWD Status
 - LEP Status
 - Withdrawal Date
 - Promotion/Demotion Dates
 - Lunch Status
- Dates for student data changes outside of the window will not be accepted
- No other data fields can be corrected

SWD Status

- Included in School Grades proficiency calculations – Gifted (L), Hospital Homebound (M), and Speech Impaired (F)
- Included in School Grades gains calculations – all SWD students with FCAT scores in current and prior year
- Included in School Grades percent tested calculations
- Included in AYP SWD subgroup – all SWD students except Gifted (L)

Updating SWD Status After Survey 3

- Update SWD status if changed within the window (after Feb.11 & before Feb. 28)
 - SWD codes must be 10 characters long
 - Primary exceptionality is first character
 - Other exceptionalities are next characters
 - Pad with letter Z at the end up to 10 characters
 - Blank cells are acceptable
 - SWD date
 - Use placement date into or exit date from exceptionality
 - Must be in YYYYMMDD and text format
 - Must be present if ESE code is changed
 - Dates outside the window will not be accepted

LEP Status

- Included in School Grades proficiency calculations – LY (enrolled in ESOL classes) with more than 2 years in ESOL Program and LN (LEP but not enrolled) for more than 2 years
- Included in School Grades gains calculations – All LEP with FCAT scores in current and prior year
- Included in School Grades percent tested calculations
- Included in AYP LEP subgroup – LY and LF (exited from ESOL program and being followed up for 2 years)

Updating LEP Status After Survey 3

- Update LEP status if student **becomes** LF, LY or LN within the window (after Feb.11 & before Feb. 28)
 - LEP codes must be 2 characters long
 - **LF, LY, LN , LP** (LEP, English proficient, pending Reading and Writing assessment), **LZ** (two-year follow-up period completed after exiting ESOL program) or **ZZ** (not applicable)
 - Blanks are acceptable
 - LEP date
 - Latest entry date for the student
 - Must be in YYYYMMDD and text format
 - Must be present if LEP code is not blank
 - Dates outside of the window will not be accepted

Updating Lunch Status After Survey 3

- Included in AYP Economically Disadvantaged subgroup
- Update Lunch status code if status changes within the window (after Feb.11 & before Feb. 28)
 - 2 – Eligible for free price lunch; 3 – Eligible for reduced price lunch; 4 – Eligible because in USDA-approved Provision 2 schools
 - Blank cells are acceptable
 - Lunch status change date
 - Must be in YYYYMMDD and text format
 - Must be present if status code is changed
 - Dates outside of the window will not be accepted

Updating Promotion/ Demotion After Survey 3

- Enter Promotion/Demotion date if student was promoted or demoted out of testing grade range within the window (after Feb. 11 and before Feb. 28)
 - To a grade level higher than 10
 - To a grade level lower than 3

Updating Withdrawal Date After Survey 3

- Enter withdrawal date if student withdrew within the window (after Feb.12 & before March 1)
- Date of withdrawal is the first non-attendance day
 - This is the only correction where February 12th and March 1st is used
 - Must be in YYYYMMDD and text format
 - Blanks are acceptable

Other Data Corrections

- Corrections that are not date or window specific
 - 10th Grade Graduation FCAT Requirements
 - School of Enrollment
 - Pregrid SID

Met 10th Grade FCAT Graduation Requirements

- Determined separately for Reading and Math
- Not applicable to writing
- Date 10th grade repeater previously passed Reading and/or Math FCAT
 - Correct only if student is not flagged in membership as having passed
 - Must be in YYYYMMDD and text format
- Student not included for School Grades or AYP calculations
- 10th grade retakes in March of current year are included in School Grades and AYP calculations

School of Enrollment

- School of Enrollment
 - Non-public school students taking courses at public schools (N998, N999 or 9998, 9999)
 - Other school of enrollment problems will be addressed during Assessment Data Corrections

Pregrid SID

- The SID that was used for pregridding FCAT
- Correct only if Pregrid flag field indicates unmatched
- Will be used to help in the match between FCAT and Membership file

Student Data Corrections

- Resource Items Available:
 - Memo – email
 - Directions – email and on web
 - For making corrections
 - For submitting to web
 - Membership file (students in Survey 3 flagged for Survey 2 and Pregrid match, Inclusion in School Grades and/or AYP and other pertinent information) – at NWRDC
 - File layout for Membership file – email and on web

Student Data Corrections

- Round 1: Two weeks for corrections
 - Evaluation and Reporting
 - Make Round 1 resources available
 - Email Superintendent and District Accountability Coordinator
 - District Accountability Coordinator/School Personnel
 - Arrange for download of Membership file
 - Share data with schools
 - Correct data online for any student records which need correcting
- Or
 - Upload a corrections file to web

Student Data Corrections

- Round 2: Two weeks for corrections
 - Evaluation and Reporting
 - Match Districts' Round 1 Student Data Corrections files with Membership
 - Correct Membership
 - Make Round 2 resources available
 - Email Superintendent and District Accountability Coordinator
 - District Accountability Coordinator/School Personnel
 - Arrange for download of Membership file
 - Share data with schools
 - Correct data online for any student records which need correcting
 - Or
 - Upload a corrections text file to web

Student Data Corrections

- Evaluation and Reporting create and make available Memb0405
 - Match Districts' Round 2 Student Data Corrections files with Membership
 - Correct Membership
 - Make final Membership file (Memb0405) available at NWRDC
 - Make file layout for Memb0405 available on web
 - Inform Superintendent and District Accountability Coordinator

Submitting Data

**Data entry form on the
web**

FTP text file to website

Data Entry Form on the Web

- Download Northwest file
- Send list to each school
- Principal or designee logs into web site
- Locate and correct student record data
 - Submit corrected data record by record
 - The corrections will be validated according to rules set out by Evaluation and Reporting
 - Error report is returned for corrections which do not validate
 - When all corrections are made click “Signoff”
 - Email is sent to District Coordinator
 - District Coordinator reviews and approves corrections
 - After district “signoff” file sent automatically to Evaluation and Reporting

Find SID

Find First Name

Find Last Name

Survey 3 Demographic Information (Can not be edited):

District	School	SID	Alias	Last Name	First Name	Middle Name
DOB	Gender	Race	Grade Level	Migrant	Qualifying Date	
Passed FCAT Reading	Passed FCAT Math	Matched Survey 32				

Student Data Which Changed Within the Window (Can be edited):

ESE Code	ESE Placement Date*	LEP Code	LEP Entry Date*	FRL Code	FRL Change Date*
Out of Testing Range Demotion Date*	Promotion Date*	Withdrawal Date**	Date Passed FCAT Reading	Date Passed FCAT Math	
Corrected School of Enrollment	Corrected PreGrid SID				

***Must be after Feb.11 and before Feb. 28**
****Must be after Feb.12 and before March 1**

Submit

FTP Text File to Website

- Download file from Northwest
- Use database to make corrections – No Excel files accepted
- Upload a text file to website
 - Upload once
 - Wait for error report
- Sign off when no error reports return

Assessment Corrections

Assessment Data Corrections

- **Purpose:**

- Correct problems identified when the match was made between Memb0405 and assessments files
 - FCAT
 - SWD Alternate Assessments
 - LEP Alternate Assessments
- Assist in matching assessments with membership
- Ensure accuracy of data for School Grades and AYP calculations
- Ensure accuracy of data for next year's assessment records

Assessment Data Corrections

- **Resource Items Available:**
 - Memo – email
 - Directions – email and on web
 - Three problem assessment files – Located at NWRDC
 - Reading
 - Math
 - Writing
 - File layout for Assessment files – email and on web

Problems – Status

- Blank SID in Assessment Record - **Blank SID**
- More than one Assessment Record with the same SID - **Non-Unique**
- Unmatched SID or Unmatched School of Enrollment– **Unmatched**
- Unmatched Grade Level – **GrdMatch**
- No Prior Year Print After Scan Number – **PYData** *
- No Prior Year PAS and Unmatched Grade Level – **PYData GrdMatch***

* FCAT record matches Memb0405

Blank SID

- SID field on Assessment is blank
- Match record with blank SID to a record in Memb0405
- Correct with the matching Memb0405 SID

Non-Unique

- Where two students in the same school have the same SID, correct the wrong SID. If both are wrong, correct both
- Where one student has two records – ID is the same on both, correct the wrong record with 10 As (AAAAAAAAAAAA). If both are wrong correct the right record.

Unmatched

- The assessment record SID does not match a membership record
 - Assessment SID to Memb0405 Pregrid ID
 - Assessment SID to Memb0405 SID
 - Assessment SID to Memb0405 Alias
- Status is Unmatched but school of enrollment is correct

Correct Assessment Sid

- All SID corrections are to be made in the CorrectedSID field
- Must match SID in membership (Memb0405)
- Correct only when Status is
 - Blank SID
 - Non-Unique
 - Unmatched

Unmatched

- Status is Unmatched but SID matches Memb0405
- School number on assessment does not match CorrectedSchlEnrl on Memb0405
- Correct only if different from Memb0405 and student was not withdrawn or corrected (N998 or N999) during Student Data Corrections

Correct School of Enrollment

- Must be four character text with leading zero if appropriate
- Correct in CorrectedSchlEnrl field
- Correct only when Status is
 - Blank SID
 - Non-Unique
 - Unmatched

GrdMatch

- Grade level on the assessment does not match the grade level on Memb0405
- Correct with the grade level of the student when they took the test
- Must be two characters
 - 03 – 12
 - AD, 30, or 31 – Adult
- Correct in CorrectedGrd field

Correct Grade Level

- Correct when Status is
 - GrdMatch
 - PYData GrdMatch
- Add when enrolled grade level at time of testing is different from Memb0405 and Status is
 - Blank SID
 - Non-Unique
 - Unmatched

Missing 2004

Print After Scan Number(s)

- Print After Scan (PAS) is the 9 digit number which is created on the FCAT record when the booklet or answer sheet is scanned by NCS Pearson
- Does not appear on Student Assessment Report
- Evaluation and Reporting will work with the Data Warehouse to obtain what we can
- Correct in the PYRPAS or PYMPAS field on the respective assessment correction file
- If not available, fill in District Number, School Number, and SID from student's 03-04 Assessment report

Assessment Data Corrections

- Round 1: One week
 - Evaluation and Reporting
 - Make Round 1 resources available
 - Email Superintendent and District Accountability Coordinator
 - District Accountability Coordinator/School Personnel
 - Arrange for download of Assessments Problem files
 - Correct data online for any student assessment records which need correcting
- Or
 - Upload corrections files to web

Assessment Data Corrections

- Round 2: One week
 - Evaluation and Reporting
 - Match Districts' Round 1 Assessment Data Corrections files with Assessments files
 - Correct Assessments files
 - Make Round 2 resources available
 - Email Superintendent and District Accountability Coordinator
 - District Accountability Coordinator/School Personnel
 - Arrange for download of Assessments Problem files
 - Correct data online for any student assessment records which need correcting
- Or
 - Upload corrections files to web

Assessment Data Corrections

- Evaluation and Reporting
 - Match Districts' Round 2 Assessment Data Corrections files with Assessments files
 - Correct Assessments files

Student Level Data

- Evaluation and Reporting
 - Make final matched Membership/Assessments file (INDV0405) available at NWRDC
 - Make file layout for INDV0405 available on web
 - Email Superintendent and District Accountability Coordinator
- INDV0405
 - Available at NWRDC after School Grades and AYP rollouts
 - Individual student level data
 - Student Data Corrections applied and noted
 - Assessment Data Corrections applied and noted
 - School Grades and AYP Numerators and Denominators noted

School Grade Calculations

School Grade Calculations

Six components used for determining School Grade:

- Percent of eligible students meeting high standards
 - Reading
 - Mathematics
 - Writing
- Percent of eligible students making learning gains
 - Reading
 - Mathematics
- Percent of lowest performing eligible students making learning gains
 - Reading

Who are Eligible for School Grades?

- Student reported in Survey 3 and Survey 2 data submissions
- Student attending public schools
- Student with valid FCAT scores
 - Current year records are included for meeting high standards
 - Current and prior year records are included for learning gains

Who are Eligible for Each School Grade Component?

- Percent of students meeting high standards in reading, mathematics and writing
 - Eligible students with a valid matching current year FCAT score reported and FCAT grade matches enrollment grade
 - Exceptionality = F,L,M
 - LEP = LY, or LN and enrolled \geq 2 years
- Percent of students making learning gains in reading and mathematics
 - Eligible students with valid current and prior year FCAT scores reported and FCAT grade matches enrollment grade
 - All SWD and LEP students

Who are Eligible for Percent Tested?

- Percent tested numerator
 - Eligible students with both valid and invalidated current FCAT scores reported and FCAT grade matches enrollment grade
- Percent tested denominator
 - All eligible students who should have matching current year FCAT scores reported

Who is not Eligible for School Grades?

- Students reported in Survey 3 but not reported in Survey 2 data submissions
- Students not attending public schools
- Students promoted or demoted out of grades 3 through 10
- Students withdrawn before FCAT testing
 - Excluded for all grading if after Survey 3 and before FCAT Reading/Math test

Students Meeting High Standards in Reading

- One point accrued for each percent of eligible students scoring in FCAT Achievement Levels 3, 4, and 5 in reading
- Number of eligible students scoring in levels 3-5 divided by the total number of eligible students with valid FCAT reading scores

$$\text{Reading Performance} = \frac{\text{Total eligible students with reading levels 3, 4 or 5}}{\text{Total eligible students with valid FCAT reading scores}}$$

$$\text{School Example} \quad 65\% = \frac{82}{126}$$

Students Meeting High Standards in Math

- One point accrued for each percent of eligible students scoring in FCAT Achievement Levels 3, 4, and 5 in math
- Number of eligible students scoring in levels 3-5 divided by the total number of eligible students with valid FCAT math scores

$$\text{Math Performance} = \frac{\text{Total eligible students with math levels 3, 4 or 5}}{\text{Total eligible students with valid FCAT math scores}}$$

$$\text{School Example} \quad 50\% = \frac{64}{127}$$

Students Meeting High Standards in Writing

- One point accrued for each percent of eligible students scoring 3.5 and above
- Number of eligible students with writing scores 3.5 and above, divided by the number of eligible students with valid writing scores

School Example $81\% = \frac{30}{37}$

- If fewer than 30 students were tested in writing, the district writing average, based on the maximum and minimum grades in the school, is substituted for writing performance

Calculate District Writing Averages

- For District and Schools for
 - Grade 4
 - Grade 8
 - Grade 10
 - Grades 4 and 8
 - Grades 4 and 10
 - Grades 8 and 10
 - Grades 4, 8 and 10
- Determine the maximum and minimum grades for each school to determine appropriate average

Calculate District Writing Averages

- Divide the total number of students with scores ≥ 3.5 by District and School for each grade group by the total number of students with writing scores

$$\text{District Average Grades 4} = \frac{\text{Sum of total students with writing scores } \geq 3.5 \text{ grades 4}}{\text{Total students with writing scores grades 4}}$$

$$\text{District Average Grades 8 \& 10} = \frac{\text{Sum of total students with writing scores } \geq 3.5 \text{ grades 8 \& 10}}{\text{Total students with writing scores grades 8 \& 10}}$$

$$\text{District Average Grades 4 8 \& 10} = \frac{\text{Sum of total students with writing scores } \geq 3.5 \text{ grades 4 8 \& 10}}{\text{Total students with writing scores grades 4 8 \& 10}}$$

Three Ways to Make Learning Gains

1. For all eligible students:

- Improve one or more achievement levels
 - achievement level 1 to achievement level 2 or higher
 - achievement level 2 to achievement level 3 or higher
 - achievement level 3 to achievement level 4 or higher
 - achievement level 4 to achievement level 5

Three Ways to Make Learning Gains

2. For all eligible students:

- Maintain high standards
 - Maintain an achievement level of 3, 4 or 5

Three Ways to Make Learning Gains

3. For all eligible **non-retained** students:

- Maintain an achievement level of 1 or 2 in current and prior year and demonstrate one years growth which is to exceed the DSS cut score for their particular grade level
 - *The definition of one year's growth is based on taking FCAT at the next higher grade*
 - *When achievement level scores drop, e.g., 4→3, students are not included in the numerator when calculating learning gains, even if the lower score is on or above grade level.*

Determining Learning Gains for Reading

- Table of developmental scale scores with the cut values for each grade for reading

One Year's Growth Definition for FCAT Reading Developmental Scores*						
Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
230	166	133	110	92	77	77
* Retained students cannot demonstrate learning gains using Developmental Scale Score						

Determining Learning Gains for Math

- Table of developmental scale scores with the cut values for each grade for math

One Year's Growth Definition for FCAT Mathematics Developmental Scores*						
Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
162	119	95	78	64	54	48
* Retained students cannot demonstrate learning gains using Developmental Scale Score						

Determine Learning Gains

Formulas used for Reading and Math gains

$$\text{Reading Gains} = \frac{\text{Total eligible students making one of the reading gains options}}{\text{Total eligible students with current and prior FCAT reading scores}}$$

$$\text{School Example} \quad 64\% = \frac{54}{84}$$

$$\text{Math Gains} = \frac{\text{Total eligible students making one of the math gains options}}{\text{Total eligible students with current and prior FCAT math scores}}$$

$$\text{School Example} \quad 75\% = \frac{63}{84}$$

Determine Population for the Lowest 25%

- Calculate a percent rank for all eligible students by District, School, and prior year grade using prior year Developmental Scale Score including all achievement levels
- Tied scores are ranked down
- Prior year grade is used to correctly compare retained with promoted students

Determine Population for the Lowest 25%

- **Using current year grade level artificially ranks retained students higher**
- **Student A** – retained 4th grader scoring level 1 with DSS of 1314 on 4th grade FCAT last year
- **Student B** – first time 4th grader scored level 3 with DSS of 1300 on 3rd grade FCAT last year
 - Using current year grade level student A ranks higher than B
 - Using prior year grade level students A and B are ranked separately
 - Using prior year grade level retained students are ranked against students with the same grade level test

Determine Population for the Lowest 25% if Less than 30 Students

- Rank students using percent rank by District and School
 - All grades are ranked together
 - Tied percent values are ranked down

Determining Learning Gains for Lowest 25% of Students

Formulas used for low gains

$$\text{Lowest 25 \% Gains} = \frac{\text{Total eligible students from first ranking that made a gain}}{\text{Total eligible students with current and prior FCAT reading scores}}$$

$$\text{Lowest 30 or more Gains} = \frac{\text{Total eligible students from the second ranking that made a gain}}{\text{Total eligible students with current and prior FCAT reading scores}}$$

- Use Lowest 25% Gains if total count of students are greater than or equal to 30
- Use Lowest 30 or more Gains if total count of students is less than 30
- Use school level reading gains for low gains if both are less than 30

School Example – Lowest 30
or more gains formula used

$$60\% = \frac{18}{30}$$

Adequate Progress for the Lowest 25 % of Students

- **At least half (50% or more) show learning gains**
 - A schools must have adequate progress each year.
 - B or C schools must have adequate progress in either current or previous year

Not Making Adequate Progress for the Lowest 25% of Students

- **At least half (50% or more) of the lowest 25 % did not make learning gains**
 - A schools will be lowered one letter grade if adequate progress is not met each year.
 - B or C schools will be lowered one letter grade if adequate progress is not met in either current or previous year
 - D or F schools will not be lowered one letter grade if adequate progress is not met in the current year

Percent Tested

- A schools - 95% or more tested
- All other grades – at least 90% tested
- I schools - fewer than 90% tested

Determine the Percent Tested

- Percent tested - divide total number of eligible students tested by the number of eligible students in the membership file

$$\text{Percent Tested} = \frac{\begin{array}{l} \text{Total eligible students with valid FCAT scores in reading +} \\ \text{Total eligible students with valid FCAT scores in math +} \\ \text{Total eligible students with valid FCAT scores in writing} \end{array}}{\begin{array}{l} \text{Total eligible students included for grading in reading +} \\ \text{Total eligible students included for grading in math +} \\ \text{Total eligible students included for grading in writing} \end{array}}$$

School Example:

$$98\% = \frac{127 + 127 + 30}{127 + 127 + 37} = \frac{284}{291}$$

School Grade Calculation

- **Determine the Total Points and the Final School Grade**
 - All percentage points accumulated for each of the six components are summed to obtain total school points
 - The status of each additional condition reviewed.
 - Percent tested
 - Adequate progress of the lowest performing students in reading

School Grade Calculation

- A** 410 points or more, 95% tested, made adequate progress (50%) with the lowest performing students, similar learning gains for the lowest performing students and all students
- B** 380 points or more, 90% tested, made adequate progress (50%) with the lowest performing students within 2 years
- C** 320 points or more, 90% tested, made adequate progress (50%) with the lowest performing students within 2 years
- D** 280 points or more, 90% tested
- F** Fewer than 280 points, 90% tested
- I** Less than 90% tested (Schools initially receive a grade of “incomplete” while the status is investigated)

School Grade Calculation

- **Formula to Determine the Total Points and the Final School Grade**

Reading Proficient	Math Proficient	Writing Proficient	Read Gains	Math Gains	Low Performing Students
65	+ 50	+ 81	+ 64	+ 75	+ 60

Percent Tested = 98

Adequate Progress > 50 = Yes

Grade Points = $65 + 50 + 81 + 64 + 75 + 60 = 395 \rightarrow \mathbf{B}$

Adequate Yearly Progress Calculations

NCLB AYP Calculations

- Step-by-Step
Florida's
NCLB AYP
Calculations

What is Adequate Yearly Progress (AYP)?

- Adequate Yearly Progress (AYP) measures the progress of all public schools, and school districts toward enabling all students to meet the State's academic achievement standards.
- AYP measurements target the performance and participation of various subgroups based on race or ethnicity, socioeconomic status, disability, and English proficiency.
- The goal of NCLB is to have 100 percent of students proficient by 2013-14.

30 Components of AYP

- Participation Rate of 9 subgroups
- Reading Proficiency of 9 subgroups
- Math Proficiency of 9 subgroups
- Change in School Writing Proficiency
- Change in School Graduation Rate
- School Grade

2004-05 State Targets for AYP

- 95% Participation Rate
- 48% of Students Proficient in Reading*
- 53% of Students Proficient in Math*
- 1% Improvement in Writing Proficiency*
- 1% Improvement in Graduation Rate
- School Grade not = D or F

* Students with achievement level of 3 or above on the FCAT or Alternative Assessment are Proficient for purposes of determining AYP.

Steps to Calculating AYP

- Create the Input Files
- Evaluate Student Records
- Calculate the 1% Cap on Students with Disabilities Scoring Proficient on an Alternate Assessment
- Calculate the Components of AYP
- Calculate AYP
- Identify Schools In Need of Improvement

Creating Data Input Files

The INDV files contain student demographics and assessment results for all students. Four separate files are used to create the INDV files for Reading, Math & Writing:

1. Membership File
2. Assessment File
3. SWD Alternative Assessment File
4. LEP Alternative Assessment File

Creating Data Input Files

The INDV (Individual) files are created by using

the following processes:

- Match all four data files on District Number, School Number, and SID:
- Apply District Data Corrections
- Build Three INDV files:
 - INDV Reading File
 - INDV Math File
 - INDV Writing File

Final Data Input Files

- INDV Reading File
- INDV Math File
- INDV Writing File
- School Grade
- Graduation Rates (EIAS)
- Prior Year AYP Data File

Student Records Evaluation

- Subgroup Classifications
- Who are Included in AYP Calculations?
- Who are Excluded from AYP Calculations?

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. Limited English Proficient (LEP)
9. Students With Disabilities (SWD)

Who are Economically Disadvantaged Students?

- Three Groups of Students:
 - All students eligible for free price lunch prior to testing (Lunch Status = 2)
 - All students eligible for reduced price lunch prior to testing (Lunch Status = 3)
 - All students in USDA-approved Provision 2 schools (Lunch Status = 4)

Who are Limited English Proficient (LEP) Students?

- Two Groups of Students:
 - Students who are being served in a English for Speakers of Other Languages (ESOL) program prior to testing (LEP = LY)
 - Students who exited ESOL program and being followed up for 2 years (LEP = LF)

Who are Students with Disabilities (SWD)?

- Students with a disability, other than Gifted (L)

Who are Included in AYP Calculations?

- Participation Rate:
 - All students who are reported in Survey 3 and are required to participate in state assessment programs
- Proficiency Rates
 - All students who are assessed and enrolled for a full academic year (students who were present in the same school during October and February FTE counts)

Who are Excluded from AYP Calculations?

- Grade 10 students who have passed the FCAT reading and/or mathematics are excluded from calculations for the subject passed
- All students withdrawn after Survey 3 and prior to FCAT Testing
- All students promoted or demoted out of the FCAT testing range after Survey 3 and prior to FCAT testing
- Home schooled students(N998 or 9998)
- Private school students (N999 or 9999)

What is 1% Cap for SWD Alternative Assessment Proficiency?

- This is the limit on the number of proficient SWD students who take the alternative assessment
- 1% cap is calculated at the state and district level and applied at the school level

How to Test 1% Cap on SWD Alternative Assessment Proficiency?

1. Calculate the 1% Cap: The number of full academic year students assessed in a district \times 1%
2. Determine the number of proficient students taking SWD alternate assessment
3. Determine if a district met its 1% Cap
 - Met: If number in step 2 above \leq number in step 1
 - Not Met: If number in step 2 above $>$ number in step 1

How to Bring Districts into 1% Cap Compliance?

- Convert proficient scores to non-proficient scores of SWD students with different combinations of Primary Exceptionality (PE) and Other Exceptionality (OE) listed below.

- Any combinations of code K with codes D, E, L and

Z as shown below		OR	Z as shown below	
PE	OE		PE	OE
SLD(K) and	OT(D) or		OT(D) and	SLD(K) or
SLD(K) and	PT(E) or		PT(E) and	SLD(K) or
SLD(K) and	Gifted (L) or		Gifted (L) and	SLD(K) or
SLD(K) and	NA(Z)		NA(Z) and	SLD(K)

- Recalculate 1% cap based on converted scores
- Districts must have a waiver if 1% cap is not met after the recalculation

AYP Computations for all Subgroups

- School and Subgroup Cell Size
- Percent of Students Tested
- Percent of Students Proficient in Reading/ Math/ Writing
- Percent of Graduates

What's the Size of School and Subgroup Enrollment for AYP?

- A school must have at least 11 eligible students in order to determine AYP for a school
- A subgroup must have at least 30 eligible students in order to determine AYP for a subgroup

Percent of Students Tested

- The Current Year (CY) Percent Tested for each subgroup is calculated using the formula:

$$\text{CY Percent Tested} = \frac{\text{Number of Students Assessed}}{\text{Number of Students Enrolled in Survey 3}}$$

- The Average Percent Tested is computed using the prior year (PY) and current year (CY) data based on the weighted formula below:

$$\text{Average Percent Tested} = \frac{\text{Total Students Assessed in CY} + \text{Total Students in PY}}{\text{Total Students Enrolled in CY} + \text{Total Students Enrolled in PY}}$$

Percent of Students Proficient

- The percent of students proficient in Reading/ Math/ Writing is computed using the formula below:

$$\text{Percent Proficient} = \frac{\text{total full academic year students scoring 3 or above}}{\text{total full academic year students assessed}^*}$$

* The total full academic year students assessed are:

- Students whose scores are reported
- Students who have matching grades between Survey 3 grade and test grade
- The percent of students proficient in the prior year is not recalculated.

Percent of Graduates

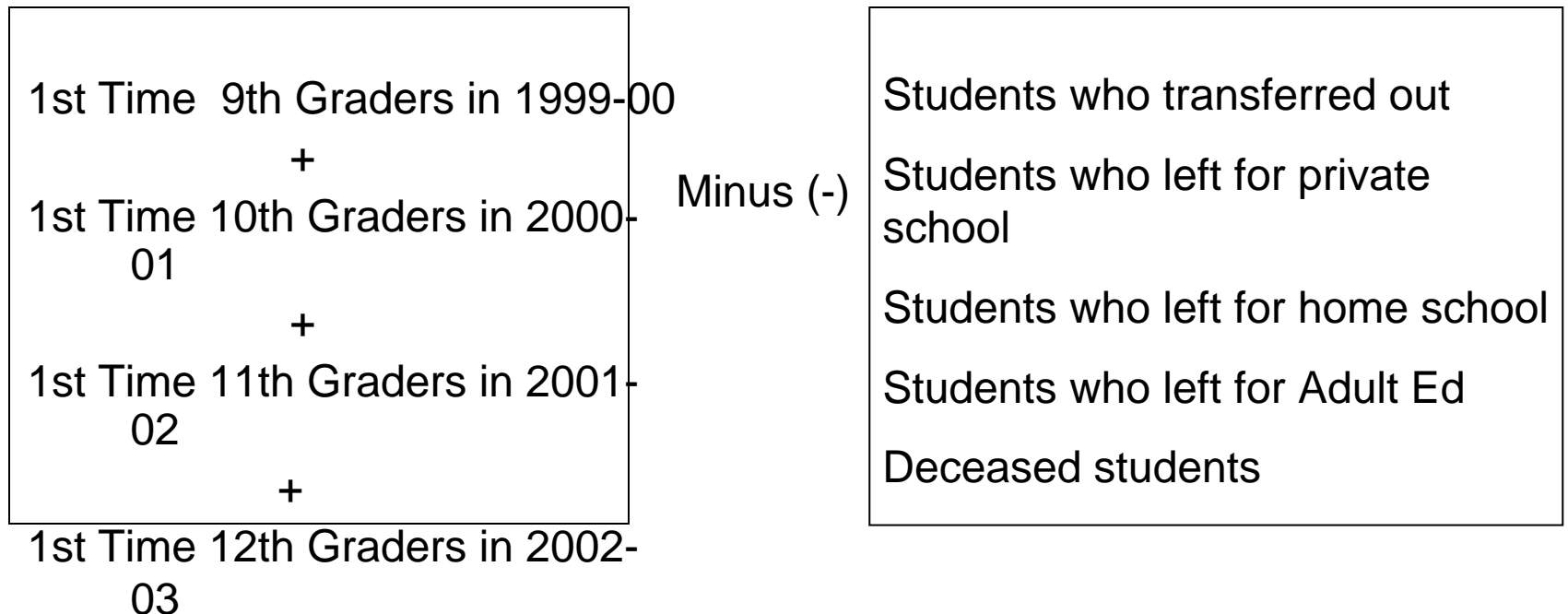
- The Graduation Rate is computed using the ratio formula below:

$$\text{Graduation Rate} = \frac{\text{Number of Graduates}}{\text{Number of Expected Graduates}}$$

- NCLB Graduation Rate is calculated by the Office of Education Information and Accountability Services (EIAS) and the review/corrections process is conducted by that office.

Percent of Graduates

■ Number of Expected Graduates (Cohorts):



■ Number of Graduates:

Students who received a Standard Diploma or completed the GED exit option program

Calculate AYP

- Determine if Participation Criteria was met
- Determine if the Writing Criteria was met
- Determine if the Graduation Criteria was met
- Determine if the School Grade was a D or F
- Determine if the Reading Criteria was met
- Determine if the Math Criteria was met

Determine if Participation Criteria was Met

- Two Ways to Compute:
 - First Method: Is the CY Percent Tested 95% or greater for the school and ALL subgroups?
 - If Yes: Participation Target is Met
 - If Not: Check the Second Method
 - Second Method: Is Average Percent Tested 95% or greater for the school and/or ALL subgroups with a CY Percent Tested less than 95%?
 - If Yes: Participation Target is Met
 - If Not: Participation Target is Not Met

Determine if Writing Criteria was Met

- Two Ways to Compute:
 - First Method: Does a school have a CY proficiency rate of 90% or higher?
 - If Yes: Writing Target is Met
 - If Not: Check the Second Method
 - Second Method: Did the school increase its proficiency rate by at least 1% from the PY?
 - Increase in Proficiency = % Students Proficient in CY Minus (-) % Students Proficient in PY
 - If Computed Difference ≥ 1 , then Writing Target is Met; Otherwise Not.

Determine if Graduation Rate Criteria was Met

- Two Ways to Compute:
 - First Method: Has a school attained a rate of 85% or higher in CY?
 - If Yes: Graduation Target is Met
 - If Not: Check the Second Method
 - Second Method: Did the school increase its graduation rate by at least 1% from the PY?
 - Increase in Grad Rate = Graduation Rate in CY Minus (-) Graduation Rate in PY
 - If Computed Difference ≥ 1 , then Grad Rate Target is Met; Otherwise Not.

Determine if School Grade Criteria was Met

- Is the School Grade a D or F?
 - If Yes: The School Grade Criteria was not Met
 - If Not: The School Grade Criteria was Met

Determine if Reading/Math Proficiency Targets were Met

- Two Ways to Compute:
 - First Method: Did the school and ALL subgroups meet the reading/math proficiency target?
 - If Yes: Proficiency Targets were met
 - If Not: Check Second Method
 - Second Method: Did the school and/or ALL subgroups that did not meet reading/math proficiency targets meet Safe Harbor requirements?
 - If Yes, then reading/math criteria is met; Otherwise Not.

When can a School Use Safe Harbor?

- The Safe Harbor provision can be applied only if a school has met all four 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 Criteria is met
 - Writing Criteria is met

Safe Harbor: 10% Reduction in Students Not Proficient

1. Compute % Non-Proficient in PY (PYNP)
 - % Non-Proficient in PY = 100% - % Proficient in PY
2. Compute 10% Target Reduction
 - 10% Target Reduction = (% Non-Proficient in PY) * 10%
3. Compute Safe Harbor Proficient Target (SHPT)
 - SHPT = 10% Target Reduction + % Proficient in PY
4. Compare SHPT with the % Proficient in CY (CYP)
 - If CYP \geq SHPT , then 10% Target Reduction is Met
 - Otherwise, 10% Target Reduction is Not Met

Safe Harbor: Example of 10% Reduction in Students not Proficient

Example: 20% Proficient in Math in 2002-03 (PYP)

27% Proficient in Math in 2003-04 (CYP)

1. Step 1: Compute Prior Year % Non-Proficient (PYNP)

$$\text{PYNP} = 100\% - 20\% = 80\%$$

2. Step 2: Compute 10% Target Reduction (TTP)

$$\text{TTP} = 80\% * 10\% = 8\%$$

3. Step 3: Compute Safe Harbor Proficient Target (SHPT)

$$\text{SHPT} = \text{PYP} + \text{TTP} = 20\% + 8\% = 28\%$$

4. Step 4: Determine if the 10% Reduction is Met?

Is CYP \geq SHPT? Is 27% \geq 28%? No

The Subgroup did not meet the 10% Reduction.

School Must Meet 30 Criteria for AYP

- Percent Tested – 9 criteria
 - Total school
 - Plus 8 subgroups (Yes or NA)
- Reading proficiency target – 9 criteria
 - Total school
 - Plus 8 subgroups (Yes or NA)
- Math proficiency target – 9 criteria
 - Total school
 - Plus 8 subgroups (Yes or NA)
- Plus three other academic indicators
 - Writing Criteria (Yes or NA)
 - Graduation Rate (Yes or NA)
 - Not a D or F school (Yes or NA)

30 Criteria Required for Making AYP

Schools must meet all 30 criteria below to make AYP.

AYP Status	Yes
Writing Criteria Met	Yes (or NA)
Grad Criteria Met	Yes (or NA)
School Grd. Not D/F	Yes (or NA)

	Participation 95% Tested	Reading Criteria Met	Math Criteria Met
Total	Yes	Yes	Yes
White	Yes (or NA)	Yes (or NA)	Yes (or NA)
Black	Yes (or NA)	Yes (or NA)	Yes (or NA)
Hispanic	Yes (or NA)	Yes (or NA)	Yes (or NA)
Asian	Yes (or NA)	Yes (or NA)	Yes (or NA)
Am. Indian	Yes (or NA)	Yes (or NA)	Yes (or NA)
Econ. Disadvantaged	Yes (or NA)	Yes (or NA)	Yes (or NA)
Limited English Prof.	Yes (or NA)	Yes (or NA)	Yes (or NA)
Students with Disabilities	Yes (or NA)	Yes (or NA)	Yes (or NA)

Identify Schools in Need of Improvement

- Schools in Need of Improvement are schools:
 - Identified as Title I for consecutive years
 - Have not made AYP for two years in a row in the same content area (reading/math)

And/Or

- Have not met other required criteria of the primary AYP calculation for two years in a row
- Schools must make AYP for two consecutive years to come out of School Improvement status

Quality Control

Quality Control

- External Quality Controls
 - Evaluation and Reporting contracts with the Center for Information, Training, and Evaluation Services (CITES) at FSU
 - CITES works independently using the same logic rules to produce programs for
 - Membership Corrections
 - Assessment Corrections
 - School Grades calculations
 - AYP calculations

Quality Control

- Internal Quality Controls
 - All accountability programs are replicated internally by at least two staff
 - Programs are independently written based on the same logic rules
- Programming platforms include SAS, SPSS, and C++
- All Evaluation and Reporting and CITES programs must provide identical files before release of any data or results

Appeals

Appeals Process

The Florida Department of Education has instituted a single appeals process for both school grades and AYP.

- State Board Rule 6A-1.09981 permits a 30-day period of time for districts to review the assigned **school grade**.
- The No Child Left Behind Act also permits a 30-day period of time for schools to review the **AYP** status assigned to their school.

Appeals Process

School grade and Adequate Yearly Progress (AYP) calculations rely entirely on the accuracy of the data submitted by the school districts to DOE.

Accountability calculations for all students use:

- district number
- school number
- student identification number
- grade level
- demographic information
- school lunch status
- ESE code
- LEP code
- graduation requirements met

Appeals Process

- It is imperative that this data is accurate among surveys and on all assessment records.
- Errors in the data reported by districts to the state will affect school grade and adequate yearly progress calculations.

Data Corrections Process

Districts have several opportunities prior to the release of school grades and AYP to ensure that the state had accurate student data.

- Survey data submitted to DOE is certified by the superintendent and lengthy time period (nine months) is given to districts to amend the data.
- The Office of Evaluation and Reporting presents to each district a copy of school type assignments for accountability purposes. Districts are given an opportunity to review and appeal school type assignments.

Data Corrections Process

- The Office of Evaluation and Reporting presents to each district a copy of all data used for accountability calculations. This data was submitted to the state by the district through the survey data collection process. Districts are then given two opportunities to amend the data.
- The Office of Evaluation and Reporting presents to each district a copy of all mismatched student identification numbers between Survey 3 and all assessment records. Districts are then given two opportunities to match and correct student identification numbers.

Issues That Can Be Appealed

- Districts may appeal because of the omission of student data, a data miscalculation, or special circumstances that might have affected the school grade or AYP designation assigned.
- Requests for a recalculation of data that will not result in a change in school letter grade or AYP designation should not be submitted.

Issues That Cannot Be Appealed

The following aspects of a grade or AYP designation can not be appealed:

- Incorrect student identification numbers, district numbers or school numbers on any of the surveys used for accountability calculations or on any of the assessment records.
- Changes in student demographic information – race, gender, limited English proficiency, exceptionality, lunch status.
- Student withdrawals from a school or district processed between Survey 3 and the administration of the FCAT.
- Prior year accountability calculations.
- School type assignment.
- Any request for a change in school grade or AYP designation that requires a change in statute or rule.

Appeals Process

- **Only a school district may submit an appeal on behalf of a school.**
- **The appeal must be a written request for review in letter form explaining the reason for the appeal and including all specific backup documentation.**
 - **All letters must be signed by the district superintendent.**
 - **All data must be in the format provided by the Evaluation and Reporting Office.**
 - **All information, with original signatures, must be received by the end of the 30 day appeal process. Any information received after the 30 days will not be considered.**

Appeals Process

The Department's process for reviewing appeal requests will be as follows:

- Review and research the appeal and documentation,
- Present recommendations to an appeals committee for their review and recommendations, and
- Make recommendations to the Commissioner of Education.

The department notifies the superintendent and district accountability contact of the final school grade and AYP status after the final decision of the Commissioner.

Reminders

Reminders

- Increase Writing standard to 3.5 for school grades in 2005
- Include students with disabilities and limited English proficient students in the learning gains calculations in 2005
- Increase in Reading and Mathematics proficiency for AYP in 2005

Data Accuracy and Reporting is Vital!

Office of Evaluation and Reporting

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Questions and Answers