



Accountability Update

2015-2016 School Grades Technical Assistance Meeting



FLORIDA DEPARTMENT OF
EDUCATION
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Revised June 2016

School Grades Model

- Refocuses the school grading formula on student success measures
 - Achievement
 - Learning gains
 - Graduation
 - Earning College Credit and/or Industry Certifications
- Maintains a focus on students who need the most support
- ELLs included in Achievement after 2 years

New School Grades Model – *Reminder of Key Differences from 2013-14 Model*

- Eliminates provisions that over-complicate the formula
 - **No bonus factors or additional weighting** that may raise a school grade
 - No bonus points for students passing retakes
 - No additional weights for certain types of learning gains or for additional accelerated exams/courses taken and passed
 - No “safety net” keeping a school from dropping more than one letter grade
 - **No additional requirements or automatic adjustments** that may lower a school grade
 - Schools will **no longer** drop a letter grade if less than 50% of their students in the bottom quartile make learning gains
 - Schools will **no longer** drop a letter grade if less than 25% of their students were reading on grade level
 - Schools will **no longer** drop a letter grade if less than 65% of their at-risk students graduate (at-risk graduation rate completely eliminated from the new model)

School Grades Revisions

- Schools will only be graded on the components for which they have enough data
 - Schools that don't have enough data for one or more components will still receive a grade
 - Schools that don't have enough data for a component will no longer receive the district average for the component

Percent Tested

- Must test 95% of Survey 3 students.
- Calculated for each assessment and then aggregated.
- Schools that do not test 95% of students will receive preliminary grades of “I.”
- Superintendents can appeal the “I” by demonstrating that the data accurately represents the school’s progress or requesting that late reporting assessment results be included.
- Commissioner will review data to determine if the performance data is representative of the school’s progress.
- If the Commissioner determines the data is representative, she will release grades for these schools at the end of the appeals period.

Subject Areas Included for Achievement

- The Percentage of Full-Year Enrolled Students who scored at Level 3 or above in:
 - English Language Arts
 - Florida Standards Assessment in English Language Arts - Grade 3 to 10 and FSAA
 - Mathematics*
 - Florida Standards Assessment in Mathematics - Grades 3 to 8 and FSAA
 - Algebra 1 and FSAA EOC
 - Geometry
 - Algebra 2
 - FSAA EOCs
 - Science*
 - Statewide Standardized Assessment in Science - Grades 5 and 8 and FSAA
 - Biology 1
 - Social Studies*
 - Civics
 - U.S. History

***For EOCs a student must be enrolled in the course to be counted in achievement.**

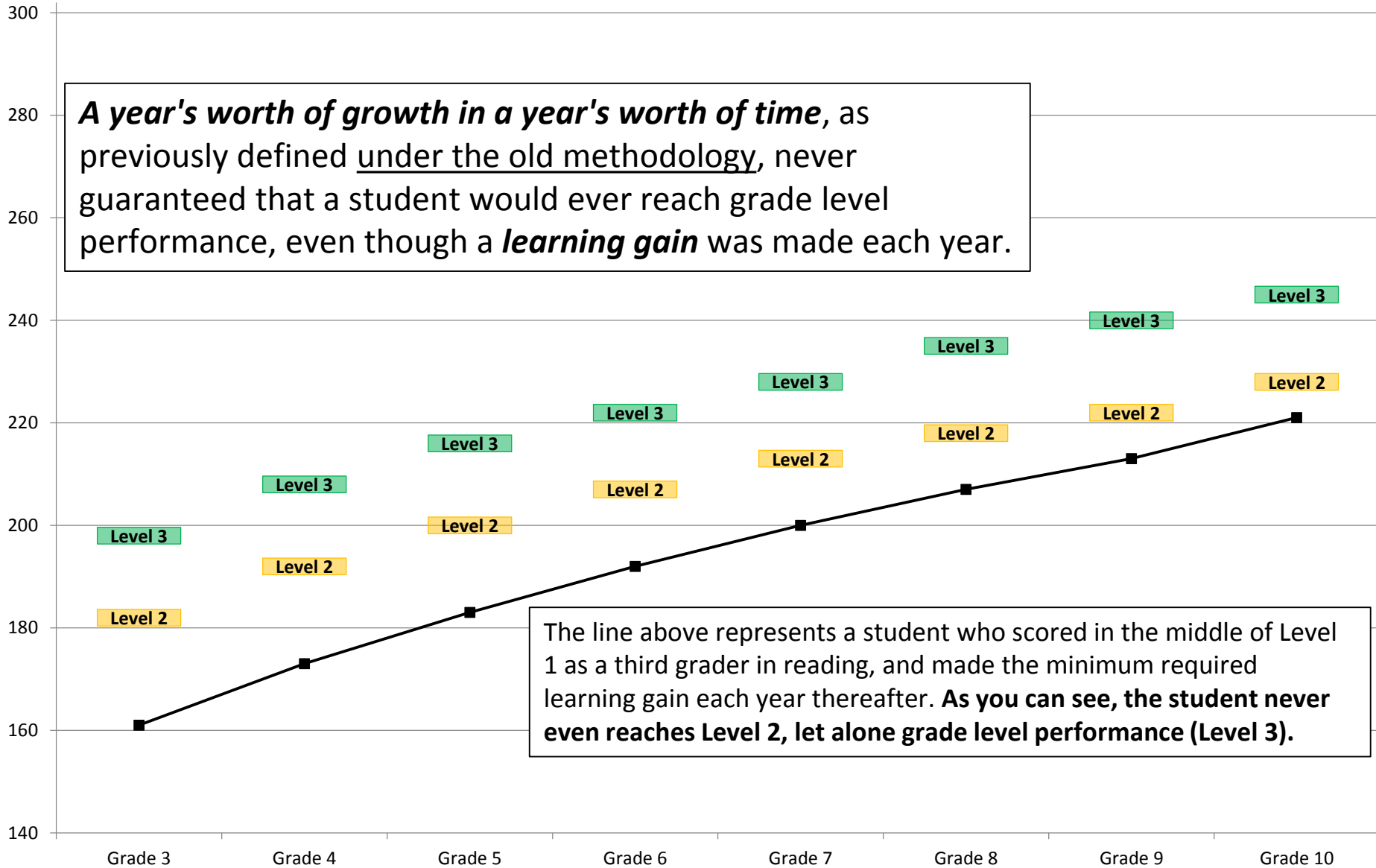
School Grades Model

- Establishes a new framework for learning gains calculation requiring that learning growth toward achievement levels 3, 4, and 5 is demonstrated by students who scored below each of those levels in the prior year (s. 1008.34(3)(b), F.S.).
- Under the old methodology, a learning gain could be demonstrated by one of three ways
 - Improve one or more achievement levels from one year to the next (e.g., move from Level 1 to Level 2; Level 2 to Level 4, etc.);
 - **Maintain a Level 3, Level 4, or Level 5 from one year to the next; or**
 - **For students who remain in Level 1 or Level 2 from one year to the next, demonstrate a year's worth of growth in a year's worth of time.**
- The new statutory framework requires the revision of the two ways highlighted **in bold** above.

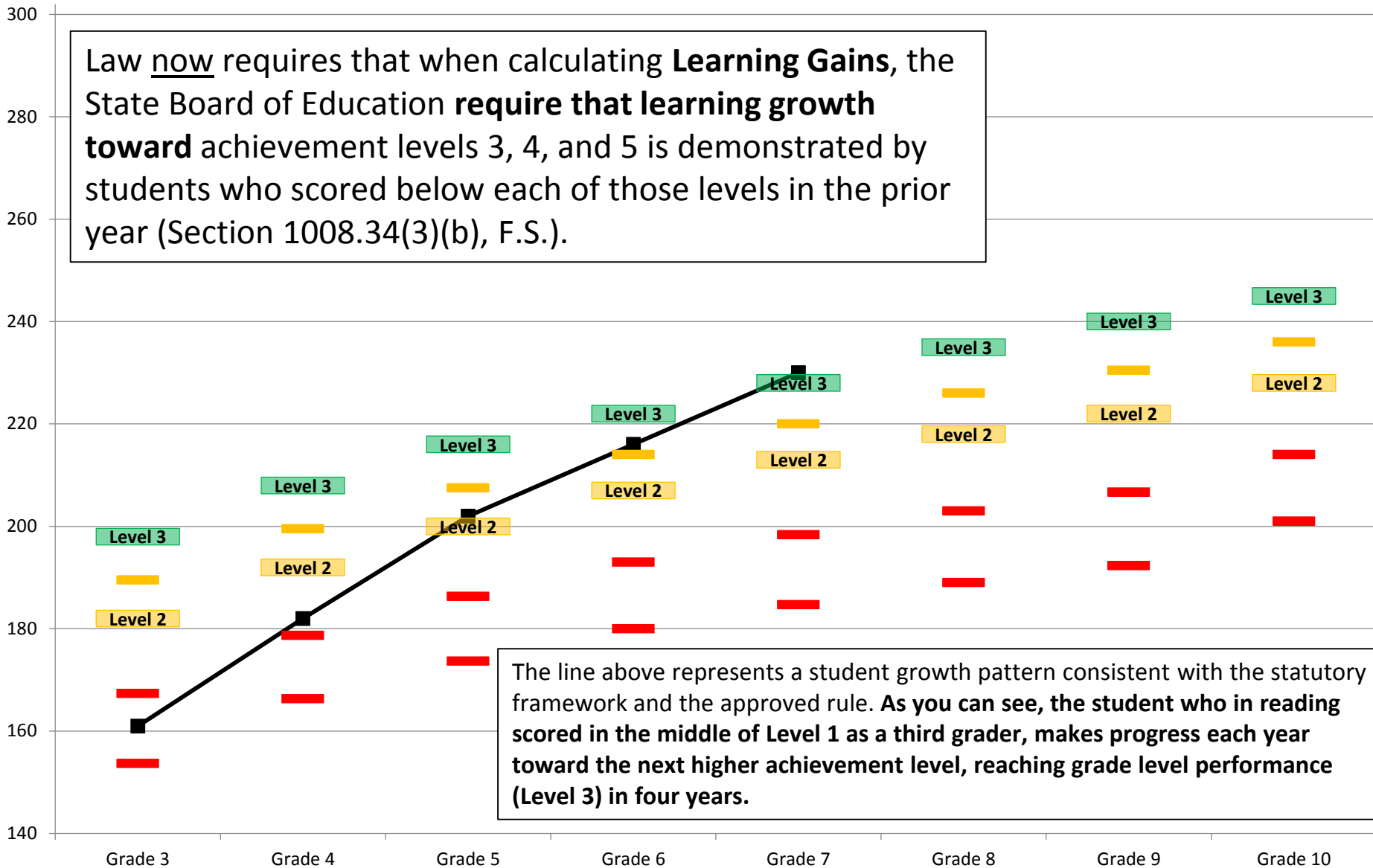
Comparison of the Ways to Demonstrate a Learning Gain for School Grades

Old Method	New Method
Improve one or more achievement levels from one year to the next (e.g., move from Level 1 to Level 2; Level 2 to Level 4, etc.)	Same
Maintain a Level 3, Level 4, or Level 5 from one year to the next	Same, except for Level 3 and Level 4, in addition to maintaining the level, the student's scale score must have improved from one year to the next*
For students who remain in Level 1 or Level 2, demonstrate a specified scale score gain	Split Levels 1 and 2 into multiple sections (Level 1 into thirds and Level 2 in half) and require the student to improve from section to section within the Level (e.g., move from the bottom third of Level 1 to the middle third of Level 1)

*The way to demonstrate a learning gain for students who maintain a Level 3 or Level 4 was changed from the original draft rule language based on feedback received from FADSS and others during the rule development process.



Law now requires that when calculating **Learning Gains**, the State Board of Education **require that learning growth toward** achievement levels 3, 4, and 5 is demonstrated by students who scored below each of those levels in the prior year (Section 1008.34(3)(b), F.S.).



The line above represents a student growth pattern consistent with the statutory framework and the approved rule. **As you can see, the student who in reading scored in the middle of Level 1 as a third grader, makes progress each year toward the next higher achievement level, reaching grade level performance (Level 3) in four years.**

Examples - Students who Improve One or More Achievement Levels

- **Regular Progression** – In 2015 a grade 6 student scored in Level 2 (319) on the FSA Mathematics and in 2016 scored in Level 3 (331) on the grade 7 FSA Mathematics.
- **Retained Student** – In 2015 a grade 7 student scored in Level 2 (325) on the FSA English Language Arts. This student is retained in grade 7 and took the grade 7 FSA English Language Arts in 2016 and scored in Level 3 (334).
- **Accelerated Student** – In 2015 a grade 4 student scored in Level 4 (339) on the FSA English Language Arts and in 2016 skipped a grade and scored in Level 5 (356) on the grade 6 FSA English Language Arts.

Examples - Students who Maintain a Level 3, Level 4, or Level 5 From One Year to the Next

- **Regular Progression** – In 2015 a grade 4 student scored in Level 3 (323) on the FSA Mathematics and in 2016 scores in Level 3 (324) on the grade 5 FSA Mathematics.
- **Retained student** – In 2015 a grade 7 student scored in Level 3 (333) on the FSA English Language Arts. This student is retained in grade 7 and takes the grade 7 FSA English Language Arts in 2016 and scores in Level 3 (334).
- **Accelerated Student** – In 2015 a grade 4 student scored in Level 4 (338) on the FSA English Language Arts and in 2016 skipped a grade level and scored a Level 4 (340) on the grade 6 FSA English Language Arts.
- **EOC example** – In 2015 a student scored in Level 3 (500) on the Algebra 1 EOC and in 2016 scored in Level 3 (501) on the Geometry EOC.
- **FSA to EOC example** – In 2015 a grade 8 student scored in Level 3 (348) on the FSA Mathematics and in 2016 scored Level 3 (500) on the Algebra 1 EOC.
- **EOC to FSA Example** – In 2015 a grade 7 student scored in Level 3 (504) on the Algebra 1 EOC and in 2016 scored in Level 3 (348) on the grade 8 FSA Mathematics.

Examples - Students Scoring in Levels 1 or 2 and Remaining in the Same Achievement Level

- **Regular progression** – In 2015 a grade 3 student scored in Low Level 1 (250) on the FSA English Language Arts and in 2016 scored in Middle Level 1 (267) on the grade 4 FSA English Language Arts assessment.
- **Retained student** – In 2015 a grade 7 student scored in Middle Level 1 (285) on the FSA English Language Arts. This student is retained in grade 7 and takes the grade 7 FSA English Language Arts in 2016 and scored in High Level 1 (301).
- **EOC example** – In 2015 a student scored in Low Level 2 (490) on the Algebra 1 EOC and in 2016 scored in High Level 2 (493) on the Geometry EOC.
- **FSA to EOC example** – In 2015 a grade 8 student scored in Low Level 2 (329) on the FSA Mathematics and in 2016 scored in High Level 2 (492) on the Algebra 1 EOC.
- **EOC to FSA Example** – In 2015 a grade 7 student scored in Low Level 2 (490) on the Algebra 1 EOC and in 2016 scored in High Level 2 (335) on the grade 8 FSA Mathematics.

English Language Arts

Assessment	Level 1				Level 2			Level 3	Level 4	Level 5
	Level 1	Low	Middle	High	Level 2	Low	High			
Grade 3	240-284	240-254	255-269	270-284	285-299	285-292	293-299	300-314	315-329	330-360
Grade 4	251-296	251-266	267-281	282-296	297-310	297-303	304-310	311-324	325-339	340-372
Grade 5	257-303	257-272	273-288	289-303	304-320	304-312	313-320	321-335	336-351	352-385
Grade 6	259-308	259-275	276-292	293-308	309-325	309-317	318-325	326-338	339-355	356-391
Grade 7	267-317	267-283	284-300	301-317	318-332	318-325	326-332	333-345	346-359	360-397
Grade 8	274-321	274-289	290-305	306-321	322-336	322-329	330-336	337-351	352-365	366-403
Grade 9	276-327	276-293	294-310	311-327	328-342	328-335	336-342	343-354	355-369	370-407
Grade 10	284-333	284-300	301-317	318-333	334-349	334-341	342-349	350-361	362-377	378-412

Mathematics

Assessment	Level 1				Level 2			Level 3	Level 4	Level 5
	Level 1	Low	Middle	High	Level 2	Low	High			
Grade 3	240-284	240-254	255-269	270-284	285-296	285-290	291-296	297-310	311-326	327-360
Grade 4	251-298	251-266	267-282	283-298	299-309	299-304	305-309	310-324	325-339	340-376
Grade 5	256-305	256-272	273-289	290-305	306-319	306-312	313-319	320-333	334-349	350-388
Grade 6	260-309	260-276	277-293	294-309	310-324	310-317	318-324	325-338	339-355	356-390
Grade 7	269-315	269-284	285-300	301-315	316-329	316-322	323-329	330-345	346-359	360-391
Grade 8	273-321	273-289	290-305	306-321	322-336	322-329	330-336	337-352	353-364	365-393

End-of-Course Assessments

Assessment	Level 1				Level 2			Level 3	Level 4	Level 5
	Level 1	Low	Middle	High	Level 2	Low	High			
Algebra 1	425-486	425-445	446-466	467-486	487-496	487-491	492-496	497-517	518-531	532-575
Geometry	425-485	425-445	446-465	466-485	486-498	486-492	493-498	499-520	521-532	533-575
Algebra 2	425-496	425-448	449-472	473-496	497-510	497-503	504-510	511-528	529-536	537-575

Learning Gains of the Lowest 25%

- Calculated for both English Language Arts and Mathematics
- Applies the same learning gains methodology to the lowest performing 25% of students
- Determining the lowest performing 25% of students
 - Uses the performance of students in the prior year calculated at each grade level to identify the lowest performing 25% of students (EOCs not by grade level)
 - Low 25% is no longer limited to students in Achievement Levels 1 and 2

Middle School Acceleration

- The percentage of eligible students who passed one or more high school level statewide, standardized end-of-course (EOC) assessments or attained industry certifications identified in the industry certification funding list
- Calculated for all schools that include grades 6, 7, and 8 or grades 7 and 8
- Eligible students include full-year-enrolled students, who are current year grade 8 students who scored at or above Achievement Level 3 on the Mathematics statewide assessments in the prior year, or are full-year-enrolled students in grades 6, 7, or 8 that took high school level EOC assessments or industry certifications
 - Industry certification data is the most recent available and lags by one year
- Students must be enrolled in the course to be included
- A student is included in the calculation no more than once

Graduation Rate

- The most recent 4 year cohort graduation rate measured according to 34 § CFR 200.19
- Calculated for all schools that include grades 9 to 12, grades 10 to 12, and grades 11 and 12
- Also calculated for combination schools that include these grade levels

College and Career Acceleration

- Cohort-based calculation using the graduates from the graduation rate calculation as the denominator.
- The percentage of graduates who, while in high school
 - were eligible to earn college credit through AP, IB, or AICE examinations;
 - earned a C- or better in dual enrollment; or
 - earned a CAPE industry certification.

Elementary School Grades Model

(A maximum of 7 components)

- The school grade is based on the percentage of total points earned, and **schools are graded based only on the components for which they have sufficient data** (Learning Gains will be included beginning in 2015-2016).

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%)	

Middle School Grades Model

(A maximum of 9 components)

- The school grade based on the percentage of total points earned, and **schools are graded based only on the components for which they have sufficient data** (Learning Gains will be included beginning in 2015-2016).

English Language Arts	Mathematics	Science	Social Studies (Civics EOC)	Acceleration Success
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Percentage of students who pass H.S. EOCs and industry certifications (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%)			

High School Grades Model

(A maximum of 10 components)

- The school grade is based on the percentage of total points earned, and **schools are graded based only on the components for which they have sufficient data** (Learning Gains will be included beginning in 2015-2016).

English Language Arts	Mathematics (EOCs)	Science (Biology EOC)	Social Studies (U.S. History EOC)	Graduation Rate	Acceleration Success
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Overall, 4-year Graduation Rate (0% to 100%)	Percent of graduates who are eligible to earn college credit through passing AP, IB, or AICE exams; passing dual enrollment courses; or earning an 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%)				

Combination School Model

(A maximum of 11 components)

- The grade is based on the percentage of total points earned, and **combination schools are graded based only on the components for which they have sufficient data** (Learning Gains will be included beginning in 2015-2016).
- Provisions that may raise or lower a school's grade beyond what the percentage of points would indicate are eliminated (no additional requirements; no additional weights/bonus; no automatic adjustments).
- Writing is included within the English language arts components.

English Language Arts	Mathematics	Science	Social Studies	Graduation Rate	Acceleration Success
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%)				Middle School (EOCs or industry certifications) (0% to 100%)
Learning Gains of the Low 25% (0% to 100%)	Learning Gains of the Low 25% (0% to 100%)				

New School Grade Scale

- A = 62 percent of total applicable points or higher
- B = 54 to 61 percent of total applicable points
- C = 41 to 53 percent of total applicable points
- D = 32 to 40 percent of total applicable points
- F = 31 percent of total applicable points or less

Calculating the School Grade

- The school's grade is determined by
 - Summing the points earned for each component (each component is worth 100 points) and dividing by the sum of total points available for all components with sufficient data
 - The percentage resulting is the percentage of points the school earned from all applicable components
 - This percentage would be compared to the scale set by the State Board of Education to determine a school's grade

Examples for Calculating the School Grade

Elementary School

ELA	Math	Science	Social Studies	Grad Rate	Acceleration Success	Total Points Earned	Number of Components X 100	Percent of Total Points	Grade
56%	64%	58%				178	300	59%	B

Middle School

ELA	Math	Science	Social Studies	Grad Rate	Acceleration Success	Total Points Earned	Number of Components X 100	Percent of Total Points	Grade
58%	65%	62%	47%		61%	293	500	59%	B

High School

ELA	Math	Science	Social Studies	Grad Rate	Acceleration Success	Total Points Earned	Number of Components X 100	Percent of Total Points	Grade
56%	67%	61%	46%	72%	54%	356	600	59%	B

District Grades

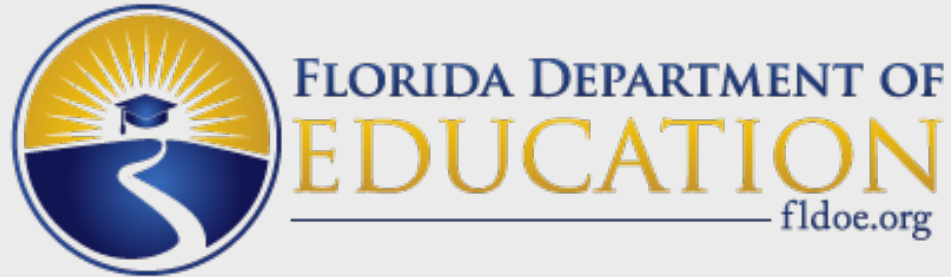
- Districts receive grades based on all of the components in the school grades model
- Students who were not full-year enrolled in a school but were full-year enrolled in the district will be included in the district grade in addition to students included in schools' grades.

District School Grades Model

(A maximum of 11 components)

- The district grade is based on the percentage of total points earned, and **districts are graded based only on the components for which they have sufficient data** (Learning Gains will be included beginning in 2015-2016).
- Provisions that may raise or lower a district's grade beyond what the percentage of points would indicate are eliminated (no additional requirements; no additional weights/bonus; no automatic adjustments).
- Writing is included within the English language arts components.

English Language Arts	Mathematics	Science	Social Studies	Graduation Rate	Acceleration Success
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%)				Middle School (EOCs or industry certifications) (0% to 100%)
Learning Gains of the Low 25% (0% to 100%)	Learning Gains of the Low 25% (0% to 100%)				



School Improvement Ratings

Rule 6A-1.099822, F.A.C.

School Improvement Ratings – Rule Development

- Public workshops held in October on rule language and public comments received
- Once learning gains can be calculated this summer the Commissioner will make a recommendation to the State Board of Education on the percent of points needed to achieve each rating category
- Public comments will be solicited on the commissioner's recommendation
- State Board will likely take action on this rule in the fall
- Once a rule is adopted School Improvement Ratings for 2015-16 will be released

School Improvement Rating

- Alternative schools and exceptional student education (ESE) center schools choose whether to receive a school grade or a school improvement rating
- If the school chooses to receive a rating, its students' performance information is used in both the school's rating and the students' home-zoned school's grade
- The department provides the district a list of schools from which to verify the schools that are eligible to choose a rating

School Improvement Ratings

- The school improvement rating shall identify an alternative school or ESE center school as having one of the following ratings:
 - **Commendable:** a significant percentage of the students attending the school are making learning gains
 - **Maintaining:** a sufficient percentage of the students attending the school are making learning gains
 - **Unsatisfactory:** an insufficient percentage of the students attending the school are making learning gains

Percent Tested

- Schools must assess 80% of students to receive a rating
- Schools that assess less than 90% of students are not eligible to receive a rating of Commendable

Rating Components

- Learning Gains in English Language Arts (100 points)
- Learning Gains in Mathematics (100 points)
- Learning gains are calculated using the method described in the school grades rule
- Eligible students include students enrolled in membership survey 2 or 3 and tested
- Retake assessments are included when first-time assessments are not available for a student

Calculation of the Rating

- The rating of Commendable, Maintaining, or Unsatisfactory is based on the percentage of possible points earned by each school
- Schools will be rated on only those components for which they have sufficient data
- The State Board of Education will establish the percentage of points needed for each rating

Data Accuracy

- District accountability contacts will continue to be responsible for verifying data to be used in school improvement ratings:
 - Verifying school accountability type
 - Verifying student enrollment data and other data needed for calculating the components and determining a student's eligibility for inclusion
 - Verifying that test results are accurately matched to survey 3 membership records
 - Reporting student eligibility changes

Appeals Process

- Districts will have 30 days after the preliminary calculation of school improvement ratings to appeal a school's rating
- If a school district determines that a different rating should be assigned to a school because of the omission of data, a data miscalculation, or other special circumstances, the school's rating may be appealed

Future Topics

- Graduation rate cohort corrections
 - 3 year file will be available this month
 - Hope to have the application for the cohort process open in the fall
 - Will discuss this topic in more detail at FOIL and the Assessment and Accountability meeting in August
- Accountability match process
 - Accountability Reporting has taken over the responsibility of providing files to the districts
 - Based on requests we will make some changes for the 2016-17 process (such as including the withdrawal date)
 - Will discuss in detail at FOIL and the Assessment and Accountability meeting in August

Questions?

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