

## Florida: 2013 Accountability Profile

### What new performance goal did Florida adopt after receiving waivers to *No Child Left Behind* provisions?

<b>Performance Goal</b> ➤	To reduce by half the percentage of non-proficient students by 2017 — among all students and in all student groups
<b>Grade Level</b>	<b>Measures (Approved for 2013)</b>
Elementary	State assessments: reading, mathematics, science, writing
Middle Grades	State assessments: reading, mathematics, science, writing End-of-course exam: Algebra I
High	State assessments: reading, writing End-of-course exams: Algebra I, biology Accelerated curricula (e.g., Advanced Placement, industry certifications) Graduation rate College and career readiness: ACT, SAT, Postsecondary Education Readiness Test (PERT)

### How will Florida measure school performance and student progress after receiving waivers?

Florida's School Grades system relies on a performance index to assign each school an A-to-F letter grade. There are different School Grades scales for elementary (800-point scale), middle grades and K-8 schools (900-point scale), high schools (1600-point scale) and K-12 or 6-12 combination schools (1700-point scale). School Grades for elementary and middle grades are based on achievement results — for all students and the lowest-performing 25 percent of students. School Grades for high schools are based on state assessments and other components, such as graduation rate. The elementary School Grades model is illustrated in this profile. To see all models, see the Source.

Florida also will track student progress by measuring the percentage of students meeting annual targets. Each school has a School Grade target, a reading and math performance target, and a progress/learning gains target for the lowest-performing 25 percent of students. There is also a statewide target that compares Florida's performance with high-performing states and nations on national and international assessments.

#### Florida's Elementary School Grades Model, 2013

Reading	Math	Writing	Science			
Performance <sup>1</sup> <b>100 points</b>	Performance <b>100 points</b>	Performance <b>100 points</b>	Performance <b>100 points</b>			
Progress <sup>2</sup> <b>100 points</b>	Progress <b>100 points</b>	Total Available Points = 800 100 points for each component				
Progress of lowest 25 percent <sup>3</sup> <b>100 points</b>	Progress of lowest 25 percent <b>100 points</b>					
Source: Florida Department of Education — <a href="http://schoolgrades.fldoe.org/pdf/1112/Guidesheet2012SchoolGrades.pdf">http://schoolgrades.fldoe.org/pdf/1112/Guidesheet2012SchoolGrades.pdf</a>		School Grades Scale				
		A	B	C	D	F
		≥ 525 points	495 – 524 points	435 – 494 points	395 – 434 points	< 395 points

**Notes:** <sup>1</sup>Performance is measured by the percent of all students scoring satisfactory or higher on the Florida Comprehensive Assessment Test (FCAT) in reading, math, writing and science. <sup>2</sup>Progress is measured by the percent of students learning a year's worth of knowledge on FCAT reading and math assessments. <sup>3</sup>Progress (lowest-performing) is measured by the percent of the lowest-performing 25 percent of students who are making a year's worth of progress on FCAT reading and math assessments.

**How will Florida identify schools in its school accountability system, using the *Reward, Focus and Priority School* labels?**

Florida will use its School Grades system to identify Reward, Focus and Priority Schools. Florida added a fourth accountability category — Prevent — for schools assigned a grade of C in the accountability system. Both Title I schools<sup>1</sup> and non-Title I schools can be classified among the four accountability categories. Keeping with the principles of flexibility, Florida developed separate criteria for identifying schools and differentiated levels of state intervention.

Category	Entrance Criteria	Interventions	Exit Criteria
Reward	Schools: <ul style="list-style-type: none"> <li>with an A rating in the School Grades system, or</li> <li>that increased their status by a full letter grade from the previous year</li> </ul>	Public recognition and financial rewards	Identified annually
Prevent	<ul style="list-style-type: none"> <li>Schools with a C rating in the School Grades system</li> </ul>	School Improvement Plan and appropriate interventions supervised by local district	Schools can improve their letter grade in the School Grades system above a C rating.
Focus	<ul style="list-style-type: none"> <li>Schools with a D rating in the School Grades system, or</li> <li>high schools with the lowest graduation rates for all students or student groups</li> </ul>	School Improvement Plan and appropriate interventions supervised by local district	<ul style="list-style-type: none"> <li>Schools are required to improve their letter grades in the School Grades system to a C rating within two years.</li> <li>Schools that continue a D rating after two years will engage in more aggressive turnaround options.</li> </ul>
Priority	Schools: <ul style="list-style-type: none"> <li>with an F rating in the School Grades system</li> <li>among 5 percent of the lowest-performing Title I<sup>1</sup> schools, based on all students' achievement and progress, and</li> <li>currently operating under Tier I and Tier II SIG<sup>2</sup></li> </ul>	Performance objectives and new operating structure approved by a state agency  Customized interventions aligned to turnaround principles	Schools are required to: <ul style="list-style-type: none"> <li>improve their letter grades in the School Grades system to a C rating for three consecutive years, and</li> <li>improve reading and math achievement targets established by a state agency.</li> </ul>

**Notes:** <sup>1</sup>Title I schools are those that receive federal monies to serve a large population of students from low-income families. <sup>2</sup>Schools currently operating under a federal Student Improvement Grant (SIG).

**Source:** Florida ESEA Flexibility Request — <http://www2.ed.gov/policy/eseaflex/approved-requests/fl-amendment.pdf>.

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