



Assessment and Accountability



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Assessment and Accountability have Played an Important Role in Florida Education Policy for a Long Time

1970s and 1980s

- Florida began administering statewide assessments in the 1970's
 - Nation's first graduation test was authorized in 1976, and implemented first with the graduating class of 1983 (minimum competency test)

1990s

- Florida Writing Assessment Program was administered for the first time to 4th graders in 1992, expanding to eighth-graders in 1993 and tenth-graders in 1994
- Identification of **critically low performing schools** began in 1995, based on norm-referenced test scores in Grades 4 and 8, writing scores in Grades 4, 8, and 10, and results from the High School Competency Test in Grade 11
- FCAT was first administered in Reading (Grades 4, 8, and 10) and Mathematics (Grades 5, 8, and 10) in 1998
- A-F **School Grades** were first issued in 1999, based on FCAT performance in the assessed grade levels and subjects, as well as additional indicators including dropout rates, attendance, and student discipline
 - Learning gains data was not yet available, and not part of School Grades from 1999 to 2001

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2000s

- FCAT Reading and Mathematics were expanded to grades 3-10 in 2001, allowing for the calculation of annual student learning gains
- In 2002, the criteria for School Grades was expanded to include student learning gains and learning gains of the lowest performing students (the Low 25%), with 50% of the grade based on student achievement and 50% based on learning gains
- Passing of the Grade 10 FCAT Reading and Mathematics exams (standards-based assessments) became a requirement for high school graduation beginning with the class of 2003
- In 2003, FCAT Science was administered for the first time – once in elementary, once in middle, and once in high school
- In 2007, School Grades were expanded to include Science performance and the learning gains of the Low 25% in math

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2010s

- In 2010, School Grades for high schools were expanded to include acceleration, graduation rates, and college readiness
- In 2011, Florida transitioned to FCAT 2.0, assessments developed to measure mastery of the Next Generation Sunshine State Standards
 - Florida End-of-Course Assessments began with Algebra 1 in 2011, expanded to Geometry and Biology 1 in 2012, US History in 2013, and Civics (middle school course) in 2014
- In 2012, School Grades incorporated performance from FCAT 2.0 and EOCs for the first time
- In 2014-15, Florida transitioned to the Florida Standards Assessment (FSA), assessments developed to measure mastery of the Florida Standards



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Florida Standards Assessment: Establishing Achievement Level Cut Scores

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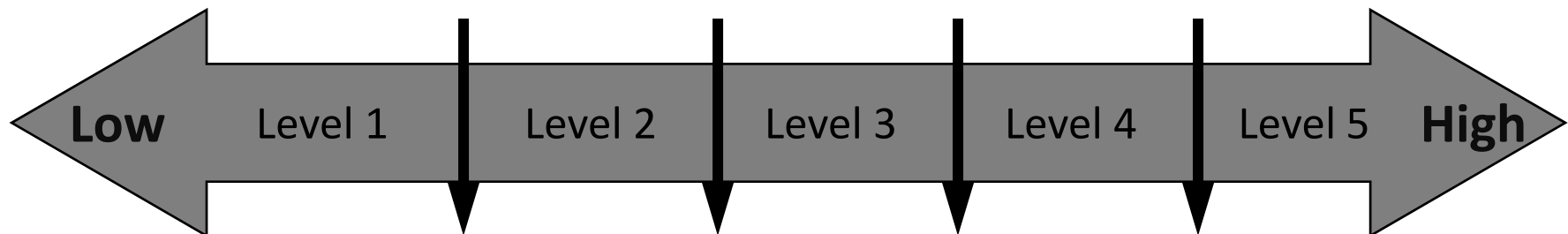
Setting Cut Scores

- It is necessary to set cut scores when any of the following occur:
 - A new test is given
 - Content standards change
 - Test blueprint changes
 - Achievement Level Descriptions change
- FSA: new assessments for adopted content standards
- Setting cut scores is the process whereby we “draw the lines” that separate the test scores into various Achievement Levels.

Achievement Levels

- Florida law requires that achievement levels on all statewide, standardized EOC assessments and ELA, mathematics and science assessments range from 1 through 5 (s. 1008.22(3)(e)1., F.S.)
- Requires the setting of four Achievement Level cuts

Five Achievement Levels, Four Cut Points



Achievement Levels

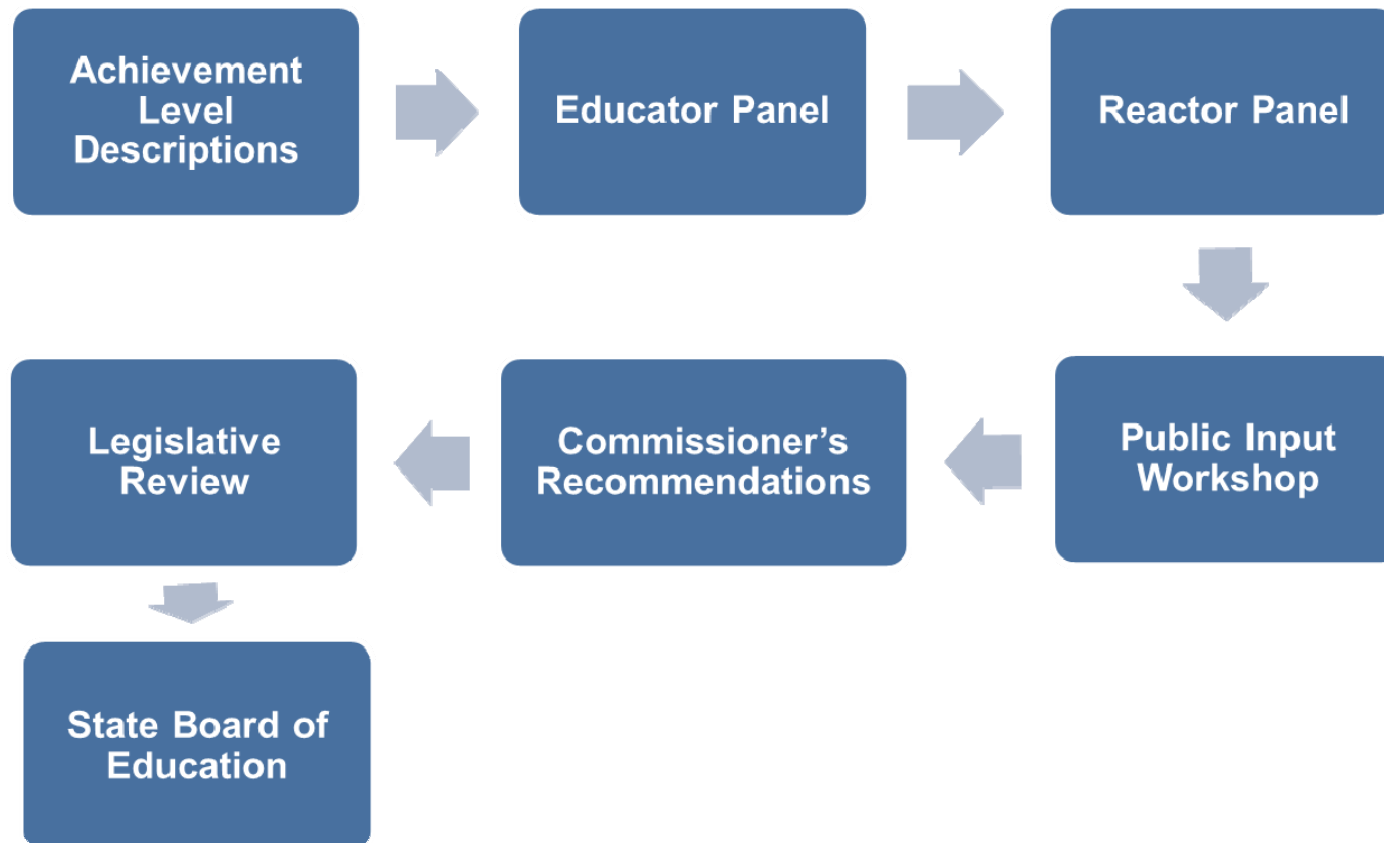
- Florida law defines Level 3 as indicating “**satisfactory** performance” (s. 1008.22(3)(e)1., F.S.)
- Florida law also states that “a student **passes** an assessment if the student achieves a level 3, level 4, or level 5” (s. 1008.34(1)(a), F.S.)
- Level 3 is also defined as “**passing**” in State Board Rule (6A-1.09422, F.A.C.)

Achievement Level Policy Definitions

- Describe student achievement of Florida Standards at each achievement level

Level 1	Level 2	Level 3	Level 4	Level 5
Students at this level demonstrate an inadequate level of success with the challenging content of the <i>Florida Standards</i> .	Students at this level demonstrate a below satisfactory level of success with the challenging content of the <i>Florida Standards</i> .	Students at this level demonstrate a satisfactory level of success with the challenging content of the <i>Florida Standards</i> .	Students at this level demonstrate an above satisfactory level of success with the challenging content of the <i>Florida Standards</i> .	Students at this level demonstrate mastery of the most challenging content of the <i>Florida Standards</i> .

Setting Cut Scores: A Multi-Stage Process



We've Done This Before...

1998:

- **FCAT** Reading (grades 4, 8 and 10) and Mathematics (grades 5, 8 and 10) Achievement Levels approved

2001:

- **FCAT** Reading (grades 3, 5, 6, 7 and 9) and Mathematics (grades 3, 4, 6, 7 and 9) Achievement Levels approved

2011:

- **FCAT 2.0** Reading (grades 3-10) and Mathematics (3-8) Achievement Levels approved
- **Algebra 1 EOC** Assessment Achievement Levels approved

2012:

- **FCAT 2.0 Science** (grades 5 and 8) Achievement Levels approved
- **Biology 1** and **Geometry EOC** Assessment Achievement Levels approved

2013:

- **U.S. History EOC** Assessment Achievement Levels approved

2014:

- **Civics EOC** Assessment Achievement Levels approved

Important Dates

- Achievement Level Description (ALD) Panel:
April 28–May 1, 2015
 - Tallahassee
- Educator Panel: August 31–September 4, 2015
 - Orlando
- Reactor Panel: September 10–11, 2015
 - Orlando
- Public Workshops: September 15-17, 2015
 - Ft. Lauderdale, Orlando, Tallahassee
 - Webinar

Achievement Level Description (ALDs) Panel

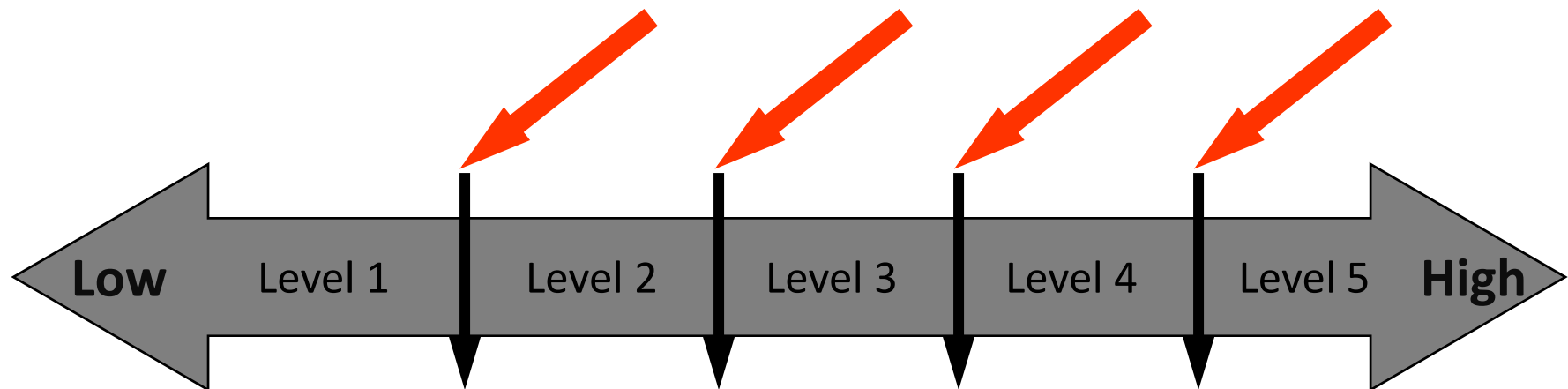
- Four-day workshop with 42 panelists from around the state
- Specify what students in each achievement level are expected to know and be able to do
- ALDs are the link between content and achievement level standards
- Panelists use the ALDs to develop a mental representation of students at each achievement level

Educator Panel

- Over 300 K-12 and postsecondary educator panelists from across Florida – reflecting the regional and demographic diversity of the state
- Seventeen groups setting cut scores concurrently
 - Recommending cut scores based primarily on content, identifying the point where they individually judged that students scoring at and above that level can be accurately described by the ALD for that level
- Four rounds of judgments
 - Educators were given multiple chances to evaluate potential cut scores and make changes based on content, discussion, and impact and benchmark data
 - Impact data (introduced after 2 rounds of judgments) and benchmark data (introduced after 3 rounds of judgments) were used as context to inform panelists' recommendations, but not determine their recommendations

Setting the Achievement Level Cut Points

- When considering the cut point for each achievement level, the focus is appropriately on those students who *just* reach the level
- Since the cut score defines the border of each achievement level, when considering recommended cut scores, the focus is on students who meet the minimum for each achievement level description
- It is not performance typical of the achievement level as a whole, but the students who just reach the level do, in fact, meet the standard



Reactor Panel

- Two-day meeting composed of
 - community/education organization leaders
 - state university leaders
 - business leaders
 - school board members
 - superintendents
- Review educator panel recommended cut scores and impact data
- Two rounds of judgment
- 16 panelists

Reactor Panel – Impact Data Review

- When reviewing impact data, the reactor panel considered the following questions:
 - Given the description of what students should know and be able to do at each Achievement Level, are the recommendations from the Educator Panel consistent with your expectations of student achievement?
 - Given the results that you see from other Florida assessments, are the impact data based on the Educator Panel's recommendations reasonable?

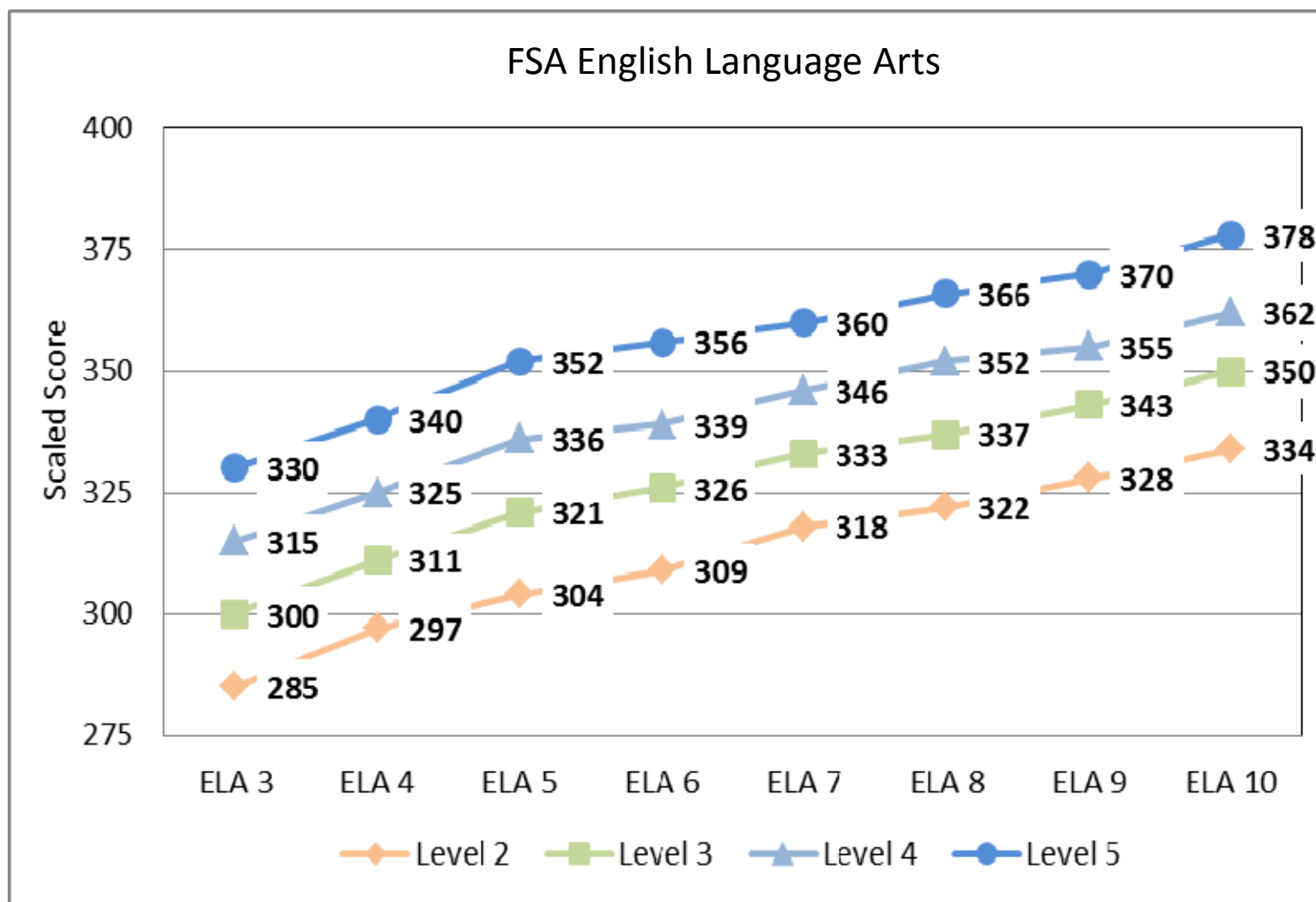
Reactor Panel Participants

Reactor Panelist	Position
Dr. Barbara Jenkins	Superintendent, Orange
Dr. Diana Greene	Superintendent, Manatee
Robert Edwards	Superintendent, Lafayette
Marcia Andrews	School Board Member, Palm Beach
Mr. Terry Nichols	School Board Member, Jackson
Mr. Danny Gaekwad	EFI Board of Directors
Rev. Ron Rawls	Pastor, St. Paul AME Church
Dr. Manoj Chopra	UCF Engineer Professor, former BOG member
Dr. Ed Bonahue	Provost and VP of Academic Affairs, Santa Fe College
Dr. Susan Neimand	Director of School of Education, Miami Dade College
Mr. John Barnhill	Assistant Vice President for Enrollment Management at FSU
Debra Morton	Volunteer Coordinator at Fruit Cove Middle School, St. Johns
Dr. Maria Torres	Executive Director of Federal and State Grants & English Language Learner Programs, Collier
Ronda Bourn	Assistant Director of Instruction for School Programs, Northeast Florida Education Consortium
Dr. Nathan Balasubramanian	Executive Director, Strategy & Continuous Improvement, Broward
Karen Denbroeder	Retired Research Assistant, FL Center for Reading Research at FSU and Former State-Level ESE Administrator

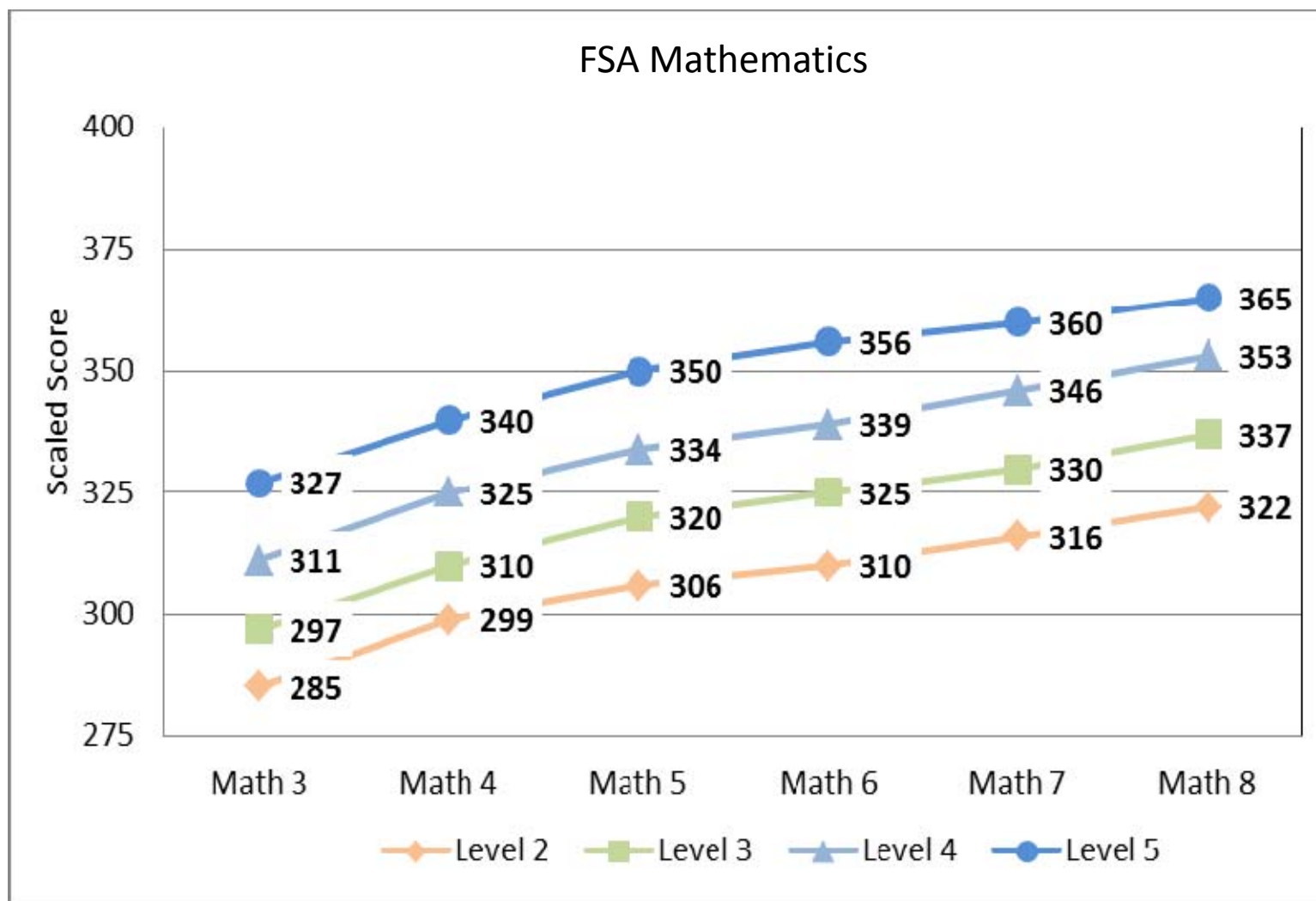
Public Feedback and Recommendations

- Three public workshops were held to solicit public input on the cut scores recommended by the educator and reactor panels
 - Ft. Lauderdale – 9/15; Orlando – 9/16; Tallahassee – 9/17
- The Tallahassee workshop was also provided as a webinar so that stakeholders from across the state could watch and listen
- All feedback considered in the recommendations
- These recommendations are provided to the Legislature, as required by law, and the State Board of Education for action, scheduled for January

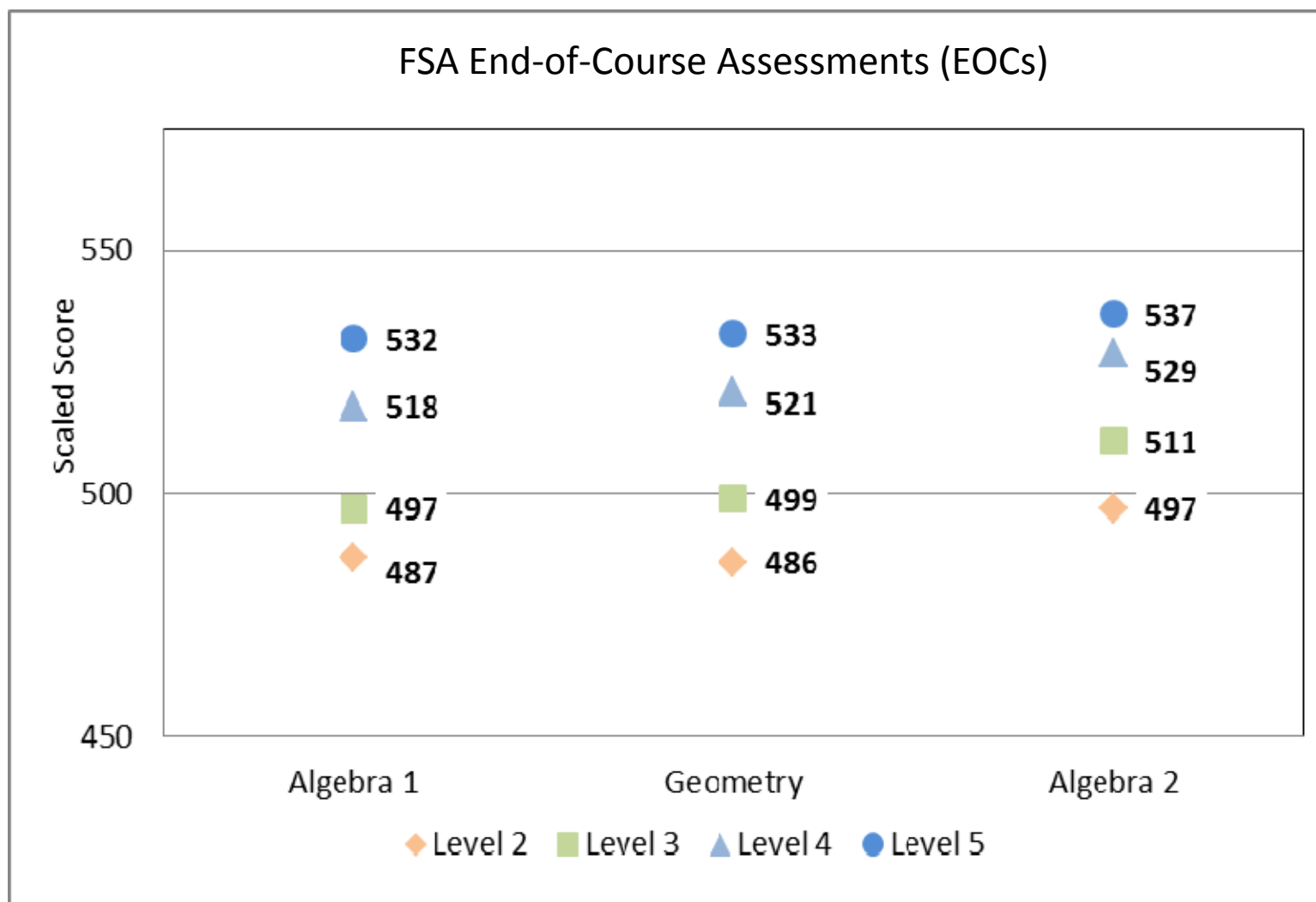
Commissioner's Recommended Cut Scores



Commissioner's Recommended Cut Scores



Commissioner's Recommended Cut Scores



Summary of the Proposed Cut Scores – Educator Panel, Reactor Panel, and Commissioner's Recommendations

Impact Data: Percentage of Students at or above **Level 3 (Passing)** on
FSA English Language Arts, Spring 2015 Performance

	Educator Panel	Reactor Panel	Commissioner's Recommendation
Grade 3	55%	53%	53%
Grade 4	54%	56%	54%
Grade 5	49%	56%	52%
Grade 6	49%	52%	51%
Grade 7	51%	51%	51%
Grade 8	59%	55%	55%
Grade 9	55%	55%	53%
Grade 10	51%	51%	51%

Summary of the Proposed Cut Scores – Educator Panel, Reactor Panel, and Commissioner's Recommendations

Impact Data: Percentage of Students at or above **Level 3 (Passing)** on
FSA Mathematics and EOCs, Spring 2015 Performance

	Educator Panel	Reactor Panel	Commissioner's Recommendation
Grade 3	60%	60%	58%
Grade 4	59%	61%	59%
Grade 5	57%	59%	55%
Grade 6	49%	50%	50%
Grade 7	54%	52%	52%
Grade 8	49%	45%	45%
Algebra 1	51%	60%	56%
Geometry	50%	56%	53%
Algebra 2	31%	39%	36%

	Reading/ELA Comparison Level 3 (Passing) and Above		Mathematics Comparison Level 3 (Passing) and Above	
	Commissioner's Recommendation, FSA Spring 2015	FCAT 2.0 Performance, Spring 2014	Commissioner's Recommendation, FSA/EOC Spring 2015	FCAT 2.0/EOC Performance, Spring 2014
Grade 3	53%	57%	58%	58%
Grade 4	54%	61%	59%	63%
Grade 5	52%	61%	55%	56%
Grade 6	51%	60%	50%	53%
Grade 7	51%	57%	52%	56%
Grade 8	55%	57%	45%	47%
Grade 9	53%	53%		
Grade 10	51%	55%		
Algebra 1			56%	66%
Geometry			53%	64%
Algebra 2			36%	

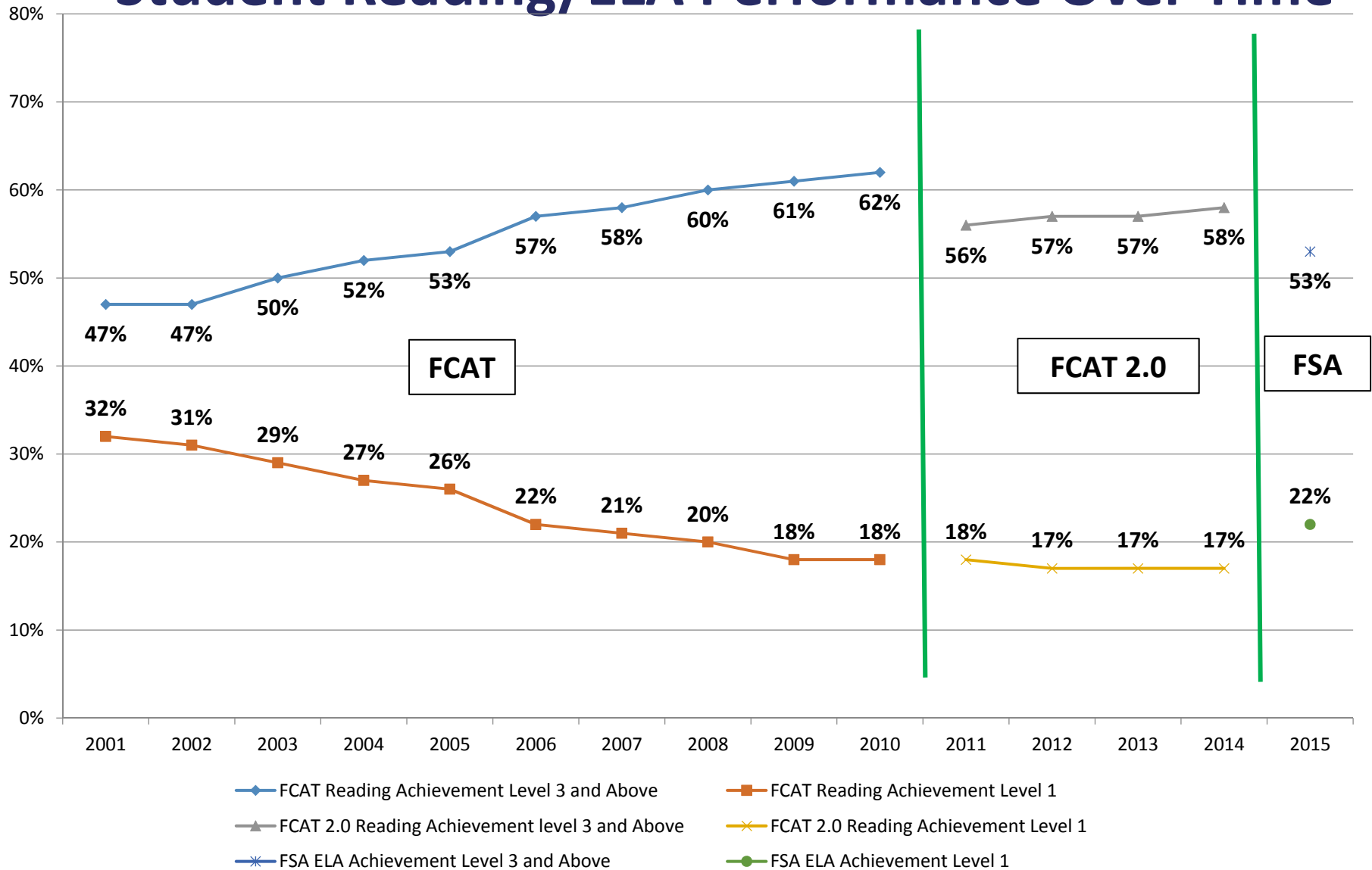
Summary of Commissioner's Recommended Cut Scores Comparison to External Data

	Commissioner's Recommendation, FSA Spring 2015	NAEP, 2015	Commissioner's Recommendation, FSA Spring 2015
	Level 3 (Satisfactory) and Above	Proficient and Above	Level 4 (Above Satisfactory) and Above
Grade 4 Reading	54%	39%	27%
Grade 4 Mathematics	59%	42%	31%
Grade 8 Reading	55%	30%	29%
Grade 8 Mathematics	45%	26%	18%

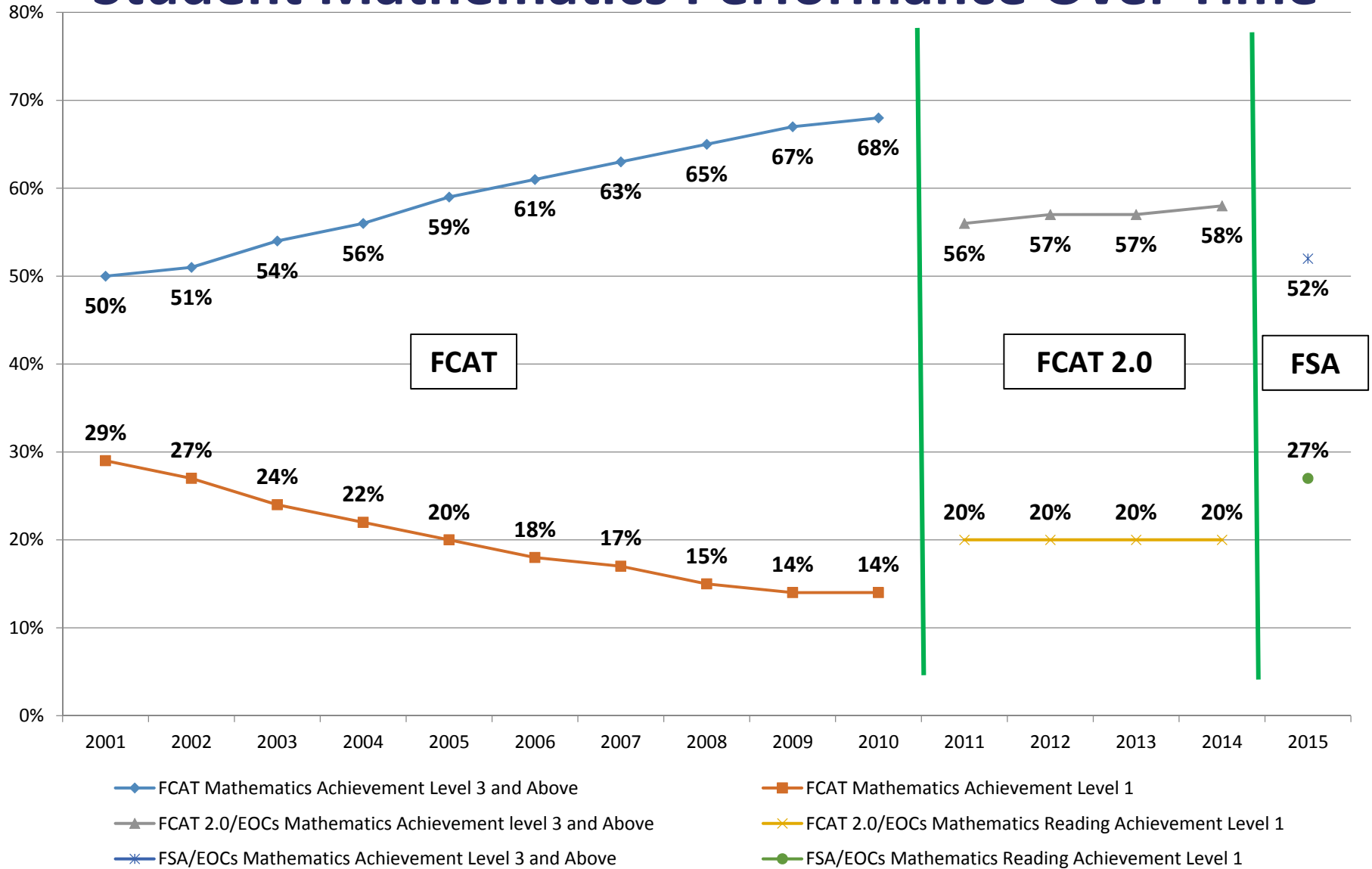
Next Steps

- The 90-day statutorily-required legislative review of the proposed cut scores concludes on December 28, 2015
- Draft rule including the new FSA Achievement Level cut scores will be presented to the State Board of Education for action in January

Student Reading/ELA Performance Over Time



Student Mathematics Performance Over Time





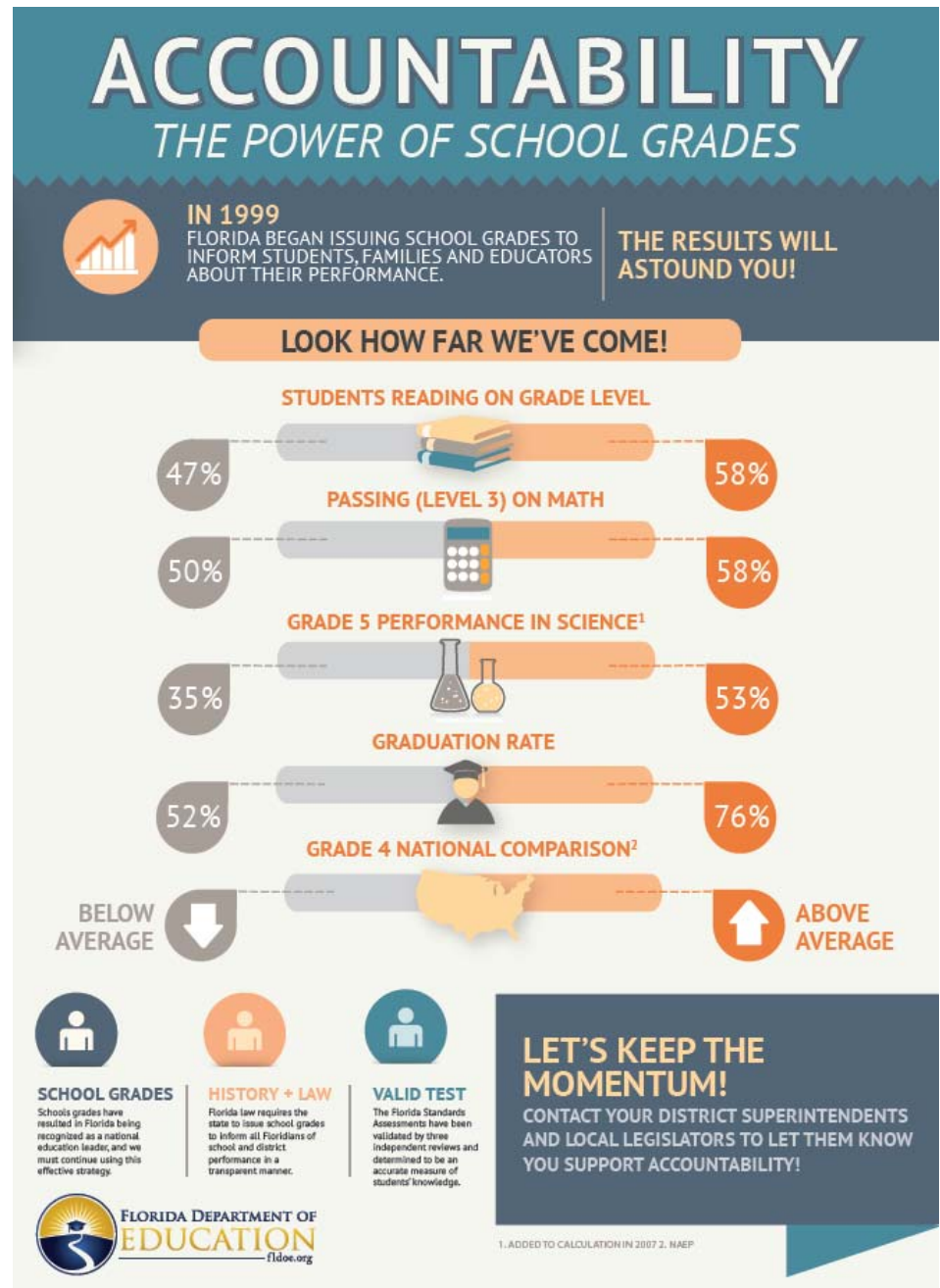
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Revised School Accountability System

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- Florida’s improvement in student performance relies on two necessary ingredients:
 - **Setting rigorous, yet appropriate cut points** for “on grade level” performance, and, just as important,
 - **A clear accountability system** that incentivizes behaviors among the adults in the system to improve student outcomes



Revised Education Accountability

- Governor's Education Accountability Summit in 2013 and Executive Order
 - Provide stability and clarity with the transition to a new assessment
 - Pursue Florida's course of action regarding English Language Learners (ELL) in the ESEA waiver
 - Ensure the accountability system is fair and transparent and **promotes improvement in student outcomes**

Revised Education Accountability

- **Senate Bill 1642, from the 2014 Legislative Session,** provided the framework for the updated school accountability system consistent with the objectives from the Governor's Summit and Executive Order
- Unanimously passed by the Senate and passed by a wide margin in the House, SB 1642 was signed into law by the Governor on May 12, 2014
- The bill simplified and re-focused the school grading system on student outcomes and provided for a **baseline** calculation, without consequences, in 2014-2015 from which schools could improve from in future years

New School Grades Model

- **Re-focuses** the school grading formula on student success measures
 - Achievement
 - Learning gains
 - Graduation
 - Earning College Credit and/or Industry Certifications
- Maintains a focus on students who need the most support
- ELLs included in Achievement after 2 years

New School Grades Model

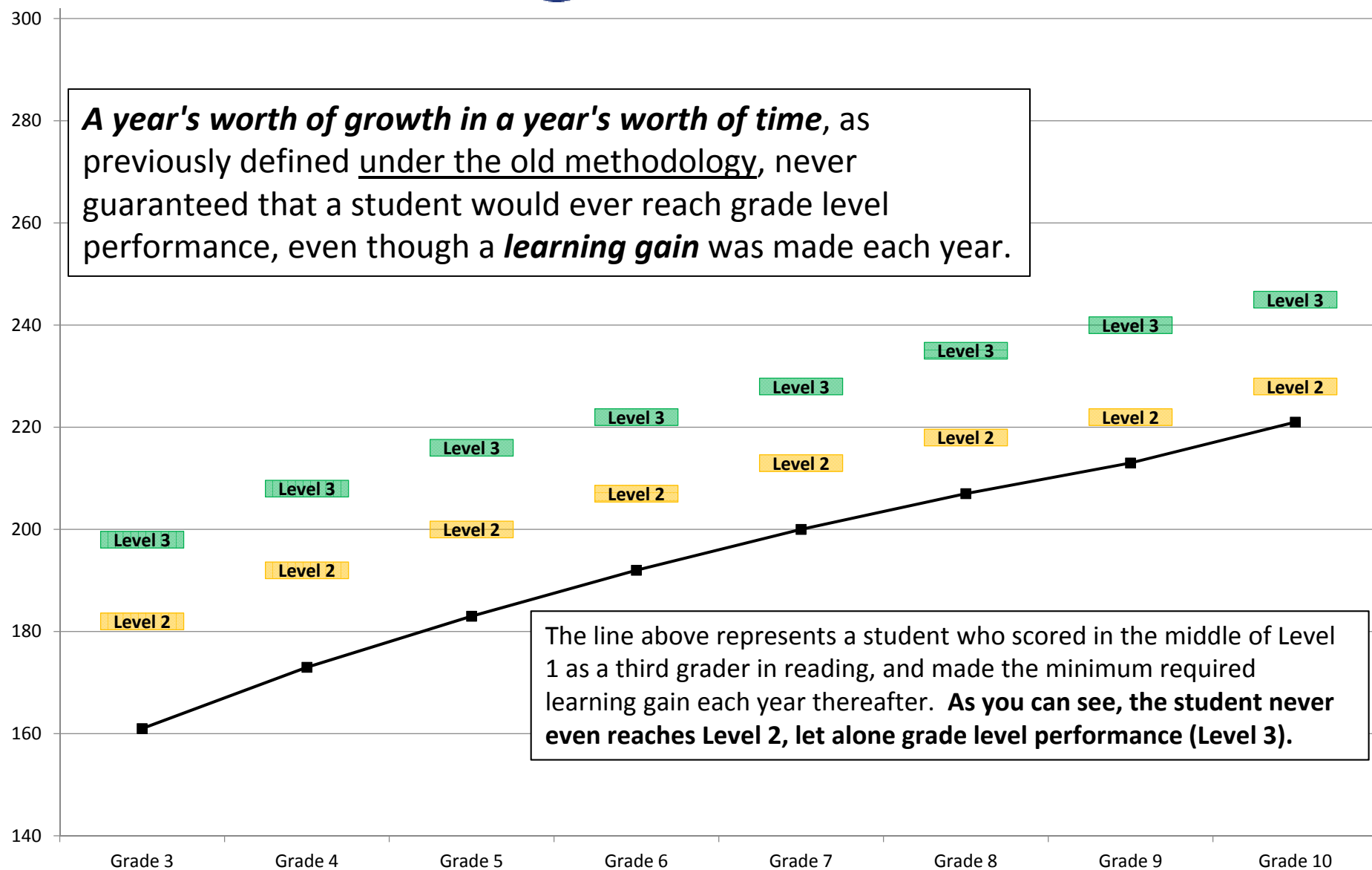
- Eliminates provisions that over-complicate the formula
 - No bonus factors or additional weighting that may raise a school grade
 - No additional requirements or no automatic adjustments that may lower a school grade
- Ensures that the level of performance associated with an A-F school grade is transparently 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

New School Grades Model

- Requires the State Board to reset the grading scale avoiding the compression of the current scale
 - There must be at least five percentage points separating the percentage thresholds needed to earn each of the school grades
- The State Board must periodically review the scale to determine whether the expectations should be raised to encourage increased student achievement
 - If the Board adjusts the grading scale upward, it must inform the public and the school districts of the reasons for the adjustment and the anticipated impact on school grades

New School Grades Model

- Establishes a new framework for learning gains calculation requiring that learning growth toward achievement levels 3, 4, and 5 is demonstrated by students who scored below each of those levels in the prior year (s. 1008.34(3)(b), F.S.)
- Under the old methodology, a learning gain could be demonstrated by one of three ways:
 - Improve one or more achievement levels from one year to the next (e.g., move from Level 1 to Level 2; Level 2 to Level 4, etc.);
 - **Maintain a Level 3, Level 4, or Level 5 from one year to the next; or**
 - **For students who remain in Level 1 or Level 2 from one year to the next, demonstrate a year's worth of growth in a year's worth of time**
- The new statutory framework requires the revision of the two ways highlighted **in bold** above

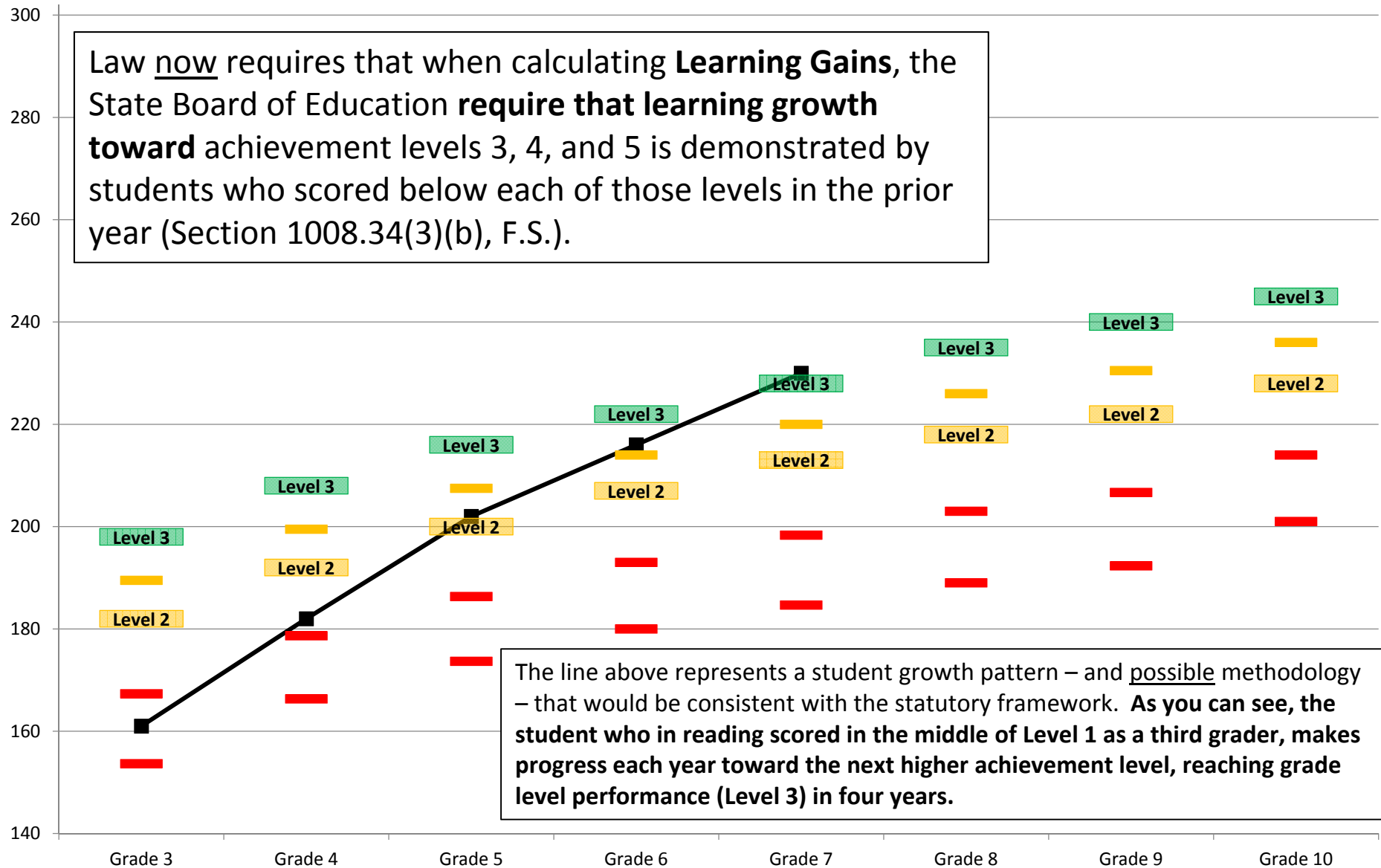


Potential Learning Gains Method for the New School Grades Model

- For students scoring less than Level 3
 - Split Levels 1 and 2 into multiple sections (e.g., Level 1 into thirds; Level 2 in half)
 - Require a student to move from the sections within a level to demonstrate a learning gain



- For students scoring remaining at Level 3 or Level 4 from one year to the next
 - Require that the student improve his/her position within the level in order to demonstrate a learning gain, showing progress toward the next level



Elementary School Grades Model

(A maximum of 7 components)

- The school grade is based on the percentage of total points earned, and **schools are graded based only on the components for which they have sufficient data** (Learning Gains will be included beginning in 2015-2016)

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%)	

Middle School Grades Model

(A maximum of 9 components)

- The school grade based on the percentage of total points earned, and **schools are graded based only on the components for which they have sufficient data** (Learning Gains will be included beginning in 2015-2016)

English/ Language Arts	Mathematics	Science	Social Studies (Civics EOC)	Acceleration Success
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Percentage of students who pass H.S. EOCs and industry certifications (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%)			

High School Grades Model

(A maximum of 10 components)

- The school grade is based on the percentage of total points earned, and **schools are graded based only on the components for which they have sufficient data** (Learning Gains will be included beginning in 2015-2016)

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%)				

New School Grades Model

Transition Year

- Section 1008.34(7), Florida Statutes, states
 - “To assist in the transition to 2014-2015 school grades..., calculated based on new statewide, standardized assessments..., **the 2014-2015 school grades...** shall serve as an **informational baseline** for schools to work toward improved performance in future years.” (emphasis added)

New School Grades Model

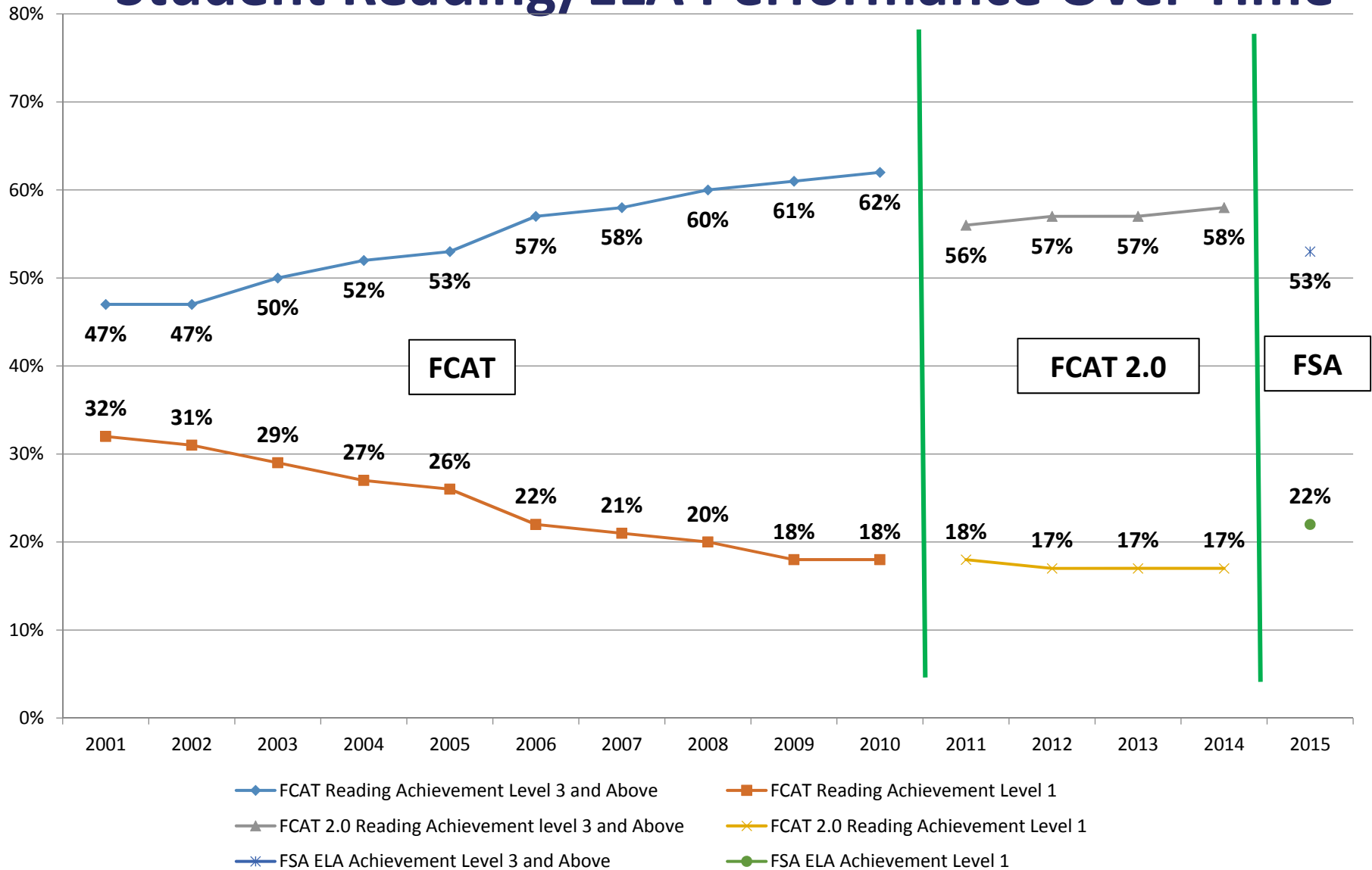
Transition Year

- No interruption in support to underperforming schools through our Differentiated Accountability teams
- A school is not required to select and implement a turnaround option in the 2015-2016 school year based on the 2014-2015 grade
- A school or approved provider that receives the same or lower grade is not subject to sanctions or penalties that would otherwise result from the 2014-2015 grade
- A district or charter school system designated as high-performing may not lose the designation based on the 2014-2015 grades
- The Florida School Recognition Program shall continue to be implemented as otherwise provided in the General Appropriations Act

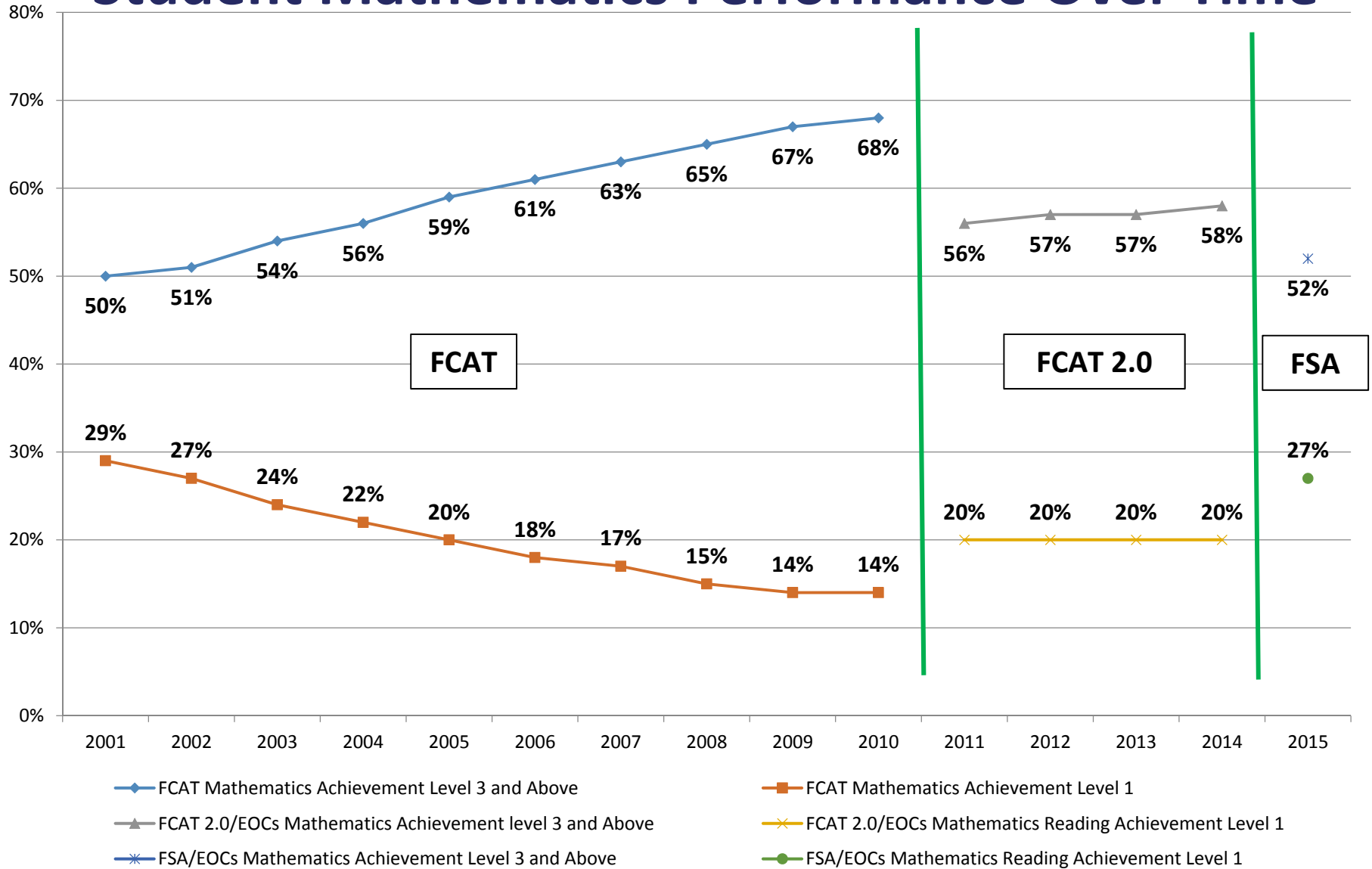
Next Steps

- Rule workshops are taking place October 27-October 29
 - Broward (October 27)
 - Orlando (October 28)
 - Tallahassee/webinar (October 29)
- Draft rule on the new school grades calculation will be presented to the State Board of Education for action in January

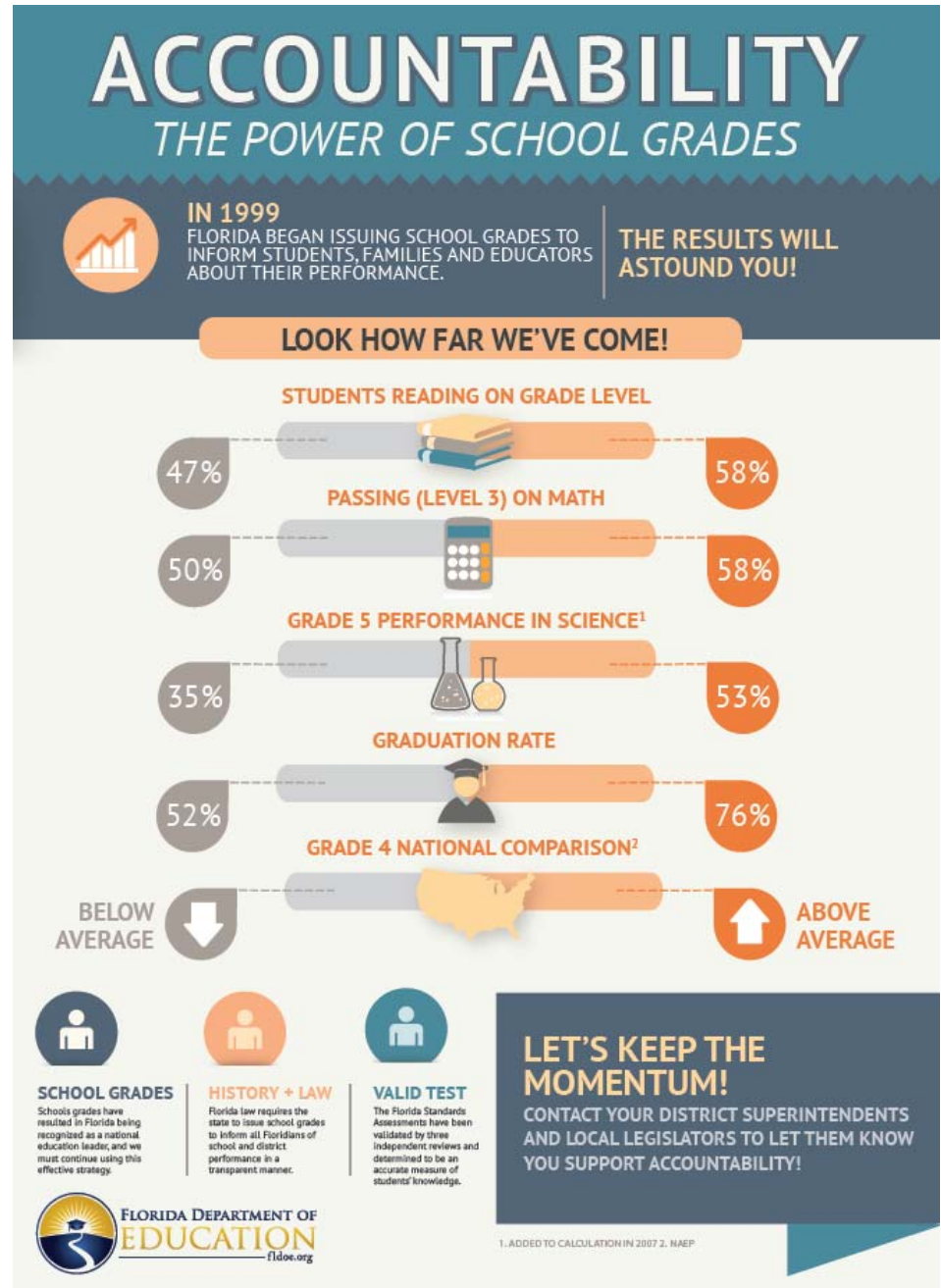
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