



**Proposed Florida
School Accountability Plan**

**State Board of Education Meeting
February 18, 2014**

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Commissioner of Education**

Florida Department of
EDUCATION

School Accountability

Governor's Executive Order and Associated Documents

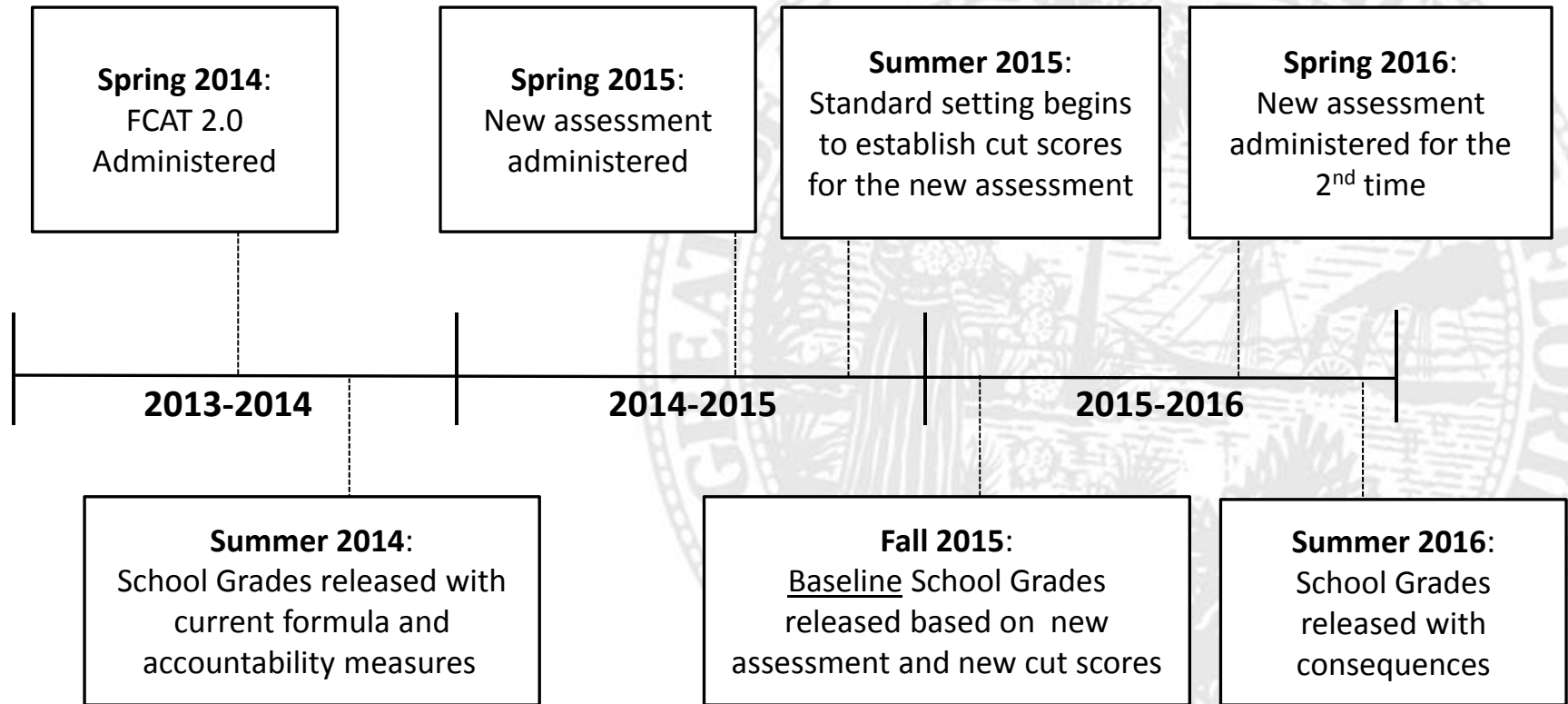
- Provide stability and clarity to the school accountability system during the transition to a new state assessment
 - No changes to the current school grading system during the transition, except those currently directed by existing statute or State Board of Education rule
- Resubmit ESEA waiver regarding ELL student achievement measures
- Recommend changes that may require statute or rule revisions
 - Ensure the accountability system is fair and transparent and promotes improvement in student outcomes

School Accountability Transition

Transition to a simplified, more transparent school grading system designed to promote college and career ready students using the new Florida Standards:

- Current system will remain in place until the end of 2013-14 school year when FCAT 2.0 (Reading, Writing and Mathematics) expires.
- When Florida students take the new assessment for the first time, student performance level expectations (“cut scores”) will not yet exist
- Setting student performance level expectations first in the summer immediately following the first administration of the new assessment, allows for a new baseline calculation of School Grades in the fall, which accurately reflects student performance on the new standards and assessment, not simply a statistical link back to old expectations
- This baseline, informational approach in the first year, provides everyone – parents, schools, districts, the general public – a clear understanding of a student’s and a school’s **starting point** on the new, more rigorous standards and assessments – **truth in advertising**
- It is this baseline performance that must be apparent and upon which schools must build to **improve the outcomes for all Florida students**

Proposed Assessment and Accountability Timeline



School Accountability Transition

Baseline 2014-15 School Grades

- The transition plan includes no interruption in current support to underperforming schools through our Differentiated Accountability teams
- There would be no new school turnaround options required for one year as a result of the 2014-15 baseline School Grades

School Accountability Revisions

Recommendations for the New School Grades:

- Re-focus the School Grading formula on student success measures
 - Achievement
 - Learning gains
 - Graduation
 - Earning College Credit and/or Industry Certifications
- Maintain a focus on students who need the most support
- Establish a learning gains calculation that (1) requires students scoring below grade level to grow toward grade level performance, and (2) requires students already at grade level to progress beyond grade level performance

School Accountability Revisions

Recommendations for the New School Grades:

- Avoid provisions that over-complicate the formula and muddle the meaning of a school grade
 - No bonus factors or additional weighting that may raise a school grade
 - No additional requirements or automatic adjustments that may lower a school grade
- Ensure that the level of performance associated with an A-F school grade is transparently evident
 - Report all school grade components as percentages, each worth a maximum of 100 points
 - Report A-F grades based on a percentage of points earned (e.g., 70%, 80%), rather than a point total

School Accountability Revisions

Recommendations for the New School Grades:

- Reset the grading scale to require a rigorous standard be met and avoid the compression of the current scale
 - Periodically review the scale to determine whether the expectations should be raised to encourage increased student achievement
- After the baseline year, release grades for all schools in the summer at the same time

Current Elementary School Grades Model

- The School Grade is based on the total points earned across the components
- However, the grade may be lowered if certain additional requirements are not met

Reading	Mathematics	Writing	Science
Achievement (100 points)	Achievement (100 points)	Achievement (100 points)	Achievement (100 points)
Learning Gains – with additional weights for certain types of gains (100 points)	Learning Gains – with additional weights for certain types of gains (100 points)		
Learning Gains of the Low 25% – with additional weights for certain types of gains (100 points)	Learning Gains of the Low 25% – with additional weights for certain types of gains (100 points)		

A school grade is lowered one letter grade below what the point total indicate if:

- Fewer than 50% of the Low 25% demonstrate gains in reading and mathematics (or show annual improvement)
- Fewer than 25% of students are reading at or above grade level
- Fewer than 95% of eligible students are tested, and the school earned enough points for an “A”

Proposed Elementary School Grades Model

- The School Grade would be based on the percentage of total points earned
- Provisions that may raise or lower a school’s grade beyond what the percentage of points would indicate are eliminated (no additional requirements; no additional weights/bonus; no automatic adjustments)
- Writing is included within the English/Language Arts components

English/ Language Arts	Mathematics	Science
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)
Learning Gains (0% to 100%)	Learning Gains (0% to 100%)	
Learning Gains of the Low 25% (0% to 100%)	Learning Gains of the Low 25% (0% to 100%)	

Current Middle School Grades Model

- The School Grade is based on the total points earned across the components
- However, the grade may be lowered if certain additional requirements are not met

Reading	Mathematics	Writing	Science	Acceleration
Achievement (100 points)	Achievement (100 points)	Achievement (100 points)	Achievement (100 points)	Participation and Performance on High School Level EOC Assessments and Industry Certifications (50 points for participation; 50 points for performance)
Learning Gains – with additional weights for certain types of gains (100 points)	Learning Gains – with additional weights for certain types of gains (100 points)			
Learning Gains of the Low 25% - with additional weights for certain types of gains (100 points)	Learning Gains of the Low 25% - with additional weights for certain types of gains (100 points)			

A school grade is lowered one letter grade below what the point total indicate if:

- Fewer than 50% of the Low 25% demonstrate gains in reading and mathematics (or show annual improvement)
- Fewer than 25% of students are reading at or above grade level
- Fewer than 95% of eligible students are tested, and the school earned enough points for an “A”

Proposed Middle School Grades Model

- The School Grade would be based on the percentage of total points earned
- Provisions that may raise or lower a school’s grade beyond what the percentage of points would indicate are eliminated (no additional requirements; no additional weights/bonus; no automatic adjustments)
- Writing is included within the English/Language Arts components

English/ Language Arts	Mathematics	Science	Social Studies (Civics EOC)
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0%to 100%)	Achievement (0% to 100%)
Learning Gains (0% to 100%)	Learning Gains (0% to 100%)		
Learning Gains of the Low 25% (0% to 100%)	Learning Gains of the Low 25% (0% to 100%)		

Current High School Grades Model

Assessment Components (50%)				"Other" Components (50%)			
Reading	Mathematics (EOCs)	Writing	Science (Biology EOC)	Acceleration	Graduation Rate	College Readiness	Social Studies (US History EOC)
Achievement (100 points)	Achievement (100 points)	Achievement (100 points)	Achievement (100 points)	Participation & Performance in AP, IB, AICE, dual enrollment, and/or industry certification – with additional weights for multiple participation & performance (100 points for participation; 100 points for performance)	A total of four graduation rates	Percent of graduates that are "college ready" based on SAT, ACT, and/or PERT Reading (100 points) Mathematics (100 points)	Achievement (100 points)
Learning Gains - with additional weights for certain types of gains (100 points)	Learning Gains - with additional weights for certain types of gains (100 points)		Overall, 4-yr (100 points) Overall, 5-yr (100 points)				
Learning Gains of the Low 25%, with additional weights for certain types of gains (100 points)	Learning Gains of the Low 25%, with additional weights for certain types of gains (100 points)		At-Risk, 4-yr (50 points) At-Risk, 5-yr (50 points)				

A school grade is lowered one letter grade below what the point total indicate if:

- Fewer than 50% of the Low 25% demonstrate gains in reading and mathematics (or show annual improvement)
- Fewer than 25% of students are reading at or above grade level
- Fewer than 65% of at-risk students graduate from high school, and the school earned enough points for an "A"
- Fewer than 95% of eligible students are tested, and the school earned enough points for an "A"

Proposed High School Grades Model

- The School Grade would be based on the percentage of total points earned
- Provisions that may raise or lower a school's grade beyond what the percentage of points would indicate are eliminated (no additional requirements; no additional weights/bonus; no automatic adjustments)
- Writing is included within the English/Language Arts components

English/ Language Arts	Mathematics (EOCs)	Science (Biology EOC)	Social Studies (US History EOC)	Graduation Rate	Acceleration Success
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Overall, 4-year Graduation Rate (0% to 100%)	Percent of students eligible to earn college credit through AP, IB, AICE, dual enrollment or earning an industry certification (0% to 100%)
Learning Gains (0% to 100%)	Learning Gains (0% to 100%)				
Learning Gains of the Low 25% (0% to 100%)	Learning Gains of the Low 25% (0% to 100%)				