



State Accountability System Profiles: Florida

Overview of State Accountability System

This summary provides an overview of the Florida accountability system using the components of the *Roadmap for Next-Generation Accountability Systems* (Council for Chief State School Officers, 2011b) as a framework.¹

Crosswalk of Roadmap Components and State Accountability System

Roadmap Component	Description of State Approach
1. Performance Objectives of College and Career Readiness	<ul style="list-style-type: none">• Common Core State Standards adopted July 2010 (Council of Chief State School Officers [CCSSO], 2011a)• Florida requires the adoption of the Next Generation Sunshine State Standards (adopted 2007) (Florida Department of Education, n.d.a)

¹ This profile was prepared collaboratively by Regional Educational Laboratory Midwest and Great Lakes West Comprehensive Center under Institute of Education Sciences (IES) contract ED-06-CO-0019 and U.S. Department of Education cooperative agreement number S283B060001 respectively. The content does not necessarily reflect the views or policies of IES or the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. government. This document is not verified as meeting IES standards and is not intended for public distribution.

Roadmap Component	Description of State Approach
<p>2. Measures of Student Performance Outcomes</p>	<p><u>Student:</u></p> <ul style="list-style-type: none"> • Florida is currently transitioning from FCAT 1.0 to 2.0. New math and reading assessments implemented in 2011 and FCAT 2.0 science administered beginning 2012 (Florida Department of Education, 2011a). • Beginning in 2003, third-grade students must reach the minimally acceptable score on the FCAT reading test to be promoted to fourth grade. Students are given other test-based opportunities to demonstrate proficiency, but students who cannot are retained and provided with aggressive remediation (Foundation for Excellence in Education, 2011, p. 3). • Student must pass end of course (EOC) assessment as part of coursework requirement. In 2011, algebra 1 and equivalents were tested and geometry and biology 1 are under field test (Florida Department of Education, 2011b). • Students who entered grade 9 in the 2009-10 school year must pass the Grade 10 FCAT 2.0 Reading and Mathematics assessments (Florida Department of Education, 2011d). • Florida is one of 24 states participating in the Partnership for Assessment of Readiness for College and Careers (PARCC) which is focused on developing a common set of K-12 assessments in English and Mathematics. Florida serves as the fiscal agent for PARCC. PARCC expects assessments to be ready for administration during the 2014-15 school year (PARCC, 2011). <p><u>School:</u></p> <ul style="list-style-type: none"> • School determinations based on performance on FCAT components - 100% for elementary and middle schools and 50% for high schools (Florida Department of Education, 2011c). • Schools are given a grade based on how many points were earned: A = schools making excellent progress, B = schools making above average progress, C = schools making satisfactory progress, D = schools making less than satisfactory progress, F = schools failing to make adequate progress. (Florida Department of Education, 2011c, (Florida Senate, 2011).

Roadmap Component	Description of State Approach
3. Determinations	<p><u>K – 8 Schools:</u></p> <ul style="list-style-type: none"> • Elementary and middle school determinations are based FCAT performance and learning gains (800 points max) (Florida Department of Education, 2011c). <ul style="list-style-type: none"> ○ Performance components (400 points max): Percent of students scoring at level 3 or higher on reading, mathematics, science, and writing essay. ○ Learning gains components (400 points max): Percent of student who made learning gains (increasing by one or more achievement levels) in reading and mathematics (200 points max) and percent of students in lowest 25% who made learning gains in reading and mathematics (200 points max). ○ Additional requirements for inclusion are: <ul style="list-style-type: none"> ▪ 90% student participation rate (at least 95% to be eligible for an “A”). ▪ Schools must make adequate progress of the lowest 25% in reading and math. • Elementary and middle schools are given a grade based on how many points were earned (800- point scale): A = at least 525 points, B = 495 to 524 points, C = 435 to 494 points, D = 395 to 434 points, F = fewer than 395 points.

Roadmap Component	Description of State Approach
<p>3. Determinations Continued</p>	<p><u>High School:</u></p> <ul style="list-style-type: none"> • High school determinations are based 50% on FCAT performance and learning gains (as described above) and 50% on non FCAT components. • Combination schools will be classified as either K-12 or 6-12 schools based on the closest match on range of grades served, however FCAT-based and non-FCAT-based components will be weighted. <ul style="list-style-type: none"> ○ K-12 schools: FCAT components = 80% of grade, Non-FCAT components = 20% of grade. ○ 6-12 schools: FCAT components = 70% of grade, Non-FCAT components = 30% of grade. • Non FCAT components include (Florida Department of Education, 2011c) <ul style="list-style-type: none"> ○ Graduation rate (200 points, reflects double weighting): Percent of students graduating with a standard or special diploma within 4 years, adjusted for transfer. ○ Graduation rate for at risk students (100 points): Percent of at-risk students (scored at level 2 or below on both the FCAT reading and math tests in 8th grade) graduating. ○ Accelerated coursework participation (175 points): Based on AP, IB, AICE, industry certification, and dual course enrollments. ○ Accelerated coursework performance (125 points): Based on successful completions in accelerated coursework. ○ Post secondary readiness (100 points each for math and reading): Based on performance on ACT, SAT, or Common Placement Test (CPT). ○ Annual growth or decline: Schools can earn additional points by showing increases in non FCAT components (up to 20 points per component and 40 for double weighted components). Schools can lose five points (10 points for double weighted components) for annual declines of 10 or more percentage points on components. ○ High schools must show sufficient annual improvement (1% or more for at risk grad rate of 65% and above or 5% or more for grad rate below 65%) or meet a 75% graduation rate to qualify for an “A.” ○ High schools can earn an additional 10 points if at least 50% of students retaking the grade 10 FCAT in reading and mathematics meet required scores for graduation. • High schools and combination 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 = fewer than 790 points (Florida Department of Education, 2011c).

Roadmap Component	Description of State Approach
3. Determinations Continued	<u>Districts:</u> <ul style="list-style-type: none"> • District grades consist of weighted district average grades, by level, for all elementary schools, middle schools, and high schools in the district. (Florida Senate, 2011).
4. Transparent Reporting	<ul style="list-style-type: none"> • Florida provides online accountability reports per district and school and also provides aggregated downloads of accountability determinations and measurements. (Florida Department of Education, n.d.a). • Within an individual school’s accountability report, a column for proficiency or progress toward goals in state standards is displayed next to a column listing the school’s measurement on federal NCLB requirements, so that state and federal standards in each subject area can easily be compared (Florida Department of Education, n.d.c). • CPALMS information system was built to integrate information on the standards, courses that correlate with the standards, and available resources to support implementation of the standards, such as “standards-based tools to create high quality courses, instructional resources, and planning and professional development” (Florida Department of Education (n.d.b).
5. Diagnostic Reviews and Classifications	<u>School:</u> <ul style="list-style-type: none"> • Schools that earn a grade of “C” or below, or those required under federal law, must complete a School Improvement Plan (SIP) with the assistance of their school advisory councils (Winn & Grego, 2011). • District School Boards are required to maintain SIPs, sharing annual reports with the public and providing school improvement funds (Winn & Grego, 2011). <u>Districts:</u> <ul style="list-style-type: none"> • Districts are required to develop and have District Improvement & Assistance Plan (DIAP) approved by the state in accordance with NCLB. Plans must detail how Local Education Agency (LEA) will assist low-achieving schools and students in meeting state required academic achievement standards, AYP, and how they will implement Public School Choice and Supplemental Educational Services (SES). (Winn & Grego, 2011)

Roadmap Component	Description of State Approach
6. Supports and Interventions	<p><u>Students:</u></p> <ul style="list-style-type: none"> • Students may retake the FCAT or FCAT 2.0 as many times as they like and can enroll in an additional year of public education if additional instruction is needed (Florida Department of Education, 2011d). • A senior can graduate by receiving a comparable score to the FCAT passing score on the ACT or SAT. (Florida Department of Education, 2011d). <p><u>Schools:</u></p> <ul style="list-style-type: none"> • Bonuses (\$700) given to schools for every student who passes an AP exam, with additional bonus for D or F schools with students who pass an AP exam. • “Under the A–F grading system, the state gives cash awards to schools that earn an A grade or improve a letter grade, such as going from a C to a B. The state awards these bonuses, originally \$100 per student (\$75 in FY2010), directly to schools and the majority of funds are used to provide bonuses to teachers and staff” (Foundation for Excellence in Education, 2011). • “Florida lawmakers provided state funding for all Florida 10th graders to take the Preliminary SAT (PSAT) or the equivalent PLAN exam for the ACT. Officials forged a partnership with the College Board to use this data to identify students with the potential to pass Advance Placement (AP) coursework and exams. Under this partnership, the state also provided professional development to train teachers, primarily those in C, D, and F schools with skills to teach AP courses” (Foundation for Excellence in Education, 2011, p. 4). <p><u>Districts:</u></p> <ul style="list-style-type: none"> • Each district is required to have an accountability contact person to confirm that each school is classified correctly, to confirm that students are properly identified and included for school grading, and to identify and confirm current and previous FCAT records (Florida Department of Education, 2010). • District can request a grade review process if there is discrepancy in data or other circumstances can be identified that may have led to incorrect grade classification. The district accountability contact has thirty days from the date that school grades are released to submit an appeal (Florida Department of Education, 2010).
7. Continuous Improvement	<ul style="list-style-type: none"> • Florida has implemented a Continuous Improvement Model (FCIM) built on a PDCA (Plan, Do, Check, Act) cycle (Florida Department of Education, Bureau of School Improvement, 2006).

State Snapshot

Wisconsin and Florida Public School Enrollment in 2009–10

	Enrollment					
	US + DC Public Schools, 2009–10		Wisconsin Public Schools, 2009–10		Florida Public Schools, 2009–10	
Total Number of Operational Schools	98,817		2,242		4,043	
Total Number of Students	49,373,307		872,436		2,634,522	
Student Enrollment by Gender	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Male	25,058,982	51.4	449,894	51.6	1,309,388	51.5
Female	23,712,836	48.6	422,542	48.4	1,235,527	48.5
Student Enrollment by Race/Ethnicity	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
American Indian/Alaska Native students	588,507	1.2	13,045	1.5	9,143	0.4
Asian/Pacific Islanders	2,465,167	5.1	32,151	3.7	67,852	2.7
Black students	8,197,317	16.8	91,069	10.4	608,057	23.9
Hispanic students	10,796,257	22.1	73,472	8.4	692,458	27.2
White students	26,393,240	54.1	662,699	76.0	1,167,405	45.9
Students claiming two of more races	335,350	0.7				0.0
Students in Special Programs	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Eligible for free or reduced-price lunch	22,423,407	45.4	323,634	37.1	1,408,677	53.5
Limited English proficiency (English language learner)	4,723,926	9.6	45,168	5.2	230,540	8.8
Individualized education program	6,450,858	13.1	125,503	14.4	374,669	14.2
Student Enrollment by Geographic Locale	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students

City	14,431,591	29.4	239,745	27.5	633,753	24.1
Rural	11,933,156	24.3	243,543	27.9	510,084	19.4
Suburb	16,870,809	34.3	208,010	23.8	1,351,516	51.3
Town	5,900,330	12.0	181,023	20.8	139,169	5.3
Number of Schools by Geographic Locale	Number of Schools	Percentage of Schools	Number of Schools	Percentage of Schools	Number of Schools	Percentage of Schools
City	26,101	26.2	546	24.3	1,144	27.8
Rural	32,273	32.4	873	38.8	787	19.1
Suburb	27,195	27.3	401	17.8	1,890	45.9
Town	14,158	14.2	430	19.1	297	7.2

Source: National Center for Education Statistics (n.d.).

Additional Resources

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