

ASSESSMENT & ACCOUNTABILITY

How They Have Played an Important Role in Florida Education Policy

1995:

- First identification of critically low performing schools based on norm-referenced test scores in Grades 4 and 8, writing scores in Grades 4, 8, and 10, and results from the High School Competency Test in Grade 11.

1999:

- A-F **School Grades** first issued, based on FCAT performance in the assessed grade levels and subjects, as well as additional indicators including dropout rates, attendance, and student discipline.
 - Learning gains data was not yet available, and not part of School Grades from 1999 to 2001.

2002:

- The criteria for School Grades were expanded to include student learning gains and learning gains of the lowest performing students (the Low 25%), with 50% of the grade based on student achievement and 50% based on learning gains.

2007:

- The criteria for School Grades was expanded to include Science performance and the learning gains of the Low 25% in math.

2010:

- School Grades for high schools were expanded to include acceleration, graduation rates, and college readiness.

2012:

- Multiple changes were incorporated into School Grades, including the performance from new statewide assessments (FCAT 2.0 and end-of-course (EOC) assessments) with increased performance expectations.
 - The cumulative impact of the multiple changes adopted in 2011-12 through 2013-14, while well intended, increased the complexity of the calculation.

2014:

- Florida transitioned to the new Florida Standards Assessments (FSA), and Governor Scott signed SB 1642, returning the School Grades calculation to a simpler, more transparent measure.



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THEN



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