



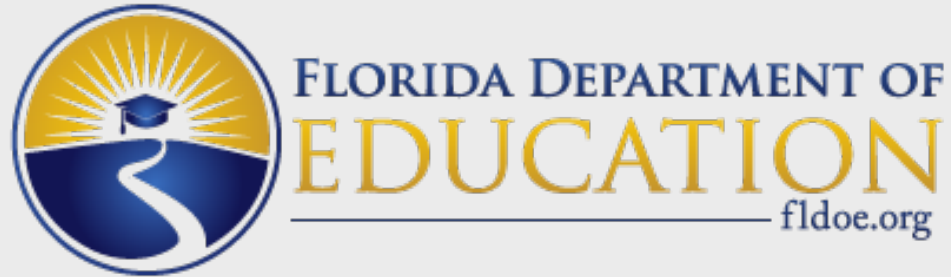
2016-17 Accountability Reporting Technical Assistance Meeting

Orlando, FL – March 30, 2017

Tallahassee, FL – April 4, 2017



www.FLDOE.org



Accountability Update

Presenter:

Jane Fletcher, Assistant Deputy Commissioner

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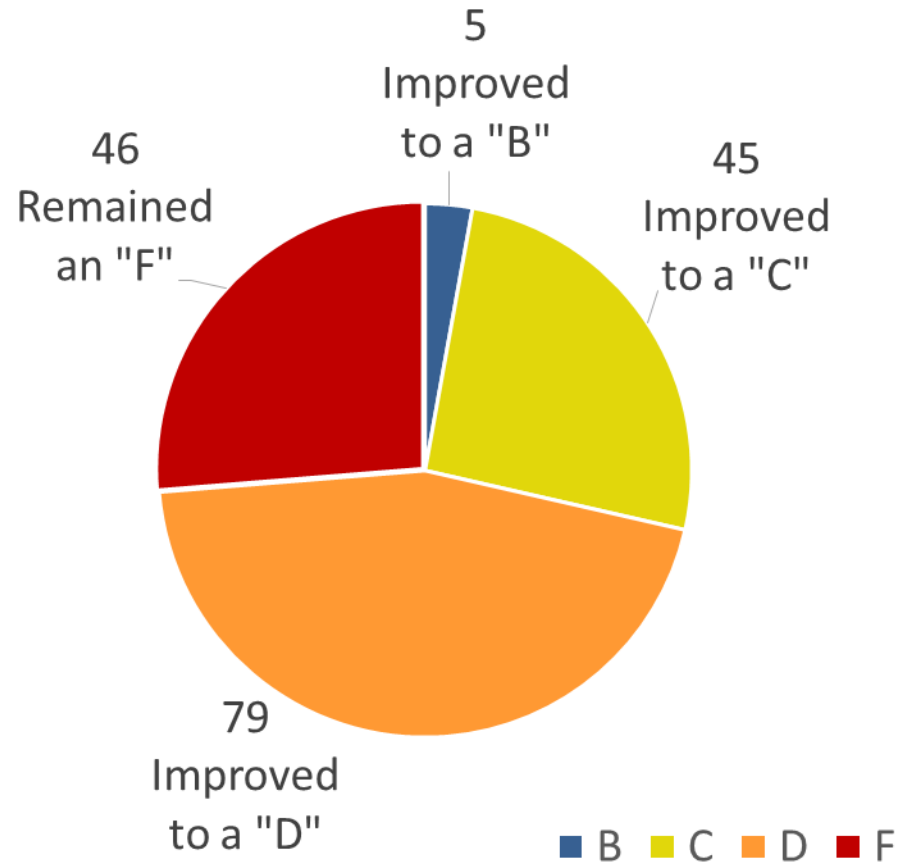
School Grades

2015-2016 School Grades Results

Grade	Number	Percent
A	756	23%
B	761	23%
C	1,285	39%
D	385	12%
F	110	3%

- 57% of schools graded “D” or “F” in 2014-2015 improved their grade in 2015-2016

74% of Schools Graded "F" in 2015 Improved Their Grade in 2016



School Grades Recent History

School Year	Description
2014-2015	<ul style="list-style-type: none"> • First release of school grades under the new statutory framework of SB 1642 (2014 Legislative Session) • To reflect the transition to new statewide assessments and as outlined in state law, the 2014-2015 School Grades served as an informational baseline for schools to work toward improved performance in future years • No negative consequences were applied based upon these grades
2015-2016	<ul style="list-style-type: none"> • Second release of school grades under the statutory changes adopted in 2014; grades released in Summer 2016 • Reflecting the second year of the new statewide assessments, learning gains under the new statutory framework returned to the calculation
2016-2017	<ul style="list-style-type: none"> • Third release of school grades under the statutory changes adopted in 2014 • Anticipated release in Summer 2017

School Grades Model

- **Re-focuses** 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
- Establishes a more rigorous learning gains calculation that (1) requires students scoring below grade level to grow toward grade-level performance, and (2) requires students already at grade level to progress beyond grade-level performance
- Eliminated bonus factors or additional weighting that may raise a school grade; and eliminates additional requirements or adjustments that may lower a grade
- Schools are only graded on the components for which they have enough data

Percent Tested

- Must test 95% of students
- Calculated for each assessment and then aggregated.
- Schools that do not test 95% of students will receive 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.**

Learning Gains in School Grades

- SB 1642 established 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.)

Pre-SB 1642 Method (Used 2002 to 2014)	Post-SB 1642 Method (Used since 2016)
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	For students who remain in Level 1 or Level 2, demonstrate a learning gain by increasing their score to a higher subcategory within the Level (e.g., move from the bottom third of Level 1 to the middle third of Level 1)

ELLs in Learning Gains

- English Language Learners are included in learning gains in their second year
- If the student took the ELA assessment in their first year learning gains are calculated using the ELA assessments in the current and prior years
- If the student did not take the ELA assessment in their first year the student's English language proficiency assessment score is linked to the ELA scale and used as the prior year score to calculate learning gains

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 (FSA & EOC) 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)

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)

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)

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)

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 Grades Scale

Grade	Scale
A	62% of total points or higher
B	54% to 61% of total points
C	41% to 53% of total points
D	32% to 40% of total points
F	31% of total points or less

- The State Board of Education sets the scale and must, per state law, periodically review the scale to determine whether the expectations should be raised to encourage increased student achievement
 - If the Board adjusts the grading scale upward, it must inform the public and the school districts of the reasons for the adjustment and the anticipated impact on school grades

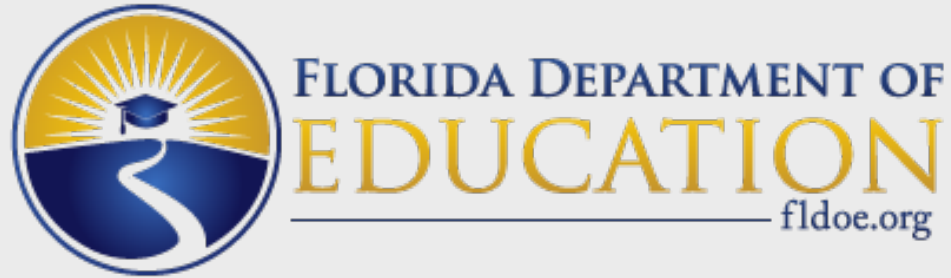
Calculating the School Grade

- 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

School Grades Model

Other Topics

- Per state law, if two or more schools operate at the same facility (**collocated schools**), and at least one of the collocated schools does not earn a school grade or a rating because of insufficient data, the performance data across all the schools at the same location are combined to calculate a school grade (s. 1008.34(3)(a)3, F.S.)
- This provision results in more schools being included in school accountability



District Grades

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

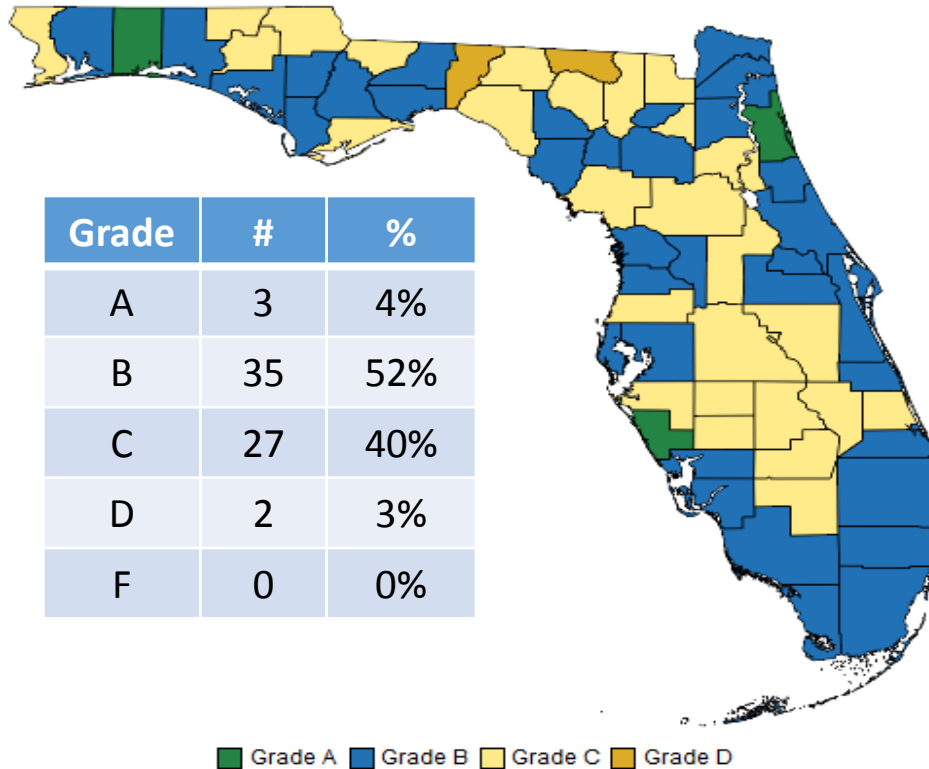
(A maximum of 11 components)

- 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%)				

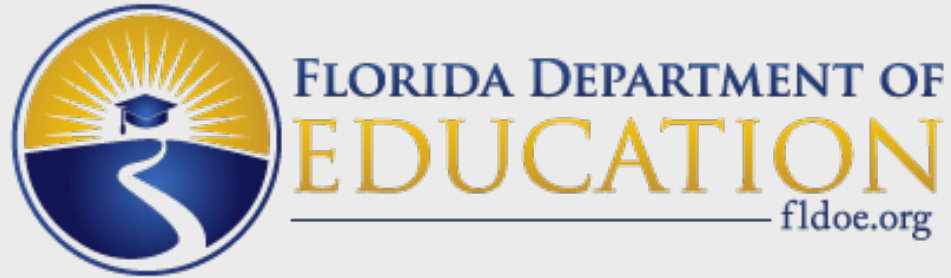
District Grades

- In addition to schools, districts are graded based on the same criteria used to grade schools (s. 1008.34(5), F.S.)
- The 2015-2016 District Grades are shown below



District Report Cards

- State law also requires the department to develop a district report card that includes the district grade, as described previously, and additional data points, including:
 - Measures of the district's progress in closing the achievement gap
 - Measures of the district's progress in demonstrating learning gains of its highest performing students
 - Measures of the district's success in improving student attendance
 - The district's grade-level promotion of students scoring achievement levels 1 and 2 on statewide, standardized assessments
 - Measures of the district's performance in preparing students for the transition from elementary to middle school, middle to high school, and high school to postsecondary institutions and careers
- District and school grades are currently available on the department's EdStats portal (<https://edstats.fldoe.org>)
- The remaining report card elements will be available in the near future at that same portal



School Improvement Ratings

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 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
 - FCAT
 - Possible use of Concordant and Comparative Scores

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

Three Year School Improvement Ratings

- “If an alternative school does not meet the requirements for the issuance of a school improvement rating in the current year, and has failed to receive a school improvement rating for the prior 2 consecutive years, the school shall receive a rating for the current year based upon a compilation of all student learning gains for all grade levels, for those 3 years.” (s. 1008.341 (2) F.S.)
- 2017-18 would be the first year this would take effect

Data Accuracy

- District accountability contact 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
- Be sure that home zoned school is indicated for students in alternative and ESE center schools

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 or a data miscalculation or other special circumstances, the school's rating may be appealed



Legislative Session Status

2017 Legislative Session Status 3-29-17

- SB 926 (Flores) and HB 773 (Diaz)
 - Review SAT and ACT to determine alignment with content in state standards
 - Achievement level 3 becomes proficient
 - Assessments administered last 3 weeks of school
 - District assessment results reported to teachers within 1 week
 - Each assessment available quarterly
 - Report of results must include additional information
 - Areas of strength and areas needing improvement
 - Specific actions that may be taken by parents to assist the child based on areas of strength and areas needing improvement
 - Longitudinal information
 - Comparative information
 - Predictive information for college entrance exams

2017 Legislative Session Status 3-29-17

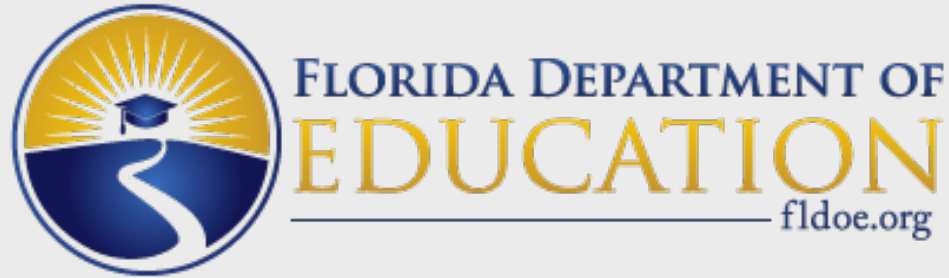
- SB 964 (Montford) and HB 1249 (Beshears)
 - Deletes EOCs other than Algebra 1 and Biology 1
 - Deletes grade 9 ELA assessment
 - Requires a paper assessment option
 - Assessments not earlier than last 4 weeks of school, results must be provided within 30 days or prior to the end of the school year whichever is sooner
 - Requires the implementation of nationally recognized assessment option
 - Learning gains = Maintaining level 3, 4, or 5 or increasing an achievement level
 - Course grades in middle school acceleration courses included in HS grades
 - Adds an extended year graduation rate to school grades
 - Adds an indicator of school quality or student access to school grades
 - Removes VAM from personnel evaluations but retains student performance as 1/3 of the evaluation

2017 Legislative Session Status 3-29-17

- HB 549 (Fine) and SB 906 (Steube)
 - Requires the publication of statewide assessments online beginning in 2019-20 and every 3 years thereafter
- HB 781 (Porter) and SB 1222 (Bradley)
 - Amends the feeder pattern requirement for school grades – changes the standard from 60% to a majority
- HB 1331 (Grail) and SB 1598 (Brandes)
 - Creates Schools of Excellence Program to provide administrative flexibility
 - Eligible if in the top 20% of schools based on percent of school grade points earned

2017 Legislative Session Status 3-29-17

- SB 1362 (Broxson)
 - Allows 2 collocated alternative schools to receive a school improvement rating if their results are combined
- PKI1 – PK-12 Innovation Subcommittee
 - Requires charter alternative school students performance to be assigned to the home school
 - High school students who transfer to a private school that has a contractual relationship with the district will have their performance data assigned to the last school attended
 - For the SIR includes concordant scores in the learning gains calculation



Appeals Review and Guidelines and Graduation Rate Process

Presenter:

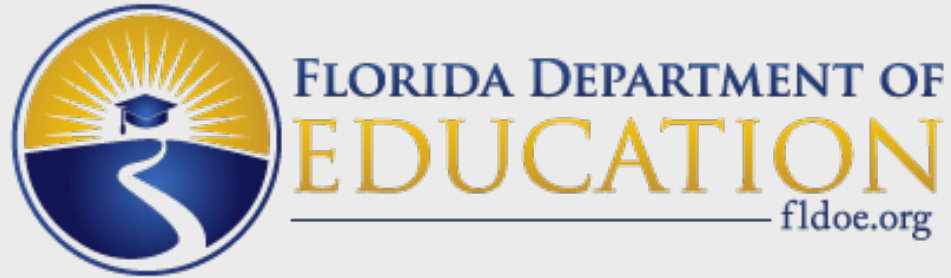
Tracy Halley, School Grades Program Director

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Today's Topics

- Part 1:
 - Appeals
- Part 2:
 - Graduation Rate Process for 2016-17



Part 1 – Appeals

Part 1

Appeals

- Review Guidelines for Submitting Appeals

Guidelines for 2016-2017 Appeals Rule 6A-1.09981

- *(7)(e) Districts shall be afforded an opportunity to contest or appeal a preliminary school grade within thirty (30) days of the release of the preliminary school grade.*

Guidelines for 2016-2017 Appeals Rule 6A-1.09981

(7)(f) A successful grade appeal requires that the district clearly demonstrate the following:

1. Due to the omission of student data, a data miscalculation, or a special circumstance beyond the control of the district, a different grade would be assigned to a school; or

- Examples of what to submit:
 - Late Reporting
 - District wide internal system malfunction
 - A middle school student who has a passing high school industry certification

Guidelines for 2016-2017 Appeals

Rule 6A-1.09981

(7)(f) A successful grade appeal requires that the district clearly demonstrate the following:

1. Due to the omission of student data, a data miscalculation, or a special circumstance beyond the control of the district, a different grade would be assigned to a school; or

- **Examples of what NOT to submit:**

- A Request for DOE to do something that is contrary to the School Grades Law (s.1008.34, F.S.) or Rule
- Student did not perform as expected, exclude their scores.
- Student took the writing at School A but reading at school B, exclude their scores.
- Include EOC test scores for students who were not reported as enrolled in the course.
- Student withdrew in late April, exclude the test they took in March.
- Include College and Career Acceleration tests that are not on the approved list.
- Any change that would **not** result in a different (increased) grade.

Guidelines for 2016-2017 Appeals

Rule 6A-1.09981

- *(7)(f)2. Where the percent of students tested is less than ninety-five (95) percent at a school and the school did not receive a grade, that the student data accurately represents the progress of the school.*
 - If the students that were not tested were counted as not satisfactory, the grade would remain the same.
 - If the students that were not tested were counted as satisfactory, the grade would remain the same.

Guidelines for 2016-2017 Appeals Rule 6A-1.09981

*(7)(g) An appeal shall **not** be granted under the following circumstances:*

- 1. It was not timely received;*
- 2. It was not submitted by the district superintendent;*
- 3. It would not result in a different grade, if granted;*
- 4. It relies upon data that the district had the opportunity to correct but failed to do so, under the process described in paragraph (7)(c) of this rule or the data reporting processes as defined in Rule 6A-1.0014, F.A.C., Comprehensive Management Information Systems.*

New Tools for Submitting Appeals

- Appeals Check List
 - Details the rule and specific requirements.
- Calculation Guide Sheet
 - Provides a clear and easy way to demonstrate that the appeal, if granted would change the school's grade.

School Grade Appeals Check List

SCHOOL INFORMATION

District Name: _____ School Name: _____
 District School Number: _____ Filled out by: _____

Rule 6A-1.09981, F.A.C. provides for two circumstances under which a district may successfully appeal one of its school's grades

(7)(f) A successful grade appeal requires that the district clearly demonstrate the following:

1. *Due to the omission of student data, a data miscalculation, or a special circumstance beyond the control of the district, a different grade would be assigned to a school; or*
2. *Where the percent of students tested is less than ninety-five (95) percent at a school and the school did not receive a grade, that the student data accurately represents the progress of the school.*

If the appeal is granted, will it change the school's grade?

- Yes. (Please provide the school grades calculation form).
 No. (If no, then your appeal cannot be granted.)

If the school tested less than 95%: Does the data used to calculate the preliminary school grade accurately represent the progress of the school?

- Yes. If the students that were not tested were counted as not satisfactory, the grade would remain the same.
 Yes, but changes should be made to the calculation. (For example, include late reported results)
 No. Changes should be made to the calculation, which will result in a different grade than the preliminary grade that was calculated. (For example, include late reported results or remove students from the tested denominator due to a district/school mistake)
 No. The data does not represent the schools progress, please leave the school as an "I". An explanation is required.

Rule 6A-1.09981, F.A.C. provides circumstances under which an appeal will not be granted

(7)(g) An appeal shall not be granted under the following circumstances:

1. *It was not timely received;*
2. *It was not submitted by the district superintendent;*
3. *It would not result in a different grade, if granted;*
4. *It relies upon data that the district had the opportunity to correct but failed to do so, under the process described in paragraph (7)(c) of this rule or the data reporting processes as defined in Rule 6A-1.0014, F.A.C., Comprehensive Management Information Systems.*

All of the following statements must be true for an appeal to be granted:

- The appeal and supporting documentation were uploaded to ShareFile no later than:
 The appeal was submitted by the district superintendent
 The changes requested will result in a different grade, or release of a school's grade that is currently listed as an "I" due to fewer than 95% of students tested, if granted
 The appeal does NOT contain a request to correct data that should have been corrected during survey reporting or updated during the web application processes.
 The appeal does NOT request changes that would contradict the school grades law or rule.

Data Submission for the Appeal (without this information we cannot evaluate the appeal appropriately)

- The appeal includes the district of enrollment (DISTENRL), school of enrollment (SCHLENRL), and student ID number (SID) from the INDV file for each student that is included in the appeal.
 The appeal includes specific and clear details on what changes are being requested for each student that is the basis of the appeal.
 The student level data submission for the appeal has been discussed with the school grades office and a format has been agreed on that will provide the data needed to consider this school's appeal. (We recommend this be done as early in the appeals window as possible giving the district as much time as necessary to provide useful data.)

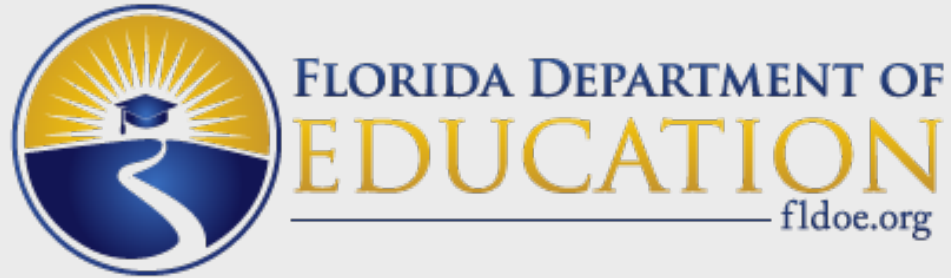
District School Number: _____

District Name: _____

School Name: _____

School Grades Components	Preliminary School Grades Calculation			If Granted, School Grades Calculation		
	Sum of the Numerator from the INDV file	Sum of the Denominator from the INDV file	Component Value	Numerator	Denominator	Component Value
English Language Arts Achievement	(Sum of ELA_ACH_NUM)	(Sum of ELA_ACH_DEN)				
English Language Arts Learning Gains	(Sum of ELA_GAIN_NUM)	(Sum of ELA_GAIN_DEN)				
English Language Arts Learning Gains of the Lowest 25%	(Sum of ELA_LOW25_GAIN_NUM)	(Sum of ELA_LOW25_GAIN_DEN)				
Mathematics Achievement	(Sum of MATH_ACH_NUM)	(Sum of MATH_ACH_DEN)				
Mathematics Learning Gains	(Sum of MATH_GAIN_NUM)	(Sum of MATH_GAIN_DEN)				
Mathematics Learning Gains of the Lowest 25%	(Sum of MATH_LOW25_GAIN_NUM)	(Sum of MATH_LOW25_GAIN_DEN)				
Science Achievement	(Sum of SCIENCE_ACH_NUM)	(Sum of SCIENCE_ACH_DEN)				
Social Studies Achievement	(Sum of SOCIAL_ACH_NUM)	(Sum of SOCIAL_ACH_DEN)				
Middle School Acceleration	(Sum of MSC_ACC_NUM)	(Sum of MSC_ACC_DEN)				
Graduation Rate 2014-15						
College and Career Acceleration 2014-15	(Sum of CCA_NUM)	(Sum of CCA_DEN)				
Percent Tested						
Total Points Earned						
Total Components						
Percent of Total Possible Points						
Grade 2017						

*If adding or removing students to the gain calculation, all students must be re-ranked for the gains in the lowest 25%. Adding and removing students from the lowest 25% without re-ranking can cause inaccurate results.



Part 2 – Graduation Rate Process

Part 2

Graduation Rate Process for 2016-17

- Review the methodology
- Explain the review process

Federal Uniform Graduation Rate

- All students must be accounted for.
- Only standard diplomas count.
- Does not remove transfers to adult education programs (remain in denominator).
- Assigns DJJ students back to their most recent regular high school.

Federal Uniform Graduation Rate

- Key for the 1617 Graduation Rate
 - Year0 – 1213
 - Year1 – 1314
 - Year2 – 1415
 - Year3 – 1516
 - Year4 – 1617

Formats Used for the Cohort Build

- Final Survey Data
 - Format: Student Demographic Information
 - Survey 2/Year1
 - Survey 5/Year1-Year3
 - Format: Student Course Transcript Information
 - Survey 2/Year1
 - Format: End of Year Status
 - Survey 5/Year0-Year3
 - Format: Prior School Status/Student Attendance
 - Survey 5/Year1-Year3
 - Format: Exceptional Student
 - Survey 2/Year1
 - Survey 5/Year1-Year3
 - Format: Federal/State Indicator Status
 - Survey 2/Year1
 - Survey 5/Year1-Year3

Formats Used for the Cohort Build

- Snapshot Survey Data
 - Format: Student Demographic Information
 - Survey 5/Year4
 - Format: End of Year Status
 - Survey 5/Year4
 - Format: Prior School Status/Student Attendance
 - Survey 5/Year4
 - Format: Exceptional Student
 - Survey 5/Year4
 - Format: Federal/State Indicator Status
 - Survey 5/Year4

Building the Unadjusted Cohort

Key Data Elements

- Student Number Identifier, Florida
- School Number, Current Enrollment
- Withdrawal Code
- Diploma Code
- Withdrawal Date
- Grade Level

Building the Unadjusted Cohort

- Include all first-time 9th graders in fall 2013 membership in your district (Year1).
 - From Survey 2 Demographic and Course.
- Add incoming transfers on the same schedule to graduate found in Survey 5 Demographic and End of Year Status
 - New 9th graders in Year1
 - New 10th graders in Year2
 - New 11th graders in Year3
 - New 12th graders in Year4

2016-2017 Process

- A 3-year file will be made available in April 2017:
 - ~~DPS##.GQ.G63494.Y16175.P3YR~~
 - ~~DPS##.GQ.G63494.Y16175.DUPS~~
 - Prelim 3 Year GradRate File 1617 DIST## (ShareFile)
- Survey 5 will be pulled for the initial cohort purposes in October.
 - The deadline for Federal Reporting and other important metrics has not been set yet but is normally around the first week of October.
- Initial 4-year cohort file will be created immediately following the initial pull.
- New Graduation Rate Cohort Corrections web application will begin once the cohort file has been created.

2016-2017 Process

- Results will be available on ARM’s High School Graduation Rates EDStats Tool:
 - <https://edstats.fldoe.org/>
 - Click on the green button for “PK-12 Public Schools.”
 - Click on High School Graduation Rates under “Interactive Reports - PK-12.”

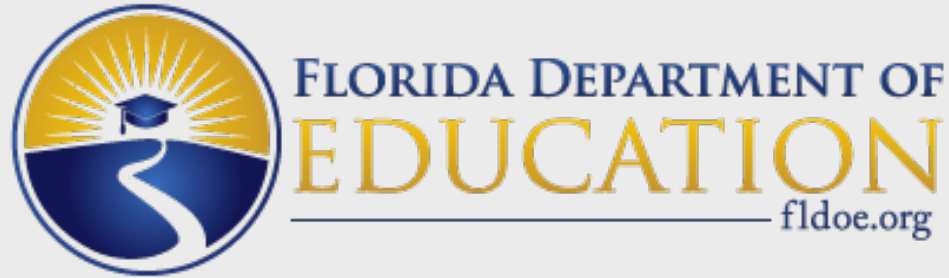
2016-2017 Review Process

Graduation Rate Review Process

- Starting with the 2015-2016 calculation, districts had the opportunity to review district and school Graduation Rate numerator and denominator prior to the close of the cohort corrections process.
- This process will be different in 1617 as the numerator and denominator will be available on the web application and will update throughout the process.
- **The new web application for the Graduation Rate Cohort Corrections process will serve as the review process.**

Questions and Answers

Questions concerning Appeals and Graduation Rate can be directed to the Bureau of Accountability Reporting at evalnrpt@fldoe.org or (850) 245-0411



2016-17 Accountability Web Applications

Presenter:

Danielle Boudreaux, District Communications Liaison

Bureau of Accountability Reporting

evalnrpt@fldoe.org

Accountability Reporting Web Applications

- Student Data Updates (SDU)
- School Types
- College and Career Acceleration
- Prior Year Assessment Matching
- Assessment Matching
- Graduation Rate Cohort Corrections (new in 2017)

Overall Purpose

- Allow districts to review and verify information they have submitted or the accuracy of matches between records that have been made by Bureau of Accountability Reporting staff.
- Allow for limited updates of certain data elements used in the calculation of school grades and school improvement ratings.
 - The department relies on the districts for verification of data files and matches created by the bureau.

Student Data Updates

- The tool through which districts/schools are able to make updates in the accountability membership file to students whose status has changed after Survey 3.
- The students included in the application are those students who were reported on Survey 3 with course enrollment at their school of enrollment.
- Additionally, the application includes students in grades 1 and 2 to account for students in those grade levels who test above grade level.

School Types

- Ensures that schools have the appropriate school types assigned.
 - With the exception of Department of Juvenile Justice (DJJ) schools, all school types will be included in the school grade calculations; DJJ schools receive a type 10.
- Principals of Alternative Schools and ESE Center Schools will be able to download the School Grades/School Improvement Rating form through the web application.

College and Career Acceleration

- The tool through which districts/schools provide information leading to additional matching between graduates and Survey 5 acceleration measures (i.e., AICE/IB/AP examinations, dual enrollment course, industry certifications).
- This is accomplished through the review of matched graduate data for accuracy and the addition of information, if available, for unmatched graduates.

Prior Year Assessment Matching

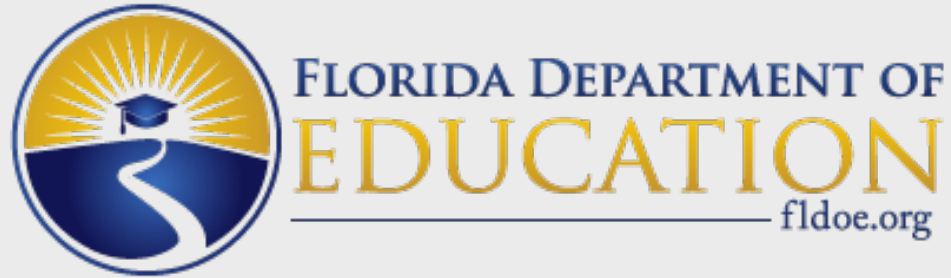
- This application is used in the calculation of the learning gains components of school grades and school improvement ratings.
 - It is also used in determining first time test takers in high school.
- This web application is the tool for districts/schools to provide information leading to additional student-to-assessment matching.

Assessment Matching

- The tool through which districts and schools are able to verify assessment-to-student matches made by the DOE.
 - Aids in determining student inclusion for school grades and school improvement ratings.
- The purpose of this application is review, confirm, or add matches between current-year Survey 3 student records and current-year assessments.

Graduation Rate Cohort Corrections

- This is a new application that will be opening in Fall 2017.
 - The demonstration for the new application will take place during the Annual Assessment and Accountability Meeting.
- Replaces the cohort corrections process that took place on the mainframe.
- It will allow districts to review and correct withdrawal information for all students in a school/district's four-year graduation cohort.



VAM and DJJ Accountability System Update

Presenter:

Jason Gaitanis, Bureau Chief

Bureau of Accountability Reporting

evalnrpt@fldoe.org

Today's Topics

- Part 1:
 - VAM & Teacher Evaluation Systems
- Part 2:
 - Department of Juvenile Justice (DJJ) Accountability System



Part 1 – VAM

VAM-related Topics

- RVT
- VAM Survey 2/3 match decisions
- VAM output files
- Transition to SBE Rule 6A-5.0411, FAC
- Feb 1 Annual Report
- 2017-18 VAM Timeline

Roster Verification Tool - RVT

- Survey 3 opened earlier this week as planned
- Survey 2 remains open
- Both will close on April 28th

VAM Survey 2/3 match decisions

- Requests should be sent to classroster@fldoe.org
- If we do not hear from you about a 2/3 match, we will use whatever process was in place for your district last year
- Responses that files are OK to use, or revised files, are due no later than June 9, 2017 and **must** come from the primary accountability contact
- Remember VAM 2/3 match and School Grades 2/3 match **are not the same**

VAM Output Files

- Format, content and release date are the same as last year
- We are exploring the possibility of producing a 3 year aggregate score for Algebra 1
- We are exploring the possibility of providing a student-level file that could be used to provide teachers with their students' expected scores and other model covariates
- Classifications are provided in the 1 year, 2 year and 3 year school-level files for use with administrators and other staff who receive school-wide scores based on the number of years they have been at the school

Transition to SBE Rule 6A-5.0411, FAC

- All districts should be using the 3 year combined aggregate score for all teachers who receive one, unless one of the 4 exclusion criteria are met, in which case an alternate student performance measure must be available and must be used.
- Teacher with both a Algebra 1 and a 3 year combined aggregate score can merge them, and weight based on courses or students.
- Questions about what is required to be included in the evaluation and requests to discuss specific scenarios can be directed to Jason.Gaitanis@fldoe.org or Eileen.McDaniel@fldoe.org

February 1 Annual Report

- Evaluations are due Friday, October 27th.
- VAM data are delivered during the first week in August.
- This gives districts nearly 3 full months to complete the evaluation process and still meet the deadline.
- This year, we had several districts who did not report until late January.
- Evaluations cannot serve their intended function if they are not delivered to educators timely.

2016-17 VAM Timeline

Date	Activity
March 27, 2017	<ul style="list-style-type: none"> Spring Survey 3 RVT opens.
April 14, 2017	<ul style="list-style-type: none"> Survey 2/3 match request list files from 2015-16 posted to sharefile for districts to update.
April 28, 2017	<ul style="list-style-type: none"> All districts requesting any changes from the prior year to their Survey 2/3 match conditions for VAM calculation purposes must have updated the document in their sharefile directory to reflect changes. Fall Survey 2 and Spring Survey 3 Roster Verification Tools close. Districts electing to use Survey 2 and 3 data instead of RVT for VAM purposes must have those data files finalized.
Week of June 9, 2017	<ul style="list-style-type: none"> FDOE posts files to sharefile site with Survey 2/3 requests applied for district review. Districts verify that Survey 2/3 requests were applied correctly. The district accountability contact in <u>every</u> district replies to FDOE that files were compiled accurately, or revises the files.
July 2017	<ul style="list-style-type: none"> Processes VAM calculations for FSA ELA, FSA Mathematics, and Algebra I.
First Week of August, 2017	<ul style="list-style-type: none"> FLDOE posts VAM results for teachers to school districts via sharefile website.
October 27, 2017	<ul style="list-style-type: none"> All 2016-17 evaluations due via Survey 5 Staff Database submission for inclusion in annual legislative report.



Part 2 – DJJ Accountability System

DJJ – Related Topics

- Simulations timeline
- Measures
- Ratings

DJJ Ed. Program Accountability Model

(A maximum of 11 components)

- The rating is based on the percentage of total points earned, and **programs are graded based only on the components for which they have sufficient data** (WIN learning Gains will be included beginning in 2016-2017)
- Measures are classified on a 3 point scale before being combined
- Cut-scores used to determine classification are specific to each program type/measure combination

Learning Gains	K-12 Outcomes	Educator Quality	Post-K-12 Outcomes	Process Measures
FSA ELA (0% to 100%)	Increased Attendance (0% to 100%)	Core Courses Taught by Certified Teachers (0% to 100%)	Postsecondary Enrollment (0% to 100%)	Common Assessment Data Quality (0% to 100%)
FSA Math (0% to 100%)	Industry Certifications (0% to 100%)		Employment (0% to 100%)	
WIN Reading (0% to 100%)	5 Year Graduation Rate (0% to 100%)			
WIN Math (0% to 100%)				
		Simulation 1 (2014-15)	Simulation 2 (2015-16)	Year One (2016-17)

Procedures for Calculating Scores and Ratings

- Three ratings include Commendable, Acceptable and Unsatisfactory
- Components will be rated on a 3-point scale
- Rating will be the simple (unweighted) average of the components with sufficient data
- If a DJJ education program doesn't have sufficient data to generate a rating for three years in a row, the prior three years of data will be aggregated to produce a rating

State Board of Education Will Need to Establish the DJJ Ed. Prog. Grading Scale

- Measures are classified before computing final rating to standardize scale among measures to promote fairness
- Classification scale for each measures is based on actual relative performance among program type
- Classification scale is set for each measure by program type independently

Questions and Answers

Questions concerning VAM and the DJJ Accountability System can be directed to the Bureau of Accountability Reporting at VAM@fldoe.org or (850) 245-0411



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