

Information Brief

School Accountability Under the Fifth Year of the A+ Plan Status of School Performance in Broward County, Florida

Summary

The Florida Department of Education (DOE) release of A+ Plan School Accountability data on June 18, 2003 reflects Broward's outstanding student achievement. The calculation of school grades is based on the percentage of students who have scored in Achievement Level 3 and above in reading and mathematics, the percentage of students who have scored high in writing (grades 4, 8, and 10), the percentage of students who have demonstrated learning gains in reading and mathematics, and, reflecting an emphasis on improving the performance of the lowest readers, the percentage of students in the lowest 25% who have demonstrated learning gains in reading.

Figure 1 shows the number of "A through F" schools in 2002-2003.

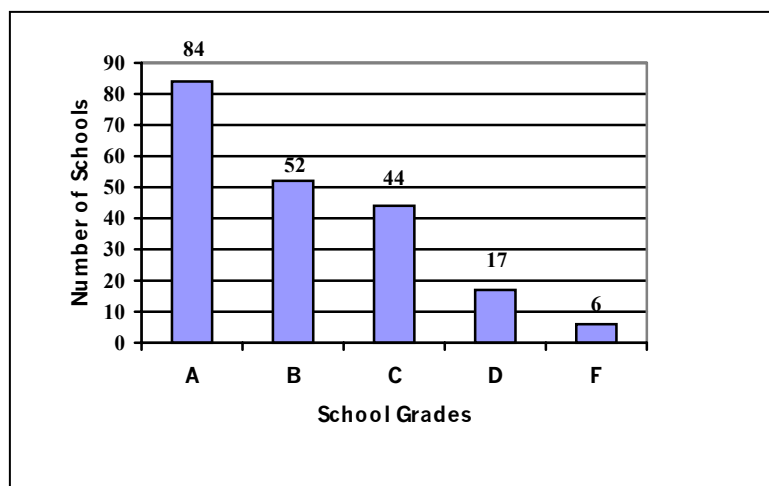


Figure 1. Distribution of School Grades in 2003.

As you read the report, you will note:

- Analyses of school grades for 2002 and 2003 are based on the calculation methodology that includes learning gains in the accountability system.
- A dramatic shift in school grades is seen from 1999 to 2003. The picture has shifted from one with a substantial number of schools falling in C, D and F categories in 1999 to a substantial number of A and B schools in 2003 (1999 to 2003: 12 to 84 A, 22 to 52 B, 81 to 44 C, 65 to 17 D, and 7 to 6 F).
- Thirty-eight schools (34 elementary, two middle, two high) improved by at least one grade, 37 schools dropped by at least one grade (28 elementary, three middle, five high, one combination), and 116 schools (65 elementary, 31 middle, 20 high) were assigned the same grade as last year.

- All new schools in 2002-2003, as well as schools not in the accountability system last year, are assigned “N” status this year. These schools will receive a school grade in 2003-2004 if they test 30 or more eligible students. The appendix at the end of this brief provides additional information.
- Of 203 schools receiving a school performance grade, 201 tested 95% or more of eligible students (the remaining two schools tested 94% of eligible students) and 177 schools made adequate progress with the lowest 25% in reading.
- In some instances, such as with Charter School Institute Training Center, school grade point substitutions are made in the event that a school does not have at least 30 eligible students tested in writing (the percent of students at or above FCAT Achievement Level 3 in reading is substituted) or in the event that a school does not have at least 30 students in the lowest 25% in reading (the percent of students who make annual learning gains in reading is substituted). Use of these substitutions may have a significant adverse impact on the school’s grade.
- There were seven schools with sufficient school grade points to receive an A, but which were assigned a B grade. Follow-up analyses were conducted to explain this finding. For all seven schools, gains for the lowest 25% in reading were not within 10 points of gains for all students. In addition, one of the seven schools did not make adequate progress with the lowest 25% of students in reading¹.
- If a school, otherwise graded a C or B, does not demonstrate adequate progress for two years in a row, the final grade will be reduced by one letter grade. Two schools had their grade reduced.

Background

Beginning in the 1990s there has been an increasing interest in holding school personnel accountable for their students’ academic success. All fifty states have designed and implemented state accountability systems which can be used to determine the success of individual school personnel in ensuring that students meet the state-determined standards.

Nine years ago, Florida initiated an accountability system to define and identify critically low performing schools. Prior to this accountability system, school districts throughout the state measured students’ academic performance in reading and mathematics by administering a variety of different norm-referenced tests. The Florida Department of Education (DOE) considered student academic performance on these tests and performance on the Florida Writing Assessment to identify critically low performing schools. Starting in 1999, the Florida Comprehensive Assessment Test (FCAT) replaced the different norm-referenced tests that had previously been administered by the 67 Florida school districts to measure student academic performance.

In May 1999, a new law (CS/HB 751, 753 and 755), also known as the A+ Plan, was approved by the state legislature to establish comprehensive reforms to the Florida School Code and practice. Substantial changes established by the new law included modifications concerning school, educator, and student accountability. The first accountability report implementing the A+ Plan 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 FCAT assessments. Several amendments to the school Grading Rule 6A-1.09981 have occurred since it was first implemented, as noted in Table 1. The latest amendment to the school Grading Rule was unanimously adopted by the Governor and Cabinet on December 18, 2001 for the 2001-2002 school year. This represents a new and comprehensive school grading system that measures school performance as well as student learning gains. FCAT testing has been expanded to include grades 3 through 10 in reading and mathematics to facilitate improvement

¹ To make adequate progress, at least half of the lowest 25% of students in reading in the school must make learning gains.

and better reflect the school impact on student achievement. The FCAT writing assessment is still administered in grades 4, 8, and 10. Note that the FCAT science assessment is administered in grades 5, 8, and 10. However, student performance in science is not used in the school grade calculation.

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

Schools are identified as being in one of the following five school performance 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.

A summary of measures used to determine a school’s performance grade category is presented in Table 1. The table includes the student performance measures used to assign grades in the 1998-1999, 1999-2000, and 2000-2001 school years based on the A+ Plan legislation, as well as the measures used to assign grades in the 2001-2002 school year and beyond, as specified in the most recent amendment of State Rule 6A-1.09981.

Table 1
Designation of School Performance Grade Categories

Year	A school’s performance grade category designation shall be based on:
1998-1999	<ul style="list-style-type: none"> • Student achievement levels on the FCAT • 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 Writing assessments in grades 4, 8, and 10 and FCAT Mathematics assessment in grades 5, 8, and 10 • Data including high school 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 • In order to be graded “D” and above, high schools must have a dropout rate no higher than one standard deviation above the 1999-2000 state average or show improvement from the previous year
2001-2002 and thereafter	<ul style="list-style-type: none"> • Annual student learning gains on FCAT Reading and Mathematics assessments in grades 3-10 • FCAT Writing assessment in grades 4, 8, and 10 • Meeting high standards in reading and mathematics (Level 3 and above) and writing • Adequate progress of students scoring in the lowest quartile (25%) in reading • Assessment of at least 90% of all eligible students to ensure that data accurately represent school performance

What similarities and differences exist between the 2001-2002 accountability report and the 2002-2003 accountability report?

Similarities:

- The definition of eligible students includes 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.
- School grades and test participation rates are calculated based only on eligible students who were enrolled at the same school during the October and February Full-Time-Equivalent (FTE) membership surveys.
- The criterion for minimum test participation rate is 90% of eligible students for “B” through “F” schools. The criterion for minimum test participation rate for “A” schools is 95% of eligible students. For any school with less than 90% of eligible students tested, the school’s grade will be an incomplete (“I”) for no more than 30 days or until the data are determined by the Commissioner of Education to accurately represent the performance of the school. The Commissioner’s determination of a school’s performance grade shall be final.
- School grades are based on a point system, where schools are awarded one point for each percent of eligible students who score (1) high on the FCAT Reading, Mathematics, and Writing assessments and/or (2) make annual learning gains in reading or mathematics and/or (3) make adequate progress in reading for students in the lowest 25% in reading in the school.
- Annual learning gains are obtained for students. Student performance this year can be compared to performance in previous years in reading or mathematics using a developmental scale score².

Differences:

- There are no differences between the procedures used to calculate the school grade from 2001-2002 to 2002-2003.

Appendix A provides the School Performance Grades for Broward County schools reported in the Accountability Report for the 2002-2003 school year.

What criteria were used in 2003 by Florida’s DOE to identify a school’s grade?

School grades for 2002 and 2003 utilize a point system. Schools are awarded one point for each percent of students who score high on the FCAT in Reading, Mathematics, and Writing and/or make annual learning gains in reading or mathematics.

Points earned in each of six categories are summed to provide the school grade points. These six categories and the points received are:

- (1) One point for each percent of students who score at or above FCAT achievement level 3 in reading;
- (2) One point for each percent of students who score at or above FCAT achievement level 3 in mathematics;
- (3) One point for each percent of students who score “3.0” or higher averaged with the percent who score “3.5” or higher on the FCAT Writing Assessment;
- (4) One point for each percent of students who make annual learning gains³ in reading;
- (5) One point for each percent of students who make annual learning gains in mathematics; and
- (6) One point for each percent of students in the lowest 25% in reading in achievement levels 1, 2, or 3 in the school making learning gains.

² A “developmental score” has been created to help understand students’ year-to-year progress. Developmental scores range from 0 to about 3000.

³ Students can demonstrate annual learning gains in any one of three ways: (1) Improve achievement levels from 1 to 2, 2 to 3, 3 to 4, or 4 to 5; or (2) Maintain the relatively high achievement levels of 3, 4, or 5; or (3) Demonstrate more than one year’s growth within achievement levels 1 or 2 on the developmental scale.

The School Performance Grade is not based solely on the sum of school grade points in these six categories. Additional requirements must also be met to receive a certain grade.

What criteria were used in 2003 by Florida’s DOE to identify “A” schools, or those making excellent progress?

According to the amended State Board Rule 6A-1.09981, criteria for an “A” school include:

- Earn 410 or more school grade points; *and*
- Test at least 95% of eligible students; *and*
- Meet adequate progress of the lowest 25% in reading; *and*
- Gains for the lowest 25% in reading must be within 10 points of reading gains for all students.

Adequate progress is met if at least 50% of students in the lowest 25% in reading make learning gains. If adequate progress is not met *or* if the reading gains for students in the lowest 25% in reading and reading gains for all eligible students in the school are not within 10 percentage points, then the grade designation is reduced by one letter grade.

How many Broward schools are designated as “A” schools in 2003?

There are 84 “A” schools in Broward County in 2003. This represents an increase of 9 schools from the 75 “A” schools Broward County had in 2002. Figure 2 illustrates the change in numbers of “A” schools in Broward by school level from 1999 to 2002. As the figure shows, the highest increase in “A” grades occurred at the elementary school level in 2003. Note that one school is a combination middle/high school.

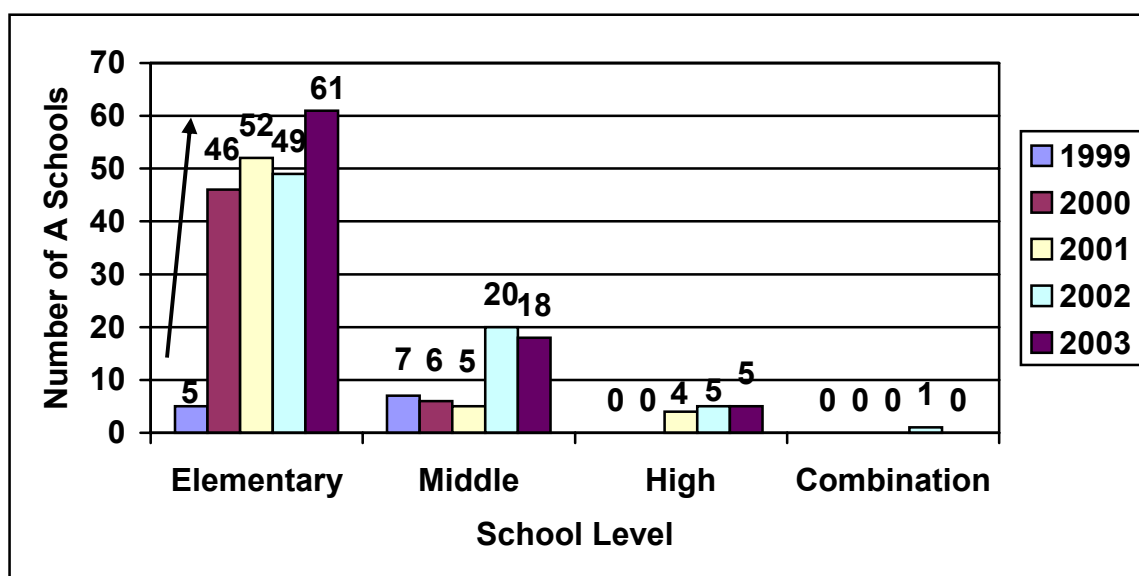


Figure 2. Number of Broward schools classified as “A” schools by level in 1999, 2000, 2001, 2002 and 2003.

“A” Schools in 2003			
<u>Elementary</u>			
Atlantic West	Embassy Creek	Maplewood	Riverglades
Banyan	Everglades	Margate	Riverside
Bayview	Flamingo	McNab	Sandpiper
Bennett	Floranada	Nob Hill	Sawgrass
Broadview	Forman, Blanche	Norcrest	Silver Lakes
Central Park	Fox Trail	North Andrews Gardens	Silver Ridge
Challenger	Griffin	Oakridge	Tamarac
Chapel Trail	Hallandale	Panther Run	Tradewinds
Coconut Palm	Hawkes Bluff	Park Trails	Tropical
Cooper City	Hollywood Central	Pasadena Lakes	Welleby
Coral Park	Hollywood Hills	Pembroke Lakes	Westchester
Country Isles	Horizon	Pembroke Pines	Winston Park
Dillard	Hunt, James S.	Pines Lakes	Young, Virginia S.
Eagle Point	Indian Trace	Plantation Park	
Eagle Ridge	Lakeside	Ramblewood	
Chancellor Charter at Weston		Charter School of Excellence	City of Pembroke Pines
<u>Middle</u>			
Coral Springs	Indian Ridge	Pioneer	Silver Trail
Driftwood	Lyons Creek	Ramblewood	Tequesta Trace
Falcon Cove	Nova	Sawgrass Springs	Westpine
Forest Glen	Pines	Seminole	Young, Walter C.
City of Pembroke Pines	Somerset Academy		
<u>High</u>			
Cooper City	Nova	Pompano Beach	Stoneman Douglas
McFatter, William T.			

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” need to meet the following criteria:

- Earn 380 to 409 school grade points; *and*
- Test at least 90% of eligible students; *and*
- Meet adequate progress of the lowest 25% in reading within two years.

Adequate progress is met if at least 50% of students in the lowest 25% in reading make learning gains. If adequate progress is *not* met, the School Advisory Council must amend its School Improvement Plan to include a component for demonstrating adequate progress. If a school otherwise designated as a “B” does *not* make adequate progress for two years in a row, the school grade designation is reduced by one letter grade.

How many Broward schools are designated as “B” schools in 2003?

There are 52 “B” schools in Broward County in 2003. This represents an increase of 3 schools from the 49 “B” schools Broward County had in 2002. Figure 3 illustrates the changes in number of “B” schools in Broward by school level from 1999 to 2003. As the figure shows, middle schools registered an increase in the number of “B” schools, while elementary and high schools remained about the same as 2002.

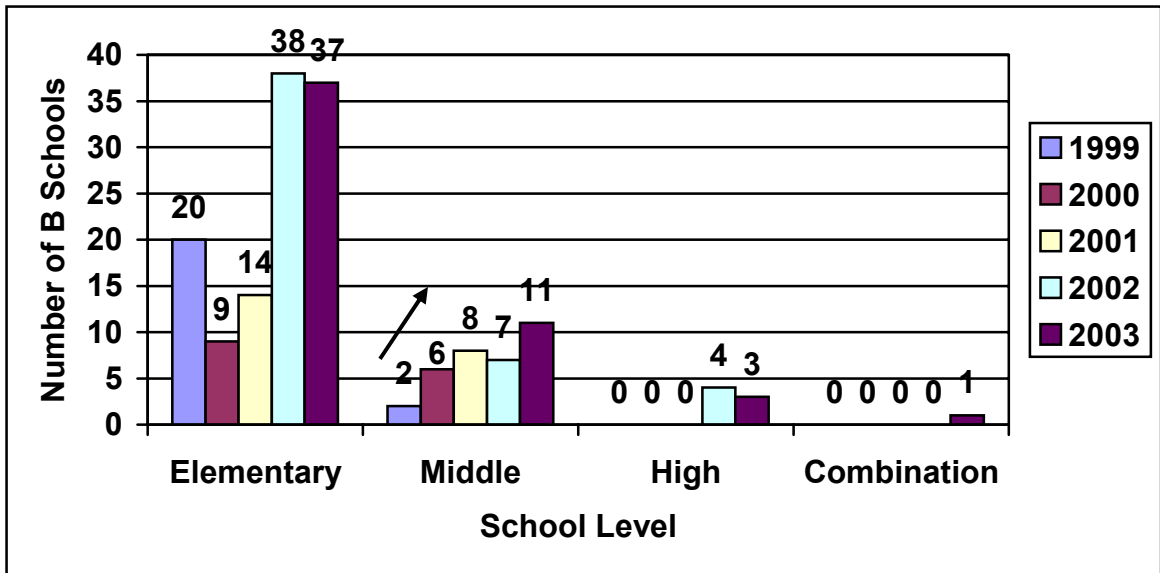


Figure 3. Number of Broward schools classified as “B” schools by level in 1999, 2000, 2001, 2002 and 2003.

“B” Schools in 2003			
<u>Elementary</u>			
Boulevard Heights	Hollywood Park	Park Springs	Silver Palms
Castle Hill	Lake Forest	Parkside	Stephen Foster
Coconut Creek	Meadowbrook	Perry, Annabel C.	Stirling
Colbert	Miramar	Peters	Sunshine
Cypress	Mirror Lake	Pinewood	West Hollywood
Davie	Morrow	Pompano Beach	Wilton Manors
Eisenhower, Dwight D.	Oakland Park	Quiet Waters	
Forest Hills	Orange Brook	Sea Castle	
Gator Run	Palm Cove	Sheridan Hills	
Harbordale	Palmview	Sheridan Park	
Somerset Academy			
<u>Middle</u>			
Apollo	Crystal Lake	Plantation	Silver Lakes
Attucks	Dandy, William	Pompano Beach	Sunrise
Bair	Olsen	Rickards, James S.	
<u>High</u>			
	Taravella, J.P	Western	
City of Pembroke Pines			
<u>Combination</u>			
Coral Springs Charter			

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

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

- Earn 320 to 379 school grade points; *and*
- Test at least 90% of eligible students; *and*
- Meet adequate progress of the lowest 25% in reading within two years.

Adequate progress is met if at least 50% of students in the lowest 25% in reading make learning gains. If adequate progress is *not* met, the School Advisory Council must amend its School Improvement Plan to include a component for demonstrating adequate progress. If a school otherwise designated as a “C” does *not* make adequate progress for two years in a row, the school grade designation is reduced by one letter grade.

How many Broward schools are designated as “C” schools in 2003?

There are 44 “C” schools in Broward County in 2003. This represents a decrease of 9 schools from the 53 “C” schools Broward County had in 2002. Figure 4 illustrates the changes in number of “C” schools in Broward by school level from 1999 to 2003. As the figure shows, schools at all levels registered a decrease in the number of “C” schools in 2003.

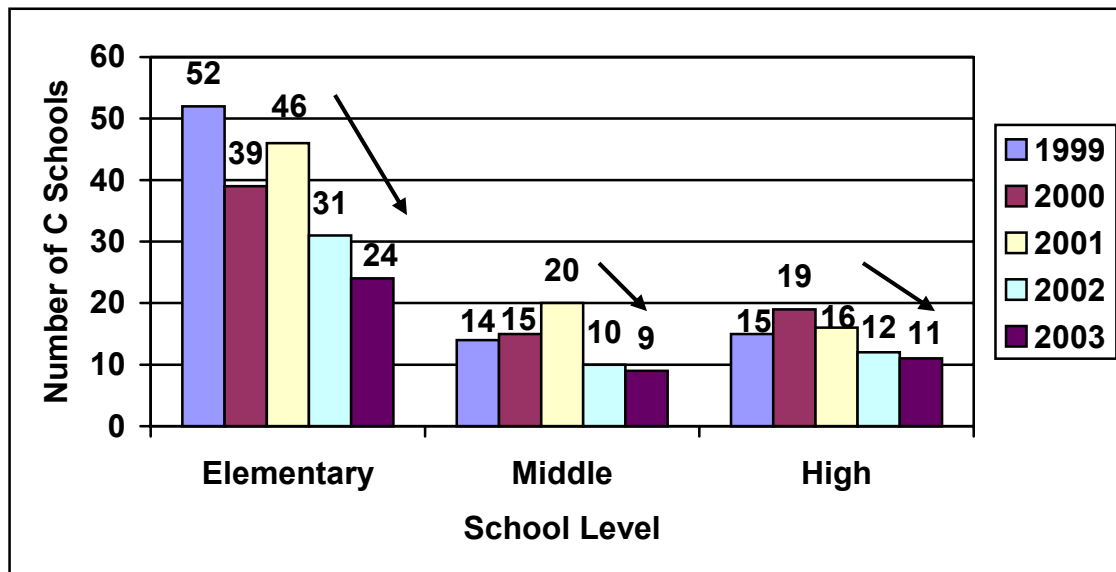


Figure 4. Number of Broward schools classified as “C” schools by level in 1999, 2000, 2001, 2002 and 2003.

“C” Schools in 2003			
<u>Elementary</u>			
Bethune	Dania	Lauderhill, P.T.	Rock Island
Broward Estates	Deerfield Beach	Lloyd Estates	Royal Palm
Collins	Deerfield Park	North Fork	Village
Coral Springs	Driftwood	North Lauderdale	Watkins
Cresthaven	Fairway	Oriole	
Croissant Park	King, Martin Luther	Riverland	
Central Charter	Chancellor Charter School at N. Lauderdale		
<u>Middle</u>			
Deerfield Beach	Lauderhill	McNicol	Parkway
Lauderdale Lakes	Margate	New River	Perry, Henry D.
			Smart School
<u>High</u>			
Coral Springs	Hollywood Hills	Northeast	South Plantation
Flanagan, Charles W.	McArthur	Plantation	Stranahan
Fort Lauderdale	Miramar	South Broward	

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:

- Earn 280 to 319 school grade points; *and*
- Test at least 90% of eligible students.

How many Broward schools are designated as “D” schools in 2003?

There are 17 “D” schools in Broward County in 2003. This represents an increase of 1 school from 16 “D” schools in Broward in 2002. Figure 5 illustrates the changes in the number of “D” schools in Broward by school level from 1999 to 2003. As the figure shows, for all school levels, there are about the same number of “D” schools in 2003 compared to last year.

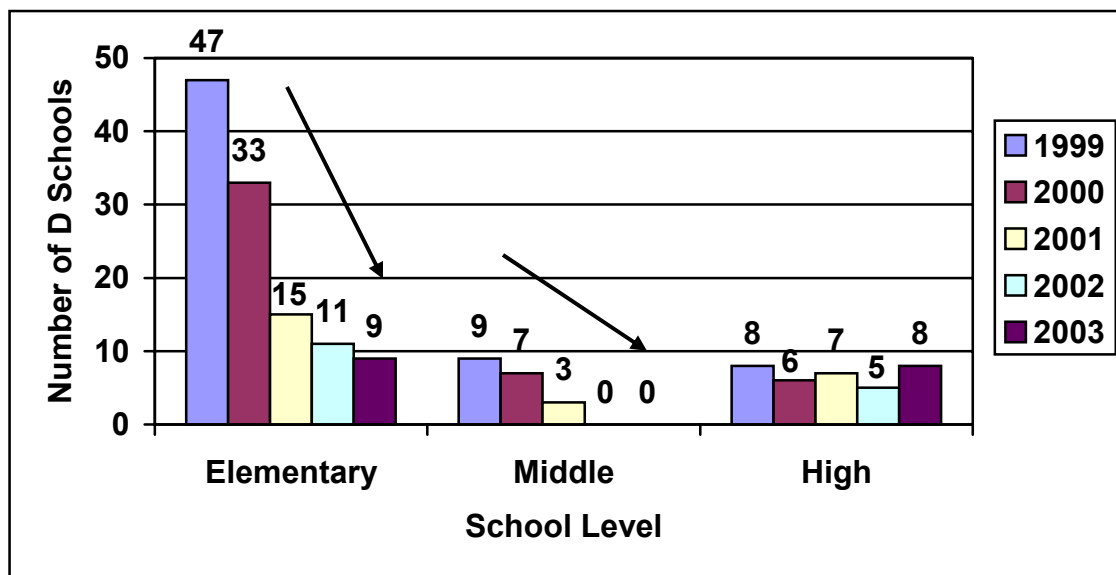


Figure 5. Number of Broward schools classified as “D” schools by level in 1999, 2000, 2001, 2002 and 2003.

“D” Schools in 2003			
<u>Elementary</u>			
Drew, Charles Larkdale	Marshall, Thurgood North Side	Plantation Sanders Park	Tedder Walker Westwood Heights
<u>Middle</u>			
None			
<u>High</u>			
Anderson, Boyd H. Coconut Creek	Deerfield Beach Dillard	Ely, Blanche Hallandale	Piper Parkway Academy

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

According to the A+ Plan legislation, schools that received a grade designation of “F” based on 2002-2003 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 are:

- Earn fewer than 280 school grade points; *or*
- Test less than 90% of eligible students.

How many Broward schools are designated as “F” schools in 2003?

Six Broward school were designated an “F” school in 2003. No Broward schools failed to make adequate progress for two years in a four-year period, and no opportunity scholarships will be issued for Broward schools in 2003. Figure 6 shows the changes in the number of “F” schools in Broward by school level from 1999 to 2003.

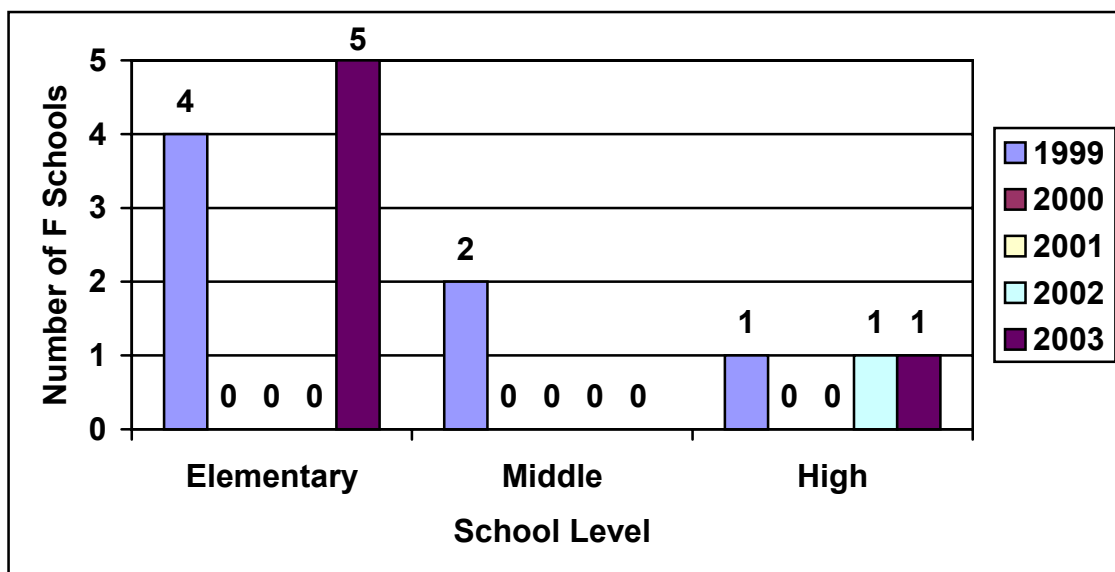


Figure 6. Number of Broward schools classified as “F” schools by level in 1999, 2000, 2001, 2002 and 2003.

“F” Schools in 2003			
<u>Elementary</u>			
Lauderdale Manors	Markham, Robert C.	Park Ridge	Sunland Park
Charter School Institute Training Center			
<u>Middle</u>			
None			
<u>High</u>			
N. Lauderdale Academy			

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

Fourteen charter schools were reported in the 2003 School Accountability Report. There were five “A” schools (Chancellor Charter at Weston Elementary, Charter School of Excellence Elementary, City of Pembroke Pines Elementary, City of Pembroke Pines Middle and Somerset Academy Middle), three “B” schools (Somerset Academy Elementary, City of Coral Springs Charter Middle/High Combination and City of Pembroke Pines High), and three “C” schools (Central Charter Elementary, Chancellor Charter School at North Lauderdale and Smart School Middle). In addition, one high school (Parkway Academy High) received a grade of “D” and two schools received an “F” (Charter School Institute Training Center and North Lauderdale Academy High).

What changes in school grade distribution for Broward County Schools occurred in 2003?

As described at the beginning of this information brief, criteria for school grades in school year 2002-2003 were the same as 2001-2002. Broward students rose to the challenge, with substantial improvements in reading, writing and mathematics scores. Figure 7 illustrates changes in the distribution of school grades for Broward elementary schools from 1999 to 2003. As can be seen in Figure 7, the proportion of “A” schools increased, a larger proportion of elementary schools were assigned a “B” grade, a smaller proportion of schools were assigned a “C” or “D,” and five schools were assigned an “F” grade. The figure shows a five year improvement trend in elementary school grades for Broward.

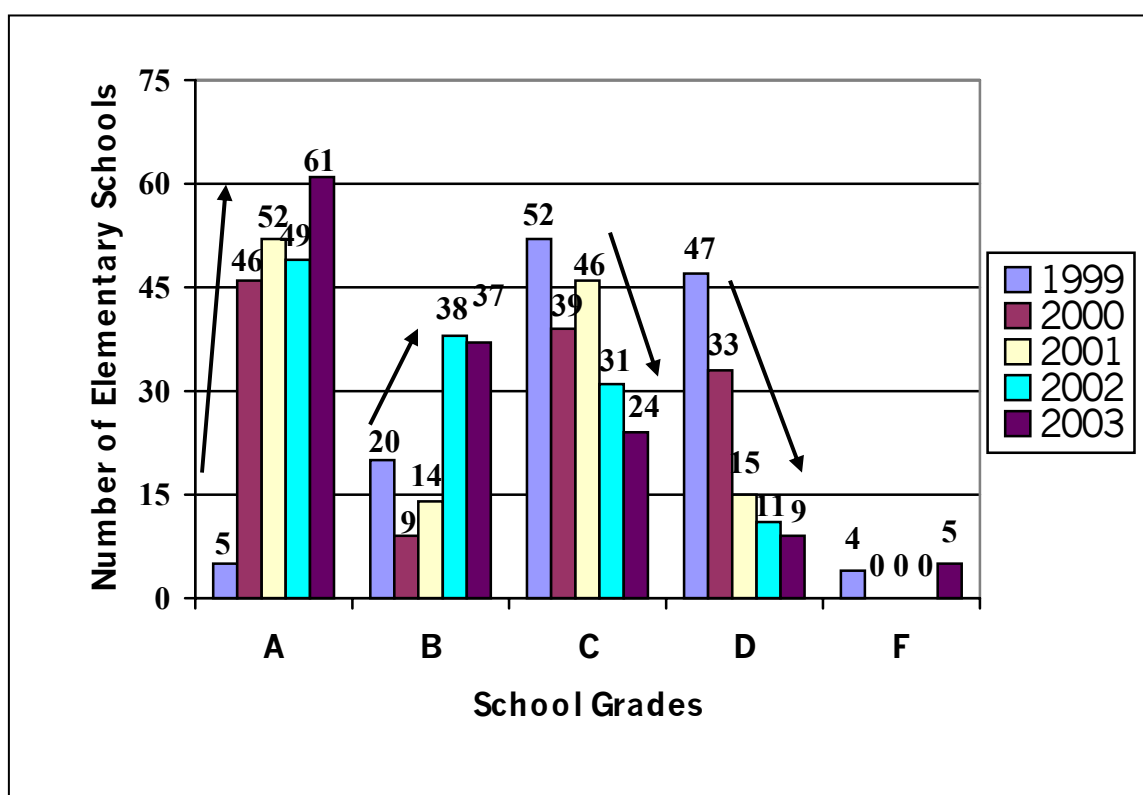


Figure 7. School grade distribution for Broward elementary schools, 1998-1999 to 2002-2003.

Figure 8 illustrates changes in the distribution of school grades for Broward middle schools from 1999 to 2003. As can be seen in Figure 8, the proportion of “A” grades has generally increased, the proportion of “B” grades has increased, while the proportion of “D” and “F” grades has decreased. The figure shows a five year improvement trend in middle school grades for Broward.

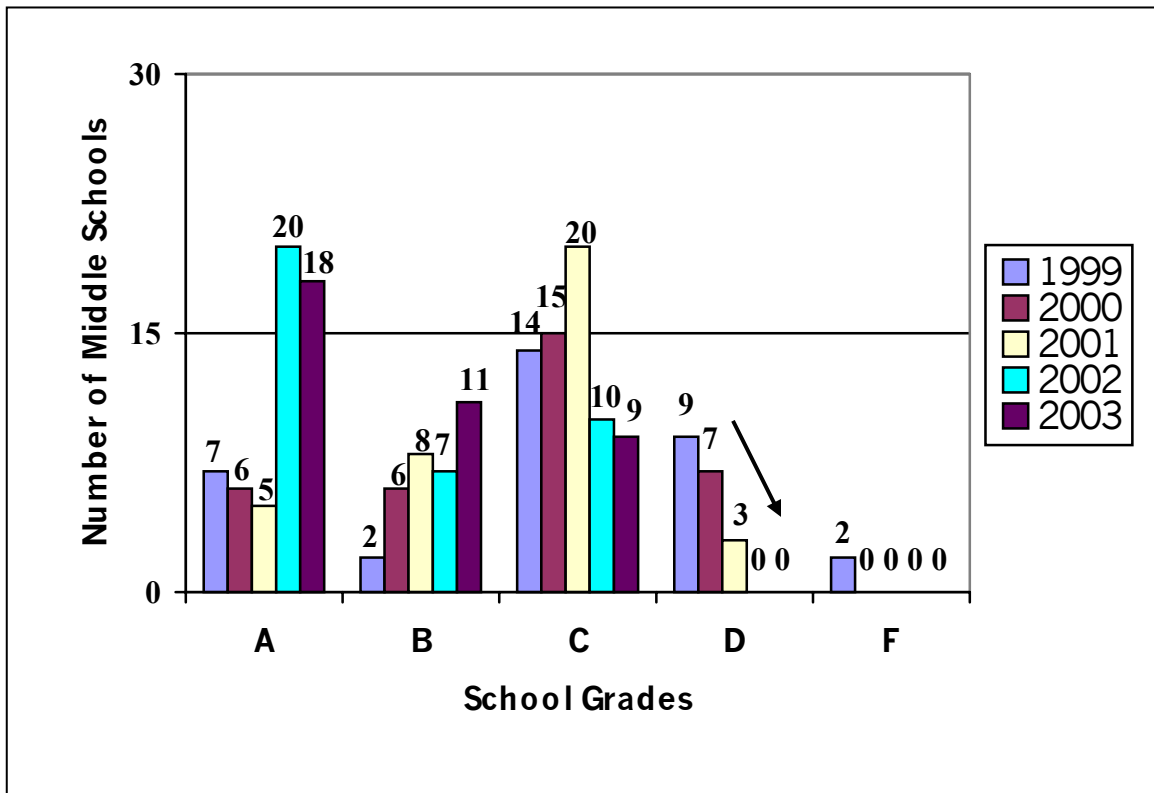


Figure 8. School grade distribution for Broward middle schools, 1998-1999 to 2002-2003.

Figure 9 illustrates changes in the distribution of school grades for Broward high schools from 1999 to 2003. As can be seen in Figure 9, the proportion of “A” and “B” grades has increased slightly, the proportion of “C” grades has decreased, while the proportion of “D” and “F” schools have remained about the same. The figure shows a five year trend of improvement in high school grades for Broward.

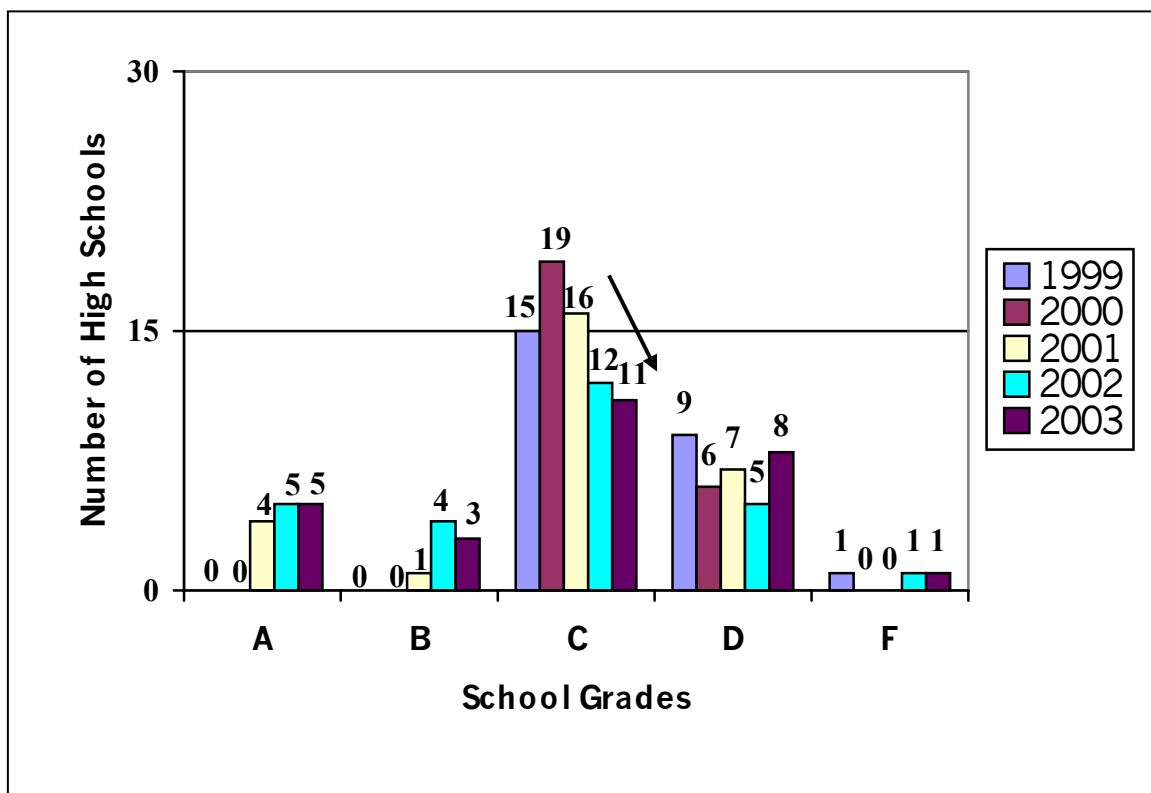


Figure 9. School grade distribution for Broward high schools, 1998-1999 to 2002-2003.

Figure 10 shows the number of schools at each level that were assigned a higher grade, the same grade, or a lower grade from 2002 to 2003. As can be seen, 34 schools at the elementary level improved by at least one grade (seven schools improved by two grades and 27 schools improved by one grade). Twenty-eight elementary schools dropped by at least one grade and 65 schools were assigned the same grade as the previous year.

At the middle school level, two schools improved by one grade, three schools dropped by at least one grade, and 31 middle schools were assigned the same grade as the previous year.

At the high school level, two schools improved one grade, five schools were assigned one lower grade than the previous year, and 20 high schools were assigned the same grade as the previous year.

Broward has one combination middle/high school. This school dropped one grade.

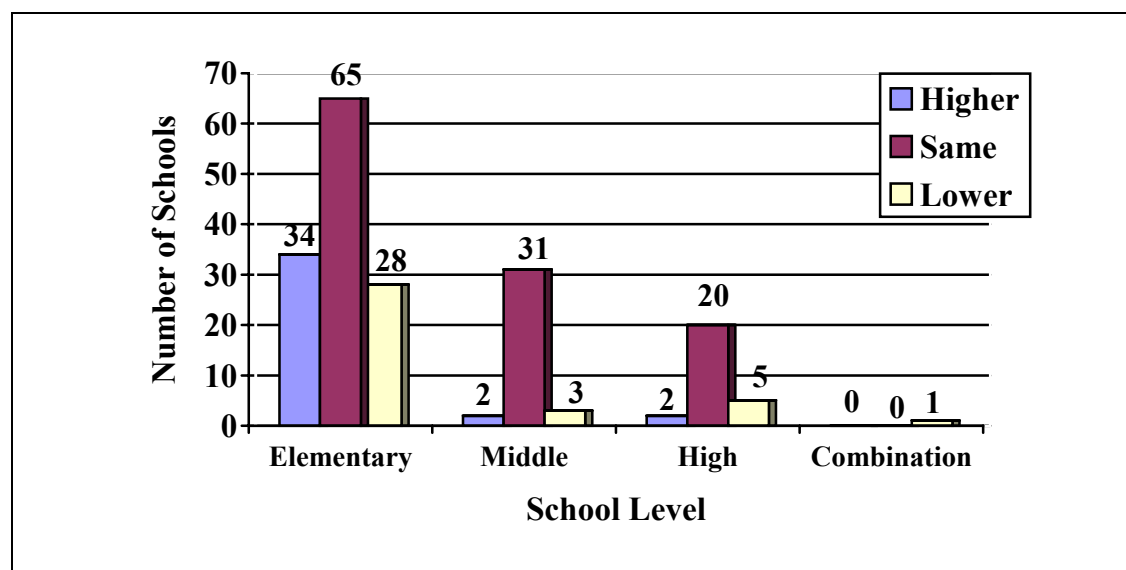


Figure 10. Shift of school grades by level

How were Broward schools impacted by criteria to achieve an “A” grade designation?

In addition to earning 410 or more school grade points, three other criteria must be met to be designated an “A” school. If any of these three criteria are not met, the school’s grade is reduced one letter grade to a “B”. These three criteria are: (1) test at least 95% of eligible students; *and* (2) meet adequate progress of the lowest 25% in reading; *and* (3) gains for the lowest 25% in reading must be within 10 points of gains for all students. Regarding the first criteria, of the 203 schools receiving grades in Broward, 201 tested at least 95% of their eligible students and the remaining two schools tested 94% of their eligible students. Regarding the second criteria, for all Broward schools graded, 177 made adequate progress with the lowest 25% of their students in reading, while 26 schools (17 elementary, no middle, nine high) did not make adequate progress. Two elementary schools (Dwight D. Eisenhower, Gator Run) earned more than 410 school grade points, but did not meet adequate progress of the lowest 25% in reading. Regarding the third criteria, for Broward schools who received a grade in 2003, 186 had gains for the lowest 25% in reading that were within 10 points of gains for all students. Five schools had the percent of students in the lowest 25% making learning gains that was more than 10 percentage points higher than the percent of all students making learning gains, which is also acceptable. Twelve elementary schools, however, had a difference of more than 10 points, where the percent of all students making learning gains was more than 10 percentage points higher. Seven of these elementary schools (Coconut Creek, Dwight D. Eisenhower, Gator Run, Harbordale, Park Springs, Silver Palms, and Quiet Waters) earned 410 or more school grade points, but did not have gains for the lowest 25% in reading within 10 points of gains for all students.

How were Broward schools impacted by criteria to achieve a “B” or “C” grade designation?

In addition to earning 380 to 409 school grade points for a “B” or earning 320 to 379 school grade points for a “C,” two other criteria must be met to be designated a “B” or “C” school. These two criteria are: (1) test at least 90% of eligible students; *and* (2) meet adequate progress of the lowest 25% in reading. If the first criterion is not met, the school’s grade is “F”. If the second criterion is not met within two years, the school’s grade is reduced one letter grade. Regarding the first criteria, as noted previously, all Broward schools tested at least 90% of eligible students. Regarding the second criteria, of the 52 schools receiving a “B,” 4 elementary schools (Gator Run, Dwight D. Eisenhower, Sea Castle, Wilton Manors) did not meet adequate progress of the lowest 25% in reading. Of the 44 schools receiving a “C,” three elementary school (Cresthaven, Driftwood, North Lauderdale) and three high schools (Charles W. Flanagan, Northeast, South Broward) did not meet adequate progress of the lowest 25% in reading. Of the 17 schools receiving a “D,” five elementary schools (Charles Drew, Larkdale, Plantation, Tedder, Walker Elementary Magnet) and six high schools (Boyd H. Anderson, Coconut Creek, Blanche Ely, Deerfield Beach, Hallandale, Parkway Academy) did not meet adequate progress of the lowest 25% in reading. Of the six schools receiving an “F” grade, five elementary schools (Charter School Institute Training Center, Lauderdale Manors, Robert C. Markham, Park Ridge, Sunland Park) did not demonstrate adequate progress with the lowest 25% in reading. For schools not making adequate progress with the lowest 25% in reading, the School Advisory Council must amend its School Improvement Plan to include a component for demonstrating adequate progress. If a school otherwise designated as a “B” or “C” does not make adequate progress for two years in a row, the school grade designation is reduced by one letter grade. Two schools (Driftwood Elementary and Deerfield Beach High) had their grade reduced.

Summary

Figure 11 shows how the number of “A” through “F” schools has changed from 1998-1999 to 2002-2003. The number of Broward schools receiving an “A” or “B” grade has increased, the number of schools receiving a “C” grade decreased, the number of schools receiving a “D” grade has decreased, while the number of schools receiving an “F” grade has decreased slightly.

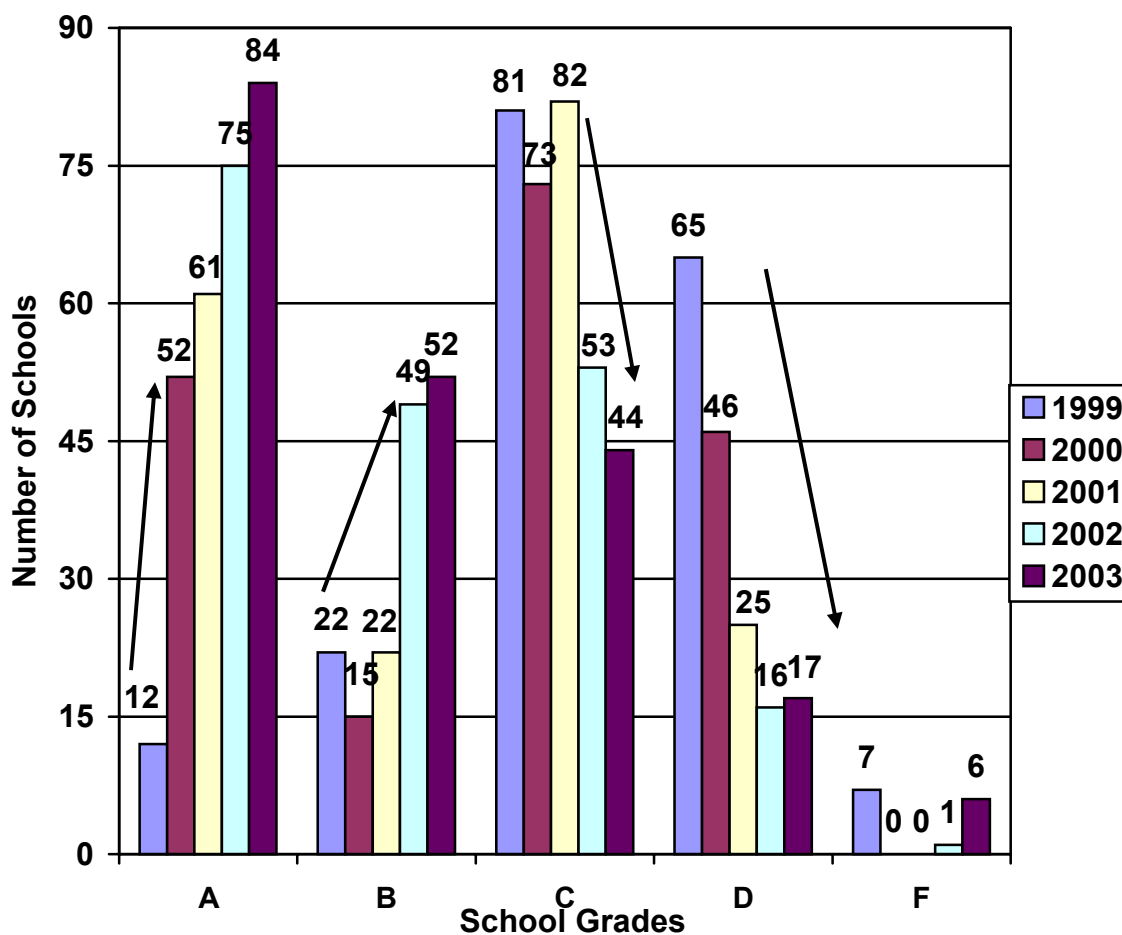


Figure 11. Shift of school grades by year

The results of the 2003 A+ Plan School Accountability Report released by the Florida Department of Education clearly show that student performance in Broward schools continues to be outstanding. Even though criteria for school grades were modified and standards significantly raised since the first adoption of the “A” through “F” grading criteria for schools, schools in Broward have shown substantial improvement in reading, writing and mathematics scores. Broward schools continue to receive high grades. These school grades 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 nine years ago have continued to produce results. The following is an overview of some of the actions put in place by the district and schools to assist students:

- BECON provided high school students with 12 daily, credit and non-credit FCAT Intensive math classes through videoconferencing in 2002-2003. In addition, middle school students participated in videoconferences that were FCAT prep based. Students from the elementary schools participated in videoconferences, also FCAT based or directed toward improving reading skills. BECON’s Broward Virtual Education, a franchise of Florida Virtual School, offers over 45 courses for high school credit, including a course in 10th grade FCAT preparation. Beginning fall 2003, 8th grade student will be given an opportunity to study for the FCAT in an online environment when 8th Grade FCAT Prep is introduced. Broward County teachers teach these classes and there is frequent teacher-student and teacher-parent contact. Additionally, videoconferenced programs for FCAT preparation and other high level or unique classes continue to be offered.
- The Targeted Assistance and Intervention Plan, designed to help schools in greatest need of assistance, is a collaborative effort among the Curriculum and Instruction, Research and Evaluation, and Strategic Planning Departments. Using data about schools related to their performance on the DOE indicators, prescriptive strategies targeted specific needs. Leadership teams consisting of district and school staff delivered the interventions. Schools with consistent gains were also identified and provided best practice demonstrations for other schools in the district and state. Frequent team meetings at the schools and monthly meetings for all involved provided a consistent monitoring process that allowed for speedy adjustment to the plan if warranted.
- Upward Bound provided added external support in curriculum alignment, teacher modeling and the use of data to promote student achievement. With teacher mobility and rapidly growing schools this added support allows teachers more sustained and personalized in-school support.
- The Alliance of Quality Schools model, which demonstrated positive effects on students’ performance and behavior at the elementary and middle school level, operated at 34 elementary schools and six middle schools in the 2002-2003 school year. This program increased the use of technology to improve reading achievement. In addition, a daily FCAT instructional focus lesson and a monthly assessment were incorporated. Also, staff development was provided to teachers of core academic areas on FCAT test item specifications in reading and mathematics.
- The Office of Educational Programs and Core Curriculum continued to emphasize training for teachers in the critical content and essential teacher knowledge in Reading, Language Arts and Mathematics. Title II funds for staff development and follow-up of learned strategies on critical content skills at all levels.

- The Office of Research and Evaluation along with Educational Technology Services provided school reports and class roll reports that highlighted students' strengths and weakness in the FCAT content areas. The focused reports were used by school administrators and teachers for instructional planning.
- The Department of Curriculum and Instruction provided an intensive reading program for ninth grade high school students scoring below the 25th percentile in reading. The Intensive Reading Model utilized well-trained teachers, small group instruction, individualized attention and a consistent classroom environment to facilitate and accelerate learning.

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APPENDIX A

School Grades for the 2002-2003 School Year

ELEMENTARY SCHOOLS

“A” SCHOOLS	“A” SCHOOLS (Continued)	“B” SCHOOLS (Continued)
Atlantic West	Sawgrass	Sunshine
Banyan	Silver Lakes	West Hollywood
Bayview	Silver Ridge	Wilton Manors
Bennett	Tamarac	
Broadview	Tradewinds	Somerset Academy*
Central Park	Tropical	“C” SCHOOLS
Challenger	Welleby	Bethune
Chapel Trail	Westchester	Broward Estates
Coconut Palm	Winston Park	Collins
Cooper City	Young, Virginia S.	Coral Springs
Coral Park		Cresthaven
Country Isles	Chancellor Charter at Weston*	Croissant Park
Dillard	Charter School of Excellence*	Dania
Eagle Point	City of Pembroke Pines*	Deerfield Beach
Eagle Ridge	“B” SCHOOLS	Deerfield Park
Embassy Creek	Boulevard Heights	Driftwood
Everglades	Castle Hill	Fairway
Flamingo	Coconut Creek	King, Martin Luther
Floranada	Colbert	Lauderhill, P. T.
Forman, Blanche	Cypress	Lloyd Estates
Fox Trail	Davie	North Fork
Griffin	Eisenhower, Dwight D.	North Lauderdale
Hallandale	Forest Hills	Oriole
Hawkes Bluff	Gator Run	Riverland
Hollywood Central	Harbordale	Rock Island
Hollywood Hills	Hollywood Park	Royal Palm
Horizon	Lake Forest	Village
Hunt, James S.	Meadowbrook	Watkins
Indian Trace	Miramar	
Lakeside	Mirror Lake	Central Charter*
Maplewood	Morrow	Chancellor Charter at N. Lauderdale*
Margate	Oakland Park	“D” SCHOOLS
McNab	Orange Brook	Drew, Charles
Nob Hill	Palm Cove	Larkdale
Norcrest	Palmview	Marshall, Thurgood
North Andrews Gardens	Park Springs	North Side
Oakridge	Parkside	Plantation
Panther Run	Perry, Annabel C.	Sanders Park
Park Trails	Peters	Tedder
Pasadena Lakes	Pinewood	Walker
Pembroke Lakes	Pompano Beach	Westwood Heights
Pembroke Pines	Quiet Waters	“F” SCHOOLS
Pines Lakes	Sea Castle	Lauderdale Manors
Plantation Park	Sheridan Hills	Markham, Robert C.
Ramblewood	Sheridan Park	Park Ridge
Riverglades	Silver Palms	Sunland Park
Riverside	Stephen Foster	
Sandpiper	Stirling	Charter School Institute Training Ctr.*

*Charter School

APPENDIX A (continued)

School Grades for the 2002-2003 School Year

MIDDLE SCHOOLS

"A" SCHOOLS	"B" SCHOOLS	"D" SCHOOLS
Coral Springs	Apollo	None
Driftwood	Attucks	
Falcon Cove	Bair	"F" SCHOOLS
Forest Glen	Crystal Lake	None
Indian Ridge	Dandy, William	
Lyons Creek	Olsen	
Nova	Plantation	
Pines	Pompano Beach	
Pioneer	Rickards, James S.	
Ramblewood	Silver Lakes	
Sawgrass Springs	Sunrise	
Seminole		
Silver Trail	"C" SCHOOLS	
Tequesta Trace	Deerfield Beach	
Westpine	Lauderdale Lakes	
Young, Walter C.	Lauderhill	
	Margate	
City of Pembroke Pines*	McNicol	
Somerset Academy *	New River	
	Parkway	
	Perry, Henry D.	
	Smart School*	

HIGH SCHOOLS

"A" SCHOOLS	"C" SCHOOLS	"D" SCHOOLS
Cooper City	Coral Springs	Anderson, Boyd H.
McFatter, William T.	Flanagan, Charles W.	Coconut Creek
Nova	Fort Lauderdale	Deerfield Beach
Pompano Beach	Hollywood Hills	Dillard
Stoneman Douglas	McArthur	Ely, Blanche
	Miramar	Hallandale
	Northeast	Piper
"B" SCHOOLS	Plantation	
Taravella, J.P	South Broward	Parkway Academy*
Western	South Plantation	
City of Pembroke Pines*	Stranahan	"F" SCHOOLS
		North Lauderdale Academy*

COMBINATION SCHOOLS

"A" SCHOOLS	"C" SCHOOLS	"F" SCHOOLS
None	None	None
"B" SCHOOLS	"D" SCHOOLS	
City of Coral Springs*	None	

*Charter School

APPENDIX B

Nongraded Schools for the 2002-2003 School Year

School Number	School Name	Received 2003	Reason	Expected 2004
3623	Cypress Bay High	Data	New School	Expect Grade
3581	Silver Shores Elementary	Data	New School	Expect Grade
3661	Sunset Lakes Elementary	Data	New School	Expect Grade
3761	Park Lakes Elementary	Data	New School	Expect Grade
3821	Liberty Elementary	Data	New School	Expect Grade
3841	Manatee Bay Elementary	Data	New School	Expect Grade
3871	Westglades Middle	Data	New School	Expect Grade
3911	New Renaissance Middle	Data	New School	Expect Grade
4772	Millennium Middle	Data	New School	Expect Grade
5021	Somerset Neighborhood (Miramar)	N/A	Insufficient number of eligible students	Expect data contingent upon enrollment numbers
5101	Charter School Institute Training Center #1	N/A	Insufficient number of eligible students	Expect grade contingent upon enrollment numbers
5161	North Broward Academy of Excellence	N/A	Insufficient number of eligible students	Expect data contingent upon enrollment numbers
5221	Somerset Academy High	N/A	Insufficient number of eligible students	Expect data contingent upon enrollment numbers
5261	Chancellor at North Lauderdale Middle	N/A	Insufficient number of eligible students	Expect data contingent upon enrollment numbers
3111	Country Hills Elementary	N/A	Serves only K-3	N/A
0405	South Area Alternative School	N/A	Alternative Center	N/A
0452	Whiddon Rogers*	N/A	Alternative Center	N/A
0592	Hallandale Adult Community Center	N/A	Alternative Center	N/A
0601	Seagull School	N/A	Alternative Center	N/A
0653	Pine Ridge Alternative Center	N/A	Alternative Center	N/A
2123	Cypress Run Center	N/A	Alternative Center	N/A
3651	North Area Education Center	N/A	Alternative Center	N/A
0422	Sunset School	N/A	ESE Center	N/A
0871	Bright Horizons	N/A	ESE Center	N/A
0991	Wingate Oaks Center	N/A	ESE Center	N/A
1021	The Quest Center	N/A	ESE Center	N/A
1752	Whispering Pines School	N/A	ESE Center	N/A
3222	Cross Creek	N/A	ESE Center	N/A
1051	Sheridan Technical Center	N/A	Technical Center	N/A
2221	Atlantic Technical Center	Data	New School	Expect Grade

*DJJ sites do not receive school grades under the present system