



SCHOOL DISTRICT
PALM BEACH COUNTY, FLORIDA

FRANK RODRIGUEZ, PH.D.
ASSISTANT SUPERINTENDENT

JANIS ANDREWS, ED.D.
CHIEF ACADEMIC OFFICER

DIVISION OF QUALITY ASSURANCE
3300 FOREST HILL BLVD., SUITE B244
WEST PALM BEACH, FL 33406-5813
Ph: 561-434-8850 Fax: 561-434-8903
www.palmbeachschools.org

December 21, 2012

MEMORANDUM

TO: School Board Members

FROM: Janis Andrews, Ed. D. *J.A.*
Chief Academic Officer

THROUGH: E. Wayne Gent *E.W.G.*
Superintendent

SUBJECT: RELEASE OF THE FY2012 ANNUAL REPORT CARD FOR HIGH SCHOOLS

On December 21, 2012, the Florida Department of Education (FDOE) released the 2012 Annual Report Card for all high schools in the School District of Palm Beach County (SDPBC) and Florida. The FY2012 calculation for high school grades included more rigorous non-FCAT indicators than in previous years (graduation rate, participation and performance in accelerated coursework, and college readiness). Therefore, the FDOE advises using caution when comparing FY2011 to FY2012 results.

A review of the FY2012 school grades for high schools in the SDPBC (see Table 1) revealed the following.

- The SDPBC had 73% of high schools that earned an “A” or “B” grade.
- The percentage of SDPBC high schools that earned an “A” increased 22% from the previous year.
- The SDPBC outperformed Florida (50% vs. 46%) in the percentage of “A’s.”

Tables 4 and 5 contain the graduation rate, accelerated coursework, and college readiness data for SDPBC non-charter and charter high schools, respectively. This data is also available on the District web site at: <http://www.palmbeachschools.org/dre/schgrades.asp>

Attached are the ***Guide Sheet to Grading Florida’s Public Schools 2012*** and the ***FDOE Guide to School Grade Changes 2011-12***.

For questions regarding high school grades, contact Mark Howard, Director of Research, Evaluation, and Assessment at 434-8850 or Dr. Frank Rodriguez at 434-8851. For questions regarding graduation, accelerated coursework, and college readiness, contact Keith Oswald, Assistant Superintendent, Curriculum and Learning Support at 357-1113 or Dr. Janis Andrews, Chief Academic Officer at 649-6888. For questions concerning specific schools, contact the area superintendents or school principals.

EWG/JA/FR/MH

Attachments

cc: Division Chiefs
Area/Assistant Superintendents
Academic Directors
Principals

Table 1. Number and Percent of Letter Grades for High Schools in the SDPBC and Florida

School Type	Year	A		B		C		D		F		Total
		Count	Pct	Count	Pct	Count	Pct	Count	Pct	Count	Pct	
SDPBC Non-Charter	FY2012	13	52%	5	20%	7	28%	0	0%	0	0%	25
	FY2011	6	24%	15	60%	3	12%	1	4%	0	0%	25
SDPBC Charter	FY2012	2	40%	2	40%	0	0%	0	0%	1	20%	5
	FY2011	2	50%	1	25%	0	0%	1	25%	0	0%	4
SDPBC Total	FY2012	15	50%	7	23%	7	23%	0	0%	1	3%	30
	FY2011	8	28%	16	55%	3	10%	2	7%	0	0%	29
Florida Total	FY2012	231	46%	154	31%	89	18%	15	3%	13	3%	502
	FY2011	153	32%	225	47%	73	15%	26	5%	5	1%	482

Table 2. Letter Grades for Non-Charter High Schools in the SDPBC and Florida

	FY2011				FY2012			
	FCAT Points	Non-FCAT Points	Total Points	School Grade	FCAT Points	Non-FCAT Points	Total Points	School Grade
A. W. Dreyfoos School of The Arts	695	794	1489	A	665	750	1415	A
Atlantic	500	668	1168	A	503	643	1146	A
Boca Raton	650	735	1385	A	650	724	1374	A
Boynton Bch Community	412	579	991	B	450	565	1015	B
Forest Hill	488	533	1021	B	456	475	931	C
Glades Central	413	607	1020	B	395	564	959	C
John I. Leonard	443	621	1064	B	459	504	963	C
Jupiter High	608	714	1322	B	596	656	1252	A
Lake Worth	450	688	1138	B	466	554	1020	B
Olympic Heights	521	655	1176	B	514	576	1090	B
Pahokee Middle/Senior	378	547	857	D	439	638	955	C
Palm Beach Central	542	732	1274	B	516	624	1140	A
Palm Beach Gardens	467	576	1043	B	472	545	1017	B
Palm Beach Lakes	391	544	935	C	431	494	925	C
P.B. Virtual Franchise	541	--	--	B	568	594	1152	A
Park Vista Community	593	732	1325	A	570	658	1228	A
Royal Palm Beach	438	577	1015	C	469	495	964	C
Santaluces	484	583	1067	B	515	545	1060	A
Seminole Ridge Community	522	687	1209	B	491	592	1083	A
Spanish River	606	747	1353	B	601	712	1313	A
Suncoast	697	795	1492	A	637	789	1426	A
Village Academy	450	--	--	C	450	480	912	C
Wellington	545	684	1229	B	559	643	1202	A
West Boca Raton Community	560	740	1300	B	497	665	1162	B
William T. Dwyer	494	660	1154	A	513	599	1112	A

-- indicates not reported

Table 3. Letter Grades for Charter High Schools in the SDPBC

	FY2011				FY2012			
	FCAT Points	Non-FCAT Points	Total Points	School Grade	FCAT Points	Non-FCAT Points	Total Points	School Grade
G-Star Schools of the Arts	561	654	1215	A	521	603	1124	A
Inlet Grove	443	696	1139	B	363	631	994	B
Leadership Academy West	416	--	--	--	303	443	746	F
Riviera Beach Maritime Academy	510	718	1228	A	449	530	990	B
South Tech Academy	440	515	955	D	473	611	1084	A

- indicates not reported

Table 4. FY2011 and FY2012 Graduation Rate, Accelerated Coursework, and College Readiness Results for Non-Charter High Schools in the SDPBC

School Name	Graduation														Accelerated Coursework						College Readiness					
	Four Year Rate			Supplemental Rate			Total Points FY12	At Risk Four Year Rate (.5)			At Risk Sup. Rate (.5)			Total Points FY12	Participation (1.5)			Performance (1.5)			Reading			Math		
	FY11	FY12	FY12 Points	FY11	FY12	FY12 Points		FY11	FY12	FY12 Points	FY11	FY12	FY12 Points		FY11	FY12	FY12 Points	FY11	FY12	FY12 Points	FY11	FY12	FY12 Points	FY11	FY12	FY12 Points
A.W. Dreyfoos School of the Arts	99	100	100	99	99	99	199	99	100	50	99	99	50	100	93	97	146	80	83	125	93	92	92	89	88	88
Atlantic High	84	86	86	89	88	88	174	80	72	36	84	84	42	78	62	64	96	97	100	150	80	82	82	59	63	63
Boca Raton High	86	90	90	90	90	90	180	76	74	37	81	82	41	78	92	97	150	100	100	150	79	82	82	74	79	84
Boynton Beach High	65	75	85	80	73	73	158	70	72	36	83	75	38	74	71	60	83	42	82	138	61	67	72	29	35	40
Forest Hill High	75	69	69	78	78	78	147	60	48	22	68	65	33	55	52	44	66	41	62	108	54	56	56	44	43	43
Glades Central High	65	76	86	78	76	76	162	52	71	41	75	71	36	77	70	70	105	65	70	113	63	64	64	40	43	43
John I. Leonard High	69	73	73	78	76	76	149	46	49	25	71	57	26	51	54	50	75	84	83	125	60	58	58	53	46	46
Jupiter High	88	89	89	93	89	89	178	68	72	36	82	68	32	68	73	70	105	86	93	147	80	81	81	77	77	77
Lake Worth High	70	71	71	80	76	76	147	56	54	27	68	66	33	60	77	60	83	71	94	150	66	60	60	50	54	54
Olympic Heights High	83	82	82	84	87	87	169	72	54	25	77	80	40	65	72	58	80	60	68	110	66	75	80	59	67	72
P. B. Virtual	84	96	100	63	87	97	197	84	96	50	63	87	49	99	18	24	44	NA	92	138	69	65	65	59	51	51
Pahokee Middle/Senior High	72	75	75	84	83	83	158	58	57	29	83	74	37	66	76	90	150	41	56	99	59	73	83	45	42	42
Palm Beach Central High	91	91	91	94	92	92	183	78	75	38	86	82	41	79	76	74	111	79	69	96	69	79	89	62	66	66
Palm Beach Gardens High	75	77	77	81	78	78	155	56	55	28	73	62	29	57	64	54	74	41	61	107	63	74	84	57	63	68
Palm Beach Lakes High	63	65	65	73	71	71	136	53	55	28	70	61	31	59	60	52	78	38	66	114	59	64	69	37	38	38
Park Vista High	89	90	90	92	92	92	182	69	75	40	82	78	39	79	78	69	104	75	94	150	75	73	73	69	70	70
Royal Palm Beach High	71	75	75	82	77	77	152	53	54	27	72	62	29	56	61	69	111	48	44	66	64	62	62	46	48	48
Santaluces High	76	78	78	79	80	80	158	64	67	34	68	73	39	73	54	46	69	54	72	123	58	61	61	50	56	61
Seminole Ridge High	82	84	84	89	86	86	170	64	78	44	78	71	36	80	71	75	113	79	72	108	66	64	64	61	57	57
Spanish River High	92	95	95	94	95	95	190	71	83	47	85	83	42	89	66	73	117	100	100	150	83	85	85	80	81	81
Suncoast High	100	100	100	100	100	100	200	100	100	50	100	100	50	100	100	100	150	97	100	150	96	95	95	92	94	94
Village Academy	78	87	92	NA	78	83	175	78	87	46	NA	78	42	88	63	41	54	45	41	62	71	58	53	52	48	48
W.T. Dwyer High	81	84	84	83	86	86	170	71	67	34	74	75	38	72	66	69	104	71	79	126	65	68	68	60	59	59
Wellington High	83	86	86	86	88	88	174	47	63	37	72	64	32	69	70	70	105	86	91	144	82	79	79	78	72	72
West Boca Raton High	87	87	87	92	91	91	178	63	62	31	80	75	38	69	77	71	107	72	91	150	85	81	81	79	80	80

NA Indicates not reported

Table 5. FY2011 and FY2012 Graduation Rate, Accelerated Coursework, and College Readiness Results for Charter High Schools in the SDPBC

School Name	Graduation													Accelerated Coursework						College Readiness						
	Four Year Rate			Supplemental Rate			Total Points FY12	At Risk Four Year Rate (.5)			At Risk Sup. Rate (.5)			Total Points FY12	Participation (1.5)			Performance (1.5)			Reading			Math		
	FY11	FY12	FY12 Points	FY11	FY12	FY12 Points		FY11	FY12	FY12 Points	FY11	FY12	FY12 Points		FY11	FY12	FY12 Points	FY11	FY12	FY12 Points	FY11	FY12	FY12 Points	FY11	FY12	FY12 Points
G-Start School of the Arts	92	96	96	98	92	92	188	79	88	47	100	79	37	84	52	57	93	52	67	116	76	68	68	54	54	54
Inlet Grove	83	92	97	94	88	88	185	70	88	49	92	76	36	85	90	77	108	60	78	132	68	71	71	48	50	50
Leadership Academy West	57	66	71	74	60	55	126	38	40	20	53	46	23	43	9	21	47	NA	100	150	NA	43	53	NA	14	24
Riviera Beach Maritime Academy	82	79	79	71	85	95	174	82	79	40	71	85	48	88	65	52	71	82	70	98	78	52	47	52	52	52
South Tech Academy	87	88	88	88	89	89	177	74	78	39	82	78	39	78	63	71	114	41	82	138	44	54	64	30	35	40

NA Indicates not reported

Grading Florida's High Schools 2012

50% of Grade Based on Performance and Learning Gains, 50% Based on Other Components

Under Florida law (s. 1008.34, F.S.), up to 50 percent of the school grade for high schools is based on certain other components in addition to the assessment-based measures shown on the previous page. The 2011-12 school grades model for high schools is shown below, including the other grading components.

Assessment Components = 50% of Grade				"Other" Components = 50% of Grade		
Reading	Math (Algebra)	Writing	Science*	Acceleration	Graduation Rate	College Readiness
Performance				Participation (150 points)	Overall (200 points) 4-Year Federal Rate (100) Modified 5-Year Rate (100)	Reading (100 points)
FCAT 2.0, FAA (100 points)	Alg. 1, FAA (100 points)	FCAT, FAA (100 points)	Biology*, FAA (100 points)			
Learning Gains All Students				Performance (150 points)	At-Risk (100 points) 4-Year Federal Rate (50) Modified 5-Year Rate (50)	Math (100 points)
FCAT 2.0, FAA (100 points)	Alg. 1, FAA (100 points)					
Low 25% Learning Gains						
FCAT 2.0 (100 points)	Alg. 1 (100 points)			(300 points)	(300 points)	(200 points)
(300 points)	(300 points)	(100 points)	* Points adjustment for 2011-12.	(300 points)	(300 points)	(200 points)

Other Components for High School Grades (50% of Grade)

Participation in Accelerated Curricula (150 points):

Percentage of grade 11-12 students taking exams for AP, IB, AICE, and Industry Certifications; and Dual Enrollment courses (also counting grade 9-10 participants).

Performance in Accelerated Curricula (150 points):

Percentage of participants in accelerated curricula eligible to earn college credit.

Graduation Rate (200 points):

Federal four-year graduation rate (100 points) --

Percentage of students graduating within four years with a standard diploma.

Five-year modified federal graduation rate (100 points) --

Percentage of students graduating within five years with a standard or a special diploma.

At-risk Graduation Rate (100 points):

Percentage of at-risk students graduating based on both rates above (50 points each).

College Readiness (200 points):

Reading (100 points), Mathematics (100 points) --

Percentage of on-time graduates scoring college ready (based on ACT, SAT, CPT, or PERT results).

School Grade Scales for High Schools and Combination Schools with Graduating Classes

High Schools (1600-point scale): A = At least 1,050 points, B = 990 to 1,049 points, C = 870 to 989 points, D = 790 to 869 points, F = less than 790 points.

K-12, 6-12 Combination (1700-point scale): A = At least 1,115 pts., B = 1,050 to 1,114 pts., C = 925 to 1,049 pts., D = 840 to 924 pts., F = less than 840 pts.

Grading K-12 and 6-12 Combination Schools (Weighting Factors)

K-12 schools: Total points for state assessment based components = 80% of grade. Total points for other components = 20% of grade.

6-12 schools: Total points for state assessment based components = 70% of grade. Total points for other components = 30% of grade.

Guide to School Grade Changes for 2011-12



Florida Department of Education
Gerard Robinson, Commissioner

June 2012

Contact Information:

Bureau of Accountability Reporting

evalnrpt@fldoe.org

(850) 245-0411

Web: www.fldoe.org/evaluation

Contents

Changes to School Grades for 2011-12

(Reflects changes adopted through the State Board of Education meeting on May 15, 2012.)

All Schools	1
1. Achievement level cut scores	1
2. Students with Disabilities (SWDs) in performance measures	1
3. English Language Learners (ELLs) in performance measures, and identification of 1 st year ELLs	1
4. FCAT 2.0 learning gains for students remaining in level 1 or 2	1
<i>Table of FCAT 2.0 scale score increases required for gains</i>	1
5. FAA learning gains for students remaining in the same Emergent level (levels 1, 2, or 3).....	2
6. Additional weighting for prior-year low performers making more than expected gains	2
7. FCAT Level 3 students in the Low 25%	2
8. Retained students at Levels 1 and 2 in the Low 25%	2
9. Weighting for learning gains to Levels 4 and 5	2
10. Adequate progress requirement for the Low 25%	2
11. Change in FCAT Writing criterion for 2011-12	2
12. One-letter-grade drop limit on school grade declines in 2011-12	2
13. Extra emphasis on reading through a performance threshold (not applicable for 2011-12).....	2
Middle Schools	3
14. Use of more rigorous assessments in place of FCAT 2.0	3
15. Acceleration component for middle schools	3
16. Revised middle school grading scale	4
17. Civics component (not applicable for 2011-12)	4
High Schools	4
18. End-of-course (EOC) assessments	4
19. Banking of middle school scores on HS EOC assessments	4
20. Learning gains for EOC assessments	4
21. Federal Uniform Cohort Graduation Rate	5
22. At-risk graduation rate target	5
23. Adjusting the points provided for growth or decline	5
24. Adjusting the high school Science component for 2011-12 only	5
25. Adjusting the denominator for accelerated participation	5
26. U.S. History component (not applicable for 2011-12)	5
27. Changes required in rule prior to the State Board's adoption of revisions on 2/28/12	5
a. Re-weighting high school measures for accelerated participation and performance	5
b. Expanding the denominator for postsecondary readiness to include all on-time graduates	5
Combination Schools	6
28. Revised school grading scale for combination schools serving high school grades	6
29. Weighting of points for combination schools serving high school grades	6
Other Changes not Addressed in Rule Language but Required by Florida Statutes or ESEA	6
30. School grades for Virtual Instruction Providers (VIPs)	6
31. Applying the 1% cap for SWDs taking the FAA	6
32. Reassigning scores to home schools for students in Hospital/Homebound programs	6
33. ESE centers eligible for school improvement ratings	6
34. Alternative charter schools; ESE center charter schools – exempt from crediting back scores	6
School Grade Models (Diagrams)	7
Appendix 1: Calculation of Common Scale Scores for EOC Assessment Learning Gains	10
Appendix 2: Graduation Rate Models for Florida's High School Grades	12
Appendix 3: Applying the 1% Cap for SWDs Taking the FAA	14

[intentionally blank]

**Changes to School Grades for 2011-12:
Technical Notes for Programming and Data Management**

Area Affected	Changes for Calculations	Changes for Data Management and/or Additional Notes on Calculations
All Schools		
1. Achievement level cut scores	In school grading, we will apply new achievement level cut scores for FCAT 2.0 and EOC assessments, as adopted by the State Board of Education on Dec. 19, 2011.	Will be applied to all accountability calculations that include 2011-12 scores (school grades, alternative school improvement ratings, ESEA reporting). When prior-year data are applied, FCAT 2.0 scores for 2010-11 will also be set on the new scoring scale, and the new cut scores will be used. When Algebra 1 scores are used in calculations, the achievement levels adopted by the State Board in December 2011 will be applied.
2. Students with Disabilities (SWDs) in performance measures	Students with disabilities will be included in Reading, Mathematics, Writing, and Science performance components in the same way as for other students. FAA scores for SWDs who take this test will be used as well as FCAT/FCAT 2.0 scores and EOC assessments.	FAA data for SWDs will now include raw scores needed for learning gains calculations (see # 5 below). The 1% "proficiency cap" for SWDs tested on the FAA (as applied previously in AYP calculations) will be applied for school grades. See Appendix 3 for additional information.
3. English Language Learners (ELLs) in performance measures, and identification of 1 st year ELLs	ELLs in their second year will be included in Reading, Mathematics, Writing, and Science performance components in the same way as for other students. ELLs in their second year are those with at least one year of instruction in U.S. schools up to two years. (We already include ELLs with more than two years in instruction and will continue to do so.) This means that ELLs with at least one year in U.S. schools will be included in all performance measures.	ELLs with less than one year of instruction will not be included in the performance measures. Students with at least one year of instruction (at least 365 calendar days from the reported date of entry to school in the U.S.) will be included in the performance measures. We are using a new data element to determine the initial date on which instruction begins. The new data element, "Date of Entry into U.S. School," is defined as the date on which the student first enrolled in school in the United States. Because the 2011-12 DOE student database cannot be modified this late in the year to accommodate reporting of the new data, we will use the Web based application for Student Data Updates to collect this data from school districts. If data is not reported for an ELL for this new element, we will use the ESOL entry date (as in the past) to identify the starting date of instruction for the student.
4. FCAT 2.0 learning gains for students remaining in level 1 or 2	To make learning gains, students who remain at level 2 on FCAT 2.0 have to score at least one point beyond a year's expected growth. Students who remain at level 1 have to score at least two points beyond a year's expected growth. (See table below.)	Retained students who remain at level 1 or at level 2 will be required to demonstrate the same amount of growth as non-retained students at the same current grade level. For instance, a retained 4 th grader at level 1 would be required to increase his/her reading score by at least 12 scale score points. However, students who are retained 3 rd graders would be expected to show the same increase in scores as required for 4 th graders (the next grade up).

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

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

Area Affected	Changes for Calculations	Changes for Data Management and/or Additional Notes on Calculations
All Schools (continued)		
5. FAA learning gains for students remaining in the same Emergent level (Levels 1, 2, or 3)	Students who remain at Emergent levels 1, 2, or 3 on the FAA can demonstrate learning gains by making a gain of at least five (5) points.	The raw student score will be added to FAA data files for accountability processes.
6. Additional weighting for prior-year low performers making more than expected gains	Students who have prior-year FCAT 2.0 scores at level 1 or 2, and SWDs who have prior-year FAA scores at level 1, 2, or 3, will be weighted more heavily in the learning gains numerator if they increase their score by an amount that is at least 33% greater than the minimum amount of increase that would be required on the FCAT 2.0 vertical scale or on FAA scores to qualify for learning gains. The students who qualify for the extra weighting are counted at a weighting of 1.1 in the learning gains numerator instead of 1.0. The extra weighting also applies to FCAT 2.0 scores in the Low 25% learning gains calculation.	Example: A 4 th grader scoring at level 1 in FCAT 2.0 Reading in the prior year would need to increase his/her score by at least 16 scale points to qualify for extra weighting. (The minimum amount of increase for learning gains is 12 additional points [see table on the previous page], and 33% more than 12 = 16.) This application of the new provision is limited to students with current and prior-year FCAT 2.0 scores (i.e., does not apply to Algebra 1 EOC scores) because measurement of the score increase is based on the FCAT 2.0 vertical scale. Students tested on the FAA in the current and prior year would need to show a raw score increase of at least 7 points to qualify for extra weighting.
7. FCAT Level 3 students in the Low 25%	Level 3 students will be removed from the Low 25% group.	The Low25% group will be calculated without students scoring at Level 3.
8. Retained students at Levels 1 and 2 in the Low 25%	After the Low 25% is calculated, any retained students at prior-year levels 1 and 2 who are not included in the initial Low25% calculation will be added to the Low 25% group.	
9. Weighting for learning gains to Levels 4 and 5	Add weight to learning gains for students moving into Levels 4 and 5 from lower levels (FCAT 2.0 and EOCs, as applicable).	Students moving from any lower level to level 4 will be weighted at 1.1 in the numerator. Students moving from any lower level to level 5 will be weighted at 1.2 in the numerator.
10. Adequate progress requirement for the Low 25%	Suspend the adequate progress requirements for reading and math (for 2011-12 only).	The requirements for adequate progress of the Low 25% in reading and math will be reinstated beginning in 2012-13.
11. Change in FCAT Writing criterion for 2011-12	The FCAT Writing criterion for school grades has been changed from 4.0 to 3.0 by the State Board during an emergency meeting on May 15, 2012.	Note on FAA scores in writing performance: The FAA writing standard for the writing performance measure is set at performance level 4 (scores at level 4 and above meet the standard).
12. One-letter-grade drop limit on school grade declines in 2011-12	Under Florida Administrative Code Rule 6A-1.09981, for 2011-12 only, no school will be assigned a final grade that is more than one letter grade lower than in the previous year.	For schools that would otherwise be assigned a grade that is more than one letter grade lower than in the previous year (based on total points earned for 2011-12), the Department of Education will determine the difference in points (points gap) between the total points that the school earned in 2011-12 and the minimum total points that the school would need in order to be assigned a grade that is only one grade lower than the grade received in 2010-11. The "gap points" will be added proportionally to the school's earned points for reading, mathematics, and writing performance, resulting in an adjusted points total for assignment of a final letter grade that complies with the rule.
13. Extra emphasis on reading through a performance threshold	Not applicable for 2011-12. (Note: Beginning in 2012-13, a reading performance threshold of 25% will be applied. Schools with less than 25% of students at grade level or above would be assigned a final grade that is one grade lower than the school would receive based on points.) The reading performance threshold applies to schools that would be graded A, B, C, or D based on points. I.e., a school grade could be lowered from D to F if this requirement is not met.	Schools that do not meet the threshold will have their final grade lowered by one letter grade. For schools that have already had their grade lowered because of not meeting the adequate progress requirement or the at-risk graduation rate target, the lowering of the grade is not cumulative. I.e., schools would not have their grade lowered by more than one letter grade through application of all requirements (reading threshold, adequate progress, etc.).

Middle Schools

Area Affected	Change for Calculations	Additional Notes										
<p>14. Use of more rigorous assessments in place of FCAT 2.0</p>	<p>Allows the use of EOC (e.g., Algebra 1) scores in the middle school math components of school grades.</p> <ul style="list-style-type: none"> • If a student has both an FCAT 2.0 Mathematics score and one or more EOC scores in a math subject, the higher/highest score is used (limited to first-time scores for EOCs – [see 3rd bullet below]). • For learning gains, if a student has both an FCAT 2.0 Mathematics score and one or more EOC scores in math, the learning gains calculation will be applied using the EOC assessment as well as the FCAT 2.0 assessment for the current-year assessment, and the student will be counted as making learning gains if the student makes gains in either calculation. • For middle school students, the first EOC assessment score earned <u>during the school year</u> is used for performance and learning gains unless the student has a higher FCAT 2.0 score. • All middle-school students are expected to be tested each year in math and count for “percent tested.” 	<p>The Assessment Corrections Web application is being modified to include more than one assessment score for a student in a given subject.</p> <p>For performance and learning gains calculations -- when a student has scores for several different math assessments, the score that will be applied in final calculations whenever both/all scores result in positive outcomes is the EOC score.</p> <p>Learning gains calculations for EOC assessments apply the same achievement-level comparisons as for traditional learning gains calculations. A student is counted as making gains if the student</p> <ul style="list-style-type: none"> • increases an achievement level or • maintains an achievement level at level 3 or higher. <p>For students remaining at level 1 or level 2, learning gains are established if the student increases his/her common scale score. Information on determining the common scale score is provided in Appendix 1.</p>										
<p>15. Acceleration component for middle schools -- participation in and performance on high school level EOC assessments</p>	<p>Section 1008.34, F.S., requires a new measure for participation in and performance on HS EOC assessments by students in middle school. The participation component is worth 50 points and the performance component is worth 50 points. By rule amendment, for the 2011-12 school year only, the grade assigned based on the new middle school points structure shall be used <i>unless</i> removing the points for accelerated participation would result in a higher grade. The higher grade shall be used for the 2011-12 school year. This means that the middle school grade must be calculated two ways: (1) with the EOC participation component and (2) without the EOC participation component. Then the two grades must be compared. The higher grade will apply. If the grade is the same for both calculations, the calculation with the higher points total will apply. When the grade is calculated without the EOC participation component, the resulting total points will be multiplied by a factor of 1.059 to bring the final total points up to a 900-point scale equivalent value.</p> <p>Beginning in 2012-13, Industry Certification outcomes will be factored into this new measure.</p> <p>Middle schools and combination schools serving grade 8 will have this component included in their school grade calculation. Schools without enrollment in grade 8 will not have this component included in their school grade calculation (for example, a K-7 school).</p>	<p><u>a. Participation:</u> This measure uses EOC assessment records matched to records for full-year-enrolled students. For 2011-12, only Algebra 1 scores will apply. If a student takes the exam more than once during the year, only the first administration will be used. The denominator of the acceleration participation component consists of the following:</p> <ul style="list-style-type: none"> - The count of 8th graders in the school year who scored at Achievement Level 3 or higher on their grade 7 FCAT 2.0 assessment in mathematics; <u>plus</u> - The count of 6th and 7th grade students in the school year who took the EOC assessment(s) and were enrolled in an Algebra 1 course; <u>plus</u> - The count of other 8th graders in the school year who took the EOC assessment(s) and were enrolled an Algebra 1 course. <p>Applicable courses include the following :</p> <table border="0"> <tr> <td>1200310</td> <td>Algebra 1</td> </tr> <tr> <td>1200320</td> <td>Algebra 1 Honors</td> </tr> <tr> <td>1200380</td> <td>Algebra 1-B</td> </tr> <tr> <td>1200390</td> <td>IB Algebra 1 Honors</td> </tr> <tr> <td>1209810</td> <td>Pre-AICE Mathematics 1</td> </tr> </table> <p>The denominator will be adjusted to remove any eighth graders who passed the EOC in a prior year or who otherwise met their graduation requirements for Algebra 1 prior to the current year.</p> <p>The numerator consists of students from the denominator who took an EOC assessment. When additional EOC assessments are administered, the participation measure will be weighted to account for students who take more than one EOC assessment or complete more than one Industry Certification.</p> <p><u>b. Performance:</u> The denominator of the performance measure is the unweighted count of students from the numerator of the participation component who have a valid score. Students are included in the numerator for performance if they score at level 3 or higher on the EOC assessment.</p> <p><u>Points Conversion for Participation and Performance:</u> Percentages for participation and performance are multiplied by 0.5 to convert them to points for use in middle school grades.</p>	1200310	Algebra 1	1200320	Algebra 1 Honors	1200380	Algebra 1-B	1200390	IB Algebra 1 Honors	1209810	Pre-AICE Mathematics 1
1200310	Algebra 1											
1200320	Algebra 1 Honors											
1200380	Algebra 1-B											
1200390	IB Algebra 1 Honors											
1209810	Pre-AICE Mathematics 1											

Middle Schools (cont.)

Area Affected	Changes for Calculations	Changes for Data Management and/or Additional Notes on Calculations
<p>16. Revised middle school grading scale* (The grading scales for elementary schools and high schools are unchanged for 2011-12.)</p>	<p>For 2011-12 through 2013-14, a 900-point scale applies:</p> <p>A = at least 590 points B = 560 to 589 points C = 490 to 559 points D = 445 to 489 points F = less than 445 points</p>	<p>For 2014-15 forward, a 1,000-point scale applies:</p> <p>A = at least 655 points B = 620 to 654 points C = 545 to 619 points D = 495 to 544 points F = less than 495 points</p>
<p>17. Civics component</p>	<p>Not applicable for 2011-12.</p>	<p>This measure will be implemented beginning in 2014-15.</p>

High Schools

High Schools		
<p>18. End-of-course (EOC) assessments</p>	<p>Includes Algebra 1 in performance and learning gains. (Note: Geometry will be added in 2012-13 for mathematics performance and learning gains. Biology will be added for Science performance in high schools in 2012-13.)</p> <ul style="list-style-type: none"> • Sets a cell size of 10 for the EOCs, similar to Science and Writing, which are also single-grade-level assessments.* • For high school students, the first EOC assessment score earned during high school is used for performance and learning gains. Other administrations of the same assessment are considered retakes and would be considered for bonus points based upon percent passing. <p>For percent tested in mathematics in high school in 2011-12, the denominator will include students with applicable Algebra course records in Surveys 2, 3, (as well as 1 and 4 from the most recent summer terms) and SWDs tested on the FAA in math. However, students who are taking the Algebra 1 course for grade forgiveness only and who do not need to take the EOC assessment will be excluded from the percent-tested calculation in math if they do not have EOC assessment scores.**</p>	<p>Student Course Schedule records are the source for the Algebra 1 course data needed for the percent-tested calculations (as well as for the middle school acceleration participation calculation).</p> <p>* Minimum cell-size for high school math performance and high school math learning gains for 2011-12 will be set at 10, not restricting the number of included tests to EOC assessments because school grading must now include FAA scores as well.</p> <p><u>Bonus points for HS retakes</u> – we are applying the same business rules for including assessments in bonus points as in the previous year, with two exceptions: 9th grade students in 2011-12 who take the Algebra 1 EOC assessment more than once will have their second Algebra 1 score included in the high school math retakes component, and 10th grade FCAT math scores will be included in the math bonus points calculation (instead of math performance).</p> <p>** The grade-forgiveness students can be identified for accountability purposes (so that they will not be included in the participation [percent-tested] calculation) by entering “Y” on the data element <u>“Student did not complete Algebra 1 course prior to testing”</u> on the Student Data Updates application.</p>
<p>19. Banking of middle school scores on HS EOC assessments</p>	<p>We will bank scores for entering 9th graders who scored at level 3 or higher on high school EOC assessments while in middle school. The banked scores will be used in the math performance calculations for high schools (added to both the numerator and denominator).</p>	<p>The Prior Year Data corrections process will include banked EOC assessment scores.</p> <p>Students who enter grade 9 with the U.S. DOE Algebra 1 waiver will not be included in the “percent tested” calculation denominator for math. [A field will be provided for districts to use for identifying these students during the corrections/review processes.]</p>
<p>20. Learning gains for EOC assessments</p>	<p>Ninth-grade students' Algebra 1 scores will be compared with their prior-year FCAT 2.0 mathematics scores.</p> <p>A student is counted as making gains if</p> <ul style="list-style-type: none"> • the student increases an achievement level, or • maintains an achievement level at level 3 or higher, or • for students remaining at level 1 or level 2, the common scale score increases. 	<p>Information on determining the common scale score is provided in Appendix 1.</p>

Area Affected	Changes for Calculations	Changes for Data Management and/or Additional Notes on Calculations
High Schools (continued)		
21. Federal Uniform Cohort Graduation Rate	Required under ESEA (34 CFR §200.19). The graduation rate component for high schools will consist of two measures: a four-year cohort rate using the federal reporting requirements, and a modified five-year rate as a follow-up to the four-year cohort from the previous year. The modified five-year rate will count special diploma recipients as graduates.	See Appendix 2 for more information on the federal uniform graduation rate. The modified five-year rate is calculated as a follow-up to the prior year four-year federal rate, using the same denominator but allowing for additional graduates in Year 5. The points-adjustment for annual growth/decline will be calculated separately for each rate and will be added together to determine the total points-adjustment for the combined graduation rate component. For new schools that do not have enough students for a five-year cohort rate, we will substitute a modified four-year rate (counting special diploma recipients as graduates) in place of the five-year rate.
22. a. At-risk graduation rate target b. At-risk graduation rate components	a. The target for the at-risk graduation rate is re-set at 65%. This will be based on the four-year federal rate only. b. The at-risk graduation rate measure will consist of the same two graduation rate components used for the overall graduation rate and will be worth 50 points each (the percentage points for each rate will be multiplied by a factor of 0.5).	b. Points for annual growth/decline will be calculated using the same approach as for the overall rate, and the combined annual growth/decline points adjustment will be multiplied by 0.5 to reflect the 50% weighting for each rate subcomponent.
23. Adjusting the points provided for growth or decline	Points for growth are limited to 10 points and points for decline stay at 5 points. Points are awarded in 5-point increments for growth. For example, no points would be awarded until a school's measure increases by 5 or more points. There is no change in how points are deducted for declining measures.	For an increase of 0-4 points, no additional points for growth are awarded. For an increase of 5-9 points, five additional points are awarded. For an increase of 10 or more points, ten additional points are awarded.
24. Adjusting the high school Science component for 2011-12 only	FCAT Science will not be administered in high school in 2012 and there are no achievement level standards set yet for the Biology 1 assessment. For 2011-12 only, Science will not be included in high school grades, and the points earned on the remaining 7 measures for performance and learning gains will be adjusted proportionately to an 800-point scale equivalent.	The points for performance measures and learning gains for high schools will be multiplied by a factor of 1.143 to reset the points to an 800-point scale equivalent value. The 10 available bonus points for retakes will be added after the adjustment.
25. Adjusting the denominator for accelerated participation	SWDs in grades 11 and 12 who took the FAA will not be included in the denominator for accelerated participation.	In addition, by rule revision, any 9 th or 10 th grade students who are included in the numerator for participation will also be included in the denominator. By rule, the <i>numerator</i> will include all 9-12 graders who participate in an advanced exam or dual enrollment course (regardless of outcome).
26. U.S. History component	Not applicable for 2011-12. (Note: Beginning in 2013-14, percentage scoring at levels 3 or above.)	
27. Changes for 2011-12 required in rule prior to the State Board's adoption of revisions on 2/28/12	a. Re-weight high school measures for accelerated participation and performance: Accelerated participation and performance will be weighted at 150 points each. b. Adjust the postsecondary readiness denominator to be based on all on-time graduates instead of just those graduates who scored at level 3 or higher on the grade 10 FCAT in reading and math.	These changes were prescribed in rule before the State Board adopted revisions on Feb. 28, 2012, and remain in the revised rule.

Area Affected	Changes for Calculations	Changes for Data Management and/or Additional Notes on Calculations
Combination Schools		
28. Revised school grading scale for combination schools serving high school grades	For combination schools serving high school grades and grade 8, the school grading scale must incorporate points for the new middle-school component for accelerated participation and performance. As a result, the grading scale for these schools will be based on 1,700 possible points instead of 1,600.	The points totals for these measures will be calculated with, and without, the middle-school acceleration participation measure (including scaling up the points for the "without participation" calculation to a 900-point equivalent scale), and the higher of the two points totals will apply.
Revised scale cut points for combination schools serving high school grades	For 2011-12 through 2013-14, a 1,700-point scale applies: A = at least 1,115 points B = 1,050 to 1,114 points C = 925 to 1,049 points D = 840 to 924 points F = less than 840 points	For 2014-15 and beyond, an 1,800-point scale applies: A = at least 1,180 points B = 1,115 to 1,179 points C = 980 to 1,114 points D = 890 to 979 points F = less than 890 points
29. Weighting of points for combination schools serving high school grades	When applying the 80/20 weighting for K-12 schools and the 70/30 weighting for 6-12 schools, we will include the points for the new middle school acceleration measure with the non-assessment-based high school measures (grad rates, acceleration, and college readiness).	
Other Changes not Addressed in Rule 6A-1.09981 but Required by Florida Statutes, ESEA, or Other Rule(s)		
30. School grades for statewide Virtual Instruction Providers (VIPs)	<i>(This is more a clarification than a change.)</i> School grades for VIPs (7001's) will continue to be calculated using state assessments applied in the eight measures for performance and learning gains.	Because the new middle-school component for accelerated participation and performance will eventually include a non-assessment-based sub-component (Industry Certifications), VIP grades will not include the component for middle-school acceleration.
31. Applying the 1% cap for SWDs taking the FAA (as applied in AYP calculations) (Required under ESEA.)	Florida's ESEA waiver did not exempt Florida from applying the 1% cap for SWDs taking the FAA as required for accountability calculations under ESEA. With inclusion of FAA scores in performance measures, the 1% cap will be applied to school grade performance outcomes in the same way as we applied the cap for AYP calculations.	Under ESEA, a state may include the proficient scores of SWDs taking alternate assessments provided that the number of proficient students at the district level does not exceed 1% of all students tested in reading and in mathematics. While individual schools are not subject to the 1% cap, if a district has more than 1% of its tested students taking the FAA and scoring at or above level 4, then the state must determine which of those proficient students will be reported as non-proficient in district grades and school grades. A waiver process also exists for districts with special circumstances to apply for exemption from all or part of the 1% cap requirement for its SWDs taking the FAA. Appendix 3 provides more detailed information.
32. Reassigning scores to home schools for students in hospital/homebound centers	<ul style="list-style-type: none"> • Required in statute -- s. 1008.34(3)(c)4, F.S. – but not addressed in the rule revision. – What the statute says: "Student assessment data for students designated as hospital- or homebound shall be assigned to their home school for the purposes of school grades. As used in this subparagraph, the term 'home school' means the school to which a student would be assigned if the student were not assigned to a hospital- or homebound program." 	<ul style="list-style-type: none"> • Applies to students who are full-year-enrolled at hospital/homebound centers with a separate school number. • Credited back to all school grade measures for performance and learning gains (not just learning gains). • Home school data is reported on Survey 3, using the "zoned school" data element. • Hospital/Homebound centers will not be graded separately.
33. ESE centers eligible for school improvement ratings	ESE centers (identified by the Department with district input) will be able to elect a regular grade or a school improvement rating. Home school information will be reported for students enrolled in ESE centers in Survey 3.	<ul style="list-style-type: none"> • If a school improvement rating is selected, student scores are credited back to home schools for inclusion in performance and learning gains measures in the home school's grade. Home school information is reported via the Student Data Updates Web application for 2011-12 and will be reported on the DOE student database beginning in 2012-13.
34. Alternative charter schools; ESE center charter schools – exempt from crediting back scores	Scores are not credited back to home schools for students attending an alternative <u>charter</u> school or ESE center that is a charter school.	Rule 6A-1.099822 was amended in 2012 to include this provision for alternative charter schools.

School Grade Models

Below are charts that show the school grades models for elementary, middle, high, and K-12/6-12 combination schools. New components in the model are in red font (and underlined).

Elementary School Model

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

Middle School Model

Reading	Math	Writing	Science	<u>Civics</u>	<u>Acceleration</u>
Performance					
FCAT 2.0, <u>FAA</u> (100 points)	FCAT 2.0, <u>FAA</u> , <u>EOCs</u> (100 points)	FCAT, <u>FAA</u> (100 points)	FCAT, <u>FAA</u> (100 points)	<u>2014-15</u> <u>EOC</u> (100 points)	<u>2011-12</u> <u>High School EOC's</u> <u>(Industry</u> <u>Certifications</u> <u>2012-13)</u> <u>(100 points)</u>
Learning Gains All Students					
FCAT 2.0, FAA (100 points)	FCAT 2.0, FAA <u>EOCs</u> (100 points)				
Low 25% Learning Gains					
FCAT 2.0 (100 points)	FCAT 2.0 (100 points)	(100 points)	(100 points)	<u>(100 points)</u>	
(300 points)	(300 points)				
Additional Components:					
<ul style="list-style-type: none"> • <u>For 2011-12 only, the adequate progress requirement for the Low 25% will not be applied.</u> • Test at Least 90% of students, 95% to earn an "A." • <u>Beginning in 2012-13 - Performance threshold in Reading - Grade lowered one letter grade if not met.</u> 					

High School Model

Assessment Components – 50%				“Other” Components – 50%			
Reading	Math <u>(Algebra, Geometry)</u>	Writing	Biology (Science)	Acceleration	Grad Rate	College Readiness	<u>US History</u>
Performance				Participation (150 points) <u>2013-14</u> <u>(100 points)</u>	Overall (200 points)	Reading (100 points)	<u>2013-14</u> <u>EOC (100</u> <u>points)</u>
FCAT 2.0, <u>FAA</u> (100 points)	<u>EOCs, FAA</u> (100 points)	FCAT, <u>FAA</u> (100 points)	<u>EOC, FAA</u> (100 points)	Performance (150 points) <u>2013-14</u> <u>(100 points)</u>	At Risk (100 points)	Math (100 points)	
Learning Gains All Students							
FCAT 2.0, FAA (100 points)	<u>EOCs, FAA</u> (100 points)						
Low 25% Learning Gains							
FCAT 2.0 (100 points)	<u>EOCs</u> (100 points)						
(300 points)	(300 points)	(100 points)	<u>(0 points in</u> <u>2011-12)</u> (100 points)	(300points) <u>(200 points</u> <u>beginning</u> <u>2013-14)</u>	(300 points)	(200 points)	<u>(100</u> <u>points)</u>
Additional Components:							
<ul style="list-style-type: none"> <u>For 2011-12 only, the adequate progress requirement for the Low 25% will not be applied.</u> Test at Least 90% of students, 95% to earn an “A.” Meet the at-risk graduation rate target - <u>65%</u> or improvement targets. <u>Beginning in 2012-13 - Performance threshold in Reading - Grade lowered one letter grade if not met.</u> 							

Combination School Model: K-12, 6-12

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

Additional Components:

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

Statewide Virtual Instruction Provider (VIP) Model (points measures shown for 2011-12 only)

Reading	Math	Writing	Science
Performance			
FCAT 2.0, <u>FAA</u> (100 points)	FCAT 2.0, <u>EOCs, FAA</u> (100 points)	FCAT, <u>FAA</u> (100 points)	FCAT, <u>FAA</u> (100 points)
Learning Gains All Students			
FCAT 2.0, FAA (100 points)	FCAT 2.0, <u>EOCs, FAA</u> (100 points)		
Low 25% Learning Gains			
FCAT 2.0 (100 points)	FCAT 2.0 <u>EOCs</u> (100 points)		
(300 points)	(300 points)	(100 points)	(100 points)

Additional Components:

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

Appendix 1:

Calculation of Common Scale Scores for EOC Assessment Learning Gains (Applied to Students Who Remain at Level 1 or at Level 2)

For Grade 8 FCAT 2.0 to Grade 9 Algebra 1 EOC Assessment **

* Determining common scale scores for grade 7 FCAT 2.0 Math to Algebra 1 and for grade 6 FCAT 2.0 Math to Algebra 1 will apply the same approach.

Discussion:

1. Grade 8 students who took FCAT 2.0 Mathematics in the prior year are in the “reference group”. Grade 9 students who took Algebra I EOC in the current (most recent) year are in the “focal group”. A data file including reference group students is merged with another data file holding focal group students via student ID numbers. Following this operation, the resulting merged data file includes two performance measures for each student (for the prior year and current year respectively).
2. Calculation of T-scores essentially consists of two steps. First, student scores in the reference group are standardized via the mean and standard deviation of the reference group. Also, the same operation is performed for the focal group using the mean and standard deviation of the focal group. Second, standardized scores in the reference group are linearly transformed into t-scores via the scaling constant equal to 10 and location constant equal to 50. Also, the same operation is performed for the focal group. The standardization in the first step is also referred to as “z-scores.” This type of score indicates how far a student is away from the mean of the group in standard deviation units, and also allows one to carry the scores from different scales onto the same scale. The standardization of the scores in the reference and focal groups is achieved based on the means and standard deviations calculated across all students within each group. Since these two statistics derive from all students within each group, they have higher precision (or lower standard error) and provide better precision in determining the relative location of each student within the groups.
3. Differences in T-scores are calculated by subtracting the reference group T-score from the focal group t-score for each student, and the students with positive t-score differences are considered as the ones making learning gains.

Procedures and Examples for 8th grade Math and Algebra 1

The following steps will lead to converting two tests into standardized T-scores so that they can be compared. The first example converts a student’s 8th grade comprehensive mathematics test score (8M) to a T-score. The second example converts a student’s Algebra 1 EOC exam score (Alg1) to a T-score. Note: μ =mean or average score; σ =standard deviation .

1. Convert a student’s 8th grade math score test to a T-score. Note: The mean and SD of the “first test” will vary, depending on the year in which the student was tested shown as year “X” in this example.
 - a. Subtract:
(Student’s 8th grade math score in year “X” – mean score on 8th grade math test in year “X”)
 - b. Divide by the standard deviation of the 8th grade math test in year “X”
 - c. Multiply times the T-score standard deviation (10)
 - d. Add the T-score mean (50)

$$8^{\text{th}} \text{ grade Math T-score} = \left[\left(\frac{(8M\text{score} - 8M\mu)}{8M\sigma} \right) \times 10 \right] + 50$$

2. Convert a student's Algebra 1 score to a T-score. Note: The mean and SD of the EOC exam will be fixed for the year standards were established shown as year "A" in this example so that there is not a moving target.
- Subtract:
(Student's EOC exam score in year "Y" – mean score on the Alg1 exam in year "A")
 - Divide by the standard deviation of the Alg1 exam in year "A"
 - Multiply times the T-score standard deviation (10)
 - Add the T-score mean (50)

$$\text{Alg1 T-score} = \left[\left(\frac{(\text{Alg1score} - \text{Alg1}\mu)}{\text{Alg1}\sigma} \right) \times 10 \right] + 50$$

Appendix 2:

Graduation Rate Models for Florida’s High School Grades

Overview

For years 2009-10 and 2010-11, the department used the National Governors Association (NGA) graduation rate in the high school grading formula. NGA graduation rates are currently published in the NCLB School Public Accountability Reports (<http://doeweb-prd.doe.state.fl.us/eds/nclbpar/index.cfm>) under the heading “Graduation rate with GED based diploma recipients counted as non-graduates.” The reporting of the NGA rate was implemented, in part, to address requirements of s. 1001.42(18)(e), F.S., which requires that annual public reports include graduation rates “calculated without GED tests.” The NGA rate has also been used as a preliminary model for the U.S. Department of Education’s more rigorous uniform four-year adjusted cohort graduation rate, which will be required as part of ESEA reporting beginning in 2011-12. The NGA graduation rate is replaced by the federal uniform graduation rate for high school grading beginning with school year 2011-12.

Graduation Rate Model Comparisons

Both the NGA and federal uniform graduation rate are four-year adjusted cohort rate models. This means that the denominator consists of all students entering grade 9 for the first time four years prior to the year for which the rate is calculated, plus incoming transfers (including incoming ninth graders in the first year of the cohort, tenth graders in the second year of the cohort, eleventh graders in the third year of the cohort and twelfth graders in the fourth [final] year of the cohort) **minus** adjustments to the cohort (exiting transfers and deceased students).

All high school students are included in the denominator unless they have been removed from the cohort as an exiting transfer or deceased student. And all students from the denominator who are not specifically classified as on-time graduates become non-graduates – including dropouts and other students who remain enrolled at the end of year 4 but have not yet graduated with a qualifying diploma, as well as certificate recipients and recipients of non-qualifying diploma types.

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

See the next page for information on which DOE database diploma codes count as graduates.

**Florida DOE Database Diploma Codes:
Grad/Non-Grad Classification in Graduation Rate for High School Grading**

NGA Graduation Rate (for 2009-10 and 2010-11):

Diploma Graduates	Diploma Non-Graduates	Diploma - Other
<p>Standard Diplomas: W06 – standard diploma W6A – accelerated college prep option (18 hrs.) W6B – accelerated career prep option (18 hrs.) WFA – accelerated college prep, alt assessment in lieu of FCAT (18 hrs.) WFB – accelerated career prep, alt assessment in lieu of FCAT (18 hrs.) WFT – standard diploma, alt assessment in lieu of FCAT WFW – standard diploma for SWD with FCAT waiver W43 – A standard high school diploma awarded through an adult education program (full credit hrs.; passing FCAT) W52 – A standard high school diploma awarded through an adult education program (full credit hrs.; alt. assessment in lieu of FCAT)</p> <p>Special Diplomas: W07 – special diploma, option 1 for SWDs W27 – special diploma, option 2 for SWDs</p>	<p>HS Exit Option GEDs: WGA – High school equivalency diploma awarded to exit option students who passed the GED and used an alt. assessment in lieu of FCAT WGD – High school “State of Florida” diploma awarded to exit option students who passed the GED but not the FCAT W10 – High school equivalency diploma awarded to exit option students who passed the GED and the FCAT</p>	<p>Adult Education GED: W45 – Adult education program GED diploma (Treated the same as a transfer to an adult education program; removed from the cohort; removed from both the numerator and the denominator.)</p>

Federal Uniform Rate (for 2011-12 and beyond):

Diploma Graduates	Diploma Non-Graduates
<p>Standard Diplomas: W06 – standard diploma W6A – accelerated college prep option (18 hrs.) W6B – accelerated career prep option (18 hrs.) WFA – accelerated college prep, alt assessment in lieu of FCAT (18 hrs.) WFB – accelerated career prep, alt assessment in lieu of FCAT (18 hrs.) WFT – standard diploma, alt assessment in lieu of FCAT WFW – standard diploma for SWD with FCAT waiver W43 – A standard high school diploma awarded through an adult education program (full credit hours; passing FCAT) W52 – A standard high school diploma awarded through an adult education program (full credit hrs.; alt. assessment in lieu of FCAT)</p>	<p>All GED Diplomas: WGA – High school equivalency diploma awarded to exit option students who passed the GED and used an alt. assessment in lieu of FCAT WGD – High school “State of Florida” diploma awarded to exit option students who passed the GED but not the FCAT W10 – High school equivalency diploma awarded to exit option students who passed the GED and the FCAT W45 – Adult education program GED diploma</p> <p>Special Diplomas: W07 – special diploma, option 1 for SWDs** W27 – special diploma, option 2 for SWDs**</p>

** Special diploma recipients are counted as graduates in the modified five-year federal rate that is also applied for high school grading, beginning with 2011-12 reporting.

Sources

Florida Department of Education Database Manuals:

Appendix A – Attendance Recordkeeping Required Codes for Grade PK-12 Students
(URL: http://www.fldoe.org/eias/dataweb/database_1011/appenda.pdf).

Appendix B – Attendance Recordkeeping Required Codes for Adult Students
(URL: http://www.fldoe.org/eias/dataweb/database_1011/appendb.pdf).

For extensive information on cohort graduation rate calculations, see the technical assistance paper at <http://www.fldoe.org/eias/eiaspubs/word/gradgde1011.doc>.

Appendix 3:

Applying the 1% Cap for SWDs Taking the FAA

Under the NCLB Act and Florida Law, only students with significant cognitive disabilities should take assessments based on alternate achievement standards. Students with the most significant cognitive disabilities include a small number of students whose cognitive impairments may prevent them from attaining grade-level achievement standards, even with the very best instruction. Rule 6A-1.0943, Florida Administrative Code (FAC), Statewide Assessment for Students with Disabilities, already establishes the requirements and process for determining whether a student with disabilities should participate in an alternate assessment.

In accordance with the NCLB Act, in calculating AYP for schools and school districts, a state may include the proficient scores of students taking alternate assessments provided that the number of those students at the district level who score at the proficient level does not exceed 1% of all students in the grades assessed in reading and in mathematics.¹ Federal regulations prescribe limited conditions under which a state may grant districts a waiver from the 1% cap (e.g., a larger number of students with significant cognitive disabilities are provided services by a district, etc.). NCLB does not limit how many students can be tested with an alternate assessment; it limits only the number of scores based on alternate achievement standards that can be included as proficient in AYP measurement calculations. While individual schools are not subject to the 1% cap, if a district has more than 1% of its students with disabilities taking the alternative assessment and scoring at the proficient level, then a method for determining which of those proficient students will be reported as non-proficient must be determined. Those students who score at the proficient level, but will have to be reported as non-proficient for purposes of AYP, will be included as non-proficient at the school level as well. Each year, districts that are in excess of the 1% cap may request a review by the state to waive the reclassification of students in certain program areas from “proficient” to “non-proficient,” depending on factors unique to the district which are evaluated on a case-by-case basis and applied to step 5 below.

- 1. Determine the total number of students at the district level:** The total number of students assessed who have been in the same district for a full academic year.
- 2. Determine 1% of the total:** Calculate 1% of the total in step 1.
- 3. Determine the number of proficient alternative assessment test takers:** Students taking an alternate assessment for students with disabilities scoring at level 4 or above are considered proficient.
- 4. Determine if a district met its 1% cap:** If the number in step 3 is equal to or less than the number in step 2, then the district has met its cap. Otherwise, the district has exceeded the 1% cap.
- 5. Convert proficient scores to non-proficient scores for the AYP calculation:**

Step 1: For the AYP proficiency calculations for each subject (math and reading), convert proficient scores of the following students to non-proficient scores:

- (1) Students reported with the following exceptionalities: K (specific learning disabled), F (speech impaired), and G (language impaired), where no other disability (other than the aforementioned types) is reported for the student.
- (2) If the district is still over the 1% cap after Step 1(1) above, then scores for students with a reported exceptionality of J (emotional/behavioral disability) will also be converted to non-proficient.
- (3) If the district still is over the 1% cap after Step 1 (1) and (2), then scores for the remaining students with disabilities will be selected based on ordered student and school numbers and converted to non-proficient (converting the same number across schools, to the extent possible) until the cap is met.

Step 2: Recalculate the 1% cap based on the conversion of the proficient scores to non-proficient scores for students as described in Step 1 above.

Step 3: Create a file with the new proficiency scores from steps 1-2 above.

¹ For 2011-12, the count of tested students in math for the 1% cap will comprise all tested students included in the performance calculation for math (which also includes students with banked middle school EOC assessment scores).