



CCPS

Collier County
Public Schools

Florida's Accountability System

June 14, 2022





Agenda

- **Current State Assessments**
- **Current State Accountability Model**
 - Schools
 - District
- **National Assessment of Educational Progress (NAEP)**
- **CCPS School and District Performance**
- **Transition to New Standards, Assessments and Accountability System**



CCPS

Collier County
Public Schools

Current State Assessments



State Assessments

- **2015 – Florida Standards Assessment (FSA) implementation**
 - Grades 3-10 English Language Arts
 - Grades 3-8 Math
- **Statewide Science Assessment**
 - Grades 5 and 8
- **End-of-Course (EOC) Assessments**
 - Algebra 1
 - Geometry
 - Biology
 - U.S. History
 - Civics (Grade 7)



State Assessments

- **Florida Civics Literacy Exam (FCLE)**
 - Students in any grade completing a U.S. Government course
- **Florida Kindergarten Readiness Screener (FLKRS)**
 - Kindergarten students take the Star Early Literacy Assessment
- **ACCESS for English Language Learners (ELLs)**
 - Students in grades K-12 currently classified as ELL with a code of “LY”
- **Florida Standards Alternate Assessment (FSAA)**
 - Students with significant cognitive disabilities whose participation in the general statewide assessment, even with accommodations, is not appropriate



CCPS

Collier County
Public Schools

Current School Grading Model

Current School Grading Model

Accountability

- **Focuses the school grading formula on student success measures:**
 - Achievement
 - Learning Gains
 - Acceleration
 - Graduation Rate
- **Maintains focus on students who need the most support**
- **English Language Learners (ELLs) included in Achievement after 2 years**

Current School Grading Model

- **Achievement**

- Level 3 or above in English Language Arts (ELA)
- Level 3 or above in Math
- Level 3 or above in Science
- Level 3 or above in Social Studies (middle and high)

- **Learning Gains in ELA and Math**

- Improve one or more achievement levels
- Maintain a Level 3 or Level 4 (no score drop)
- Maintain a Level 5 (may drop within level)
- Meet growth criteria in Levels 1 and 2

- **Lowest 25% in ELA and Math**

- Criteria are similar with the learning gains

Current School Grading Formula

- **A school's grade is determined by:**
 - Summing the points earned for each component (each component is worth 100 points) and dividing by the number of components with sufficient data
 - The percentage resulting is the percentage of points the school earned from all applicable components
- **Schools are only graded on the components for which they have sufficient data**

Current Elementary School Grading Model - 7 Components

English Language Arts	Mathematics	Science
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)
Learning Gains (0% to 100%)	Learning Gains (0% to 100%)	
Learning Gains of the Low 25% (0% to 100%)	Learning Gains of the Low 25% (0% to 100%)	

Current Middle School Grading Model – 9 Components

English Language Arts	Mathematics	Science	Social Studies	Middle School Acceleration
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Middle School (EOC or industry certification) (0% to 100%)
Learning Gains (0% to 100%)	Learning Gains (0% to 100%)			
Learning Gains of the Low 25% (0% to 100%)	Learning Gains of the Low 25% (0% to 100%)			

Current High School Grading Model – 10 Components

English Language Arts	Mathematics	Science	Social Studies	Graduation Rate	College and Career Acceleration
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Overall, 4-year Graduation Rate (0% to 100%)	High School (AP, IB, AICE, dual enrollment or industry certification) (0% to 100%)
Learning Gains (0% to 100%)	Learning Gains (0% to 100%)				
Learning Gains of the Low 25% (0% to 100%)	Learning Gains of the Low 25% (0% to 100%)				

Current District Grading Model

- **Districts receive grades based on all of the components in the school grading model**
- **Students who were not full-year-enrolled in a school but were full-year-enrolled in the district will be included in the district grade, in addition to students included in schools' grades**

Current District School Grading Model – 11 Components

English Language Arts	Mathematics	Science	Social Studies	Middle School Acceleration	Graduation Rate	College and Career Acceleration
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Middle School (EOC or industry certification) (0% to 100%)	Overall, 4-year Graduation Rate (0% to 100%)	High School (AP, IB, AICE, dual enrollment or industry certification) (0% to 100%)
Learning Gains (0% to 100%)	Learning Gains (0% to 100%)					
Learning Gains of the Low 25% (0% to 100%)	Learning Gains of the Low 25% (0% to 100%)					



CCPS

Collier County
Public Schools

National Assessment of Educational Progress (NAEP)

National Assessment of Educational Progress (NAEP)

- The National Assessment of Educational Progress (NAEP) is the assessment of what America's students know and can do in various subject areas and serves as a common assessment across all states
- Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, U.S. history, technology and engineering literacy
- NAEP is administered to sample groups of students. NAEP does not provide individual scores for the students, schools, or districts
- Each subject is assessed at grades 4, 8, and 12, although not all grades are assessed each time. Results for the nation, states, and some urban districts are released as The Nation's Report Card

Florida's Progress on NAEP

2003 4 th Grade Math	33 rd in US	Florida moved up 29 places
2019 4 th Grade Math	4 th in US	
2003 4 th Grade Reading	32 nd in US	Florida moved up 26 places
2019 4 th Grade Reading	6 th in US	



CCPS

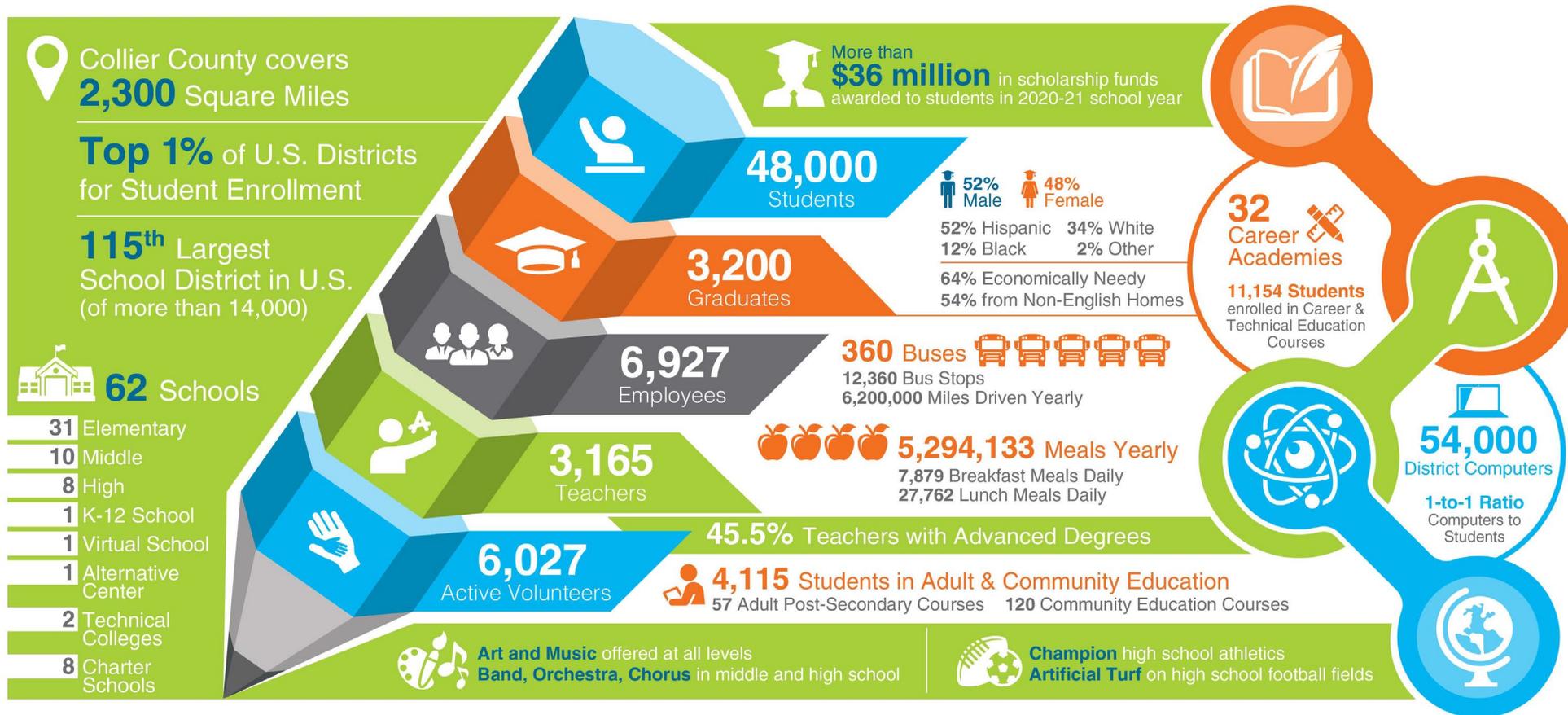
Collier County
Public Schools

CCPS School and District Performance

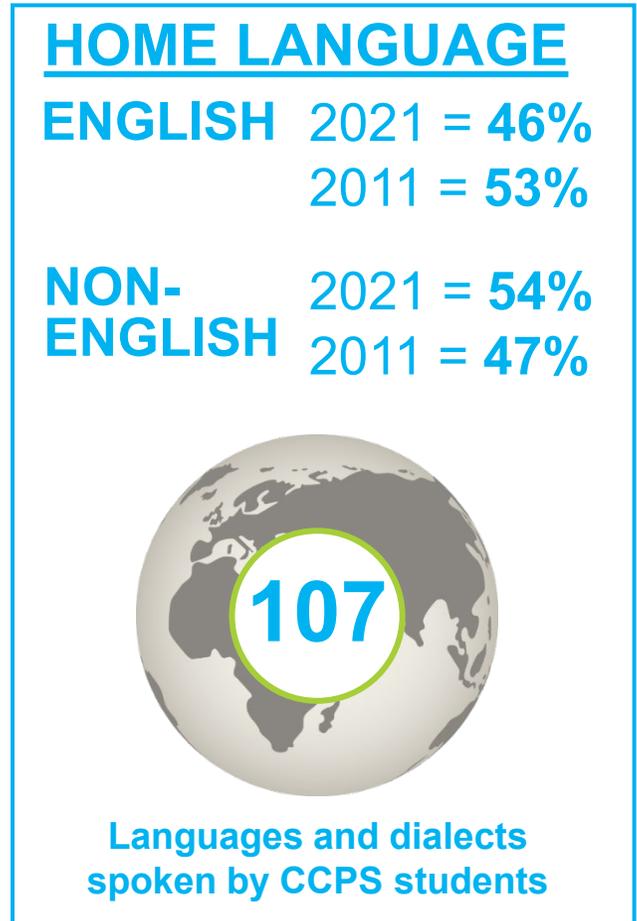
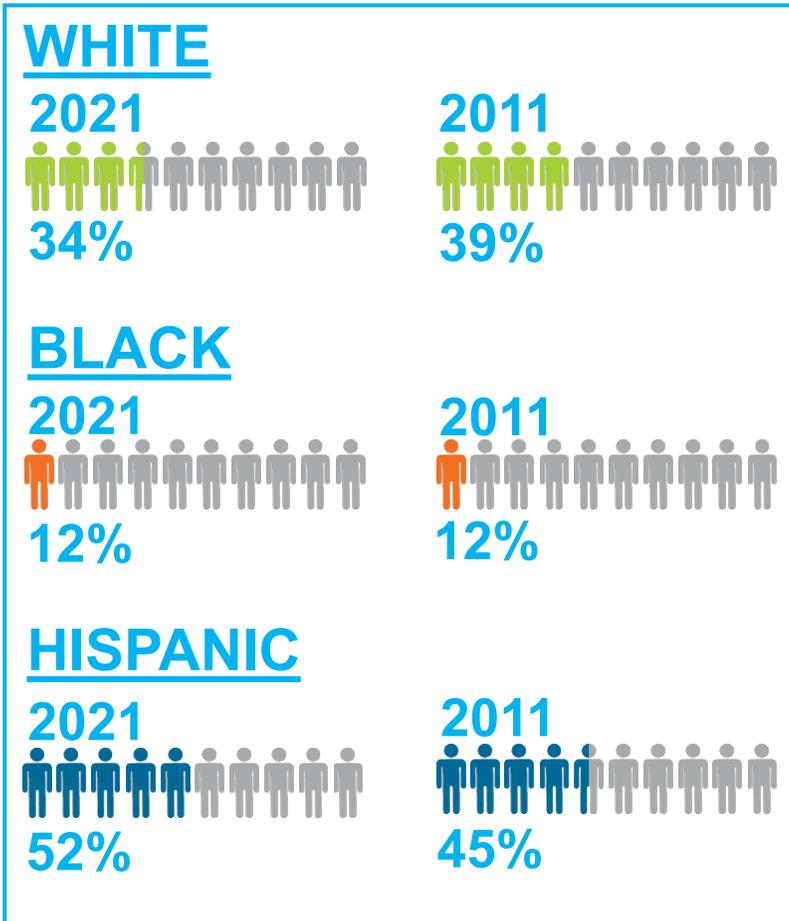
FAST FACTS

Updated March 2022

about Collier County Public Schools



STUDENT DEMOGRAPHICS



Data Source: Survey 2 Snapshot Data – Updated February 2022

CCPS GRADUATION RATE

ACADEMIC ACHIEVEMENT

20.2 percentage point increase since school year 2011



FY 2011



FY 2012



FY 2013



FY 2014



FY 2015



FY 2016



FY 2017



FY 2018



FY 2019



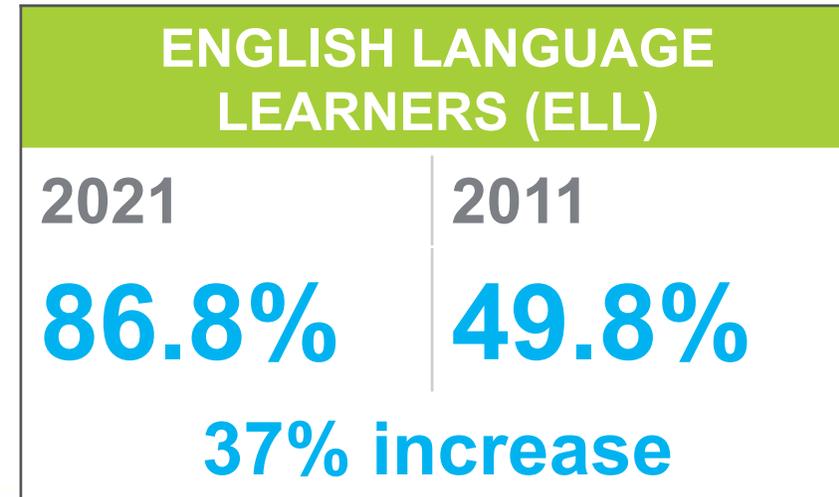
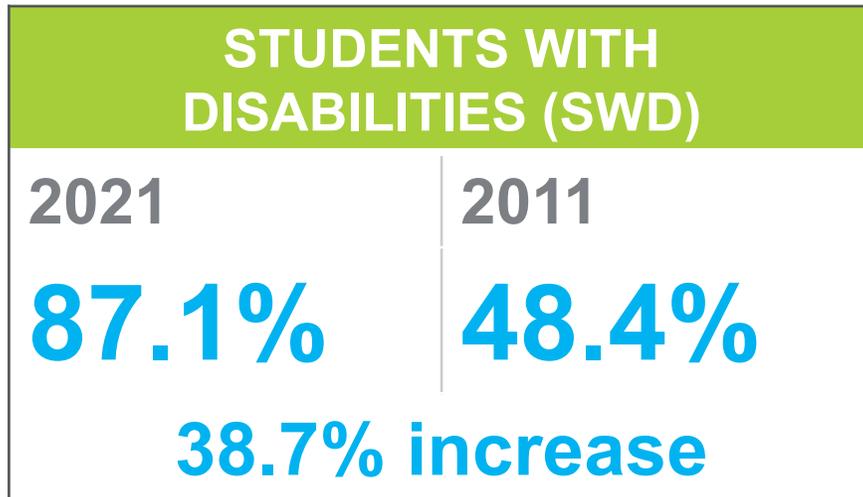
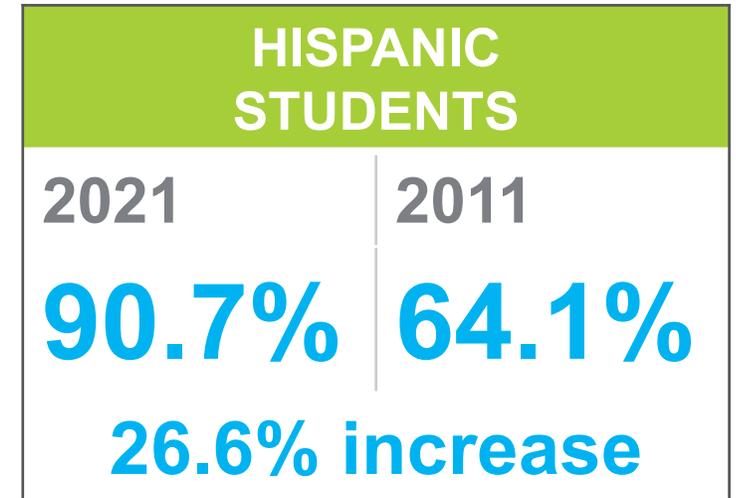
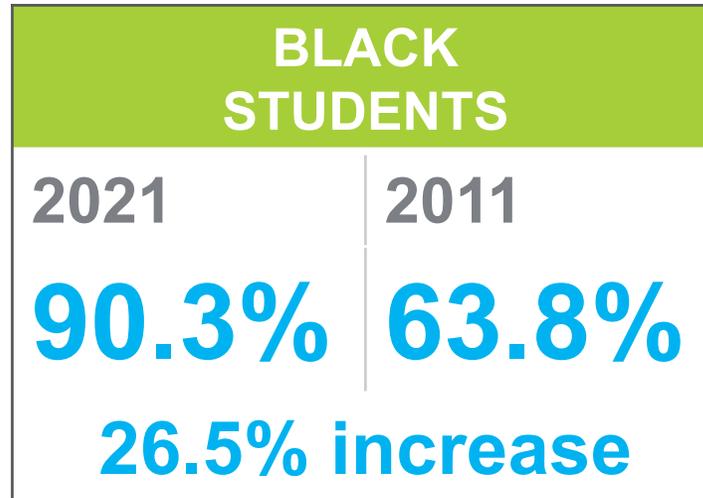
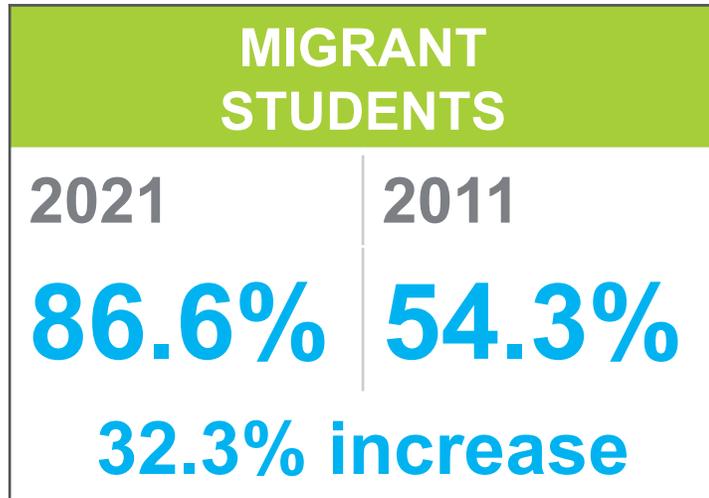
FY 2020



FY 2021



FOCUS ON SPECIFIC POPULATIONS



CCPS – AN “A” DISTRICT



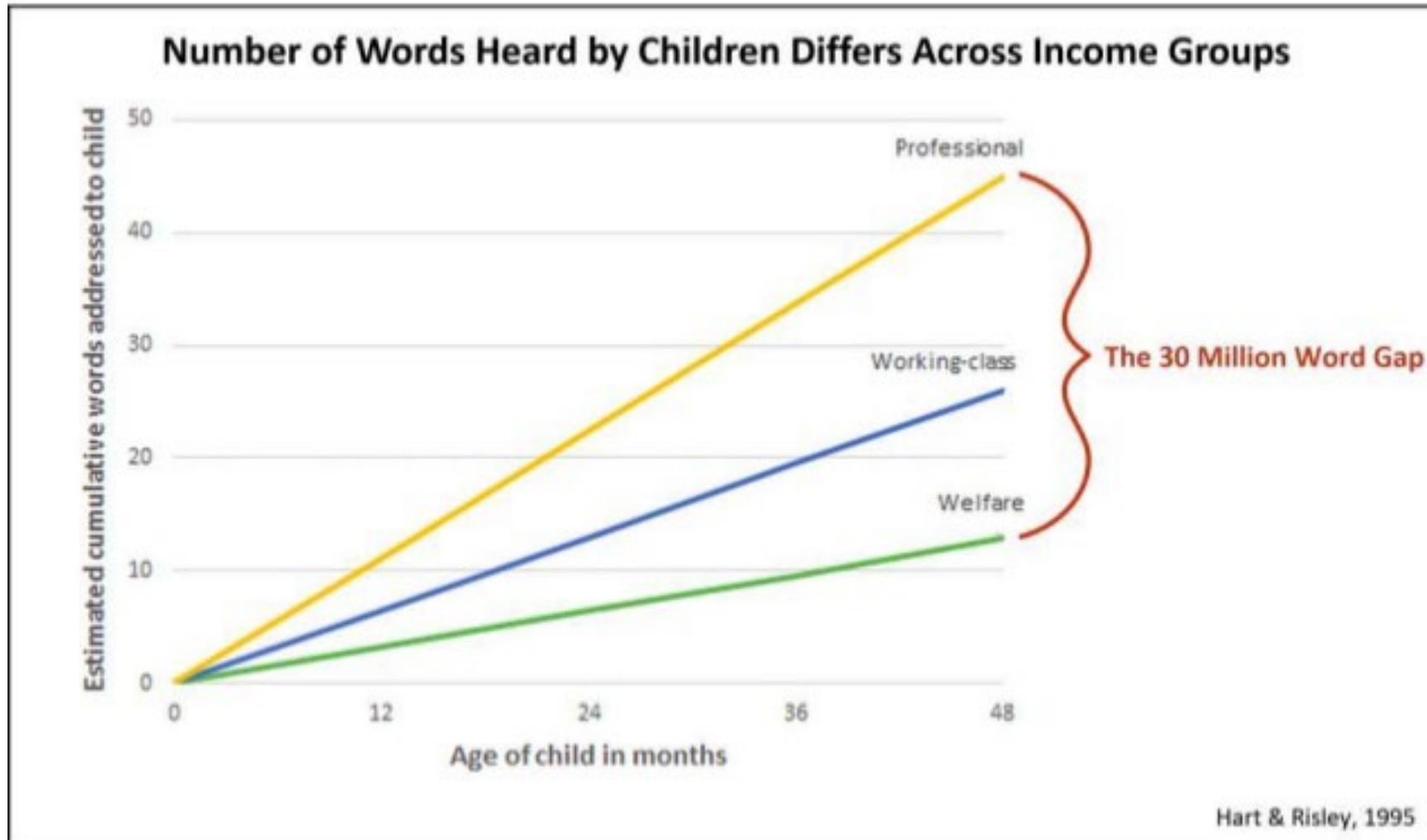
- Continued successful "A" streak dating back to 2017
- One of only 7 (of 67) districts to earn the "A" distinction, compared to one of 24 districts in 2019

3rd Grade English Language Arts FSA

- **Key Ideas and Details** - Students are expected to read closely to comprehend, analyze, and summarize essential information and concepts, referencing evidence from the text to support inferences and conclusions
- **Craft and Structure** - Students are expected to interpret literal and nonliteral meanings of words/phrases, determine how text structures and text features impact meaning, and distinguish personal point of view from that of the narrator or author
- **Integration of Knowledge and Ideas** - Students are expected to integrate and analyze content presented in diverse media formats and analyze treatment of similar themes or topics
- **Language and Editing** - Students are expected to demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

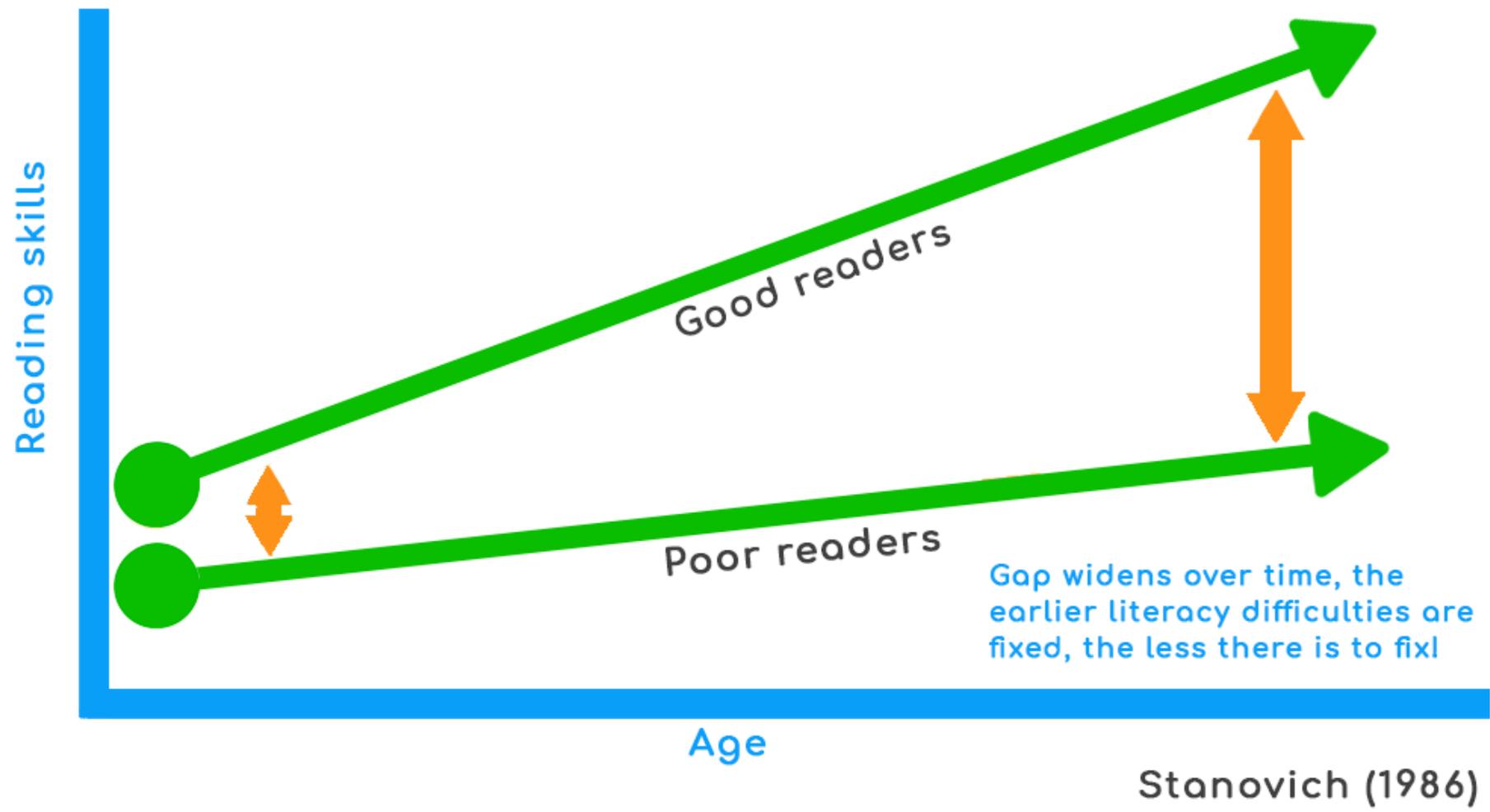


The Thirty Million Word Gap



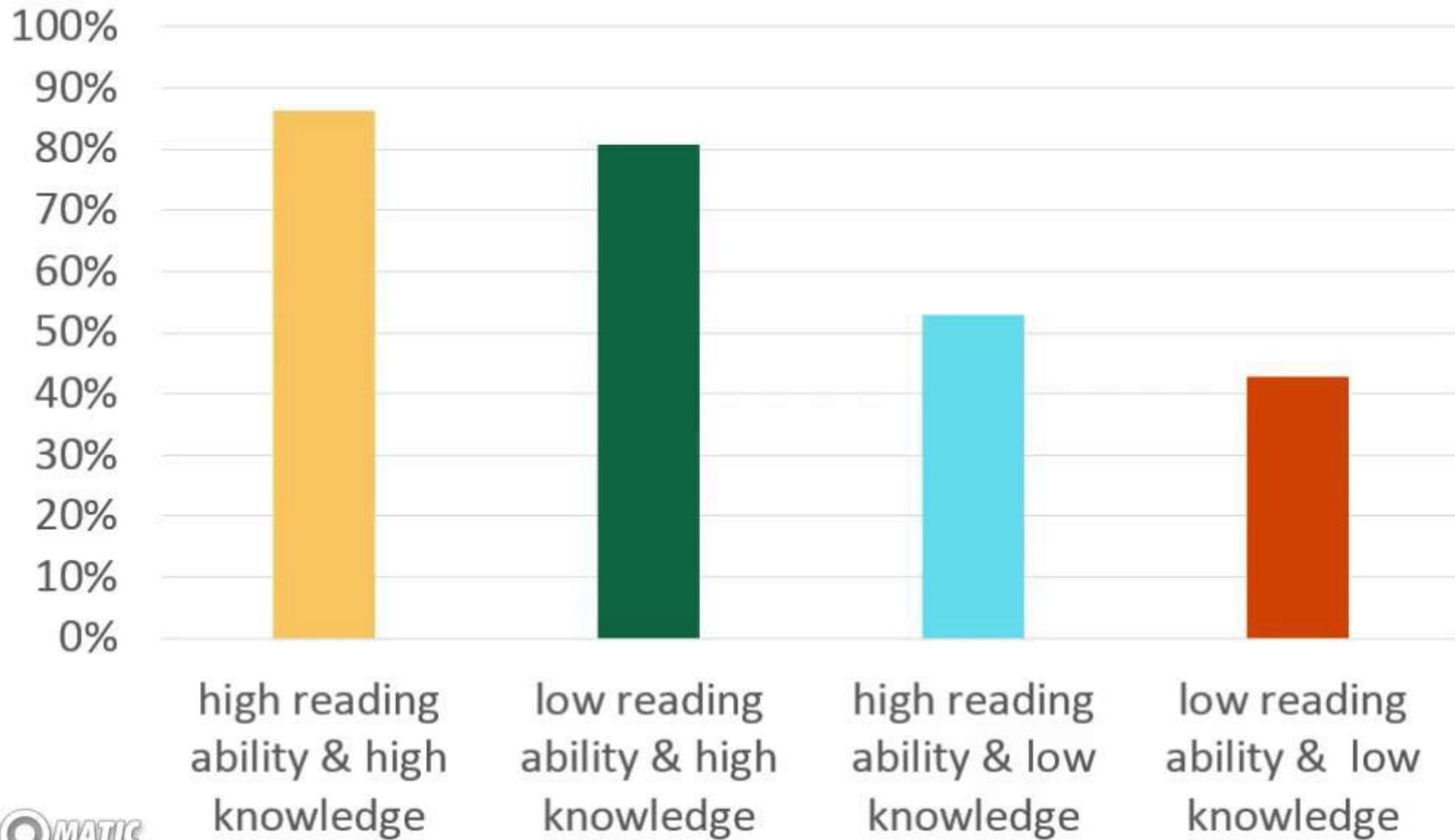


The Matthew Effect





Measure of Comprehension



3rd Grade English Language Arts FSA

- **Key Ideas and Details** - Students are expected to read closely to comprehend, analyze, and summarize essential information and concepts, referencing evidence from the text to support inferences and conclusions
- **Craft and Structure** - Students are expected to interpret literal and nonliteral meanings of words/phrases, determine how text structures and text features impact meaning, and distinguish personal point of view from that of the narrator or author
- **Integration of Knowledge and Ideas** - Students are expected to integrate and analyze content presented in diverse media formats and analyze treatment of similar themes or topics
- **Language and Editing** - Students are expected to demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

Multi-Tiered System of Supports (Elementary)

- **Daily Core Instruction (All Students)**
 - Minimum of 90 uninterrupted instructional minutes for ELA
 - Foundational skills anchored in the science of reading
 - Reading comprehension focus on building knowledge and skills
 - Utilizes gradual release model of instruction
 - Opportunities to differentiate to meet learner needs
- **Tier 2 and Tier 3 Interventions (Students working below grade level)**
 - Additional instructional time
 - Use of research-based intervention materials
 - Small student to teacher ratio
 - ESE and ELL support
- **Supplemental Supports**
 - Before school, after school and Saturday school instructional programming
 - Rise and Shine program targeted specifically for struggling readers
 - Extended Day at 15 elementary schools
 - Literacy coaches, ELL tutors, ESE resource teachers and other instructional staff provide intensive, small group instruction

Secondary School Supports

- **Students scoring Level 1 or 2 on ELA FSA are scheduled in Intensive Reading for intervention support**
- **11th and 12th grade who have not met graduation requirements are identified for individualized support**
- **11th and 12th grade Intensive Reading curriculum is aligned with FSA Retake opportunities and ACT and SAT preparation**
- **District administers the PSAT 8/9 beginning in 8th grade to help identify students' strengths and areas for improvement; PSAT allows students to link their scores to College Board for individualized practice**
- **Literacy coaches and other instructional staff provide intensive small group support**



CCPS

Collier County
Public Schools

Transitions to New Standards and Assessments

New Standards, Instructional Materials, Curriculum and Assessments

First time for new standards since 2014



<i>Florida's</i> TRANSITION TIMELINE	2020-2021	2021-2022	2022-2023
PROFESSIONAL DEVELOPMENT	<i>Begins for ELA and Math</i>	Continues for ELA and Math	Continues for ELA and Math
STANDARDS	Current ELA and Math	<i>New K-2 ELA</i> Current 3-12 ELA Current K-12 Math	<i>New ELA and Math</i>
INSTRUCTIONAL MATERIALS ADOPTION PROCESS	<i>K-12 ELA</i>	<i>K-12 Math</i>	<i>K-12 Social Studies</i>
CURRICULUM IMPLEMENTATION	Current ELA and Math*	<i>New K-2 ELA</i> Current 3-12 ELA* Current K-12 Math*	<i>New ELA and Math</i>
STATEWIDE ASSESSMENTS	Current ELA and Math	Current ELA and Math	<i>New ELA and Math</i>

* Recommended since current statewide assessments still in place, but this is a district decision.

New State Assessments

- Florida Assessment of Student Thinking (F.A.S.T.) refers to the new coordinated screening and progress monitoring (CSPM) system
- F.A.S.T. assessments include VPK - Grade 10 English Language Arts (ELA) and VPK – Grade 8 Mathematics.

The graphic features a map of Florida in the top left corner with a circular logo containing a sun and a path. To the right, the acronym 'F.A.S.T.' is written in large, bold, blue letters with a sunburst effect behind it. Below the acronym, the text 'FLORIDA'S ASSESSMENT OF STUDENT THINKING' is written in smaller white letters on a dark blue background. A large sunburst graphic is positioned in the center-left of the graphic.

NEW
PROGRESS MONITORING

- Hours rather than days to administer
- 3 opportunities to check-in on growth
- 75% less testing time = more time for learning
- Informs teachers so they can better help students
- Based on new B.E.S.T. standards
- Customizable, unique to each student
- Timely data during the school year
- Gives schools 2 opportunities to improve

**75% LESS TIME TESTING,
therefore increased time for
LEARNING.**

**FLORIDA IS THE
1ST state in the nation
TO FULLY TRANSITION TO
PROGRESS MONITORING**

**OUTDATED
STATEWIDE ASSESSMENT**

- Takes days to administer, and means less learning time
- High stakes test
- Encourages narrow focus on tests
- Based on Common Core
- Not customizable to each student
- Fails to give parents timely information to support their children at home
- Too late for meaningful conversations between parents, students, and teachers to modify instruction

FAST: Administration Schedule

- Per Statute 1008.25(8), F.A.S.T. assessments will be administered three times per year, the first (PM1) will occur within the first 30 days of school; the second (PM2) will occur in the middle of the school year, and the third (PM3) will occur at the end of the school year
- The tentative dates for the three windows during the 2022–23 school year are as follows:
 - PM1: August 15–September 30, 2022
 - PM2: December 5, 2022–January 27, 2023
 - PM3: May 1–June 2, 2023

F.A.S.T.: VPK–Grade 2 Administration

- **The FAST VPK and Kindergarten assessments will be aligned to the Florida Early Learning and Developmental Standards: 4 Years Old to Kindergarten**
- **The Grades 1 and 2 assessments will be aligned to the Benchmarks in Excellent Student Thinking (B.E.S.T.) Standards**
- **Tests will be computer-adaptive (students may not receive the same questions)**

F.A.S.T.: Grades 3–10 Content

- **Grades 3–10 F.A.S.T. ELA Reading and Grades 3–8 FAST Mathematics assessments will be aligned to B.E.S.T. Standards**
- **Because all FAST assessments are computer-adaptive, items may become progressively harder as students successfully respond to items, and easier if students answer more questions incorrectly**
- **Each progress monitoring event is tied to a blueprint for the full grade level content**
- **Many of the same computer-based item types that students are already familiar with will be used on F.A.S.T. assessments.**

F.A.S.T.: Writing

- Writing will be administered in grades 4– 10
- Writing will be reported separately from Reading and will not contribute to an overall ELA score
- F.A.S.T. Writing will be computer-based in all assessed grades, and prompts will be in response to text
- In 2022–23, Writing will be administered as a field test to a representative sample of Florida students during the spring 2023 administration

F.A.S.T.: Grades 3–10 Administration

- **PM1 and PM2 will be used for informational purposes only and will not be used in accountability**
- **PM3 will be a summative assessment used for accountability purposes**
- **2022–2023 baseline year**
- **2023–24 and beyond new cut scores will be applied**
- **Tests will be computer-adaptive**

F.A.S.T.: Graduation and Promotion Requirements

- **Assessment requirements for graduation are still required by state law**
 - Students attempting to meet graduation requirements in 2022–23 will be able to use linked scores to the FSA scale for Grade 10 FAST ELA (PM3) and B.E.S.T. Algebra 1
- **The requirement that grade 3 students receive a Level 2 or higher on the ELA assessment in order to be promoted to grade 4 will remain in place**
 - SB 1048 provides that, in addition to existing good cause exemptions, a student may be promoted to grade 4 for the 2023–24 school year if the student demonstrates an acceptable level of performance through means reasonably calculated by the school district to provide reliable evidence of the student’s performance

Other Statewide Standardized Assessments

- **In addition to the F.A.S.T., the following tests will be administered in the 2022–23 school year in the same format as they have been in the past:**
 - FSA ELA and Algebra 1 Retakes
 - Algebra 1 and Geometry EOC Assessments aligned to the B.E.S.T. Standards Biology, Civics, and U.S. History EOC Assessments
 - Grades 5 and 8 Science Assessments
 - FCLE
 - ACT/SAT



CCPS

Collier County
Public Schools

Transition to New Accountability System

2023 School and District Accountability

- **2022–2023 school grades and district grades shall serve as an informational baseline for schools and districts to work toward improved performance in future years**
- **Due to the absence of learning gains data in the 2022–2023 school year, the initial school grading scale for the 2022–2023 informational baseline grades shall be set so that the percentage of schools that earn an “A,” “B,” “C,” “D,” and “F” is statistically equivalent to the 2021–2022 school grades results.**
- **When learning gains data becomes available in the 2023–2024 school year, the State Board of Education shall review the school grading scale and determine if the scale should be adjusted.**

Accountability Transition

- Mirrors the “hold harmless” approach used during 2014-15 when the state transitioned from the FCAT 2.0 to FSA
- 2023 informational baseline grades will be released later than normal to allow for educator panels, reactor panels and the state board to complete their work - most likely winter of 2023
- Due to the absence of learning gains, school improvement ratings will not be calculated for the 2022-23 school year
- The state will not calculate VAM scores in 2022-23

New Acceleration Options

- **Beginning with the 2021-22 calculation of school grades, in addition to the other acceleration mechanisms already identified in state law, schools will be able to earn credit for graduates who complete 300 or more clock hours through State Board of Education (SBOE) approved career dual enrollment courses**
- **Beginning with the 2022-23 calculation of school grades, schools will be able to earn credit for graduates who:**
 - Earn an Armed Services Qualification Test score that falls within Category II or higher on the Armed Services Vocational Aptitude Battery (ASVAB), which is a score of 65 or higher
 - Earn at least 2 credits in Junior Reserve Officers' Training Corps (JROTC) courses from the same branch of the United States Armed Forces.



CCPS

Collier County
Public Schools

Florida's Accountability System

June 14, 2022

