

# Options for School Grades, AYP, and MAP/STAR

**FCAT Advisory Committee Meeting  
June 13, 2007**





## Issue

- **2006 3<sup>rd</sup> grade FCAT Reading results are anomalous**
  - Without an immediate solution to this situation at this time, questions arise regarding **how to proceed with:**
    - School Grades
    - Adequate Yearly Progress (AYP)
    - Value Tables for use in the Merit Award Program (MAP) or Special Teachers are Rewarded (STAR) program



## Impact of 2006 3<sup>rd</sup> Grade Scores – School Grades

- 2 of the 8 components that constitute a school grade are impacted:
  - Percent of students making learning gains in Reading
  - Percent of the lowest performing students (Low 25%) making learning gains in Reading
- *Adequate Progress of Lowest Students* requirement of School Grades also impacted.

## Impact of 2006 3<sup>rd</sup> Grade Scores – Likely Effect on School Grades

- Higher than expected 2006 scores likely to depress percentage making learning gains in 2007

<u>2006</u>		<u>2007</u>	<u>Learning Gain?</u>
2	→	2	No
1	→	2	Yes



## Options for School Grades

- Proceed with the calculation as outlined in Rule and Statute, **including** the 2006 third grade FCAT Reading scores.

- Proceed with the calculation, **excluding** the 2006 third grade FCAT Reading scores – ***with safeguards in place holding schools harmless to this decision***



## **School Grades Option: Exclude 2006 3<sup>rd</sup> Grade Reading Scores**

- **Safeguards** to ensure that schools are held harmless
  - Include 2006 3<sup>rd</sup> grade FCAT Reading scores for those schools that actually demonstrated learning gains, despite the inflated baseline.
  - All cell size determinations for calculation would be determined including the 2006 3<sup>rd</sup> grade FCAT Reading scores.



## School Grades Option: Suspend Adequate Progress Requirement in 2007

- Department is reviewing this policy and committed to revisiting the issue.
- For 2008 and beyond, Department will explore other options (e.g., incentives) to ensure focus remains on the lowest performing students.
- Even with the suspension of this requirement, the performance of the bottom quartile of students remains an important of the school grades calculation



## **Impact of 2006 3<sup>rd</sup> Grade Scores – Adequate Yearly Progress (AYP)**

- 2006 3<sup>rd</sup> grade Reading scores impact two elements of the AYP calculation:
  - Safe Harbor
  - Growth Model (pending USDE approval)
  
- All decisions on how to proceed with AYP in 2007 require USDE approval





## Options for AYP

1. Calculate AYP **including** 2006 3<sup>rd</sup> grade FCAT Reading scores
2. Calculate AYP **excluding** 2006 3<sup>rd</sup> grade FCAT Reading scores
3. Calculate AYP using 2005 (instead of 2006) as the baseline for the Safe Harbor calculation
4. Calculate AYP using an average of 2005 and 2006 as the baseline for the Safe Harbor calculation



## Impact of 2006 3<sup>rd</sup> Grade Scores – Value Tables for MAP/STAR

- 2006 3<sup>rd</sup> grade Reading scores impact the development of FCAT-based value tables to calculate *improved student performance* for teachers for use in the MAP/STAR performance pay plans.
- Value tables compare the magnitude of learning gains from the prior year to the current year, providing greater weight to gains of greater magnitude.



## Option for Value Tables

- In lieu of an Elementary level FCAT Value Table, the Department will provide a fourth grade NRT Value Table in Reading and Math and a fifth grade FCAT Reading and Math Value Table.
  - Provides flexibility for districts
  - Provides an example of a non-FCAT based Value Table