

Accountability Update and Review

**District Assessment and
Accountability Coordinators' Meeting**

September 8, 2011

Recap of Changes to School Grades in 2010-11 (State Assessment Measures)

- FCAT Writing criterion increased to score of 4 and above
- Grade 9 FCAT Mathematics discontinued

Other Notable Events:

- Equipercentile linking of FCAT 2.0 Reading and Math scores

School Grade Outcomes, Elementary: 2010-11 and 2009-10

	2009-10		2010-11		Change	
	Number	Percentage	Number	Percentage	Number	Percentage
A	950	54%	1,026	58%	76	4%
B	363	20%	322	18%	-41	2%
C	363	20%	322	18%	-41	2%
D	67	4%	82	5%	15	1%
F	30	2%	23	1%	-7	-1%

School Grade Outcomes, Middle: 2010-11 and 2009-10

	2009-10		2010-11		Change	
	Number	Percentage	Number	Percentage	Number	Percentage
A	352	61%	340	59%	-12	-2%
B	96	17%	99	17%	3	0%
C	99	17%	112	19%	13	2%
D	21	4%	27	5%	6	1%
F	5	1%	3	1%	-2	0%

High School Grades: Changes and Constants for 2010-11

Changes

- Acceleration Participation weighting shifts from x 2.0 to x 1.75 (max points shift from 200 to 175).
- Acceleration Performance weighting shifts from x 1.0 to x 1.25 (max points shift from 100 to 125).
- P.E.R.T. scores (as available) now included for Postsecondary Readiness.

No Change

- In graduation rate formula.
- In Acceleration Participation denominator or numerator.
- In Acceleration Performance denominator or numerator.
- In Postsecondary Readiness denominator or formula.
- In formula for measuring annual growth or decline.
- In at-risk graduation-rate requirement for earning an “A.”

Graduation Rate Summary Information

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

Graduation Rate Data Review and Corrections Process

Key features of the 2010-11 Graduation Rate Technical Guide
(<http://www.fldoe.org/eias/eiaspubs/word/gradgde1011.doc>):

- Procedures for reviewing and updating the 2010-11 cohort.
- Cohort build overview.
- Adjusting the cohort.
- How to review cohort files provided by the Department.
- Recommendations for reviewing files (spotting and resolving potential data issues).
- How to submit corrections to data files.
- Key dates and deadlines for the 2010-11 cohort data review process.
- Lists of all applicable file names/reports.
- Examples of common data issues in reviewing files.
- FAQs
- More.

Postsecondary Readiness Cut Scores

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

SAT

- Verbal: 440
- Math: 440

ACT

- Reading: 18
- Math: 19

CPT

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

P.E.R.T. (2010-11 Interim Cut Scores)

- Math: 113
- Reading: 104

Additional Requirement for “A” High Schools

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

Adequate Yearly Progress (AYP) Changes for 2010-11

Two changes:

- Grade 9 FCAT Mathematics discontinued.
- Increased annual proficiency targets in reading and mathematics consistent with the state's accountability workbook.
- Outcome: 10% of Florida's schools made AYP in 2010-11.

Annual Proficiency Targets for Subgroups

(AYP Percent-Proficient Targets)

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

Changes Coming

- FCAT 2.0 cut scores
- Moving toward new assessments in 2014-15 (PARCC)
- Climate of increasing standards so students are ready for college and work
- Adding new measures to the middle school grades (HS EOCs and Industry Certifications)
- Assimilating EOCs into the school grades model

Multi-Year School Grades Design Objective

- Changes occurring for the next 4 years.
- Design the system now to accommodate the changes that we know will occur in the future.
- Develop a multi-year model that lays out the changes that will occur over time.
- Work with districts in developing the model.

AYP and ESEA

- Pursuing Flexibility with U.S. DOE
 - Revised criteria for DA Intervene entry and exit.
 - Use Florida's accountability system for federal accountability reporting.
 - Advanced exams to substitute for state administered assessments (AP, IB, and Algebra 1 for MS students).

More to come . . .

School Grades in 2011-12 and Beyond

Key Issues

- Changes already written in rule for 2011-12 (HS grades)
- Learning gains for EOCs (as required in statute); learning gains on the FAA
- Learning gains: structure for FCAT 2.0 reading and math
- Learning gains: balance of performance and learning gains in new model(s); distribution/weighting of points for school grade components
- Addressing the statutory requirement for greater emphasis on reading performance
- High school science performance in 2011-12; Biology 1 EOC
- Middle school grades – include high-school level EOCs and Industry Certifications (as available)
- Banking middle school performance on HS level EOCs (Algebra 1 for 2011-12) for high school grades

School Grades in 2011-12 and Beyond

Key Issues (continued)

- Graduation rates – overall formula; SWDs; Adult Ed. Withdrawals; 5-year rates
- NCLB Subgroups – Whether/how to incorporate in state models (for a consolidated rather than bifurcated accountability system)
- School grade scales: Impact of new standards on existing school grade structure
- School grade factors and Differentiated Accountability (flexibilities sought from USED)
- Other ...

Changes Already in Rule for 2011-12 (High School grades):

- Numerator for Acceleration Participation covers all advanced course/exam takers in grades 9-12 (does not limit grade 9-10 participants to those who are successful on the exams/courses).
- Acceleration Participation and Performance become equally weighted at 150 points each.
- Postsecondary Readiness denominator changes from on-time graduates scoring at Level 3 on the Grade 10 FCAT (reading/math) to all on-time graduates.
- Note that the graduation rate formula currently in rule (NGA rate) is specified for years 2009-10 and 2010-11, but a specific rate formula for 2011-12 is not currently specified in the rule. (However, the federal uniform rate will be used for AYP in 2011-12, per federal regulations.)

Learning Gains

End-of-Course (EOC) Tests

Premises:

- Challenges – differing test content/structure
- Without content links (common items), statistical links can be used as an alternative, given similar content, similar distributional properties, and a strong positive relationship (correlation coefficient).
- If students learn the content taught and assessed in two content areas equally well, they should attain a similar position in the distribution of scores.
- Converting scores on two separate assessments to a common scale will permit a comparison of the amount of learning across the two assessments.
- The scale used must be statistically sound and easily understood.
- The result of comparing two scales also should be easy to understand.

Learning Gains

End-of-Course (EOC) Tests

- Could be applied from Grade 8 FCAT Mathematics (or other prior-year FCAT Mathematics Assessment) to Algebra 1 EOC.
- Criteria for gains:
 - Based on changes in T- scores on common scale.

Proposed Learning Gains Model for FAA Scores

Proposed business rules for learning gains beginning in 2011-12:

Current Provisions

- Students in the first year who are proficient count as having exhibited growth in the second year if they either stay in the same performance level that they had in the first year or move up one or more performance levels as compared to the first year.
- Students in the first year who are below-proficient count as having exhibited growth in the second year if their scores meet one of the two following criteria:
 - Their second-year score results in the student moving up one or more performance levels as compared to the first year.

- Their second-year score increases relative to their first year score by more than the standard error of the difference of the two scores.

Newly proposed

Proposed Learning Gains Model for FAA Scores

- The Assessment and Accountability Advisory Committee (AAAC) recommends setting a fixed score differential (the amount needed to meet the criterion for learning gains) for the calculation to make it more understandable to stakeholders.
- The fixed score differential would be derived from analysis of all state scores.
- This provision is supported by the Leadership Policy Advisory Council (LPAC).

Learning Gains

FCAT 2.0 in Reading and Mathematics

Area of Concern

- Crediting a learning gain for maintaining a proficient achievement level (vs. increasing a level)

Suggestion from AAAC:

- Provide more weight for students that move up more than one achievement level (e.g., weight a student moving up one level at 1.1 vs. 1.0 for a student maintaining a proficient achievement level, or 1.2 for a student moving up two achievement levels).

Issue:

- We do not yet know the impact of new standards and how the new FCAT 2.0 vertical scale will function in measuring gains.

Balance of Performance, Learning Gains, Bonus, and Other Measures

Current Configurations

	Performance	Learning Gains	Learning Gains Lowest 25%	Other Criteria	Bonus Points
Elementary	50% 400 points	25% 200 points	25% 200 points	0	0
Middle	50% 400 points	25% 200 points	25% 200 points	0	0
High	25% 400 points	12.5% 200 points	12.5% 200 points	50% 800 points	10 points

Balancing Learning Gains and Performance

Issues

- Changes in school grading will have varying impact on elementary, middle, and high schools because of legislative requirements for school grading components unique to each level of instruction.
- The school grade scales (total points) will vary at each level.
- Should the state-assessment-based measures (FCAT 2.0, EOCs) for performance and learning gains have the same points/weightings across the performance and learning gains components at each level (elementary, middle, high)?
- There has been discussion (LPAC meeting) of shifting points values among these components to achieve the following:
 - Increased emphasis on reading (as required in statute)
 - Compensating effect -- to increase learning gains points when performance-based components are added (e.g., HS-level EOCs in middle-school grades)
 - Compensating effect – to set points values initially lower (comparatively) for new EOCs that are added as performance components

Balance of Performance, Improvement, Bonus, and Other Measures

High Schools – LPAC Recommendation:

- Weight Biology 1 EOC (for Science performance measure) at just 50 points in 2011-12 (baseline year).
- Add 25 points to reading performance (weight at x 1.25)
- Add 25 points to reading learning gains.

Issue:

- Re-weighting points for years after 2011-12, when the Biology 1 EOC will have its own scale in place.
- Keep in mind that the state-assessment-based measures must be equally weighted against the other HS components (at 50% each).

Balance of Performance, Improvement, Bonus, and Other Measures

High Schools – Biology 1 EOC in 2011-12:

Item:

- Possibly use linking of 2011-12 Biology 1 EOC scores to 2010-11 Grade 11 FCAT Science scores to set proficiency cutoff only (not achievement levels).

Balance of Performance, Improvement, Bonus, and Other Measures

Middle Schools – AAAC Recommendation:

- 1,000-point scale instead of 800 points.
- Increases emphasis on reading (400 of 1,000 points) as 40% of available points (currently 37.5%, or 300 of 800 points)
- Increase points for learning gains to 450
- Increase points for performance to 450 (not counting HS EOCs)
- Add 100 points for HS EOC participation and performance (50 points for participation and 50 points for performance)

Balance of Performance, Improvement, Bonus, and Other Measures

Middle School Grades – LPAC recommendation for 2011-12:

- Participation Denominator = count of 8th graders scoring at FCAT level 3 or higher on the grade 7 FCAT Mathematics Assessment.
- Participation Numerator = Algebra 1 EOC test takers among students in the denominator.
- Performance Denominator = students from the numerator of the participation component.
- Performance Numerator = students from the performance denominator who scored proficient on the Algebra 1 EOC.
- Students from the participation denominator who passed the Algebra 1 EOC prior to grade 8 would have results banked for participation and performance.

Banking EOC Scores of Middle School Students for Use in High School Grades

- Banking scores in HS proficiency calculations: Attributing scores of students tested at another school (in a previous year) to the student's high school.
- Not banking scores in HS proficiency calculation: Placing high schools at a disadvantage when many or most of their entering 9th graders have already taken/passed the Algebra 1 EOC.
- Suitability of Algebra I EOC as high-school-level examination over time. (Replace/augment with Geometry EOC?)

Banking EOC Scores of Middle School Students for Use in High School Grades

AAAC Recommendations:

- Include banked middle-school EOC scores in proficiency calculations for high schools (Alg. 1 EOC).
 - Denominator = count of entering 9th graders with passing (banked) middle-school EOC scores plus EOC test takers in grades 9-12.
 - Numerator = students from denominator with passing scores.
- Alternative: Apply cohort calculation. For example, what percent of the previous year's entering 9th grade cohort have passed Algebra 1 by the end of grade 10? (use records from current and prior years to locate passing scores).

Graduation Rates

Issues:

- NGA rate specified in rule for 2009-10 and 2010-11 but not for years thereafter (high school grades).
- NGA vs. federal uniform rate.
- SWDs receiving a special diploma.
- Adult education transfers (cohort adjustment).
- Federal rate to be used for AYP in 2011-12.
- Five-year graduation rates.

Five-Year Graduation Rates

**For High Schools Receiving a Regular
School Grade in 2009-10**

	2009-10 NGA Five-Year Rate as Follow Up to 2008-09 Four-Year NGA Rate	2008-09 Four-Year NGA Rate	2009-10 Four-Year NGA Rate
State Average	85%*	82%*	86%*

*Based on the average rates for 448 schools receiving a high school grade in 2009-10 (including the graduation rate in the components for the grade).

NCLB/ESEA Subgroups in State Accountability Model(s)

Items:

- Florida is in position to request flexibilities from USED to revise criteria for Differentiated Accountability, but any granted flexibilities might require Florida to incorporate ESEA subgroups, or aspects of subgroup achievement analysis, into the state's school grading system.
- LPAC recommends limiting inclusion of subgroups to district-level calculations (district grade calculations).
- Selective provision of subgroup-based data may be a possibility – for instance, achievement-gap analyses.

Differentiated Accountability (DA): Possible Revisions Involving School Grade Criteria Items:

- Florida is preparing to request federal approval to revised its DA Intervene entry and exit criteria.
- Statutory and rule change will be needed, along with USED approval.
- Sought revisions would effectively establish school grades as the sole criteria for DA Intervene entry.
- Exit criteria for DA Intervene status would hinge on an improved school grade and yet-to-be quantified improvement in reading and math proficiency.
- A “Hold” status – for up to two years - would be established for Intervene schools that improve their grade but do not meet requirements for improvement in reading or math proficiency.
- A final model is not yet in place but there is support from DOE leadership to move forward with requested revisions. Provisions noted above are still subject to change.