

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
OFFICE OF THE SUPERINTENDENT**

**DR. FRANK TILL
SUPERINTENDENT OF SCHOOLS**

Telephone: (954) 765-6271

Facsimile: (954) 760-7483

June 28, 2000

Revised 10/16/2000 |

TO: School Board Members
FROM: Katherine Blasik, ^{AB} Director
Research and Evaluation
VIA: Frank Till ^J
Superintendent of Schools

SUBJECT: GRADING OF SCHOOLS

As you know, Tom Gallagher, Education Commissioner, and Governor Jeb Bush highlighted the great strides made by public schools today as they released the 1999-2000 school grades. While the governor and commissioner applaud “students, parents, educators, and communities” across the state, Broward staff share in their enthusiasm. Broward students have made outstanding progress during the past school year.

In May 1999, the state legislature approved a new law, also known as the Bush-Brogan A+ Plan, which established comprehensive reforms to the Florida School Code and practice. Among the substantial changes established by the new law were modifications regarding school, educator, and student accountability. The first accountability report implementing the legislation was released in June 1999 and, for the first time, Florida schools received grades on an “A through F” scale based on student performance on state developed assessments.

Attached is a copy of the research brief, “School Accountability Under the Second Year of the A+ Plan: Status of School Performance in Broward County, Florida.” The following bullets summarize key findings contained in the brief:

- 66 67 Elementary schools (52%) improved by at least one grade letter. |
- 12 Middle schools (35%) improved by at least one grade letter.
- 4 High schools (16%) improved by at least one grade letter.

As the following table shows, ~~50~~ 52 schools in Broward were assigned an “A” in 2000. This represents an increase of ~~38~~ 40 from the 12 “A” schools in 1999. The highest level of “A” grades occurred at the Elementary level. ~~Seventeen~~ Fifteen schools in Broward were assigned a “B” in 2000. This represents a decrease of ~~5~~ seven “B” schools from the 22 “B” schools in 1999. Seventy-three schools in Broward were assigned a “C” in 2000. This represents a decrease of 8 “C” schools from the 81 “C” schools in 1999. Forty-six schools in Broward were assigned a “D” in 2000. This represents a decrease of 19 “D” schools from the 65 “D” schools in 1999. There are no “F” schools in Broward in 2000. This represents a decrease of 7 “F” schools in 1999.

Grade	Elementary		Middle		High		Total	
	1999	2000	1999	2000	1999	2000	1999	2000
A	5	44 <u>46</u>	7	6	0	0	12	50 <u>52</u>
B	20	11 <u>9</u>	2	6	0	0	22	17 <u>15</u>
C	52	39	14	15	15	19	81	73
D	47	33	9	7	9	6	65	46
F	4	0	2	0	1	0	7	0

Additional information regarding school grades may be accessed by consulting the Florida Department of Education website: www.firn.edu/doe/schoolgrades/.

Congratulations to our parents and staff, and especially our students, whose hard work and dedication have resulted in these remarkable school gains. If you have questions regarding this release, please contact **Dr. Katherine Blasik, Director of Research and Evaluation, or Dr. Maria Ligas, Research Specialist, at 760-7342.**

FT/KAB/ML:tbm

Attachments

cc: Senior Management
Area Directors
Diane Carr, Director, Early Childhood and Elementary Education
Dr. Tom Geismar, Director, Secondary Education
Principals
PTA
DAC
ESE Advisory
ESOL Advisory

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**DR. FRANK TILL
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Telephone: (954) 765-6271

Facsimile: (954) 760-7483

October 16, 2000

TO: School Board Members

FROM: Katherine A. Blasik, Ph.D., Executive Director
Research and Evaluation

VIA: Frank Till
Superintendent of Schools

SUBJECT: REVISION TO GRADING OF SCHOOLS REPORT

Since June 28, 2000, two major changes have occurred that required the revision of Research Brief #41, entitled "School Accountability under the Second Year of the A+ Plan: Status of School Performance in Broward County, Florida." First, the increase in grades of two Broward schools—Panther Run Elementary and Virginia Shuman Young Elementary—as a result of the Florida Department of Education's School Grade Appeals Process. Second, the modification of the grading criteria for the 2000-2001 school year and beyond, resulting from legislative changes.

Revisions due to the Appeals Process

Because Research Brief # 41 is frequently used as a reference source, it has been revised to reflect changes resulting from the appeals process. In the attached revisions of the cover memorandum and brief, crossed out items have been updated with underlined items. Please replace the memorandum on "Grading of Schools" and the original research brief released on June 28, 2000 with this revised document dated October 13, 2000.

Also, for your convenience, we will replace the revised pages, which include changes for the memorandum, research brief, and revised school charts for the two schools, in your bound legal-sized booklets entitled "Review of A+ Plan Status for 1999-2000" next week.

Changes in Grading Criteria for 2000-2001 School year

Table 1 in this brief has been modified to reflect legislative changes, which removed suspension and attendance from the school grading formula in 2000-2001 and beyond.

Also, during a conversation with a DOE representative on October 4, 2000, the issue of which grades and tests will be used to grade schools in 2000-2001 was clarified. Research and Evaluation staff was told that, **as of that date, student performance in FCAT Sunshine State Standards non-performance items for all grade levels will be included in the school grading formula.** That is, the FCAT Sunshine State Standards Test Without Performance Tasks will be used to measure student performance in reading for grades 3, 5, 6, 7, and 9, and in mathematics for grades 3, 4, 6, 7, and 9. In addition, FCAT Sunshine State Standards Test With Performance Tasks will be used to measure student performance in reading for grades 4, 8, and 10, and in mathematics for grades 5, 8, and 10. However, the performance and non-performance items for this test will be scored separately and only non-performance items for these grades will be included in the grading formula.

Furthermore, the DOE representative stated that the final criteria to be used for grading schools for the current (2000-2001) school year will not be definite until May 2001. Therefore, all references appearing in the revised brief and in this memorandum regarding criteria for grading schools in 2000-2001 are subject to change.

If you have questions regarding these revisions, please **contact Dr. Katherine Blasik, Executive Director, Research and Evaluation, or Dr. Cary Sutton, Director of Research Services, at 760-7342.**

FT/KAB/COS/THG:tbm
Attachment

cc: Senior Management
Area Directors
Principals
PTA
DAC
ESE Advisory
ESOL Advisory



Research Brief

Number 41

Report from the Office of the Superintendent

June, 2000

Revised 10/16/2000

School Accountability under the Second Year of the A+ Plan Status of School Performance in Broward County, Florida

Major stakeholders in education are interested in making school staff accountable for their students' academic success. Through accountability systems, now in place in most states around the nation, the success of individual school staff in assisting students in gaining necessary skills can be measured.

Florida's accountability system was initiated six years ago in an effort to identify and define critically low performing schools. Individual school districts throughout the state measured their students' academic performance in reading and mathematics through the use of different norm-referenced tests. Student performance in these tests was considered by the Florida Department of Education (DOE), along with their performance in the Florida Writing Assessment, as the basis for identifying critically low performing schools. Beginning in 1999, the Florida Comprehensive Assessment Test (FCAT) replaced the various norm-referenced tests administered by the 67 Florida districts to measure student performance.

On May, 1999, the state legislature approved a new law (CS/HB 751, 753 and 755), also known as the Bush-Brogan A+ Plan, which established comprehensive reforms to the Florida School Code and practice. Among the substantial changes established by the new law were modifications regarding school, educator, and student accountability. The first accountability report implementing the legislation was released in June 1999 and, for the first time, Florida schools received grades on an "A through F" scale based on student performance on state developed assessments.

Under the A+ legislation, what are "school performance grade categories" and how are they assigned?

According to the legislation, schools are identified as being in one of the following five grade categories:

- (a) "A," schools making excellent progress;
- (b) "B," schools making above average progress,
- (c) "C," schools making satisfactory progress;
- (d) "D," schools making less than satisfactory progress; or
- (e) "F," schools failing to make adequate progress.

Designations of school performance grades are based on one school year of performance.

Table 1 presents an overview of the measures used to determine a school’s performance grade category. The table includes the list of measures used to assign grades in the 1998-1999 school year based on the A+ Plan, as well as the measures used to assign grades in the 1999-2000 school year and beyond, as outlined in the latest amendment of State Rule 6A-1.09981.

Table 1

Designation of School Performance Grade Categories

For School Years:	<i>A school’s performance grade category designation shall be based on:</i>
1998-1999	<ul style="list-style-type: none"> • Student achievement levels on the FCAT, and • Other appropriate performance data, including, but not limited to, attendance, dropout rate, school discipline data, and student readiness for college, in accordance with state board rule
1999-2000	<ul style="list-style-type: none"> • FCAT reading and writing assessments in grades 4, 8, and 10 and FCAT mathematics assessments in grades 5, 8, and 10 • Data including attendance, discipline data, and dropout rate • Adequate progress of students scoring in the lowest quartile • Assessment of at least 90% of all eligible students to ensure that data accurately represent school performance
2000-2001	<ul style="list-style-type: none"> • FCAT reading and mathematics assessments in grades 3-10 and FCAT writing assessment in grades 4, 8, and 10 • Data including attendance, discipline data, and dropout rate • FCAT reading and mathematics assessments in grades 3-10 shall be used as baseline data for determining annual learning gains for the same students • Adequate progress of students scoring in the lowest quartile • Assessment of at least 90% of all eligible students to ensure that data accurately represent school performance.
2001-2002 and thereafter	<ul style="list-style-type: none"> • Annual student learning gains in reading and mathematics • FCAT reading and mathematics assessments in grades 3-10 and FCAT writing assessment in grades 4, 8, and 10 • Improvement of FCAT scores of students scoring in the lowest quartile (25 %) of the state • Data including attendance, discipline data, cohort graduation rate and dropout rate

What major differences exist between the 1998-99 accountability report and the 1999-2000 accountability report as a result of the changes introduced by the latest amendment to State Board Rule 6A-1.09981?

On February 2, 2000, State Board Rule 6A-1.09981 was amended to reflect the changes in the accountability system brought up by the new law. The following is a list of the major changes reflected in the accountability report for the year 2000 as a result of the latest amendment to the Rule:

- The definition of Standard Curriculum students was modified in 2000 to include only speech impaired, gifted, hospital homebound, and Limited English Proficient students who have been in an English for Speakers of Other Languages (ESOL) program more than two years; thus, language impaired students (previously considered Standard Curriculum students) are now excluded in this definition.
- School grades and test participation rates for 2000 were calculated based only on Standard Curriculum students who were enrolled at the same school during the October and February FTE membership surveys.
- The criterion for minimum test participation rate was increased for “B” through “F” schools from 80% in 1999 to 90% in 2000. The criterion for minimum test participation rate for “A” schools was increased from 90% in 1999 to 95% in 2000. For any school with less than 90% of eligible Standard Curriculum students tested, the school’s grade will be an incomplete (“I”) for no more than 30 days. During this period, schools designated as “I” must submit an explanation to the Commissioner of Education who will determine whether the data accurately represent the performance of the school. The Commissioner may reduce the initial grade by one level unless there are extenuating circumstances involved.
- A new criterion, related to the reading performance of the lowest performing students, was added for “A” and “B” schools. To meet this criterion, the percent of students in “A” and “B” schools who performed in the lowest 25% in the state in FCAT reading (Level 1) must decrease or be maintained within two percentage points from the previous year. If a school has fewer than 30 students in Level 1, then the cumulative number of students scoring in Levels 1 and 2 in reading must decrease or be maintained within two percentage points. If there were fewer than 30 students in Levels 1 and 2, this requirement does not apply.
- Criteria related to attendance, suspensions and high school dropout rates, were used in 1999 to grade “A” schools. In 2000, these criteria will apply when assigning grades for “A,” “B,” and “C” schools. To meet these criteria, the percent of students absent more than 20 days; the percent of students suspended out of school; and for high schools, the dropout rate cannot be more than one standard deviation above the state average on any of these indicators. Otherwise, a school’s final grade is reduced one level, unless extenuating circumstances are involved. The provision of reducing the grade by one level applies only to schools initially graded C and above.

The attached appendix identifies school performance grade categories for Broward County schools reported in the Accountability Report for the 1999-2000 school year.

What criteria were used in 2000 by Florida's DOE to identify "A" schools, or those making excellent progress?

According to the amended State Rule, criteria for an "A" school include:

- Meet higher performing criteria in reading, writing and math for current year. (See Table 2 for a description of higher performing criteria applicable to A and B schools.)
- Test at least 95% of eligible Standard Curriculum students.
- Demonstrate substantial improvement in reading from 1999 to 2000. Substantial improvement in reading is defined as an increase of more than two percentage points in the percent of students scoring at FCAT Level 3 and above. Also, this criterion is waived if the school has 75% or more students scoring at or above FCAT Level 3 and not more than two percentage points decrease from the previous year.
- Maintain or improve reading scores of lowest performing students. That is, the percent of students who performed in the lowest 25% in the state in FCAT reading (Level 1) must decrease or be maintained within two percentage points from the previous year. If a school has fewer than 30 students in Level 1, then the cumulative number of students scoring in Levels 1 and 2 in reading must decrease or be maintained within two percentage points. If there are fewer than 30 students in Levels 1 and 2, this requirement does not apply.
- Exhibit no substantial decline in writing or mathematics from 1999 to 2000. Substantial decline is defined as a five or more percentage point decline in the percent of students scoring in FCAT Level 3 and above in mathematics or a five or more percentage point decline in the percent of students scoring 3 or above in the Florida Writing Assessment.
- Meet criteria for other data. Other data include percent of students absent more than 20 days; percent of students suspended out of school; and for high schools, the dropout rate. If all these indicators exceed the state average by more than one standard deviation or have not improved from the previous year, the Commissioner may reduce by one level the school's final grade, unless extenuating circumstances apply. The provision of reducing the grade by one level applies to schools initially graded C and above. "When all special circumstances were considered, no school failed to meet all criteria. Recent legislative changes remove suspension and attendance from school grades in 2000-2001 and beyond" (Florida Department of Education, 1999-2000 Guide Sheet).

Table 2

Florida's Higher Performance Criteria for Grades "A" and "B" by School Level

School Level	FCAT Reading	FCAT Mathematics	FCAT Writing
Elementary School	50% of students scoring at or above Level 3 (Grade 4)	50% of students scoring at or above Level 3 (Grade 5)	67% of students scoring "3" or above (Grade 4)
Middle School	50% of students scoring at or above Level 3 (Grade 8)	50% of students scoring at or above Level 3 (Grade 8)	75% of students scoring "3" or above (Grade 8)
High School	50% of students scoring at or above Level 3 (Grade 10)	50% of students scoring at or above Level 3 (Grade 10)	80% of students scoring "3" or above (Grade 10)

How many Broward schools are designated as "A" schools in 2000?

There are **50 52** "A" schools in Broward County in 2000. This represents an increase of **38 40** schools from the 12 "A" schools Broward County had in 1999. Figure 1 illustrates the change in numbers of "A" schools in Broward by school level from 1999 to 2000. As the figure shows, the highest increase in "A" grades occurred at the elementary level.

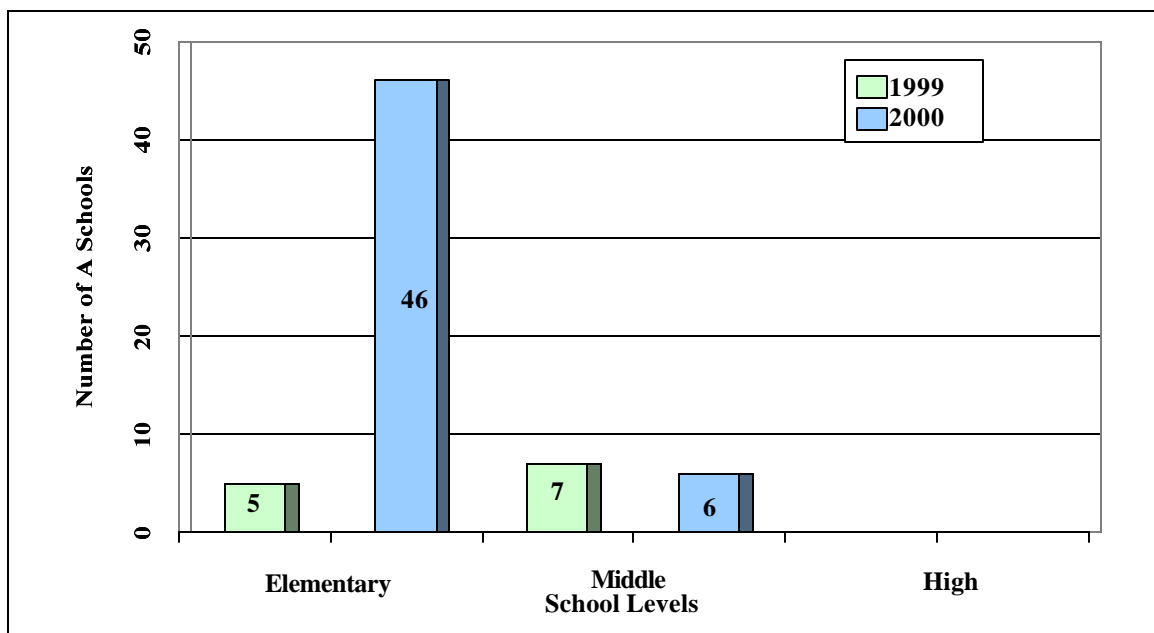


Figure 1 (Revised). Number of Broward schools classified as "A" schools by level in 1999 and 2000.

“A” Schools in 2000			
Elementary			
BANYAN	FLORANADA	INDIAN TRACE	SANDPIPER
BOULEVARD	FOREST HILLS	LAKESIDE	SHERIDAN HILLS
HEIGHTS	FORMAN, BLANCHE	MAPLEWOOD	SHERIDAN PARK
CENTRAL PARK	FOX TRAIL	McNAB	SILVER LAKES
CHAPEL TRAIL	GATOR RUN	NOB HILL	SILVER PALMS
COOPER CITY	HALLANDALE	NORCREST	STIRLING
CORAL PARK	HARBORDALE	<u>PANTHER RUN</u>	TRADEWINDS
CORAL SPRINGS	HAWKES BLUFF	PARK SPRINGS	TROPICAL
DAVIE	HOLLYWOOD	PEMBROKE PINES	WELLEBY
EAGLE RIDGE	CENTRAL	PINES LAKES	WESTCHESTER
EMBASSY CREEK	HOLLYWOOD HILLS	PLANTATION PARK	<u>YOUNG, VIRGINIA S.</u>
FLAMINGO	HORIZON	RAMBLEWOOD	
		RIVERSIDE	
Middle			
BAIR	INDIAN RIDGE	SILVER TRAIL	
FOREST GLEN	RICKARDS	TEQUESTA TRACE	

What are the criteria that Florida’s DOE uses to identify “B” schools, or those making above average progress?

Schools with a designation of “B” schools need to meet the following criteria:

- Meet higher performing criteria in reading, writing and math for current year. (See Table 2 for a description of higher performing criteria applicable to A and B schools.)
- Test at least 90% of eligible Standard Curriculum students.
- Maintain or improve reading scores of lowest performing students. That is, the percent of students who performed in the lowest 25% in the state in FCAT reading (Level 1) must have declined or be maintained within two percentage points from the previous year. If a school has fewer than 30 students in Level 1, then the cumulative number of students scoring in Levels 1 and 2 in reading must decrease or be maintained within two percentage points. If there are fewer than 30 students in Levels 1 and 2, this requirement does not apply.
- Meet criteria for other data. Other data include percent of students absent more than 20 days; percent of students suspended out of school; and for high schools, the dropout rate. If all these indicators exceed the state average by more than one standard deviation or have not improved from the previous year, a school’s final grade may be reduced one level, unless extenuating circumstances apply. The provision of reducing the grade by one level applies to schools initially graded C and above. “When all special circumstances were considered, no school failed to meet all criteria. Recent legislative changes remove suspension and attendance from school grades in 2000-2001 and beyond” (Florida Department of Education, 1999-2000 Guide Sheet).

How many Broward schools are designated as “B” schools in 2000?

There are **17** 15 “B” schools in Broward County in 2000. This represents a decrease of **five** seven schools from the **22** “B” schools Broward County had in 1999. Figure 2 illustrates the changes in number of “B” schools in Broward by school level from 1999 to 2000. As the figure shows, elementary schools registered a decrease in the number of “B” schools while the middle schools registered an increase in 2000.

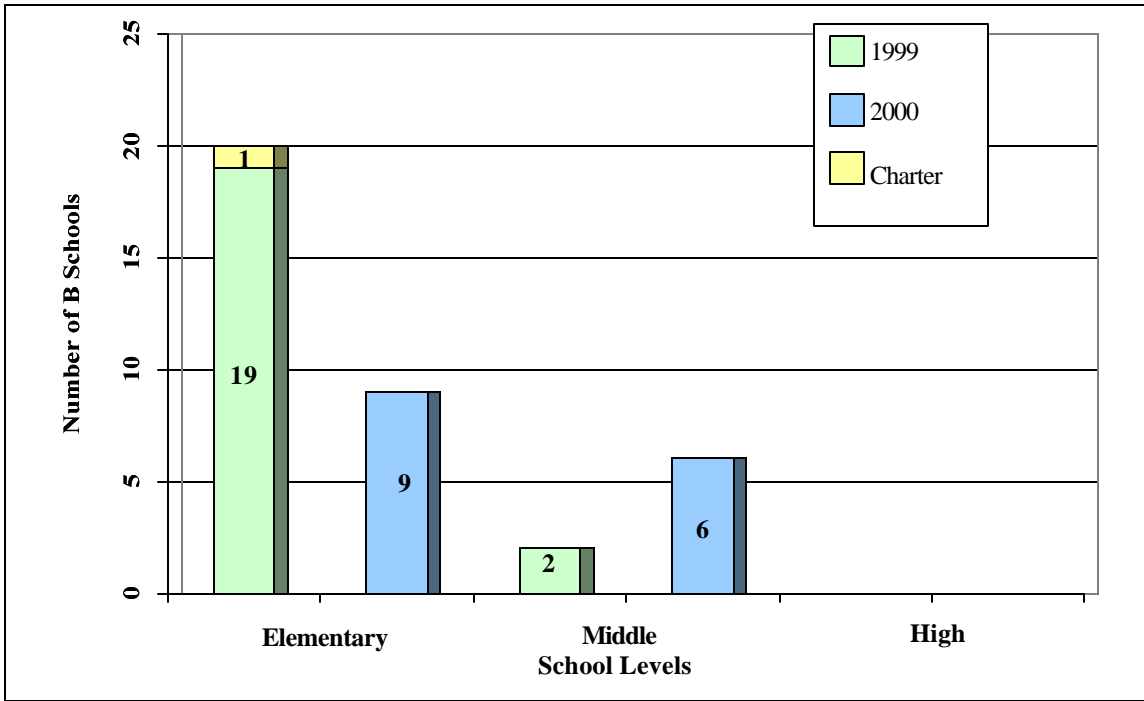


Figure 2 (Revised). Number of Broward schools classified as “B” schools by level in 1999 and 2000.

“B” Schools in 2000		
Elementary		
BAYVIEW	GRIFFIN	PASADENA LAKES
COUNTRY ISLES	N. ANDREWS	PEMBROKE LAKES
EISENHOWER,	GARDENS	SAWGRASS
DWIGHT D.	PANTHER RUN	YOUNG, VIRGINIA
EVERGLADES		
Middle		
CORAL SPRINGS	PIONEER	WESTPINE
NOVA	RAMBLEWOOD	YOUNG, WALTER C.

How does Florida’s DOE identify “C” schools, or those making satisfactory progress?

The criteria for identification of “C” schools include the following:

- Meet minimum performance criteria in reading, writing and mathematics for current year. (See Table 3 for a description of minimum performance criteria applicable to C, D, and F schools.)
- Test at least 90% of eligible Standard Curriculum students.
- Meet criteria for other data. Other data include percent of students absent more than 20 days; percent of students suspended out of school; and for high schools, the dropout rate. If all these indicators exceed the state average by more than one standard deviation or have not improved from the previous year, a school’s final grade may be reduced one level, unless extenuating circumstances apply. The provision of reducing the grade by one level applies to schools initially graded C and above. “When all special circumstances were considered, no school failed to meet all criteria. Recent legislative changes remove suspension and attendance from school grades in 2000-2001 and beyond” (Florida Department of Education, 1999-2000 Guide Sheet).

Table 3

Florida's Minimum Performance Criteria for Grades C, D, and F by School Level

School Level	FCAT Reading	FCAT Mathematics	Florida Writes!
Elementary School	60% of students scoring at or above Level 2 (Grade 4)	60% of students scoring at or above Level 2 (Grade 5)	50% of students scoring “3” or above (Grade 4)
Middle School	60% of students scoring at or above Level 2 (Grade 8)	60% of students scoring at or above Level 2 (Grade 8)	67% of students scoring “3” or above (Grade 8)
High School	60% of students scoring at or above Level 2 (Grade 10)	60% of students scoring at or above Level 2 (Grade 10)	75% of students scoring “3” or above (Grade 10)

How many Broward schools are designated as “C” schools in 2000?

There are 73 “C” schools in Broward County in 2000. This represents a decrease of eight schools from the 81 “C” schools Broward County had in 1999. Figure 3

illustrates the changes in number of “C” schools in Broward by school level from 1999 to 2000. As the figure shows, the highest decrease occurred at the elementary level while middle and high school levels registered slight increases in number of “C” schools in 2000.

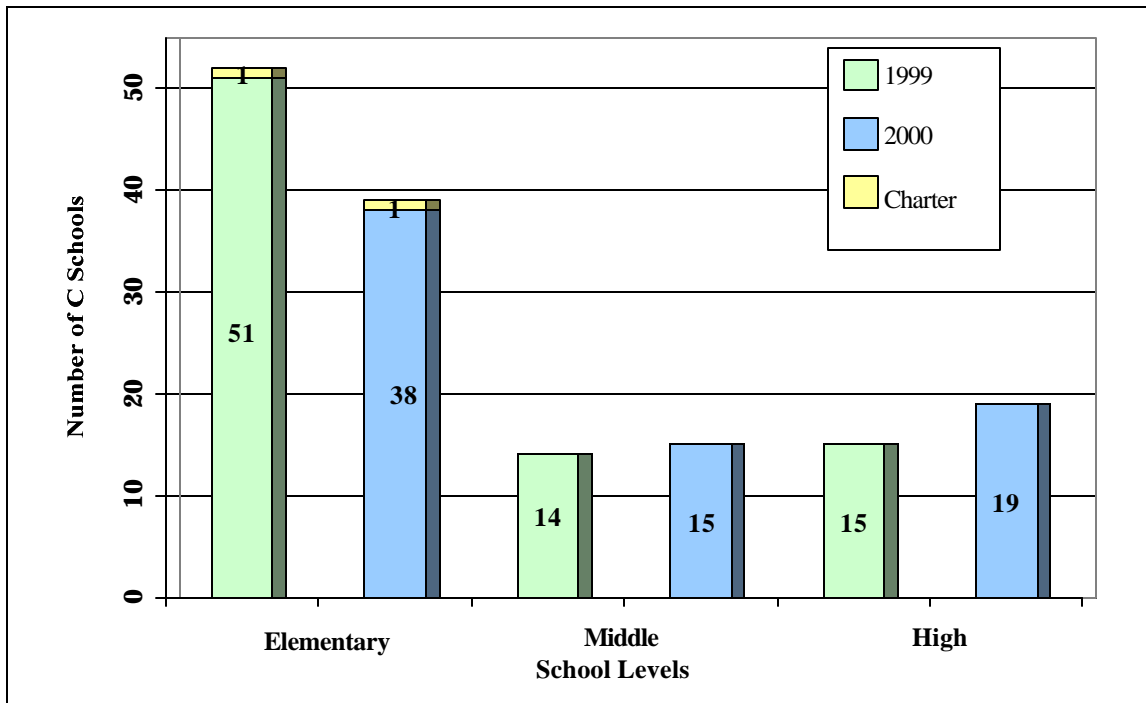


Figure 3. Number of Broward schools classified as “C” schools by level in 1999 and 2000.

“C” Schools in 2000			
Elementary			
ATLANTIC WEST	CROISSANT PARK	MIRAMAR	SILVER RIDGE
BENNETT	CYPRESS	MIRROR LAKE	SUNSHINE
BETHUNE	DANIA	MORROW	TAMARAC
BROADVIEW	DEERFIELD BEACH	OAKLAND PARK	VILLAGE
CASTLE HILL	DRIFTWOOD	PALM COVE	WALKER
COCONUT CREEK	EAGLE POINT	PERRY, ANNABEL C.	WEST HOLLYWOOD
CRESTHAVEN	FOSTER, STEPHEN	PETERS	WILTON MANORS
	HUNT, JAMES S.	PINEWOOD	WINSTON PARK
	LAKE FOREST	QUIET WATERS	
	LAUDERHILL, P. T.	RIVERGLADES	CITY OF PEMBROKE
	MARGATE	SEA CASTLE	PINES
	MEADOWBROOK		
Middle			
	NEW RIVER	POMPANO BEACH	
APOLLO	OLSEN	SAWGRASS SPRINGS	
CRYSTAL LAKE	PARKWAY	SEMINOLE	
DRIFTWOOD	PERRY, HENRY D.	SILVER LAKES	
MARGATE	PINES	SUNRISE	
	PLANTATION		
High			
COCONUT CREEK	HOLLYWOOD HILLS	SOUTH BROWARD	
COOPER CITY	McARTHUR	SOUTH PLANTATION	
CORAL SPRINGS	NORTHEAST	STONEMAN DOUGLAS	
DEERFIELD BEACH	NOVA	STRANAHAN	
FLANAGAN, CHARLES W.	PIPER	TARAVELLA, J. P.	
FORT LAUDERDALE	PLANTATION	WESTERN	
	POMPANO BEACH		

How does Florida’s DOE identify “D” schools, or those making less than satisfactory progress?

According to the amended State Rule 6A-1.09981, schools designated as D schools:

- Do not meet the minimum performance criteria in reading or writing or mathematics for the current year. (See Table 3 for a description of minimum performance criteria applicable to C, D, and F schools.)
- Test at least 90% of the eligible Standard Curriculum students.
- Meet criteria for other data. Other data include percent of students absent more than 20 days; percent of students suspended out of school; and for high schools, the dropout rate. If all these indicators exceed the state average by more than one standard deviation or have not improved from the previous year, a school’s final grade may be reduced one level, unless extenuating circumstances apply. The provision of reducing the grade by one level applies to schools initially graded C and

above. Therefore, no school can go from a grade of D to a grade of F because of this criteria.

How many Broward schools are designated as “D” schools in 2000?

There are 46 “D” schools in Broward County in 2000. This represents a decrease of 19 schools from 65 “D” schools in Broward in 1999. In 2000, there were 18 schools with two areas below the criteria compared to 44 schools in 1999. In 2000, there were 28 schools with one area below the criteria, compared to 21 schools in 1999. Figure 4 illustrates the changes in number of “D” schools in Broward by school level for 1999 and 2000. As the figure shows, there are significantly fewer “D” elementary schools in 2000 with a smaller number of schools with two areas below criteria compared to last year. Although the total number of “D” middle schools decreased, this year there are more “D” schools with two areas below criteria compared to last year. Also, the total number of “D” high schools was reduced this year as well as the number of D schools with two areas below criteria.

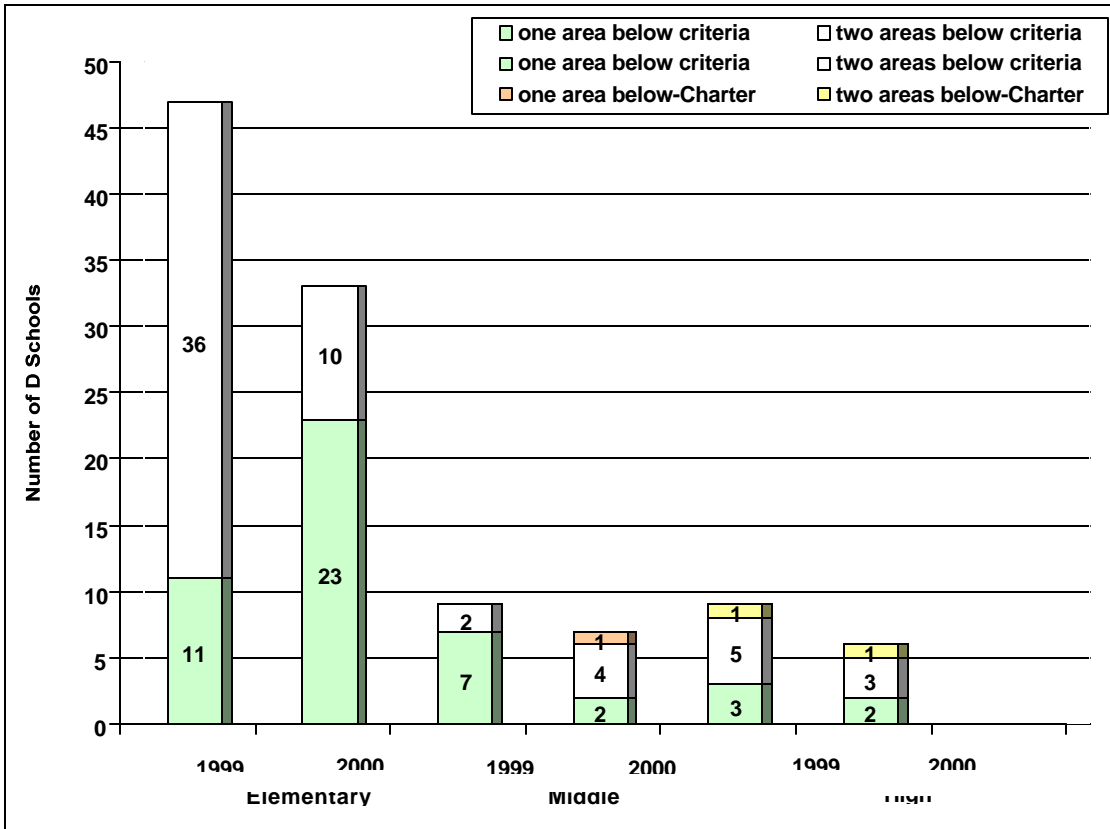


Figure 4. Number of Broward schools classified as “D” schools by level in 1999 and 2000.

"D" Schools With 1 Score Below Criteria			
Elementary			
BROWARD ESTATES	KING, MARTIN	ORANGE BROOK	RIVERLAND
CASTLE HILL	LUTHER	ORIOLE	ROCK ISLAND
ANNEX	LLOYD ESTATES	PALMVIEW	ROYAL PALM
COLLINS	MARKHAM, ROBERT	PLANTATION	SANDERS PARK
DREW, CHARLES	NORTH	POMPANO BEACH	SUNLAND PARK
FAIRWAY	LAUDERDALE		TEDDER
HOLLYWOOD PARK	OAKRIDGE		WATKINS
Middle			
ATTUCKS	McNICOL		SMART SCHOOL
High			
	ELY, BLANCHE	MIRAMAR	

"D" Schools With 2 Scores Below Criteria		
Elementary		
COLBERT	LAUDERDALE MANORS	PARK RIDGE
DEERFIELD PARK	MARSHALL, THURGOOD	WESTWOOD HEIGHTS
DILLARD	NORTH FORK	
LARKDALE	NORTH SIDE	
Middle		
DANDY, WILLIAM		LAUDERDALE LAKES
DEERFIELD BEACH		LAUDERHILL
High		
ANDERSON, BOYD H.		HALLANDALE
DILLARD		NORTH LAUDERDALE
		ACADEMY CHARTER

How are “F” schools, or those failing to make “adequate progress” identified?

According to the A+ legislation, schools that received a grade designation of “F” based on 1999-2000 school performance data shall be considered as having failed to make adequate progress for one year.

What criteria are used to define “F” schools?

According to the amended State Rule 6A-1.09981, the criteria to designate schools as “F” schools is as follows:

- Do not meet the minimum performance criteria in reading and writing and mathematics for the current year. (See Table 3 for a description of minimum performance criteria applicable to C, D, and F schools.)
- Meet “D” performance criteria but test less than 90% of the eligible Standard Curriculum students without reasonable explanations.

How many Broward schools are designated as “F” schools in 2000?

No Broward schools were designated “F” schools in 2000. This represents a 100% decrease from seven “F” schools in Broward in 1999. Figure 5 illustrates this decrease in number of “F” schools in Broward by school level from 1999 to 2000.

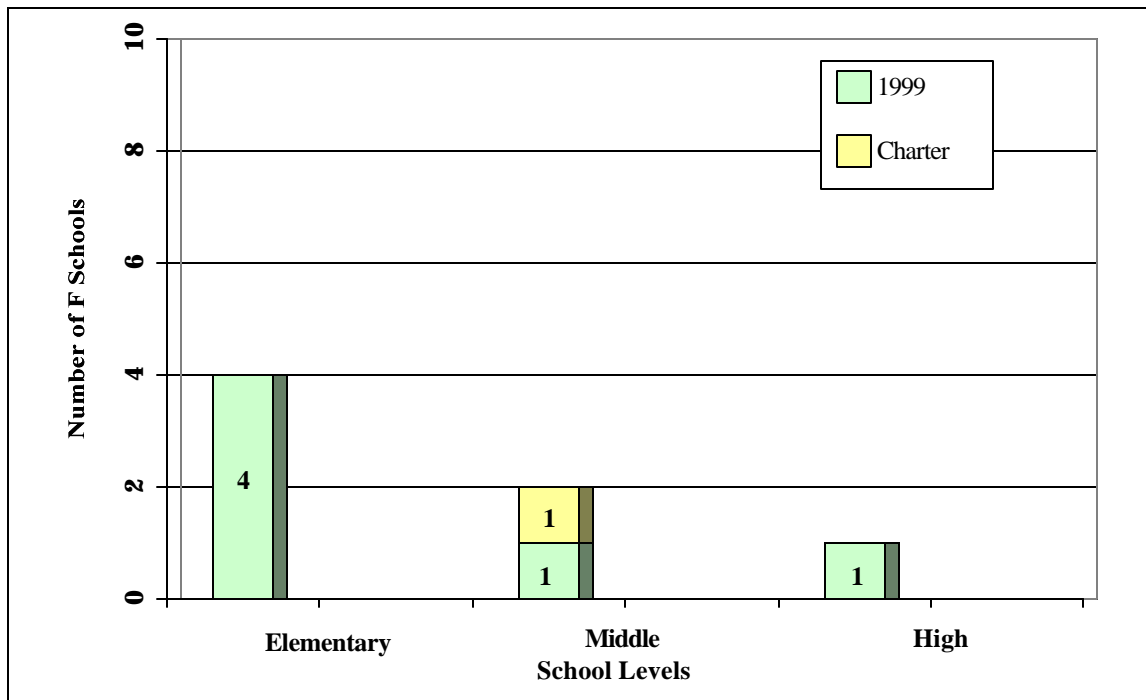


Figure 5. Number of Broward schools classified as “F” schools by level in 1999 and 2000.

How many Broward schools are designated as “F” or those having failed to make adequate progress for two years in a four-year period?

According to A+ legislation, if schools identified as “F” in 1998-1999 also received an “F” grade based on 1999-2000 school performance data, they were to be considered as having failed to make adequate progress for two years in a four-year period. Thus, students who had been enrolled in these failing schools during a school year where the failing designation was in effect, would be eligible to receive opportunity scholarships.

There were seven Broward schools identified as “F” schools in 1998-99. **None received “F” grades in 1999-2000. As none failed to make adequate progress for two years in a four-year period, no opportunity scholarships were issued for Broward schools in 2000.**

What was the grading in school performance of Charter Schools in Broward County?

Three charter schools were reported in the 2000 School Accountability Report. There was one “C” charter school (City of Pembroke Pines) and two “D” charter schools (Smart School Middle and North Lauderdale Academy.)

What changes in school grade distribution for Broward County Schools occurred in 2000?

As described at the beginning of this research brief, criteria for school grades in the school year 1999-2000 were modified since the first adoption of the “A” through “F” grading scale for schools. However, Broward schools have shown substantial improvements in reading, writing and mathematics scores. Figures 6 and 7 illustrate changes in the distribution of school grades for Broward elementary schools from 1999 to 2000. As can be seen in Figure 7, a larger proportion of elementary schools were assigned an “A” grade and no schools were assigned an “F” grade.

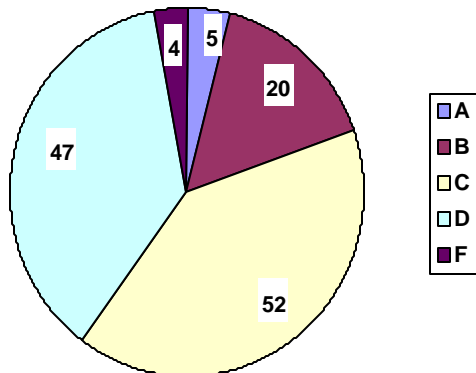


Figure 6. School grade distribution for Broward elementary schools, 1998-1999.

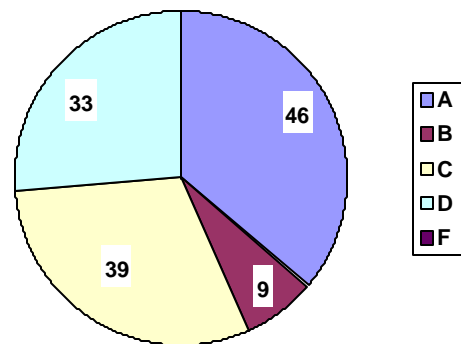


Figure 7 (Revised). School grade distribution for Broward elementary schools, 1999-2000.

Figures 8 and 9 illustrate changes in the distribution of school grades for Broward middle schools from 1999 to 2000. As can be seen in Figure 9, the proportion of “B” grades has increased, while the proportion of “D” and “F” grades has decreased.

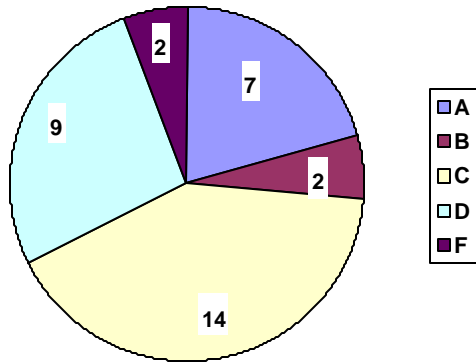


Figure 8. School grade distribution for Broward middle schools, 1998-1999.

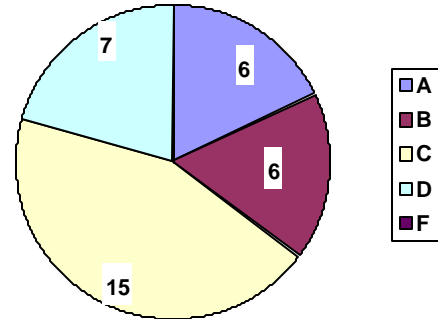


Figure 9. School grade distribution for Broward middle schools, 1999-2000.

Figures 10 and 11 illustrate changes in the distribution of school grades for Broward high schools from 1999 to 2000. As can be seen in Figure 11, the proportion of “C” grades has increased and the proportion of “D” and “F” grades has decreased.

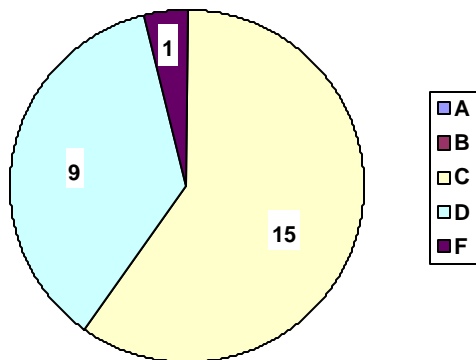


Figure 10. School grade distribution for Broward high schools, 1998-1999.

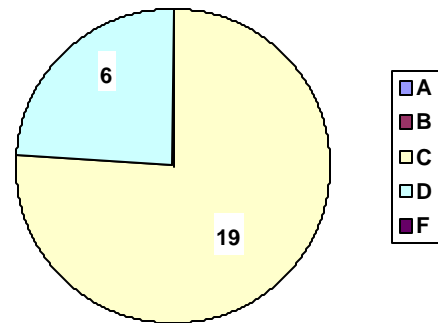


Figure 11. School grade distribution for Broward high schools, 1999-2000.

Figure 12 shows the number of schools at each level that were assigned a higher grade, a lower grade, or the same grade from 1999 to 2000. As can be seen, 66 67 schools at the elementary level improved by at least one grade. More specifically, 5 schools improved by three grades, 25 26 schools improved by two grades and 36 schools improved by one grade. Seven elementary schools dropped by at least one grade and 54 53 schools were assigned the same grade as the previous year.

At the middle school level, 12 schools improved by at least one grade (2 schools improved two grades and 10 schools improved one grade), 5 schools dropped by at least one grade, and 17 middle schools were assigned the same grade as the previous year.

At the high school level, 4 schools improved by at least one grade (1 school improved two grades and 3 schools improved one grade), no schools were assigned a lower grade than the previous year, and 21 high schools were assigned the same grade as the previous year.

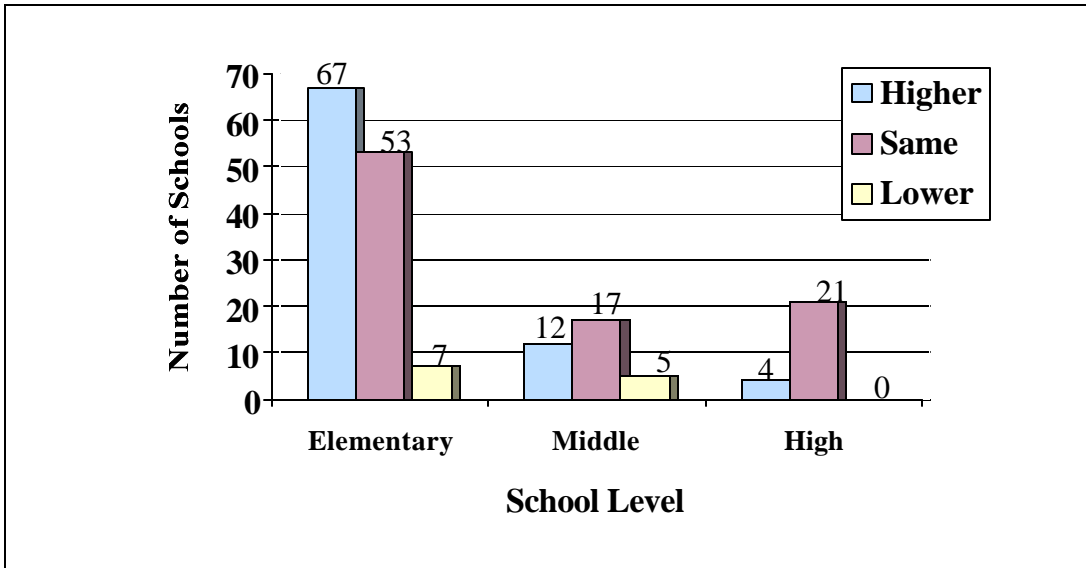


Figure 12 (Revised). Shift of school grades by level

Summary

The results of the 2000 School Accountability Report released by the Florida Department of Education are very promising and demonstrate that student performance in Broward schools continues its upward trend. Although criteria for school grades were modified since the first adoption of the “A” through “F” grading scale for schools, schools have shown substantial improvements in reading, writing and mathematics scores. These improvements are the result of significant efforts by the schools, district personnel and the community to assist students with their academic achievement.

Interventions that began over six years ago have produce results. The following is an overview of the actions put in place by the district and schools to assist students:

- The School Assistance Plan, designed to help schools in greatest need of assistance and coordinated by the Office of School Improvement and Accountability, identified schools according to their performance on the DOE indicators and provided for specific prescriptive strategies for schools in need of assistance. Schools with consistent gains were also identified and served as demonstration sites for other schools in the district.

- The School Assistance Plan served as a predecessor for the oversight committee created to oversee progress for the state-graded “D” and “F” schools, also known as Upward Bound Schools. This committee met twice monthly to develop and monitor an Assistance and Intervention Plan required by the state. The Oversight Committee included the Superintendent, Area Directors, District Directors, and staff from School Operations, Educational Programs, and Technology, Strategic Planning, and Accountability.
- Broward continued the reconfiguration of the areas to provide closer support to the schools by reducing the school-to-area support staff ratios. Also, at the direction of the Superintendent, the Area Directors were mandated to create a specific assistance and intervention plan for each school not making adequate progress. The Area Directors were also mandated to visit each of the school monthly to monitor academic progress. Staffs were directed to identify any barriers to improving student achievement and to assist those schools with solutions.
- The Alliance of Quality Schools model, which demonstrated positive effects on student’s performance and behavior at the elementary and middle school level, operated at 34 elementary schools and six middle schools in the 1999-2000 school year. Schools under this program increased their use of technology to improve reading achievement.
- The Office of Educational Programs staff took the lead in identifying, for each grade level, critical content and essential teacher knowledge in Language Arts and Mathematics. To ensure these skills were being taught in the classroom, Curriculum Specialists in these subject areas identified resources and developed materials that were later shared with schools. Intensive staff development guaranteed that school staff across the district apply the standards to their instructional program and see the relationship between their instructional practices and the assessment tools. Title II funds allowed for follow-up of learned strategies on critical content skills into the classroom.
- All students identified as “substantially deficient” students (Level 1), as defined by the FCAT assessment and correlated to other assessments participated in the 1999 Summer Term Program. For that purpose, a total of 112 elementary through high schools and 15 centers were open and offered an intensive curriculum focusing on deficiencies in reading, writing, and mathematics.

- In addition, during the 1999 Summer Term, Broward piloted a unique Intensive Acceleration Academy Model at three elementary schools. This model utilized highly qualified teachers with extensive reading background, class sizes of an 18 to 1 student/teacher ratio, and technology. The implementation of this model also involved embedded teacher training, intensive monitoring of student progress, a prescriptive curriculum, and an evaluation component. The evaluation of the summer school pilot will be based on increased student achievement, and attendance patterns tied to student achievement and will use a control group of students.

Prepared by:

Maria R. Ligas, Ph.D.
Research Specialist, Title I
Research and Evaluation

Dr. Frank Till
Superintendent of Schools

APPENDIX

School Grades for the 1999-2000 School Year

ELEMENTARY SCHOOLS (Revised)

"A" SCHOOLS	"B" SCHOOLS	"C" SCHOOLS Continued)
BANYAN BOULEVARD HEIGHTS CENTRAL PARK CHAPEL TRAIL COOPER CITY CORAL PARK CORAL SPRINGS DAVIE EAGLE RIDGE EMBASSY CREEK FLAMINGO FLORANADA FOREST HILLS FORMAN, BLANCHE FOX TRAIL GATOR RUN HALLANDALE HARBORDALE HAWKES BLUFF HOLLYWOOD CENTRAL HOLLYWOOD HILLS HORIZON INDIAN TRACE LAKESIDE MAPLEWOOD McNAB NOB HILL NORCREST <u>PANTHER RUN</u> PARK SPRINGS PEMBROKE PINES PINES LAKES PLANTATION PARK RAMBLEWOOD RIVERSIDE SANDPIPER SHERIDAN HILLS SHERIDAN PARK SILVER LAKES SILVER PALMS STIRLING TRADEWINDS TROPICAL WELLEBY WESTCHESTER <u>YOUNG, VIRGINIA</u>	BAYVIEW COUNTRY ISLES EISENHOWER, DWIGHT D. EVERGLADES GRIFFIN N. ANDREWS GARDENS PANTHER RUN PASADENA LAKES PEMBROKE LAKES SAWGRASS YOUNG, VIRGINIA "C" SCHOOLS ATLANTIC WEST BENNETT BETHUNE BROADVIEW CASTLE HILL COCONUT CREEK CRESTHAVEN CROISSANT PARK CYPRESS DANIA DEERFIELD BEACH DRIFTWOOD EAGLE POINT FOSTER, STEPHEN HUNT, JAMES S. LAKE FOREST LAUDERHILL, P. T. MARGATE MEADOWBROOK MIRAMAR MIRROR LAKE MORROW OAKLAND PARK PALM COVE PERRY, ANNABEL C. PETERS PINEWOOD QUIET WATERS RIVERGLADES SEA CASTLE SILVER RIDGE SUNSHINE TAMARAC VILLAGE WALKER	WEST HOLLYWOOD WILTON MANORS WINSTON PARK CITY OF PEMBROKE PINES "D" SCHOOLS WITH 1 SCORE BELOW CRITERIA BROWARD ESTATES CASTLE HILL ANNEX COLLINS DREW, CHARLES FAIRWAY HOLLYWOOD PARK KING, MARTIN LUTHER LLOYD ESTATES MARKHAM, ROBERT C. NORTH LAUDERDALE OAKRIDGE ORANGE BROOK ORIOLE PALMVIEW PLANTATION POMPANO BEACH RIVERLAND ROCK ISLAND ROYAL PALM SANDERS PARK SUNLAND PARK TEDDER WATKINS "D" SCHOOLS WITH 2 SCORES BELOW CRITERIA COLBERT DEERFIELD PARK DILLARD LARKDALE LAUDERDALE MANORS MARSHALL, THURGOOD NORTH FORK NORTH SIDE PARK RIDGE WESTWOOD HEIGHTS "F" SCHOOLS (NO SCHOOLS)

MIDDLE SCHOOLS

<p>“A” SCHOOLS BAIR FOREST GLEN INDIAN RIDGE RICKARDS SILVER TRAIL TEQUESTA TRACE</p> <p>“B” SCHOOLS CORAL SPRINGS NOVA PIONEER RAMBLEWOOD WESTPINE YOUNG, WALTER C.</p>	<p>“C” SCHOOLS APOLLO CRYSTAL LAKE DRIFTWOOD MARGATE NEW RIVER OLSEN PARKWAY PERRY, HENRY D. PINES PLANTATION POMPANO BEACH SAWGRASS SPRINGS SEMINOLE SILVER LAKES SUNRISE</p>	<p>“D” SCHOOLS WITH 1 SCORE BELOW CRITERIA ATTUCKS McNICOL SMART SCHOOL</p> <p>“D” SCHOOLS WITH 2 SCORES BELOW CRITERIA DANDY, WILLIAM DEERFIELD BEACH LAUDERDALE LAKES LAUDERHILL</p> <p>“F” SCHOOLS (NO SCHOOLS)</p>
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HIGH SCHOOLS

<p>“C” SCHOOLS COCONUT CREEK COOPER CITY CORAL SPRINGS DEERFIELD BEACH FLANAGAN, CHARLES W. FORT LAUDERDALE HOLLYWOOD HILLS McARTHUR NORTHEAST NOVA PIPER PLANTATION POMPANO BEACH</p>	<p>“C” SCHOOLS Continued) SOUTH BROWARD SOUTH PLANTATION STONEMAN DOUGLAS STRANAHAN TARAVELLA, J. P. WESTERN</p> <p>“D” SCHOOLS WITH 1 SCORE BELOW CRITERIA ELY, BLANCHE MIRAMAR</p>	<p>“D” SCHOOLS WITH 2 SCORES BELOW CRITERIA ANDERSON, BOYD H. DILLARD HALLANDALE N.LAUD. ACADEMY CH.</p> <p>“F” SCHOOLS (NO SCHOOLS)</p>
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