

HB

151

<TARGET><BILL>HB 151</BILL><SUBJECT>HB
151</SUBJECT><COMM>HEDC28</COMM></TARGET>

Alaska State Capitol
Room 432
907-465-3822



Representative Lora Reinbold Alaska State Legislature

TO: Rep. Lynn Gattis, Chairman, House Education Committee
FROM: Rep. Lora Reinbold *Lora Reinbold*
DATE: March 4, 2013
RE: Request for Hearing, House Bill 151

I respectfully request that the House Education Committee schedule a hearing for House Bill 151:

“An Act establishing a public school and school district grading system for purposes of improving accountability and transparency; providing for Alaska strategic educators in public schools; and providing for an effective date.”

Parental Education Information Act

Attachments:

House Bill 151 introduced version: 28-LS0496\C
Sponsor Statement
Sectional Analysis

Required documents submitted electronically

Contact: Rep. Reinbold's office at 465-3822

28-LS0496\O
Mischel
3/14/13

CS FOR HOUSE BILL NO. 151()
IN THE LEGISLATURE OF THE STATE OF ALASKA
TWENTY-EIGHTH LEGISLATURE - FIRST SESSION

BY

Offered:
Referred:

Sponsor(s): REPRESENTATIVES REINBOLD, LeDoux, Olson, Keller, Higgins

A BILL
FOR AN ACT ENTITLED

1 **"An Act establishing a public school and school district grading system for purposes of**
2 **improving accountability and transparency; providing for Alaska strategic educators in**
3 **public schools; and providing for an effective date."**

4 **BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:**

5 * **Section 1.** The uncodified law of the State of Alaska is amended by adding a new section
6 to read:

7 SHORT TITLE. This Act may be known as the Parental Education Information Act.

8 * **Sec. 2.** AS 14.03.123(a) is amended to read:

9 (a) By September 1 of each year, the department shall assign a performance
10 designation to each public school, **including charter schools and boarding schools,**
11 **to each** [AND] school district, and to the state public school system in accordance
12 with (f) of this section **and AS 14.03.124.**

13 * **Sec. 3.** AS 14.03.123(c) is amended to read:

14 (c) The state board shall adopt regulations implementing this section,

1 providing for a statewide student assessment system, and providing for the process of
2 assigning a designation under (a) of this section, including

3 (1) the method [METHODODOLOGY] used to assign the performance
4 designation, including the measures used and their relative weights;

5 (2) high performance and low performance designations that are based
6 on the accountability system under this section and AS 14.03.124;

7 (3) a procedure for appealing a designation that may be used by the
8 principal of a public school or by the superintendent of a public school district;

9 (4) additional measures that may be progressively implemented by the
10 commissioner to assist schools or districts to improve performance in accordance with
11 this section and with federal law; to the extent necessary to conform to federal law, the
12 additional measures may be unique to a certain school or district if that school or
13 district receives federal funding that is not available to all schools or districts in the
14 state.

15 * **Sec. 4.** AS 14.03.123(f) is amended to read:

16 (f) In the accountability system for schools and districts required by this
17 section, the department shall

18 (1) implement 20 U.S.C. 6301 - 7941 (Elementary and Secondary
19 Education Act of 1965), as amended;

20 (2) implement state criteria and priorities for accountability including
21 the use of

22 (A) measures of student performance on statewide standards-
23 based assessments at intervals established by the department consistent
24 with federal and state law in reading, writing, [AND] mathematics, and
25 science, and the results of [INCLUDING] competency tests required under
26 AS 14.03.075;

27 (B) measures of student improvement; and

28 (C) indicators of school progress, including

29 (i) a comparison of available data on student
30 performance over sequential years in each grade level at each
31 school;

1 (ii) gains in individual student learning for the
2 lowest performing 25 percent of students [OTHER MEASURES
3 IDENTIFIED THAT ARE INDICATORS OF STUDENT SUCCESS
4 AND ACHIEVEMENT]; and

5 (3) to the extent practicable, minimize the administrative burden on
6 districts.

7 * **Sec. 5.** AS 14.03 is amended by adding a new section to read:

8 **Sec. 14.03.124. Public school and school district grading system.** (a) Except
9 as provided in (d) of this section, the department shall annually assign to each public
10 school, including charter schools and boarding schools, and to each school district a
11 performance designation as provided under this section for the purpose of improving
12 accountability and transparency of public school progress in the state. The
13 performance designation shall be based on the accountability system established under
14 AS 14.03.123(f) and the measurements provided in this section.

15 (b) The department shall establish by regulation the criteria that accounts for
16 improvement in student achievement for assigning annual performance designations as
17 follows:

- 18 (1) "A" for a school making excellent progress;
19 (2) "B" for a school making above average progress;
20 (3) "C" for a school making satisfactory progress;
21 (4) "D" for a school making less than satisfactory progress;
22 (5) "F" for a school failing to make adequate progress.

23 (c) The department shall assign a performance designation based on two years
24 of data collected under AS 14.03.123(f) as follows:

- 25 (1) 50 percent on combined student achievement data;
26 (2) 25 percent on the individual learning gains of all students; and
27 (3) 25 percent on the individual learning gains in reading and
28 mathematics, if any, achieved by students who scored at or below the 25th percentile
29 on the statewide standards-based assessment in reading or mathematics.

30 (d) A school that has fewer than 20 full-time equivalent students is exempt
31 from this section.

1 (e) The department shall adopt regulations to implement this section and
2 provide annual incentives, including increased autonomy, to a district, to the extent
3 authorized by law, for making improvements in school and student performance in at
4 least two grade levels and for a grade of "A."

5 (f) The department shall assign to each school district a performance
6 designation that is based on the combined accountability data for all schools operated
7 by the district as provided under this section.

8 (g) Each school shall prominently display the performance designation
9 assigned each year under this section on the main entrance of the school and on the
10 Internet website for the school.

11 (h) A school principal, a school district, and the department shall identify as
12 an Alaska Strategic Educator a teacher who volunteers to be assigned and is assigned
13 to teach in a classroom in a school for the school year immediately after a school year
14 for which that school earned a designation of "D" or "F" under this section.

15 * **Sec. 6.** This Act takes effect July 1, 2014.

28-LS04961
Mischel
3/28/13

CS FOR HOUSE BILL NO. 151()
IN THE LEGISLATURE OF THE STATE OF ALASKA
TWENTY-EIGHTH LEGISLATURE - FIRST SESSION

BY

Offered:
Referred:

Sponsor(s): REPRESENTATIVES REINBOLD, LeDoux, Olson, Keller, Higgins

A BILL

FOR AN ACT ENTITLED

1 **"An Act establishing a public school and school district grading system for purposes of**
2 **improving accountability and transparency; providing for Alaska strategic educators in**
3 **public schools; and providing for an effective date."**

4 **BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:**

5 *** Section 1.** The uncodified law of the State of Alaska is amended by adding a new section
6 to read:

7 **SHORT TITLE.** This Act may be known as the Parental Education Information Act.

8 *** Sec. 2.** AS 14.03.123(a) is amended to read:

9 (a) By September 1 of each year, the department shall assign a performance
10 designation to each public school, including charter schools and boarding schools,
11 to each [AND] school district, and to the state public school system in accordance
12 with (f) of this section and AS 14.03.124.

13 *** Sec. 3.** AS 14.03.123(c) is amended to read:

14 (c) The state board shall adopt regulations implementing this section,

1 providing for a statewide student assessment system, and providing for the process of
2 assigning a designation under (a) of this section, including

3 (1) the method [METHODOLOGY] used to assign the performance
4 designation, including the measures used and their relative weights;

5 (2) high performance and low performance designations that are based
6 on the accountability system under this section and AS 14.03.124;

7 (3) a procedure for appealing a designation that may be used by the
8 principal of a public school or by the superintendent of a public school district;

9 (4) additional measures that may be progressively implemented by the
10 commissioner to assist schools or districts to improve performance in accordance with
11 this section and with federal law; to the extent necessary to conform to federal law, the
12 additional measures may be unique to a certain school or district if that school or
13 district receives federal funding that is not available to all schools or districts in the
14 state.

15 * Sec. 4. AS 14.03.123(f) is amended to read:

16 (f) In the accountability system for schools and districts required by this
17 section, the department shall

18 (1) implement 20 U.S.C. 6301 - 7941 (Elementary and Secondary
19 Education Act of 1965), as amended;

20 (2) implement state criteria and priorities for accountability including
21 the use of

22 (A) measures of student performance on statewide standards-
23 based assessments at intervals established by the department consistent
24 with federal and state law in reading, writing, [AND] mathematics, and
25 science, and the results of [INCLUDING] competency tests required under
26 AS 14.03.075;

27 (B) measures of student improvement; and

28 (C) indicators of school progress, including

29 (i) a comparison of available data on student
30 performance over sequential years in each grade level at each
31 school;

1 (ii) gains in individual student learning for the
2 lowest performing 25 percent of students [OTHER MEASURES
3 IDENTIFIED THAT ARE INDICATORS OF STUDENT SUCCESS
4 AND ACHIEVEMENT]; and

5 (3) to the extent practicable, minimize the administrative burden on
6 districts.

7 * Sec. 5. AS 14.03 is amended by adding a new section to read:

8 **Sec. 14.03.124. Public school and school district grading system.** (a) Except
9 as provided in (d) of this section, the department shall annually assign to each public
10 school, including charter schools and boarding schools, and to each school district a
11 performance designation as provided under this section for the purpose of improving
12 accountability and transparency of public school progress in the state. The
13 performance designation shall be based on the accountability system established under
14 AS 14.03.123(f) and the measurements provided in this section.

15 (b) The department shall establish by regulation the criteria that accounts for
16 improvement in student achievement for assigning annual performance designations as
17 follows:

- 18 (1) "A" for a school making excellent progress;
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24 of data collected under AS 14.03.123(f) as follows:

- 25 (1) 50 percent on combined student achievement data;
26 (2) 25 percent on the individual learning gains of all students; and
27 (3) 25 percent on the individual learning gains in reading and
28 mathematics, if any, achieved by students who scored at or below the 25th percentile
29 on the statewide standards-based assessment in reading or mathematics.

30 (d) A school that has fewer than 20 full-time equivalent students is exempt
31 from this section unless the principal of the school notifies the department that the

1 school is to be included in the grading system under this section.

2 (e) The department shall adopt regulations to implement this section and
3 provide annual incentives, including increased autonomy, to a district, to the extent
4 authorized by law, for making improvements in school and student performance in at
5 least two grade levels and for a grade of "A."

6 (f) The department shall assign to each school district a performance
7 designation that is based on the combined accountability data for all schools operated
8 by the district as provided under this section.

9 (g) Each school shall prominently display on the Internet website for the
10 school the performance designation assigned each year under this section for the
11 duration of the year. The school shall also annually notify parents and legal guardians
12 of students enrolled at the school of the performance designation in a letter in which
13 the performance designation is prominently displayed. A school may display at the
14 front office or at the front entrance of the school the performance designation assigned
15 to the school each year.

16 (h) The department shall prominently display on the department's Internet
17 website home page a link to the performance designation assigned to each district and
18 public school under this section.

19 (i) A school principal, a school district, and the department shall identify as an
20 Alaska Strategic Educator a teacher who volunteers to be assigned and is assigned to
21 teach in a classroom in a school for the school year immediately after a school year for
22 which that school earned a designation of "D" or "F" under this section.

23 * Sec. 6. This Act takes effect July 1, 2014.



Representative Lora Reinbold Alaska State Legislature

Sponsor Statement House Bill 151

"An Act establishing a public school and school district grading system for purposes of improving accountability and transparency; providing for Alaska strategic educators in public schools; and providing for an effective date."

Parental Education Information Act

Sponsored by Rep. Lora Reinbold

Co-sponsors: Reps. LeDoux, Olson, Keller, Higgins

Alaskans currently have no unified, consistent and easily understandable method of measuring the performance of our K-12 schools and monitoring their progress. House Bill 151, the Parental Education Information Act, will establish grades for our schools and school districts in a format that is familiar and understandable: "A through F" grades like our students receive.

The bill sets up a clear and specific grading system for schools and school districts, with grades based on both overall student achievement on statewide, standards-based tests, and individual learning gains, including a significant 25 percent of the grade being based on the gains of the students who scored in the lowest quarter of the tests of reading and math. Parents, teachers and administrators will know where their students stand and the results that are needed to improve their school and district grades. School districts that raise their performance two grade levels or receive an "A" will be rewarded with incentives, including increased autonomy and local control.

The State of Florida implemented "A through F" grading in 1999. Since then, Florida students and schools have made significant gains in their test scores, and the gains have been especially notable among students who come from lower-income households or face other significant challenges. I strongly believe it can and will do the same for our state, and I request your support for House Bill 151.

Dated: 03/04/13

Bill Version: 28-LS0496\C

Status: (H)EDC

Contact: Rep. Reinbold's office, 465-3822



Representative Lora Reinbold Alaska State Legislature

Sectional Analysis: House Bill 151

Sec. 1

Short title: "Parental Education Information Act." House Bill 151 will give members of the public and parents of students in Alaska's schools comprehensible information on school and school district performance.

Sec. 2

AS 14.03.123 (a): Adds charter and boarding schools to the school and district accountability statute and places all qualifying schools under the grading system specified in Sec. 5 of this bill.

Sec. 3

AS 14.03.123 (c): Specifies the performance designation regulations shall include the grading system specified in Sec. 5 of this bill.

Sec. 4

AS 14.03.123 (f): Specifies student performance measures are to be based on statewide standards-based assessments, adds the science assessment and specifies that the accountability system include indicators of school progress; removes unspecified "other measures."

Sec. 5

AS 14.03.124 (new section): Makes school and school district performance designations "A," "B," "C," "D," and "F." Specifies formula for assigning school designations, exemptions from the designation and provides for incentives based on performance. Provides criteria for school district performance designations. Identifies as an "Alaska Strategic Educator" classroom teachers who volunteer and are assigned to teach in schools that earned a "D" or "F" designation the previous year.

Sec. 6

Effective Date Clause: July 1, 2014

Dated: March 4, 2013

Fiscal Note

State of Alaska
2013 Legislative Session

Bill Version: HB 151
Fiscal Note Number: _____
() Publish Date: _____

Identifier: CSHB151-EED-TLS-3-14-13
Title: SCHOOL GRADING SYSTEMS
Sponsor: REINBOLD
Requester: House Education Committee

Department: Department of Education and Early Development
Appropriation: Teaching and Learning Support
Allocation: Student and School Achievement
OMB Component Number: 2796

Expenditures/Revenues

Note: Amounts do not include inflation unless otherwise noted below. (Thousands of Dollars)

	FY2014 Appropriation Requested	Included in Governor's FY2014 Request	Out-Year Cost Estimates				
			FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
OPERATING EXPENDITURES	FY 2014	FY 2014					
Personal Services			254.7	254.7	254.7	254.7	254.7
Travel							
Services							
Commodities							
Capital Outlay							
Grants & Benefits							
Miscellaneous							
Total Operating	0.0	0.0	254.7	254.7	254.7	254.7	254.7

Fund Source (Operating Only)

1004 Gen Fund			254.7	254.7	254.7	254.7	254.7
Total	0.0	0.0	254.7	254.7	254.7	254.7	254.7

Positions

Full-time			3.0	3.0	3.0	3.0	3.0
Part-time							
Temporary							

Change in Revenues							
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Estimated SUPPLEMENTAL (FY2013) cost: 0.0

Estimated CAPITAL (FY2014) cost: 0.0

ASSOCIATED REGULATIONS

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? Yes
If yes, by what date are the regulations to be adopted, amended or repealed? 07/01/14

Why this fiscal note differs from previous version:

This Committee Substitute removes from Section 2, the requirement for the department to assign performance designations to public schools by July 1, moving it back to September as is currently stated in statute. Additionally, an annual science assessment in grades 3-10 in Section 4 has been removed by indicating use of available assessment data, which is in grades 4, 8, & 10 where status performance, but not growth, will be calculated for science.

Prepared By: Paul Prussing, Deputy Director
Division: Teaching and Learning Support
Approved By: Mike Hanley
Commissioner

Phone: (907)465-8721
Date: 03/15/2013 04:30 PM
Date: 03/15/13

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2013 LEGISLATIVE SESSION

BILL NO. CSHB151

Analysis

Sections 4 and 5:

The bill would create a dual accountability system whereby schools would receive one rating based solely upon the state requirements and a second rating based upon the ESEA requirements. This will require calculating federal accountability and reporting requirements and a new state school/district accountability model simultaneously. EED would need a minimum of three Research Analysts to calculate this additional accountability system. Two Research Analyst III, range 18 with benefits / chargeback costs: **\$153.0**. One Research Analyst IV, range 21 with benefits / charge back costs: **101.7**. **Total for FY14 = \$254.7**

Fiscal Note

State of Alaska
2013 Legislative Session

Bill Version: HB 151
Fiscal Note Number: _____
() Publish Date: _____

Identifier: HB0151-EED-TLS-3-8-13
Title: SCHOOL GRADING SYSTEMS
Sponsor: REINBOLD
Requester: House Education Committee

Department: Department of Education and Early Development
Appropriation: Teaching and Learning Support
Allocation: Student and School Achievement
OMB Component Number: 2796

Expenditures/Revenues

Note: Amounts do not include inflation unless otherwise noted below. (Thousands of Dollars)

	FY2014 Appropriation Requested	Included in Governor's FY2014 Request	Out-Year Cost Estimates				
			FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
OPERATING EXPENDITURES	FY 2014	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Personal Services	254.7		259.8	264.9	270.0	275.4	280.9
Travel							
Services	2,786.0		2,178.0	2,221.6	2,665.9	2,719.2	2,773.6
Commodities							
Capital Outlay							
Grants & Benefits							
Miscellaneous							
Total Operating	3,040.7	0.0	2,437.8	2,486.5	2,935.9	2,994.6	3,054.5

Fund Source (Operating Only)

1004 Gen Fund	3,040.7		2,437.8	2,486.5	2,935.9	2,994.6	3,054.5
Total	3,040.7	0.0	2,437.8	2,486.5	2,935.9	2,994.6	3,054.5

Positions

Full-time	3.0						
Part-time							
Temporary							

Change in Revenues							
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Estimated SUPPLEMENTAL (FY2013) cost: 0.0

Estimated CAPITAL (FY2014) cost: 0.0

ASSOCIATED REGULATIONS

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? Yes
If yes, by what date are the regulations to be adopted, amended or repealed? 07/01/14

Why this fiscal note differs from previous version:

Initial version.

Prepared By: Paul Prussing, Deputy Director
Division: Teaching and Learning Support
Approved By: Mike Hanley
Commissioner

Phone: (907)465-8721
Date: 03/08/2013 05:30 PM
Date: 03/08/13

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2013 LEGISLATIVE SESSION

BILL NO. HB151

Analysis

Section 2:

HB 151 requires changing the timeframe for assigning districts and schools performance designations from September 1 to July 1. This will require a new data infrastructure to automate the accountability process. Infrastructure to create /accommodate new data structure: Develop structure, **\$385.0**; data portal / upload construction, **\$430.0**; hardware, **\$156.0**.

Section 4:

HB 151 requires a student growth / accountability model for science as well and in reading, writing, and math. Currently, science is assessed in grade 4, 8, and 10, therefore, new science assessments need to be developed for grades 3, 5, 6, 7, and 9. In 2014 when the bill would go into effect only one year of data will be available, with two years available in all grades in 2015. This includes item development, item reviews, field tests, test construction and Psychometric and technical support to build and verify statistical validity and reliability of the accountability system. New grade level assessments for science in grades 3,5,6,7, and 9 is **\$1,815.0**.

Sections 4 and 5:

The bill would create a dual accountability system whereby schools would receive one rating based solely upon the state requirements and a second rating based upon the ESEA requirements. This will require calculating federal accountability and reporting requirements and a new state school/district accountability model simultaneously. EED would need a minimum of three Research Analysts to calculate this additional accountability system. Two Research Analyst III, range 18 with benefits / chargeback costs: **\$153.0**. One Research Analyst IV, range 21 with benefits / charge back costs: **101.7**; 2% annual salary increase with all three positions.

Total for FY14 = \$3040.7

For fiscal year 2015 continued science assessment development for second form in grades 3,5,6,7, and 9; **\$2,178.0**. EED staff with 2% salary increase, **\$259.8**. **Total 2015 estimate: \$2,437.8**

For fiscal year 2016 and beyond for administering science assessments in grades 3-10: **\$2,486.5**. Increase by 2% annually with an EED staff 2% salary increase.

Section 5:

Adds the requirement of "a school principal, a school district, and the department shall identify an Alaska Strategic Educator a teacher who volunteers to be assigned and is assigned to teacher in a classroom..." of a school with a "d" or "F" designation. The definition of an "Alaska Strategic Educator" is unclear and therefore not included in this analysis.

“Parental Education Information Act”

HB 151

Alarming Statistics

Impacts of the A-F Grading System

Proven Results

History of Florida’s School Grading

Focus on Student Performance

HB 151 Grading Criteria

Growing Implementation

Clear & Concise A-F School Report Card



K-12 Education Spending Per Capita State and Local Spending

Table H-8, 2012 NEA Rankings and Estimates

Alaska	\$3,294
Wyoming	\$3,028
New Jersey	\$2,828
New York	\$2,754
Connecticut	\$2,385
Vermont	\$2,293
Rhode Island	\$2,059
Maryland	\$2,055
Delaware	\$1,998
Minnesota	\$1,998
Massachusetts	\$1,941
Texas	\$1,936
New Mexico	\$1,936
Kansas	\$1,927
Illinois	\$1,920
Pennsylvania	\$1,911
New Hampshire	\$1,911
Nebraska	\$1,907
Georgia	\$1,895
UNITED STATES	\$1,881
California	\$1,874
Ohio	\$1,869
Virginia	\$1,852
Wisconsin	\$1,843
Hawaii	\$1,814
Michigan	\$1,811
Iowa	\$1,804
South Carolina	\$1,795
Louisiana	\$1,772
Washington	\$1,768
Maine	\$1,757
Oregon	\$1,681
Alabama	\$1,657
North Dakota	\$1,633
Missouri	\$1,652
Arkansas	\$1,643
Colorado	\$1,635
Montana	\$1,635
Nevada	\$1,621
Indiana	\$1,605
West Virginia	\$1,593
Oklahoma	\$1,588
North Carolina	\$1,553
Utah	\$1,548
Mississippi	\$1,518
Florida	\$1,517
South Dakota	\$1,488
Kentucky	\$1,462
Arizona	\$1,378
Tennessee	\$1,337
Idaho	\$1,303

4th Grade Reading Scores Upper and Middle Income Students

2011 US Dept of Education, NAEP

Massachusetts	246
Maryland	242
Connecticut	241
New Jersey	240
Colorado	239
Florida	239
Pennsylvania	238
Virginia	237
Delaware	236
Kentucky	236
Vermont	236
North Carolina	236
Kansas	236
New York	236
New Hampshire	236
Alabama	235
Illinois	235
Ohio	235
Georgia	235
Washington	235
Rhode Island	235
Texas	234
Missouri	234
Nebraska	234
Montana	233
Minnesota	233
Arkansas	233
Indiana	232
Wisconsin	232
Maine	232
Iowa	231
South Carolina	231
Idaho	231
Wyoming	231
Michigan	231
North Dakota	231
Oregon	230
California	230
District of Columbia	230
Tennessee	230
South Dakota	229
Utah	229
Mississippi	229
Louisiana	228
Oklahoma	228
Arizona	227
Nevada	227
New Mexico	227
Hawaii	225
West Virginia	225
Alaska	223

Impacts of the A-F Grading System

Brings Clarity & Understanding

Encourages School Excellence

Motivates Improvement

Directs Media & Public Attention

Initiates Positive Statewide Competition

Sparks Community Wide Support

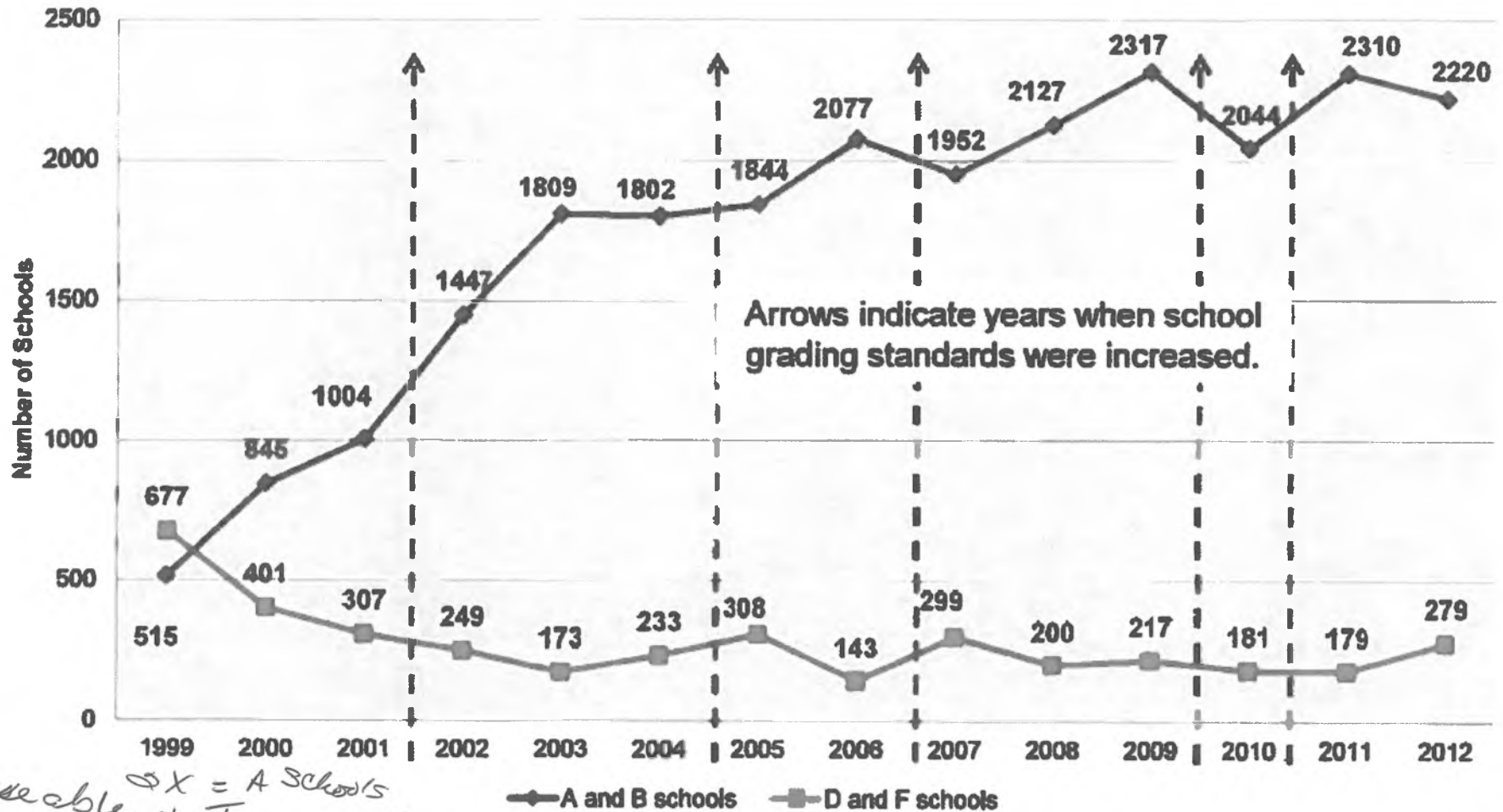
Increases Parent Involvement

Creates School Pride



Proven Results of the A-F Grading System

Florida School Grades 1999 - 2012



- useable + transparent -
 X = A Schools

History of Florida's School Grades

1995: Florida Began "Grading" Schools:

- High Performing
- Performing
- Low-Performing
- Critically Low Performing

1998: Moved to Performance Levels: I, II, III, IV, V

1999: Adopted Letter Scale of A-F Grades



Florida's School Grades Based on Student Performance

School Grade is based primarily on students' performance on the FCAT.

- **Proficiency/Achievement: 50% of the grade**
 - Percent of all students performing on grade level.

- **Progress/Learning Gains: 50% of the grade**
 - Percent of students learning a year's worth of knowledge, regardless of whether they are they are on grade level.

 - Percent of lowest performing 25 percent students who are making a year's worth of progress.

**In 2010, high school grades began including graduation rates, at-risk student graduation rates, acceleration rates, college readiness rates*



“Parental Education Information Act”

Grading Criteria

The department shall assign a performance designation based on two years of data collected under AS 14.03.123(f) as follows:

- (1) **50% Combined Student Achievement Data;**
(Reading, Writing, Math, & Existing Science Testing)
- (2) **25% Individual learning gains of all students;**
(Reading, Writing, & Math)
- (3) **25% Individual learning gains in reading and mathematics, if any, achieved by students who scored at or below the 25th percentile on the statewide standards-based assessment in reading or mathematics.**
(Reading & Math)

**Small schools with fewer than 20 full-time students will be exempt from this section.*



Current Performance Designation Statute

Sec. 14.03.123. School and District Accountability.

(f) In the accountability system for schools and districts required by this section, the department shall

(1) implement 20 U.S.C. 6301 - 7941 (Elementary and Secondary Education Act of 1965), as amended;

(2) implement state criteria and priorities for accountability including the use of

(A) measures of student performance on standards-based assessments in reading, writing, and mathematics, and including competency tests required under AS 14.03.075;

(B) measures of student improvement; and

(C) other measures identified that are indicators of student success and achievement; and

(3) to the extent practicable, minimize the administrative burden on districts.

(g) In this section,

(1) "district" has the meaning given in AS 14.17.990;

(2) "state public school system" means the combination of all public schools, public school districts, and state-operated schools.





What other states have A-F school grade policies and where they are on implementing them?

Though Florida was the first state to implement A-F school grades in 1999, a number of states and jurisdictions have adopted the A-F school grading system since then.

- A-F grades have been in practice in Florida since 1999. The formula evenly weighs growth and achievement.
- New York City implemented A-F school grades in 2007-08 under Joel Klein.
- In 2010-11, Indiana changed its performance descriptors from categorical to A-F; and, in 2011-12, they changed the formula for how schools earn the A-F letter grades.
- In 2010-11 Arizona first reported A-F school grades.
- In 2010-11 Louisiana also first reported A-F school grades
- New Mexico first reported A-F schools grades in 2010-11.
- Mississippi adopted A-F school grades in 2011-12, by changing their current categorical descriptors to A-F, a new formula is in development that should take effect in the 2012-13 school year with further refinements in planning stages for the 2013-14 school year.
- Oklahoma enacted A-F in 2011 and released the first set of grades for the 2011-2012 school year. The metrics give equal weight to student achievement and growth.
- South Carolina included A-F school grades in their ESEA Waiver application. The first grades rolled out in August 2012 in compliance with the waiver, but will require future legislation.
- North Carolina also adopted A-F school grades. North Carolina will issue school grades for the first time at the conclusion of the 2012-13 school year.
- Utah adopted A-F school grades in 2011 and will be rolling out the first grades after the 2012-13 school year.
- Alabama also adopted A-F school grades and will first report A-F results in 2013-14.
- Ohio also adopted A-F school grades in their ESEA Waiver application, the new grading policy was passed into law with reporting A-F beginning in 2014-15.

**** Virginia's legislature adopted A-F school grades in February, 2013 – the bill has yet to be signed by Governor McDonnell. The legislation requires the grading system and formula to be finalized by the state board of education in the fall of 2014. Schools would earn their first round of grades in the 2014-2015 school year. The Governor has been supportive of A-F school grading and has until March 25th to enact the proposal.**

Clear and Concise A-F School Report Card

This is a Simulated Sample Only

This 2012 report card is released in the initial phase of the A-F reform. No school identified under the new accountability system will face any new requirements that it faced if they had been identified in the 2011-12 school year.

Simulated A-F Report Card Grades 6-8

District: EXAMPLE DISTRICT School: EXAMPLE MIDDLE SCHOOL

Student Achievement (33%)

Subject	# of Students	Performance Index	Letter Grade
Language Arts	353	88	B
Mathematics	309	88	B
Science	115	98	A
Social Studies/History/Geography	171	94	A
Writing	111	94	A
Overall 2011 Student Performance Grade	1,139	90	A

Overall Student Growth (17%)

Subject	# of Students	Growth Index	Letter Grade
Language Arts	283	84	B
Mathematics	319	81	B
Overall 2011 Student Growth Grade	602	82	B

Bottom 25 Percent Growth (17%)

Subject	# of Students	Growth Index	Letter Grade
Language Arts	53	51	F
Mathematics	48	38	F
Overall Bottom Quartile Growth Grade	101	45	F

Whole-School Performance (24%)

Student Attendance Rate		97%	A
Dropout Rate		0%	A
Advanced Coursework		27%	B
Bonus			
School Climate Survey	Y		
Parent & Community Engagement	N		
Total Community School Participation Grade			A
FINAL GRADE			B

B
3.15
GPA

School Performance Grading Scale

How is overall GPA (grade point average) determined for a school?

GPA Range	Letter Grade
3.75 - 4.0	A
2.75 - 3.74	B
1.75 - 2.74	C
0.75 - 1.74	D
Below 0.75	F



*Student Achievement: 33% of the overall grade is based on the Oklahoma School Testing Program assessment in grades three (3) through twelve (12).

**Overall Student Growth: 17% of the grade is based on annual student learning gains as measured by Oklahoma's annual state district assessments in reading and mathematics in grades three (3) through eight (8); and Algebra I and English II end-of-instruction tests.

***Bottom 25 Percent Growth: 17% is based on the growth of the bottom 25 percent of students as measured by Oklahoma's annual standardized assessments in reading and mathematics in grades three (3) through eight (8); and Algebra I and English II end-of-instruction tests for the lowest 25 percent of students in the school.

****Whole-School Performance: 33% of the final grade is based on whole school engagement, based on a variety of factors including attendance, dropout rate and parent & community engagement.



House Bill 151



“Parental Education Information Act”

“Parental Education Information Act”



Creates school accountability through transparency by providing a simple and comprehensible grading system.

Performance Designation Criteria



The department shall establish by regulation the criteria that accounts for improvement in student achievement for assigning annual performance designations on an A-F scale.

(HB 151 page 3, line 15)

“Parental Education Information Act” Grading Criteria

The department shall assign a performance designation based on two years of data collected under AS 14.03.123(f) as follows:

- (1) 50% Combined Student Achievement Data;
(Existing Reading, Writing, Math, & Science Testing)
- (2) 25% Individual learning gains of all students;
(Reading, Writing, & Math)
- (3) 25% Individual learning gains in reading and mathematics, if any, achieved by students who scored at or below the 25th percentile on the statewide standards-based assessment in reading or mathematics.
(Reading & Math)

*Small schools with fewer than 20 full-time students will be exempt from this section.

Impacts of the Grading System

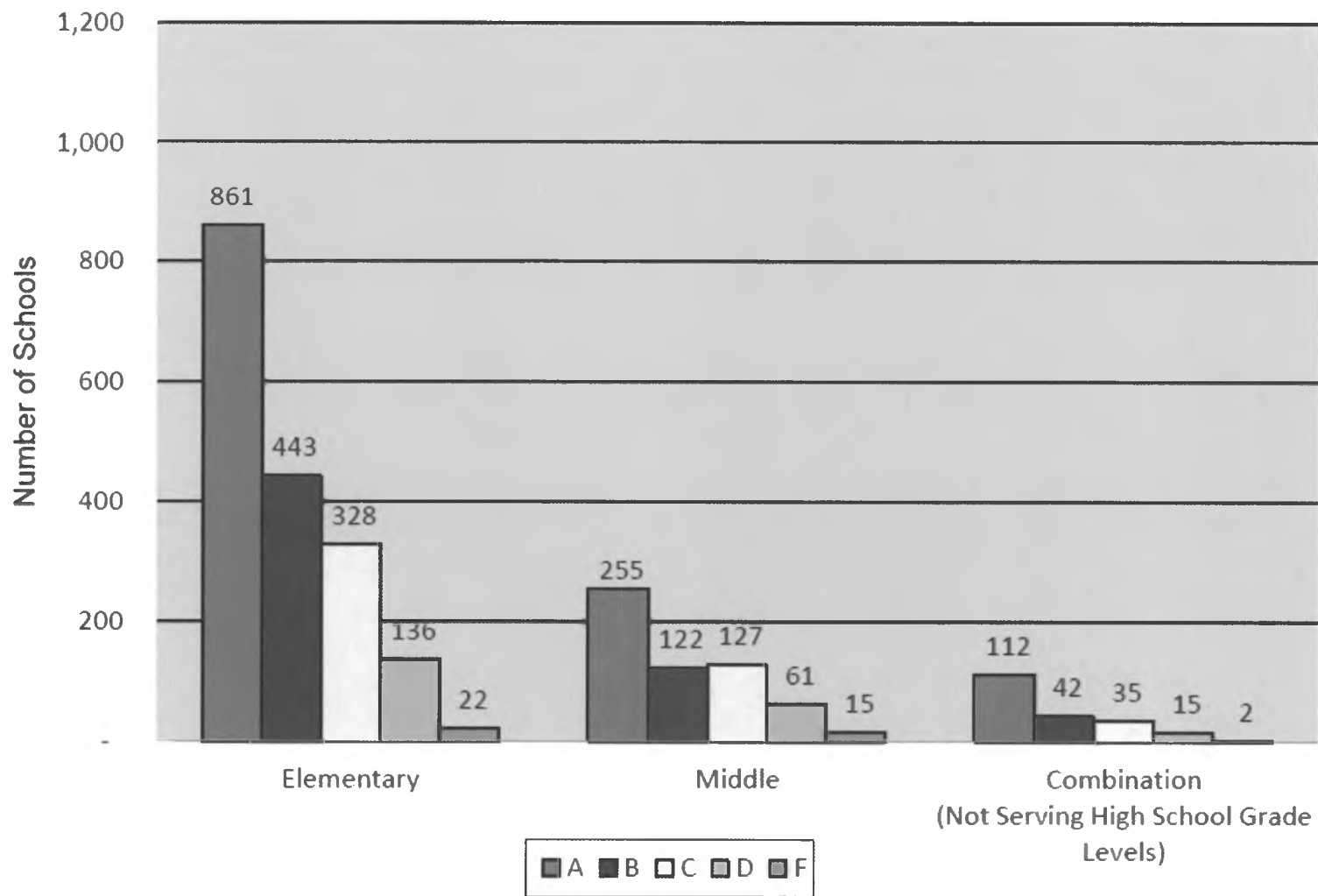
- ∞ Brings Clarity & Understanding
- ∞ Motivates Improvement
- ∞ Sparks Community Wide Support
- ∞ Increases Parent Involvement
- ∞ Creates a Catalyst for Change

School Grades for 2012 Compared to 2011



Presented by Dr. Christy Hovanetz
Foundation for Excellence in Education

School Grades by School Type in 2012



School Grades for 2012 Compared to 2011: Elementary Schools

		2012 School Grade				
		A	B	C	D	F
2011 School Grade	A	701	317	0	0	0
	B	108	63	148	0	0
	C	31	42	137	109	0
	D	3	13	34	20	11
	F	2	4	5	4	8

Questions



From: Anne Andrew [anne_andrew@mac.com]
Sent: Saturday, March 16, 2013 9:27 AM
To: Rep. Tammie Wilson; Rep. Lynn Gattis; Rep. Benjamin Nageak; Rep. Lora Reinbold; Rep. Harriet Drummond; Rep. Andy Josephson
Cc: schoolboard@asdk12.org; Sen. Berta Gardner; Sen. Hollis French; Rep. Les Gara; Sen. Johnny Ellis; Sen. Kevin Meyer
Subject: Intent of HB 151 already being done in ASD

Dear Representatives on the House Education Committee,

The Anchorage School District is already providing individual school report cards annually to the community for full disclosure on the performance of the schools. Please see the following link as an example of Eagle River High School's report card:

http://www.asdk12.org/depts/assess_eval/report_cards/1112/865reportcard.pdf

Not only is this information provided on the web, but it is also mailed directly to families that are zoned for that school, whether it is elementary, middle school, or high school.

The ASD school report provides rich, meaningful information to the public. Reducing the school report card to merely a letter grade of A, B, C, D, or F does not provide adequate information on the school to the community. A school may be stronger in one area and weaker in another and summarizing all of that by giving the school a C really doesn't tell the public what they need to know. (Besides, there are such strong emotions tied to letter grades.)

How do you compare a school in Anchorage to a school in Bush Alaska? Their locations, communities, and cultures are so different, as are the needs of their students. To boil down a Rural School to merely a letter grade isn't helpful, it's punitive.

Punishing "failing schools" was one of the biggest failures of NCLB. It brought out the worst in people; we saw examples of cheating and lying under the pressure of high-stakes testing that determined the funding of a school.

Providing meaningful data and feedback to the community on a school is helpful and it is already being done in ASD. I am glad that the State wants to support schools and school districts financially in providing this kind of information to the public for ALL schools. Perhaps the ASD model can be copied and used elsewhere in the State. Please be sensitive and don't reduce a school down to just a letter grade. As you know, schools are much more complicated than that.

On a final note, I would like to encourage you all to read "Drive: The Surprising Truth about What Motivates Us" by Daniel Pink, author of "A Whole New Mind." <http://www.danpink.com/books/drive>

As his book states, we must aim for encouraging more INTRINSIC motivation in our kids and in our teachers and employees, than EXTRINSIC motivation. These are big but important ideas to chew on.

Thank you for your consideration and your leadership on education issues.

Anne Adasiak-Andrew
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Anchorage School District

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March 14, 2013

Rep. Lynn Gattis, Chair
Education Committee
Alaska House of Representatives
State Capitol, Room 420
Juneau, AK 99801

Rep. Lora Reinbold, Vice Chair
Education Committee
Alaska House of Representatives
State Capitol, Room 432
Juneau, AK 99801

Dear Representatives Gattis and Reinbold,

I write to you in support of the intent of HB 151 to provide a statewide school grading system for the purpose of improving accountability and transparency.

As a parent and a member of the Anchorage School Board I am familiar with the many good things Alaska's schools are doing, and the challenges we face as we strive to improve student performance. Two of the pillars in any effort to improve student performance are high standards and meaningful measures of student progress.

In the past, the Alaskan public didn't have a clear and concise way to understand how their local schools were performing. However, over the last year, the Anchorage School District (ASD) has taken steps to improve both the accountability of its performance and transparency of its allocation of resources. The "Final Budget Supplemental Report", available for download at the district's website at <http://www.asdk12.org/budget/>, is our District's first step in that effort. The report provides a concise compilation of data that has not been included together previously: student enrollment, personnel allocation, cost per student, and 5-year trend State

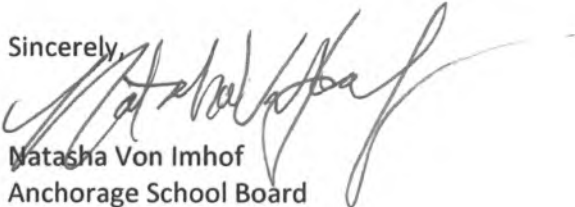
Based Assessment (SBA) test scores, for each school in our district. You'll note our graphical presentation of the 5-year trend in SBA scores allows parents and policy makers to quickly assess not only the level of achievement of individual schools, but their growth over 5 years – a robust measure of sustained improvement. You'll also note that the report includes data on the student demographics of individual schools – including transience/mobility – to better able parents and policy makers to understand the nature of the challenges faced by each school. I'm looking forward to working on this report to ensure that the Anchorage School District is a national leader in providing clear concise measures of student performance in schools on the way toward improving student performance.

I would like to ensure that the Department of Education's school grading system developed under HB 151 does not inadvertently create a conflict with the District's ongoing efforts to provide improved accountability and transparency. Along those lines, it may be useful to consider continuing to allow school districts, such as Anchorage, who have developed school performance grading systems and have begun to integrate them into their public communications, to prominently display those grading systems in their budgets, schools and on their websites.

One potential way to accomplish this would be to amend Section 5(g) to allow school districts who have performance grading systems to prominently display their performance designations in their budgets, schools and on their websites and other public media in a manner that does not conflict with the intent of HB151 to encourage accountability and transparency.

I applaud you for your efforts to improve education in Alaska by focusing on transparency and accountability, as I think it's well past due. Thank you for your efforts in this area.

Sincerely,



Natasha Von Imhof
Anchorage School Board