



School Improvement Ratings Rule 6A-1.099822, F.A.C.

Rule Development Workshop
July 28, 2016



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Overview

- School Improvement Rating
 - Rule development
 - Rating categories
 - Components and percent tested
 - Learning gains calculation
 - Rating calculation
 - Data accuracy and appeals process

School Improvement Ratings – Rule Development

- Public workshops held in October 2015 on rule language and public comments received
- Now learning gains can be calculated
- Public comments are again solicited on the draft rule including cut points for the ratings
- Commissioner will review the public comments submitted
- 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 continue to be received.
- State Board of Education will likely take action on this rule in September
- 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.

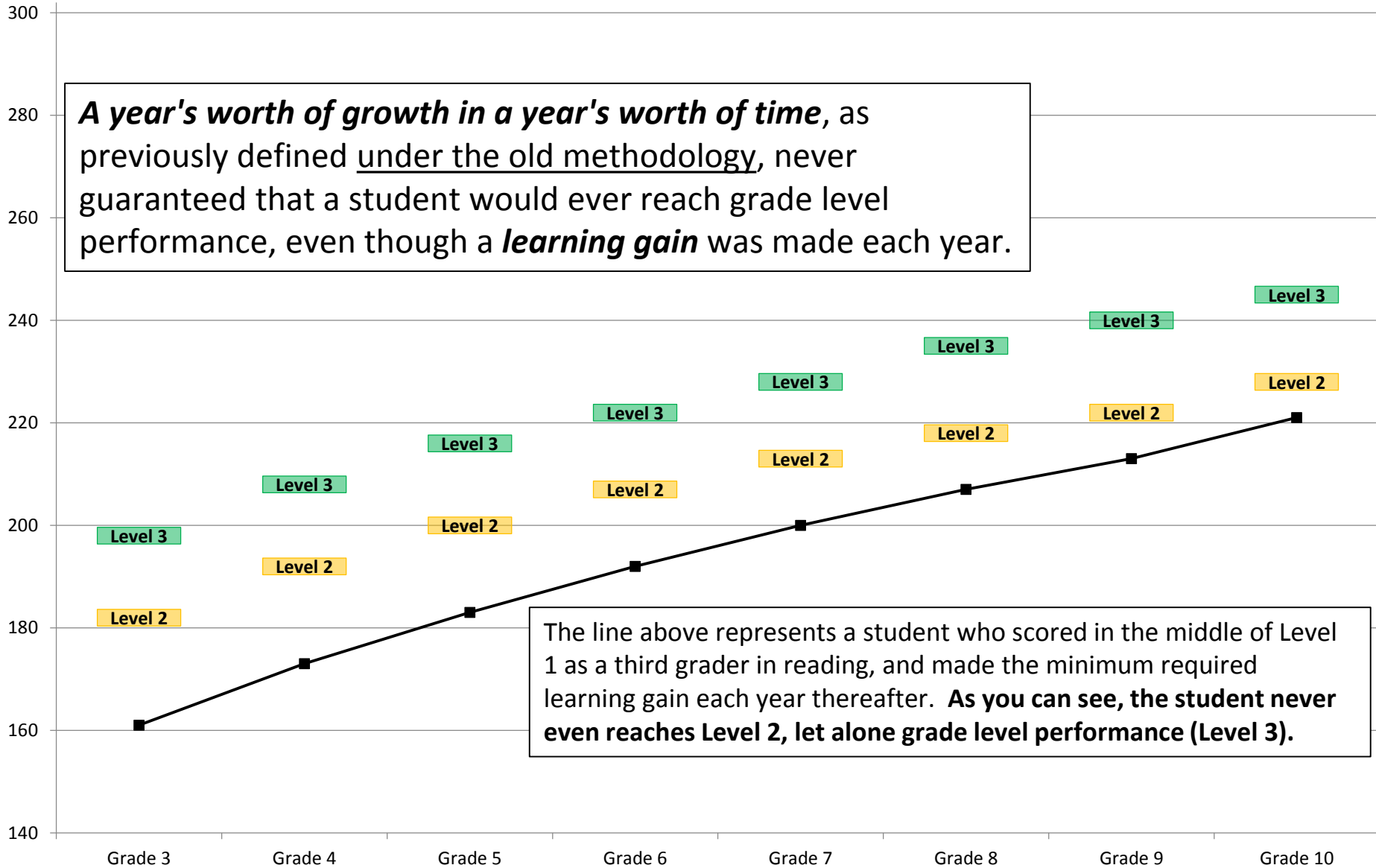
Learning Gains Method

- Beginning in 2015-16 new framework for learning gains calculation requires 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 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.

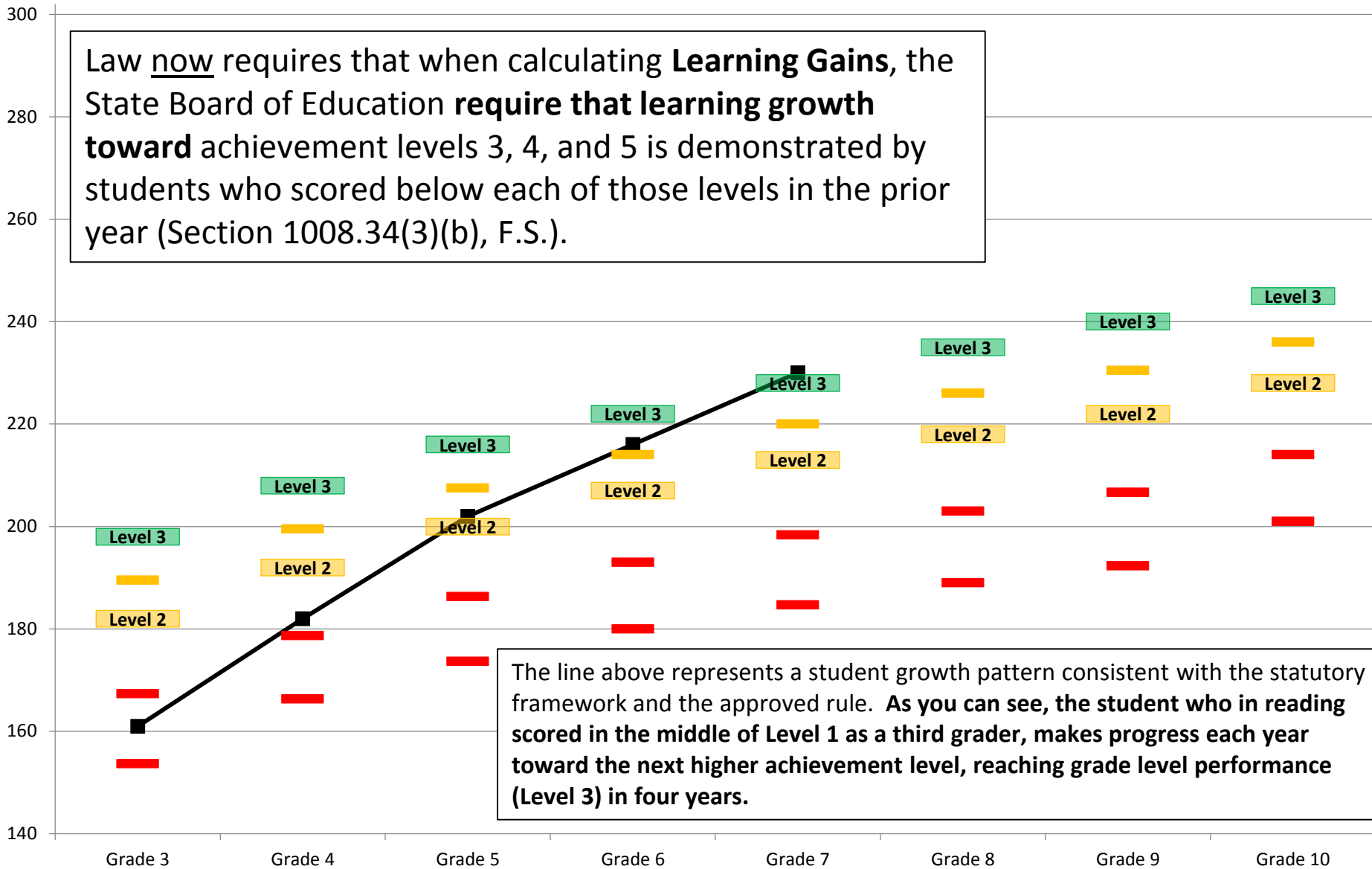
Comparison of the Ways to Demonstrate a Learning Gain for School Grades

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).

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).
- **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

Assessments	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

FSA End-of-Course Assessments

Assessments	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

Sufficient Data

- Schools will be rated only for those components for which they have sufficient data
- Sufficient data means at least 10 students are eligible for inclusion in the component
- If an alternative school does not have sufficient data to receive a rating for three (3) consecutive years, then in the third year the alternative school will receive a rating based on the most recent three (3) years of data.

Calculating the School Improvement Rating

- The school's rating 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 will be compared to the scale to be set by the State Board of Education to determine a school's improvement rating
 - The rating of Commendable, Maintaining, or Unsatisfactory is based on the percentage of possible points earned by each school.

Draft School Improvement Rating Scale

- Commendable = 50 percent of total applicable points or higher
- Maintaining = 49 to 26 percent of total applicable points
- Unsatisfactory = 25 percent of total applicable points or less

Historical School Improvement Ratings

	2010-11		2011-12		2012-13		2013-14	
Improving	6	10%	26	28%	23	22%	47	29%
Maintaining	11	19%	7	8%	24	23%	41	26%
Declining	42	71%	60	65%	57	55%	72	45%
Total	59		93		104		160	

Impact Based on 2015-16 Data

	Number	Percent
Commendable (50% +)	7	6%
Maintaining (49% to 26%)	54	48%
Unsatisfactory (25% or less)	51	46%
Total	112	

Examples for Calculating the School Improvement Rating

ELA Learning Gains	Math Learning Gains	Total Points Earned	Number of Components X 100	Percent of Total Points	Rating
56%	45%	101	200	51%	Commendable
38%	22%	60	200	30%	Maintaining
24%	24%	48	200	24%	Unsatisfactory

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.

Questions and Answers

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



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